

# 2025

## SENIOR SCHOOL HANDBOOK



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This Handbook is produced for the guidance of students and their parents in selecting VCE, VCE-VM, VET and School Based Apprenticeship Traineeship (SBAT) courses for Years 11 and 12. Before the final subject selection forms are completed students should consult widely, seeking advice about future courses and careers. Sources of advice include subject teachers, Year Level Advisors, the Career Pathways Coordinator and Principal. Many publications produced by the Victorian Curriculum Assessment Authority (VCAA), Universities, TAFEs, other higher education providers and employment agencies are very useful and are available from the Careers Hub.

# Welcome...



## Yea High School Senior School

**Yea High School recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people. The school aims to ensure the values of Respect, Trust and Acceptance are embedded in the school community. Our aim at Yea High School is to promote personal excellence and provoke in our students a desire for continued learning.**

The Senior School years are concerned not only with academic preparation for the VCE but also with maturing attitudes to work, organisation and approaching life in a balanced way.

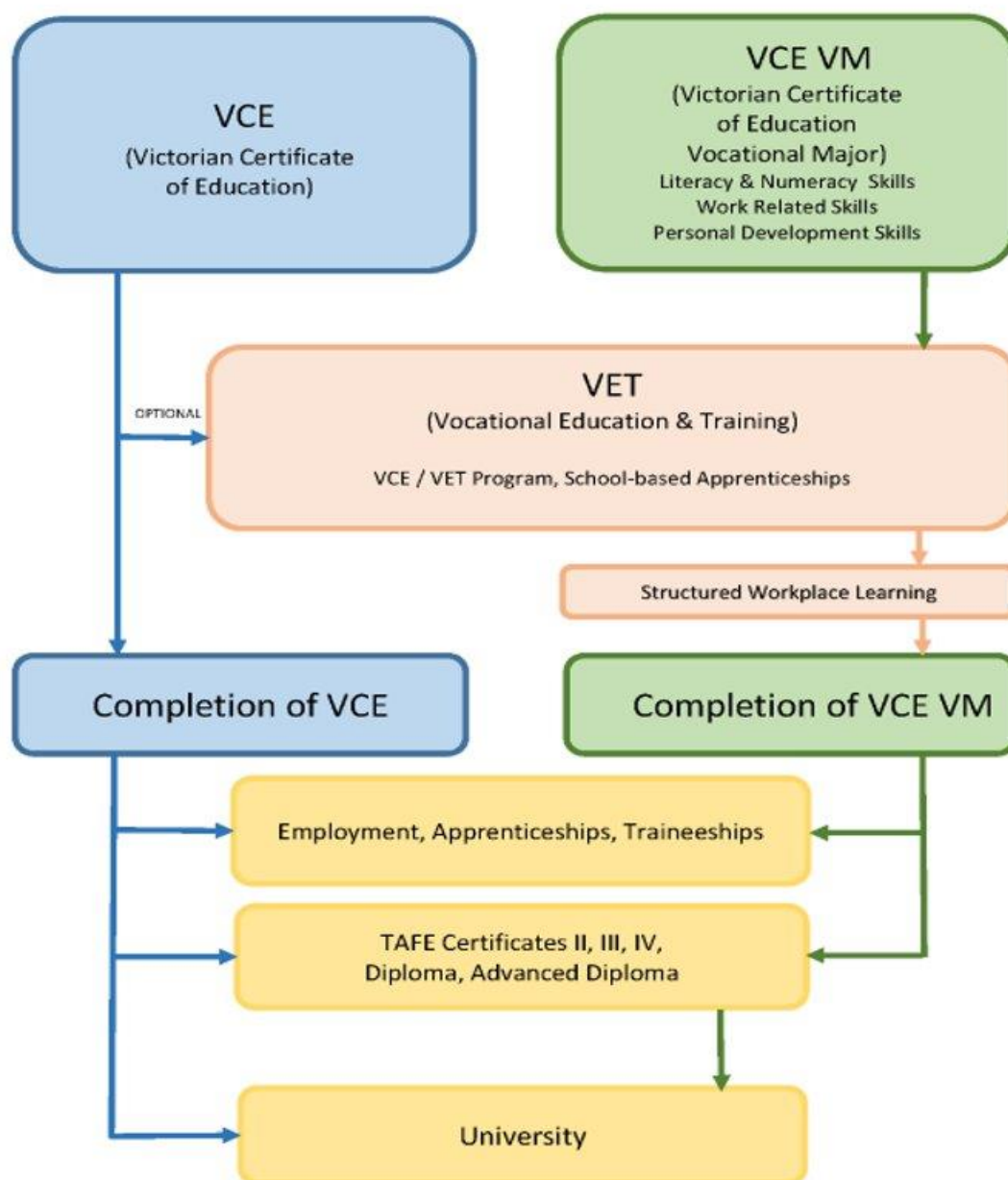
We expect our senior students to establish challenging goals, which extend their abilities, to focus clearly on achieving them and to become increasingly independent. We encourage them to set a good example for younger students, to be student leaders, to participate fully in school activities and to understand the associated responsibilities.

Our students have the opportunity to undertake a range of VCE units and VET programs, and to provide close, individual attention for our students through our small class sizes and student support network. VCE-VM is a hands-on option for students in Years 11 and 12 with practical work related experience, as well as Literacy and Numeracy skills, and the opportunity to build personal skills that are important for life and work.

**We wish every student success in their senior years.  
Do not hesitate to contact us if we can help in any way.**

# What to choose...

Selecting the best course for you may not be an easy decision. Many students at this level have not finalised their ideas about what career to pursue. Make sure you spend time finding out what careers you are interested in and suited to by following up with our Career Pathways Coordinator, Sally Nott.



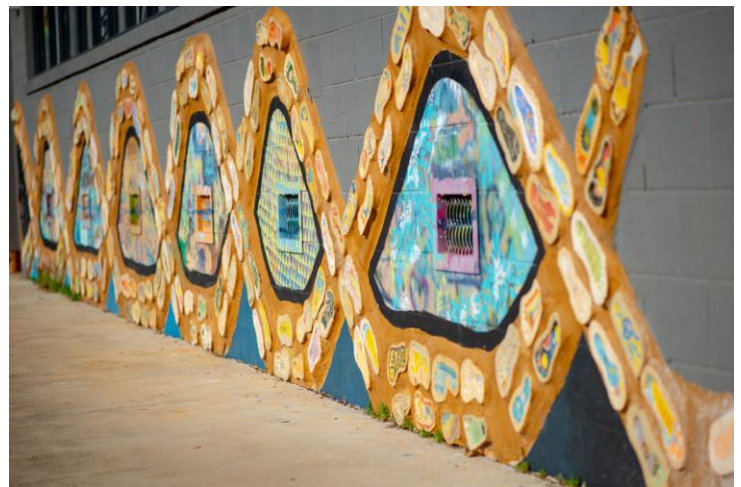
# What to choose...

The choice of course for a particular career depends upon many factors, some of which are:

- Pre-requisites required by a tertiary institution and/or employing authority.
- Ability to achieve success in selected subjects.
- Past performances in the subject, together with personal likes and dislikes of the subject.
- Interest in and enjoyment of the subject.
- **PLEASE NOTE:** It is the responsibility of the student to ensure that chosen programs meet tertiary entrance requirements.

When students are selecting a course of study, they should ask themselves the following questions:

- ✓ Am I choosing subjects in which I have a good chance of success?
- ✓ Do the studies I have chosen give me as much flexibility as possible to change career direction?
- ✓ Will these subjects assist me in gaining the tertiary study or employment I want?
- ✓ Am I genuinely interested in these units?
- ✓ Am I prepared to commit myself to the necessary work?



# What to choose...

## YEAR 11

Units 1 and 2 can be done separately or as a sequence. It is expected that Unit 1 will usually be offered in the first semester and Unit 2 will be offered in the second semester.

## YEAR 12

Units 3 and 4 of all studies must be done as a sequence. Unit 3 will only be offered in the first semester and Unit 4 will only be offered in the second semester.

In the **VCE** course each subject is called a 'Unit' and has a number 1, 2, 3, or 4. Students will normally undertake Units 1 and 2 in the first year of their VCE program and Units 3 and 4 in the second year. Students can choose what subjects they would like to complete, depending on the pre-requisites of university or their own interests.

The **VCE VOCATIONAL MAJOR** is a hands-on option for students in Years 11 and 12. Year 11 students complete Units 1 and 2, and Year 12 students complete Units 3 and 4.

The VCE-VM has four set subjects. It gives students practical work-related experience, as well as Literacy and Numeracy skills, and the opportunity to build personal skills that are important for life and work. The VCE-VM is an accredited secondary certificate.

For all VCE-VM and some VCE students a **VET program** can also be considered. See your careers advisor who can outline available VET programs to suit your career pathway or interests.

| VCE                                                                                                                                                                         | VCE-VOCATIONAL MAJOR                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Required for direct entry into University</p> <p>Students must study one of the English subjects on offer plus six subjects on offer in Year 11 and five in Year 12.</p> | <p>Provides pathways into employment, apprenticeships, and further studies at TAFE.</p> <p>Students complete specific studies: Literacy, Numeracy, Work Related Skills and Personal Development Skills.</p> |
| A VCE program can include a VET subject                                                                                                                                     | A VCE-VM program MUST include a VET or School Based Apprenticeship.                                                                                                                                         |
| VET (Vocational Education and Training) subjects can be part of either pathway                                                                                              |                                                                                                                                                                                                             |

# What to choose...

## Entry To Studies

Students may enter studies at Units 1, 2 or 3. Some study designs include advice that students should complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This is advice only. Consult the VTAC website, or the relevant subject teachers, for additional information.

## Career Planning Assistance

Career planning and VCE selection can be confusing at times but you are not expected to arrive at decisions in isolation. If students and parents are unsure or simply require further information, they should contact the Career Pathways Coordinator Sally Nott.

## Course Selection Requirements

When selecting your units to be studied in 2025, keep the two years of your program in mind. There are some units you have to do and others you need to do to satisfy pre-requisites for tertiary studies. Some Units don't specify pre-requisite but it may be highly desirable, and ultimately to your advantage to do them.

All changes of course are subject to the approval of the Year Level Coordinator and unit teachers. Changes are to be recorded and given to the Year Level Coordinator, to then be updated with VCAA.

All proposed VCE selections have to be checked by the Year Level Coordinator for general advisability and the meeting of requirements. A student's course selection is subject to review at the end of each semester and at regular intervals depending on academic performance.

The provision of studies in each semester will be dependent upon sufficient demand by students and the availability of teachers.

**PLEASE NOTE:** It is school policy that unless there are exceptional circumstances, as authorised by the Principal, Year 11 students are to undertake six subjects per semester and all Year 12 students are to undertake five subjects per semester. These subjects may include VET courses, and/or distance education subjects. Year 11 students will only be permitted to undertake one subject at the level of Units 3 and 4, unless exceptional circumstances are authorised by the Principal.

# VCE 2025

Year 10 students may request to complete ONE Unit 1 & 2 subject. Year 11 students are required to select six units each semester and the selection must include English (1 and 2). Each student will therefore take twelve units for the whole year.

It will also be possible for some students to complete a 3 and 4 unit sequence as one of their 6 subjects in Year 11. The purposes of this arrangement are to extend student's skills and to allow students to have more options and will be calculated into their tertiary entrance ranking. This would allow them to gain an "additional" bonus as part of their Year 12 ATAR.

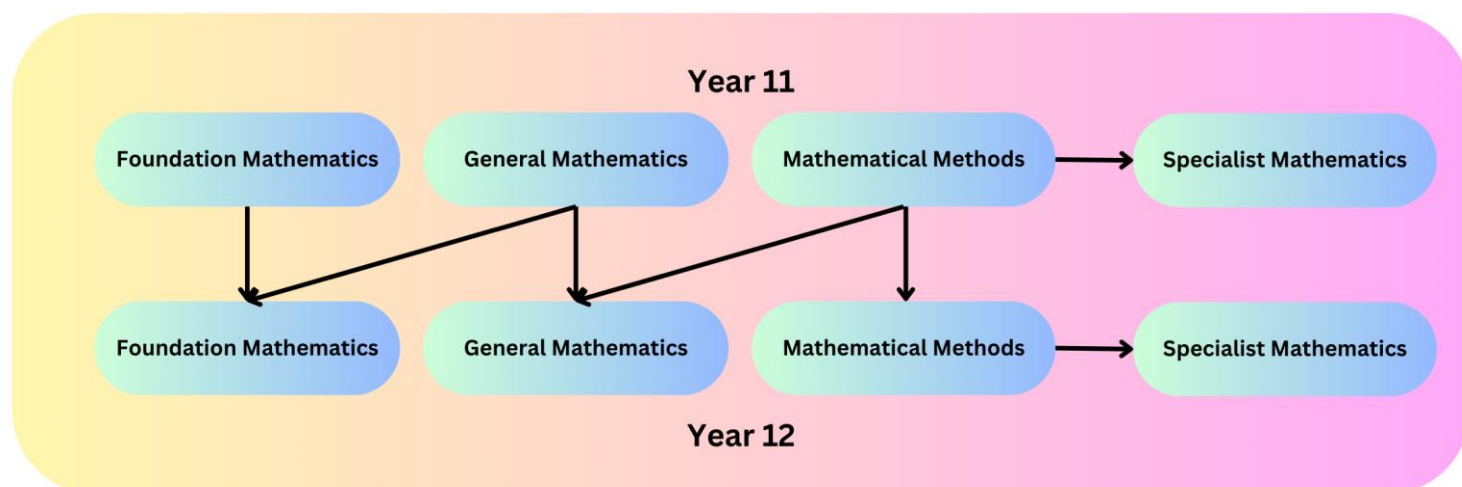
## ENGLISH

At Year 11 students will study English Units 1 and 2. To meet the English requirement for the VCE students may choose to complete either English Units 3 and 4 and/or Literature Units 3 and 4.

## MATHEMATICS

Mathematics is not compulsory however mathematics is often a prerequisite for some university courses. It is recommended that students consider this option.

## What Mathematics Do I Need?



Detailed descriptions are over the page.

# VCE 2025

**Foundation Mathematics 1 and 2** is designed to improve basic numeracy skills, with a focus upon workplace and real life mathematics.

**General Mathematics 1 and 2** is designed for students likely to need Mathematics for tertiary entrance and leads into General Mathematics 3 and 4. The level of Mathematics covered in this subject is not as advanced as that covered in Mathematical Methods 1 and 2, particularly in algebra skills. A student wishing to do General Mathematics would typically enjoy arithmetic, money maths, statistics and networks.

**Mathematical Methods 1 and 2** is designed for students likely to need Mathematics for tertiary entrance and also for those wishing to continue their study of the subject at a more advanced level. Mathematical Methods 1 and 2 leads directly into Mathematical Methods 3 and 4 which is a pre-requisite for many tertiary courses.

**Specialist Mathematics 1 and 2\*** is designed for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

**Foundation Mathematics 3 and 4** focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

**General Mathematics 3 and 4** is intended for a wide range of students and provides general preparation for employment and further study. Students would be expected to have studied any of the 1 and 2 units prior to undertaking this unit.

**Mathematical Methods 3 and 4** can be taken on its own or in conjunction with either General Mathematics 3 and 4 or Specialist Mathematics 3 and 4 units and is intended to provide an appropriate foundation for further study in tertiary areas e.g. Science, Economics and Medicine. Students should have previously studied Mathematical Methods 1 and 2.

**Specialist Mathematics 3 and 4\*** is a course intended for those students who plan to undertake specialist tertiary courses in Mathematics or related disciplines e.g. Engineering. This course would normally be undertaken in conjunction with Mathematical Methods 3 and 4.

# VCE 2025

## Assessment

To meet the graduation requirements of the VCE, a student must satisfactorily complete a minimum of sixteen units.

These units must include:

- Three units of English, including a 3-4 sequence
- At least three sequences of Units 3 & 4 studies other than English

For each unit, students will be awarded an 'S' (Satisfactory), if all outcomes have been achieved, and an 'N' (Not Satisfactory) if not. The Victorian Curriculum and Assessment Authority (VCAA) 'Statement of Results' issued on the completion of the VCE will contain this information. For satisfactory completion of a unit, a student must demonstrate achievement of each of the Outcomes for the Unit that are specified in the study design. This decision will be based on the teacher's judgement of the student's performance on Assessment Tasks designated for the unit.

Achievement of an Outcome means:

- The work meets the required standard as described in the outcomes.
- The work was submitted on time.
- There has been no breach of VCAA rules.
- Satisfactory understanding of key knowledge points for each outcome.

A student may not be granted satisfactory completion if:

- The student has failed to meet a school deadline for an assessment task, including where an extension of time has been granted.
- The work cannot be authenticated.
- There has been a breach of VCAA rules including school attendance rules.
- Satisfactory understanding of key knowledge points for each outcome is not met.

Yea High School has elected to give a grading of Very High, High, Medium, Low, Very Low and Ungraded Assessment Tasks in Units 1 and 2. Reports will be issued at the end of each semester indicating 'S' or 'N' for each unit as well as the grading for each Assessment Task. Where illness or other factors affect performance, students may seek special provision. A 'UG' (ungraded) grade may also be recorded if work is completed but does not reach the standard of the grade, very low. Students will receive an 'N' for work they failed to submit.

Exam periods are held in June and October/November annually. They are to be held under formal conditions and are assessment tasks that are recorded on the report. Absence from an exam means that an NA (Not Assessed) is recorded.

In Year 12, a number of Unit 3 and 4 studies will be offered, subject to a sufficient number of students selecting them. Units 3 and 4 of all studies are designed as a sequence and students must take both units of study. Each student is required to select five of these two unit sequences. The selection must include English (3 and 4).

**Most Year 12 students will take ten units, including scored VET courses.**

## General Achievement Test (GAT).

All students enrolled in one or more Victorian Certificate of Education (VCE) Unit 3-4 sequences or VCE VET scored Unit 3-4 Sequences including VCE-VM are expected to sit the General Achievement Test (GAT). The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards ATAR, they play an important role in checking that our school based assessments and external assessments have been accurately assessed. The GAT can also be used to a derived study score should the student be unable to attend exams for extenuating circumstances.

The image shows a photograph of a General Achievement Test (GAT) question book and a corresponding Statement of Results document.

**General Achievement Test 2023**  
Section A  
Thursday 15 June 2023  
Reading time: 9:00 am to 9:15 am (15 minutes)  
Writing time: 9:15 am to 11:15 am (2 hours)

**QUESTION BOOK**

| Structure of book                    | Number of questions to be attempted | Suggested time (minutes) |
|--------------------------------------|-------------------------------------|--------------------------|
| Writing task - Part 1                | 1                                   | 20                       |
| Writing task - Part 2                | 1                                   | 45                       |
| Multiple-choice questions - Numeracy | 50                                  | 45                       |
| Multiple-choice questions - Literacy | 50                                  | 45                       |

**Instructions**

- Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers, an English and/or bilingual dictionary and one scientific calculator.
- Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.
- Materials supplied**
  - Question book of 68 pages
  - Answer book for the writing tasks
  - Answer paper for multiple-choice questions on page 7 of the answer book
- Instructions**
  - Write your student number in the space provided on the answer book.
  - Write your name on the multiple-choice answer page on page 7 of the answer book.
  - Follow the times requested for each type of question.
  - All written responses must be in English.
- At the end of the test**
  - You may keep this question book.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

**Statement of Results**  
leading to the award of the Victorian Certificate of Applied Learning

A Lee  
2 Lonsdale St  
MELBOURNE VIC 3000

Student Number: 14850702X  
Date: 14/12/2018  
Page: 1 of 1

Anna Lee has achieved the following results:

| YEAR      | UNIT OF STUDY OR CERTIFICATE                      | RESULT       |
|-----------|---------------------------------------------------|--------------|
| 2017      | Personal Development Skills Unit 1 (Foundation)   | S            |
|           | Personal Development Skills Unit 2 (Foundation)   | S            |
|           | Work Related Skills Unit 1 (Foundation)           | S            |
|           | Work Related Skills Unit 2 (Foundation)           | S            |
| 2018      | Literacy Skills Intermediate Oral Communication   | S            |
|           | Literacy Skills Intermediate Reading and Writing  | S            |
|           | Personal Development Skills Unit 1 (Intermediate) | S            |
|           | Personal Development Skills Unit 2 (Intermediate) | S            |
| VCE UNITS | Work Related Skills Unit 1 (Intermediate)         | S            |
|           | Work Related Skills Unit 2 (Intermediate)         | S            |
| 2017      | FOUNDATION ENGLISH                                | 1/2 S/N      |
|           | MATHS: FOUNDATION MATHEMATICS                     | 1/2 S/N      |
|           | SPORT AND RECREATION (VCE VET)                    | 1/2 S/S      |
|           | HISTORY: 20TH CENTURY (1900-1945)                 | 1 S          |
| 2018      | SPORT AND RECREATION (VCE VET) K                  | 3/4 S/S B+ C |
|           | SPORT AND RECREATION (VCE VET) K                  | 3/4 S/S B+ C |

**GENERAL ACHIEVEMENT TEST**  
This student has obtained results in the General Achievement Test in 2018.

**ACHIEVING THE VICTORIAN CERTIFICATE OF APPLIED LEARNING**  
This student has been awarded the Victorian Certificate of Applied Learning (Intermediate) and has met the strand requirements in Literacy, Numeracy, Personal Development, Work Related and Industry Specific skills.

**END OF STATEMENT**  
Total number of results 10

Signature: [Signature]  
Date: [Date]

**VICTORIA**  
Government

**VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY**

## School Assessed Coursework (SACs)

Each sequence of Units 3 and 4 include a set of school assessed coursework which is used to assess a student's level of performance on key knowledge of the outcomes. School Assessed Coursework is set by the school and the curriculum is set by the Victorian Curriculum and Assessment Authority. The requirements for school assessed coursework are set out in the VCE study designs published and distributed by VCAA. The study designs set out the details of the tasks to be completed. Assessment of students' levels of achievement on school assessed coursework will be on the basis of teacher ratings. Each study design specifies the marks to be allocated to each piece of coursework. The assessments are recorded as scores corresponding to the outcomes as specified in the study design. Students will receive a coursework grade for Semester 1 (where applicable), a coursework grade for Semester 2 and a exam score at the end of the year.

In many studies the assessment will be 50% School Assessed Coursework (SAC) tasks and 50% examination/s. Science subjects are usually 40% school assessed tasks and 60% examinations. VCAA will combine the marks for school assessed coursework and examination marks to produce a Study Score (Relative Position) for each study on a scale of 0-50. In each study, students are ranked according to their scores and then these ranks are converted to a study score from 0-50 with a mean of 30. A study score of 30 is an average performance and 40 and above an exceptional performance (Top 9%). It is the Study Score (Relative Position) which is used by VTAC to calculate a student's ATAR. The ATAR is used by University and TAFE Colleges to allocate places to applicants for further study. If you lie in the middle band of applicants for a course, other factors may also be considered for final selection such as the types of subjects undertaken, experience in the area and relevant extracurricular activities. A separate statement of results will be provided by VCAA for Units 3 and 4 of each VCE study attempted. It will describe the units and give the result ('S' - satisfactory or 'N' - unsatisfactory) for each unit.

## Satisfactory Completion of a Unit

You will receive 'S' ('Satisfactorily Completed') or 'N' (for 'Not Satisfactorily Completed') for each unit depending on whether or not you achieve each of the outcomes in each study. This applies to Units 1, 2, 3 and 4. When you have satisfactorily completed at least sixteen units, that is, achieved an 'S' for at least sixteen units, including 3 units of English and 3 sequences of Units 3 and 4, as outlined previously, you will be awarded your VCE.

## ATAR (Australian Tertiary Admission Rank)

The following is a guide to terms and procedures associated with Tertiary Entrance.

### How is the ATAR developed?

Each student undertaking a VCE study will receive from VCAA a VCE study score (relative position) out of 50 for that study. An applicant's ATAR is the percentile ranking of that applicant. It gives the comparative placement of that applicant on the basis of their VCE studies (including at least one VCE study taken in that year). Put simply, an ATAR of 75.00 would mean that an overall result is equal to or better than at least 75.00% of the age group of VCE students for that year.

The ATAR is based on an aggregate obtained by adding:

- The student's scaled study score in English (or Literature),
- The student's best three other scaled study scores,
- 10% of the student's next two best study scores,

Some other subjects such as VET courses or LOTE (Language Other Than English) attracts additional percentage bonus.

Candidates will not be able to calculate the ATAR by simply using their grades. Although ATAR calculators are available free online for students to use to estimate their final grades.

An 'approved' university (enhancement study) can be counted in lieu of a sixth VCE study. A 'VET in Schools' program (VCE/TAFE) can be counted as a second to sixth study depending on the score.

### ATAR Example's



| Paul                       |              |              |                   |
|----------------------------|--------------|--------------|-------------------|
| Subject                    | Study Scores | Scaled Score | ATAR Contribution |
| English                    | 27           | 24           | 24                |
| Business Management        | 32           | 28           | 28                |
| Legal Studies              | 28           | 26           | 26                |
| Biology                    | 25           | 25           | 25                |
| Outdoor Education Studies  | 24           | 24           | 2.4               |
| Health & Human Development | 26           | 22           | 2.2               |
| Aggregate                  |              |              | 107.6             |
| ATAR                       |              |              | 53.80             |

| Stacey             |             |              |                   |
|--------------------|-------------|--------------|-------------------|
| Subject            | Study Score | Scaled Score | ATAR Contribution |
| English            | 33          | 31           | 31                |
| Physical Education | 42          | 40           | 40                |
| Further Maths      | 38          | 36           | 36                |
| Chemistry          | 32          | 36           | 36                |
| History            | 27          | 25           | 2.5               |
| Aggregate          |             |              | 145.5             |
| ATAR               |             |              | 84.55             |

# VCE Offerings 2025

Agriculture (VET)  
 Art Making & Exhibiting  
 Biology  
 Business Management  
 Chemistry  
 Community Services (VET)  
 English  
 Environmental Science  
 Foundation English  
 Foundation Mathematics  
 General Mathematics  
 Health & Human Development  
 History  
 Legal Studies  
 Mathematical Methods  
 Physical Education  
 Physics  
 Psychology  
 Sociology

**VET Subjects** (refer to list on Page 19)

**Distance Education** - Virtual Schools Victoria

**Languages** - Virtual Schools Victoria

*While Yea High School is prepared to offer each of the studies listed above, whether or not they are taught will depend on the demand for them. Every effort will be made to accommodate the particular grouping of studies that a student wants. However, it may be that not all combinations are possible. Decisions in both these areas can only be made once students have made their preliminary indications.*



The **VCE VOCATIONAL MAJOR** is the hands-on option for students in Years 11 and 12. The VM gives students practical work related experience, as well as Literacy and Numeracy skills, and the opportunity to build personal skills that are important for life and work. The VCE-VM is an accredited secondary certificate. The VCE-VM is a recognised applied learning program for students in Years 11 and 12 who are interested in taking up a traineeship, apprenticeship, TAFE studies or employment after Year 12. The VCE-VM curriculum is based on outcomes and competencies which are evidenced through projects and practical applications both at school and within industry training. It offers opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes. The program design has high relevance to personal strengths, develops resilience, confidence, and self-worth, and strengthens connections with the community.

## Aims of the Qualification

The VCE-VM qualification aims to

- Further students Literacy and Numeracy skills
- Develop pathway knowledge to enable students to make informed choices regarding work and further education.
- Pursue the development of knowledge and employability skills that help prepare the student for employment
- Develop skills of participation and teamwork required in the broader context of family, community and lifelong learning.

The development of knowledge and skills is targeted for each student so that they are able to make informed vocational choices within the specific industry sector and/or to facilitate pathways to further learning.

## Assessment

There are no formal exams in the VCE-VM.

Since the VCE-VM curriculum is competency based and underpinned by the philosophy of practical hands-on learning, students are assessed in various methods including but not limited to the following:

- portfolio
- class work
- reflective journals
- video/photographic production
- oral presentations
- written text
- performance or practical tasks
- observations

## Folio of Evidence

A 'Folio of Evidence' must be submitted at the end of each semester for verification of the evidence that demonstrates competency for each VCE-VM unit. It is the student's responsibility to assemble and maintain this 'Folio of Evidence' for each VCE-VM unit, by keeping and filing all pieces of work when it is assessed and returned to the student. The folio is a booklisted item that must be purchased.

The 'Folio of Evidence' should include:

- All assessment tasks.
- All classroom learning activities.
- Photo journal of activities.
- Powerpoint presentations, posters.
- School recognition of student participation, college newsletters, photographs.
- Community recognition, newspaper articles, photographs, club activities.
- Recreational/sporting club recognition, awards, activities, teams.
- Current school reports and awards.
- VET - statement of attainment.
- Any other documentation that highlights personal development or work related activities. Grading within the VCE-VM program

Students do not receive a summative assessment expressed as a letter grade. Grading is based on the level of competency achieved.

There are three levels of competency defined as follows:

- Not Evidenced
- Beginning Evidence
- Competent

Students' reports will have S/N which will reflect competencies attained.

## Student Requirements

### VET/SBAT

VCE-VM students must complete 180 hours of vocational education training through VET or a SBAT

### Structured Work Placement

1. Students are primarily responsible for obtaining a Structured Work Placement for each Semester. They are supported by the staff in the creation of a resume and the development of a range of techniques and skills for identifying potential employers.
2. In discussion with staff, including the Careers Coordinator, students are expected to negotiate who should approach potential employers.
3. Students are required to complete the Structured Work Placement Agreement with their employer and register the agreement with the Student Pathways Coordinator prior to the commencement of their employment.
4. Students will participate in at least one Work Performance Review for each Structured Work Placement.

## Attendance

Students attain competencies by repeatedly performing tasks at an expected standard. In order for students to achieve specific Certificates of Competency, mandatory/compulsory attendance is required for specific projects. In addition, a number of competencies require the completion of nominal hours, before satisfactory attainment is awarded. **Students must attend a minimum 80% of classes** in order for all competencies to be met.

### Absences

1. Parents/guardians are required to notify the administration office of any absences.
2. Competency based assessments are conducted continually throughout the VCE-VM curriculum. Medical Certificates are required for absences.

## Participation

1. VCE-VM Classes will require students to be involved in various activities. Students will need to plan, implement and manage events. Not only will students be assessed on their competencies, but their participation and use of class time. Students are expected to complete all set class work and assessment

tasks in a timely manner, whilst displaying the school values of respect, inspire and excel.

## VCE-VM could be considered by students who:

- Are interested in apprenticeships or traineeships
- Do not want to go to University
- Do not require an ATAR score
- Want a Year 11 and/or Year 12 Certificate
- Want to stay at school to complete their secondary education
- Are more attuned to applied “hands on” learning
- May want to go out to work when they finish school
- Wish to pursue Higher Education at TAFE providers in the future
- Want to develop more confidence in the workplace
- Want to gain maturity before they take future steps

There are varying Vocational Education and Training (VET) programs in the VCE and can be an integral part of the VCE. They can contribute towards an ATAR score if completing a scored VCE and are mandatory for a VCE-VM certificate.

The inclusion of these VET studies within the VCE provides students with a greater range of pathways, which are designed to enable them to complete a basic TAFE qualification for entry into an increasingly competitive workforce while maintaining the option for them of undertaking university studies.

In completing a VCE or VCE-VM that includes VET studies, young people may combine an interest in one or more of the fourteen vocational areas. In this way, students may qualify for the VCE and a nationally recognised VET certificate. A major feature of VET in the VCE programs is the provision of on-the-job training through structured work place learning. This training is important in developing the skills and competencies of young people to industry standards.

The VET options available to students in the VCE and VCE-VM have been designed to provide a broad-based education, which links training to the work place and provides multiple pathways, to university, TAFE, apprenticeships or employment.

## Why Choose VCE / VET Subject In Your VCE Course?

### As preparation for employment:

- Helps students develop work-ready skills as well as introducing them to potential employers or referees.
- Completion of an industry specific certificate is a clear indication of interest in that occupation.

### As preparation for further study:

- Students gain exemption from TAFE modules already completed as part of the VCE / VET subject leading to lower fees and early graduation.
- Demonstrates interest in the particular industry eg. Hospitality, which could assist in gaining a place in a course.

### As preparation for further University study:

- The VCE / VET subject contribute to the ATAR as one of the Primary Four (VET subjects with scored assessment) or as an incremental 5th or 6th subject (Block credit of 10% of the average of the Primary Four scaled scores)
- May provide exemptions from some subjects in a University course.
- Gives students work skills for part time work.
- Provides an excellent understanding of being an employee.

# VET Offerings 2025

VET certificates are offered throughout our regional cluster group – which includes the following providers. Seymour College, Seymour Go-Tafe, Broadford Secondary College, Whittlesea Secondary College, Wallan Secondary College, Assumption College and Yea High School

Please note that VET subjects require sufficient numbers of students from the Seymour/Goulburn cluster of schools to run. Some VET courses require students to complete an interview or aptitude test to gain entry.

## How Will I Complete My VET Subjects?

Students planning a VCE pathway begin a VET subject in Year 10 with the majority of courses run within the Wednesday timetable (some courses may run on alternate days). Some may also require students to attend workshops run on the school holidays or weekends throughout the year. Whilst industry specific work experience is encouraged, it is mandatory for Allied Health and Animal Studies.

VET subjects are usually completed after two years, although a student may choose to discontinue their participation in the subject after one year only (withdrawing from a certificate after one year will result in a partial completion of the certificate). If completing the second year of their VET subject in Year 11, students will miss some classes on a Wednesday however no new content is delivered so as to not disadvantage VET students.

## Travel

Some VET courses require students to make their own way however there are some local transport options including buses that leave from Yea. The CRLL network also offer funding to support students undertaking VET including a TAXI service. Further details can be discussed with Ms Sally Nott – Career Practitioner.

## Cost

Indicative costs for materials and excursions will vary from course to course but students can expect to pay from \$100-\$400.

Students who wish to enrol in a VET subject for 2025 are required to pay the subject fee before the end of Term 4 2024.

Once a student begins VET in 2025, they may attend one Wednesday on a trial basis. If the student does not wish to continue he/she may withdraw. If the student wishes to continue the VET subject and attends the second Wednesday of classes, then it will be assumed that the student will continue for the rest of the year and will be invoiced each for the VET materials costs. If a student discontinues after attending two or more VET classes, they will still be invoiced for the whole year's VET materials costs. If a student has not paid their first year materials fees, then they will not be able to continue or enrol into the second year of their VET course

# VET Offerings 2025

In 2025 students will have the opportunity to select from a range of VET studies offered within the Central ranges VET Cluster. Certificates run depending on enrolment numbers and courses are capped. Successful enrolments may be based on the strength of a student's application, interview or test. Details of courses and how to apply are below.

- Yea High School (Enrolment form available on Compass or from the careers hub)
- Community Service – Certificate III Community Services
- Agriculture – Certificate II in Agriculture
- Building – Certificate II Building and Construction
- Central Ranges Local Learning Employment Network (LLEN)
- Project Ready – Certificate II in Active Volunteering, Yea High School
- GOTAFE (Online Expression of Interest Form, open from 12th – 30th August 2024 )
- Automotive - Certificate II in Automotive Vocational Preparation, Seymour, Shepparton, Wangaratta
- Engineering – Certificate II in Engineering Studies, Seymour, Shepparton, Wangaratta
- Building – Certificate II in Building and Construction Pre-Apprenticeship, Seymour, Shepparton, Wangaratta
- Plumbing – Certificate II in Plumbing Pre-Apprenticeship, Seymour, Shepparton, Wangaratta
- Early Childhood – Certificate III in Early Childhood Education and Care, Seymour, Shepparton, Wangaratta
- Education – Certificate III in School-Based Education Support, Seymour, Shepparton, Wangaratta
- Health Service – Certificate III in Health Service Assistant, Seymour, Shepparton, Wangaratta
- Animal Studies - Certificate II in Animal Care, online \*compulsory practical workshops
- Equine – Certificate III in Equine Studies, online \*compulsory practical workshops
- Business – Certificate III in Business, online
- Agriculture – Certificate III in Agriculture, Shepparton
- Beauty – Certificate III in Makeup, Shepparton
- Hairdressing – Certificate II in Salon Assistant, Shepparton and Wangaratta
- Electrical – Certificate II in Electrotechnology, Shepparton, Wangaratta
- Art and Design – Certificate III in Design Fundamentals, Shepparton, Wangaratta
- IT – Certificate III in Information Technology, Shepparton, Wangaratta
- Community Service – Certificate III Community Services, Shepparton
- Cookery – Certificate II in Cookery, Shepparton, Wangaratta
- Whittlesea Secondary College – Trade Training Centre (Enrolment form available on Compass or from the Careers Hub)
- Health Services - Certificate III in Allied Health
- Automotive - Certificate II in Automotive Vocational Preparation
- Engineering - Certificate II in Engineering Studies
- Building - Certificate II in Construction Pathways
- Australian College of Dramatic Arts (Enrolment form available on Compass or from the Careers Hub)
- Acting – Certificate III Acting (Screen), Assumption College, Kilmore

Please be advised whilst most providers endeavour to hold VET classes on a Wednesday some may be on alternate days. Students will be advised of any changes. Second-year VET at Whittlesea Secondary College are held on a Friday.

# Apprenticeships



## Apprenticeship

Students at Yea High School can also undertake an Australian School Based Apprenticeship (SBAT). Students complete SBAT's while still enrolled in Year 10, VCE and VCE-VM. If a student has an employer who is willing to sign them on as an Australian School Based Apprentice and have completed work experience with that employer on a Work Experience Agreement then the Student Pathways Coordinator can facilitate the arrangements. In many cases, these SBAT's become full-time apprenticeships when the student chooses to leave school.

### What is an School Based Apprenticeship (SBAT)?

SBATs provide a nationally recognised qualification, which you can achieve while you are still at school completing your education.

SBATs are available in almost every industry imaginable!

SBATs are a legitimate part of both the VCE and VCE-VM. Students who undertake a SBATs gain credit for Year 11 and often Year 12 subjects on their VCE-VM statement of attainment.

SBATs can be completed over two years and are made up of 200 days structured training and paid work. Working hours can be undertaken during the week (usually on Tuesdays) or in some cases after school, at weekends and during holidays. The student would typically complete one day at the workplace and attend TAFE another day per week (the TAFE training may be in 'block' release e.g. one week per term or the training may be completed at the workplace). Students in VCE are required to attend training on a Wednesday and work on the weekend or work on a Wednesday and complete training as a block release during the school holidays.

Training for SBATs is provided by a Registered Training Organisation. Every SBAT student completes a recognised training package either in the workplace or at the Registered Training Organisation depending on the industry undertaken. Instead of learning in a classroom situation, apprentices learn in a 'hands on', practical environment 'on the job' and are able to 'earn while they learn', in the workplace.

# Apprenticeships

Please note that fees are payable to the Registered Training Organisation providing the training for the School Based Apprenticeship (in some instances this may be paid by the employer) Students with health care concession cards will be eligible for concession fees and students experiencing financial hardship may also apply directly to the TAFE for a reduction in their fees.

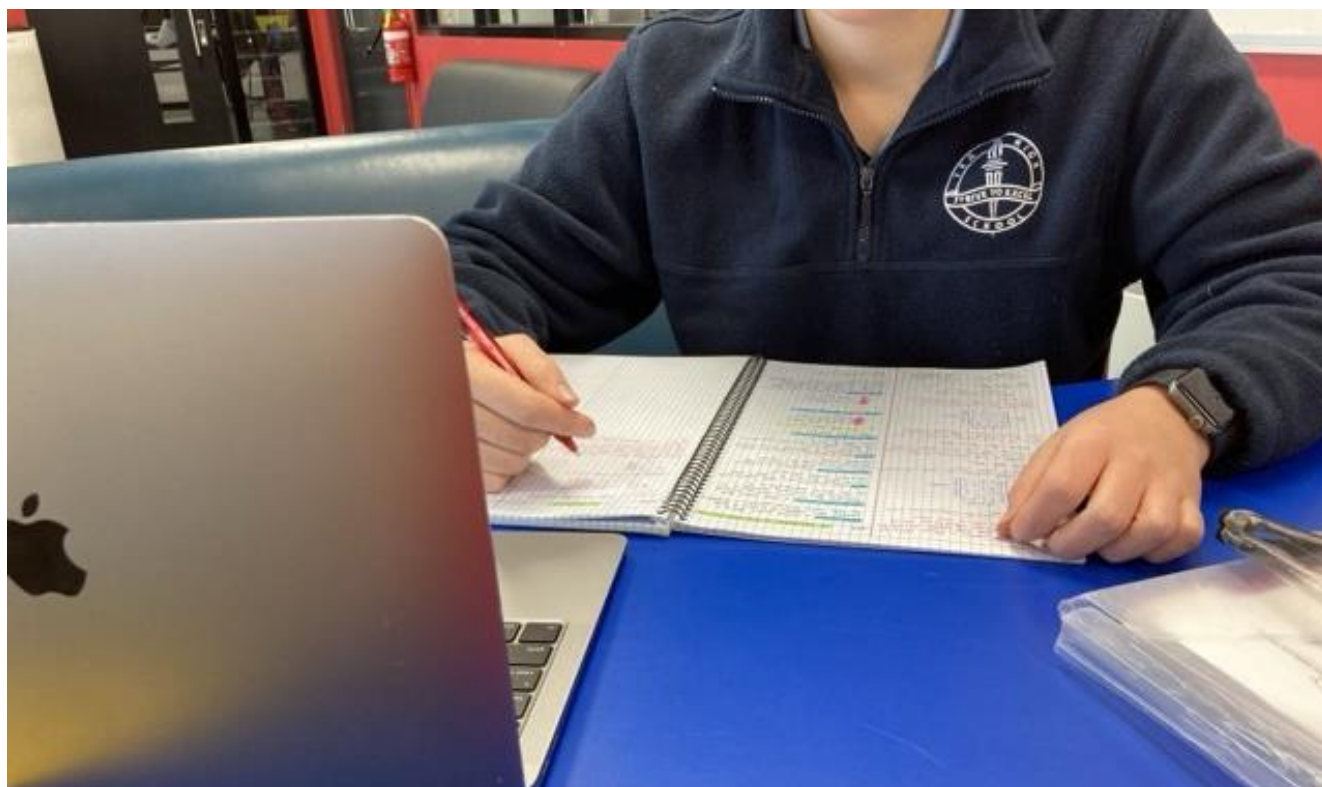
## Who benefits?

Students who have a clear desire to work in a particular industry can gain credit towards their apprenticeships or pre-training for tertiary education whilst remaining at school. By the time the VCE is complete, students will also have a qualification, which makes them a prize recruit for employers.

Students who prefer a practical type of education will benefit from the active 'hands on' learning an Australian School Based Apprenticeship provides.

Australian School Based Apprenticeships are an ideal way to get used to the workforce gradually and to 'get a foot through the door' with prospective full time employers.





Over the next pages you will find details on all the VCE Units on offer at Yea High School in 2025. We encourage you to familiarise yourself with all the units, the assessment requirements, along with also checking which ones are prerequisites for future studies.

## ASSESSMENT

Certificate II Agriculture is granted upon demonstration of competency of all 16 units. Competency is assessed on being able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of each unit.

## LEVELS OF ACHIEVEMENT

Credit in the VCE (including VCE VM and VPC): recognition of up to four VCE VET units at Units 1 and 2 level, and a VCE VET Unit 3–4 sequence.

Students who receive a VCE VET Unit 3–4 sequence for any of the VCE VET Agriculture qualifications will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four studies).

## OVERVIEW

The VCE VET Agriculture program which will be offered and run from Yea High School in 2025 is drawn from a national training package and offers portable qualifications which are

recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in agriculture.

The Certificate II Agriculture is typically a two year course.

The VCE VET Agriculture program does not offer scored assessment.

AHC20122 Certificate II in Agriculture: provides an entry level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both. Job roles vary across different industry sectors and may include: assistant animal attendant or stockperson, assistant farm or station hand, assistant farm or station worker.

The 16 units of competency making up the Certificate II Agriculture have been selected to provide students with a broad range of skills and knowledge. Additional Information on the Certificate II in Agriculture and the Units of Competency studied can be provided up on request.



## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

- Unit 3 and 4 School-assessed Coursework: 10%
- Units 3 and 4 School-assessed Task: 60%
- End-of-year examination: 30 %

## OVERVIEW

### Unit 1 - Explore, expand and investigate

Students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making.

Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

### Unit 2 - Understand, develop and resolve

Students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas.

Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.

### Unit 3 - Collect, extend and connect

Students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study

### Unit 4 - Consolidate, present and conserve

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Students organise the presentation of their finished artworks. Students also present a critique of their artworks and receive and reflect on feedback.

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### UNITS 1 AND 2

The school determines levels of achievement

### UNITS 3 AND 4

School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework 20%
- Unit 4 school-assessed coursework 30%
- End-of-year examination 50%

## OVERVIEW

### Unit 1: How do organisms regulate their functions?

Students examine the cell as the structural and functional unit of life. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

### Unit 2: How does inheritance impact on diversity?

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the

inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

### Unit 3: How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies. Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration.

### Unit 4: How does life change and respond to challenges?

Students study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School assessed coursework, and an end-of-year examination.

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25 %
- End of year examination: 50 %

## OVERVIEW

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary

challenges in establishing and maintaining a business.

The study is made up of four units:

**Unit 1** – Planning a business: In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

**Unit 2** – Establishing a business: In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

**Unit 3** - Managing a business: Students examine the different types of businesses and their respective objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

**Unit 4** - Transforming a business: In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement

### Units 3 and 4

- Unit 3 school-assessed coursework 20%
- Unit 4 school-assessed coursework 30%
- End-of-year examination 50%

## OVERVIEW

### Unit 1: How can the diversity of materials be explained?

Students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

### Unit 2: How do chemical reactions shape the natural world?

Students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions,

solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

### Unit 3: How can design and innovation help to optimise chemical processes?

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems.

### Unit 4: How are carbon-based compounds designed for purpose?

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body.





## OVERVIEW

This qualification reflects the role of entry level community services workers who support individuals through the provision of person-centred services. Including childcare, agecare, health services or disability. Work may include day-to-day support of individuals in community settings or support the implementation of specific community-based programs. This course offers students the opportunity to learn about the community services sector and explore specific contexts of work.

Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients. This course also offers students the opportunity to support the implementation of an approved learning framework and support children's wellbeing, learning and development.

Upon completion of this successful two-year course, students will satisfy the requirements of VCAA as well as obtain a Nationally Recognised Qualification; (pending completion of 80 hours work placement) Certificate III in Community Services.

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

Assessment will be a combination of written and online assignments and practical application projects.

### Units 3 and 4

Contributions to the study score in Community services are as follows:

- School-assessed coursework: 66 %
- End-of-year examination: 34 %

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.  
Texts: Nine Days & The Dry (TBC)

### Units 3 and 4

School assessed coursework, and an end-of-year examination.

- Unit 3 school-assessed coursework: 25 %
- Unit 4 school-assessed coursework: 25 %
- End of year examination: 50 %

Texts: High Ground, The Memory Police, Writing about Protest.

## OVERVIEW

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a global community.

The study is made up of four units:

**Unit 1:** In this unit, students read, explore, connect and respond to texts analytically and on a personal level. Students also develop their skills in being able to write in multiple forms for specific purposes and audiences, by carefully

crafting their own pieces inspired by mentor texts studied in class.

**Unit 2:** In this unit, students continue to build their skills to explore the key narrative elements presented in texts, and analyse the meaning conveyed by authors or directors. Students also develop their skills and knowledge around how language is used to present arguments and have intended effects; and create their own texts intended to position audiences.

**Unit 3:** In this unit, students view, read and explore texts and analytically discuss the values, concerns and ideas presented by authors or directors. Students also work with set mentor texts, and take inspiration from the techniques and styles used by authors, to create their own pieces and reflect on their own writing processes.

**Unit 4:** In this unit, students further refine their skills to discuss and respond to the ideas, values and concerns conveyed by authors or directors. Students also explore a range of media texts, both print and audio-visual, to analyse how language features are used to position audiences. Students apply their knowledge of language features to create and present a persuasive point-of-view piece on a current media.



## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School assessed coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 20%
- Units 3 and 4 School-assessed Task: 30%
- End-of-year examination: 50%

## OVERVIEW

Students explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

The study is made up of four units:

### Unit 1: How are Earth's systems connected?

Students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales.

### Unit 2: What affects Earth's capacity to sustain life?

Students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

### Unit 3: How can biodiversity and development be sustained?

Students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species.

### Unit 4: How can climate change and energy impact be managed?

Students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales.

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School assessed coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 40%
- Units 4 School-assessed Coursework: 20%
- End-of-year external examinations: 40%

## OVERVIEW

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. This is designed as preparation for Foundation Mathematics Units 3 and 4 and contains assumed knowledge and skills for these units. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Foundation Mathematics are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics: financial and consumer mathematics', 'Space and measurement'

Students will cover the following content.

- **Algebra, number and structure**  
Students cover estimation, and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts.
- **Data analysis, probability and statistics**  
Students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation.
- **Discrete mathematics: financial and consumer mathematics**  
Students cover the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.
- **Space and measurement**  
Students cover time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.

# General Mathematics

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School assessed coursework and an end-of-year examination.

- Unit 3 School-assessed Coursework: 24%
- Units 4 School-assessed Coursework: 16%
- End-of-year external examinations: 60 %

## OVERVIEW

General Mathematics is the study of function and pattern in number, space and structure and of randomness, variability and uncertainty in data and events. It is a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Students will apply techniques to solve problems in both practical and theoretical situations.

### Unit 1 and Unit 2

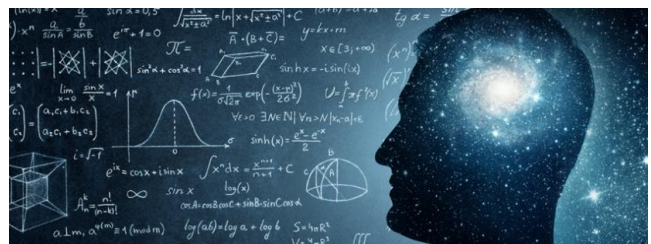
Students will apply techniques

- Cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data
- Study the concept of a sequence and its representation by rule, table and graph, arithmetic or geometric sequences as examples of sequences generated by first-order linear recurrence relations, and simple financial applications of these sequences.

- Apply techniques involving the use of linear relations and solving simultaneous linear equations.
- Study matrices to model and solve a range of practical problems.
- Undertake a mathematical investigation into one or two practical or theoretical contexts based on content from areas of study.
- Cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.
- Use graphs and networks to model and solve a range of practical problems.
- Study direct and inverse variation, transformations to linearity and modelling of some non-linear data
- Cover units of measurement, similarity and scale and their practical applications involving simple and composite shapes, trigonometry and Pythagoras theorem.

### Units 3 and 4

This is a non-calculus course designed to be widely accessible for a broad range of students. The content provides general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The areas of study consist of data analysis; recursion and financial modelling, matrices, and networks and decision mathematics.



## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School assessed coursework and an end-of-year examination.

- Unit 3 school-assessed coursework:25 %
- Unit 4 school-assessed coursework:25 %
- End of year examination:50 %

## OVERVIEW

The study of Geography allows students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

The study is made up of four units:

**Unit 1: Hazards and Disasters.** In this unit investigates how people have responded to specific types of hazards and disasters. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and

global hazards such as drought and infectious disease.

**Unit 2: Tourism: issues and challenges.** In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism.

**Unit 3: Changing the Land.** This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation.

**Unit 4: Human Population:** trends and issues. In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.



## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School assessed coursework, a mid-year examination and an end-of-year examination.

- Unit 3 school-assessed coursework:25 %
- Unit 4 school-assessed coursework25 %
- Unit 4 examination:50 %

## OVERVIEW

Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions.

Students develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

### Unit 1 Understanding health and wellbeing

Students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. They look at multiple dimensions of health and wellbeing, the complex interplay of influences on health outcomes and the indicators used to measure and evaluate health status.

### Unit 2 Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

### Unit 3 Australia's health in a globalised world

Students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.

### Unit 4

Students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in health status over time and studying the key concept of sustainability.

# History

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School assessed coursework, a mid-year examination and an end-of-year examination.

- Unit 3 school-assessed coursework:25 %
- Unit 4 school-assessed coursework:25 %
- Unit 4 examination:50 %

## OVERVIEW

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations. Historians analyse and evaluate evidence and use this when constructing historical arguments. As historians ask new questions, revise interpretations, or discover new sources, fresh understandings about the past come to light.

The study is made up of four units:

**Unit 1: Change and Conflict.** In this unit students investigate the nature of social, political, economic and cultural change in the later part of

the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

**Unit 2: The changing world order.** In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

**Unit 3 and 4: Revolutions.** Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. Students then focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society.



# Legal Studies

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines the level of achievement

### Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 School-assessed coursework:25%
- Unit 4 School-assessed coursework:25%
- End of year examination 50%

## OVERVIEW

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter.

They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective.

The study is made up of four units:

**Unit 1: The presumption of innocence.** In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

**Unit 2: Wrongs and rights.** This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

**Unit 3: Rights and justice.** In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

**Unit 4: The people, the law and reform.** In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making.



## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School assessed coursework, and an end-of-year examination.

- Unit 3 School Assessed Coursework: 20%
- Unit 4 School Assessed Coursework: 20%
- Units 3 and 4 Examination 1: 20%
- Units 3 and 4 Examination 2: 40%

## OVERVIEW

Mathematical Methods is the study of elementary functions, algebra, calculus, probability and statistics, and their application in a variety of practical and theoretical contexts. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology

### Unit 1 & Unit 2 Students will:

- Cover the graphical representation of simple algebraic functions of a single real variable and the key features of functions and their graphs such as axis intercepts, co-domain

and range, stationary points, asymptotic behaviour and symmetry

- Use of symbolic notation to develop algebraic expressions and represent functions, relations, equations and systems of simultaneous equations
- Explore constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change
- Cover the concepts of experiment (trial), outcome, event, frequency, probability and representation of finite sample spaces and events.
- Carry out an investigation into one or two practical or theoretical contexts or scenarios based on content from areas of study.

**Unit 3 Students will:** Study the areas of 'Functions, relations and graphs' and 'Algebra number and structure', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

**Unit 4 Students will:** Discover the areas of remaining content from the areas of study: 'Functions, relations and graphs', 'Calculus' and 'Algebra number and structure', and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

# Physical Education

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School-assessed coursework and examination

- Unit 3 coursework:25%
- Unit 4 coursework:25%
- End of year examination:50%

## OVERVIEW

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The study is made up of four units:

### Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between these body systems and physical activity, sport and exercise. Students investigate the role and function of the main

structures in each system, as well as how they respond to physical activity, sport and exercise.

### Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

### Unit 3: Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

### Unit 4: Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training.

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

- Unit 3 school-assessed coursework 30%
- Unit 4: school-assessed coursework 20%
- End of year exam 50%

## OVERVIEW

### UNIT 1: How is energy useful to society?

Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

### UNIT 2: How does physics help us to understand the world?

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students then choose one of eighteen options relating to physics which allows students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

### UNIT 3: How do fields explain motion and electricity?

Students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another.

### UNIT 4: How have creative ideas and investigation revolutionised thinking in physics?

Students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light.



# Psychology

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School-assessed coursework and examination

- Unit 3 school-assessed coursework 20 %
- Unit 4 school-assessed coursework 30 %
- End-of-year examination 50 %

## OVERVIEW

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

### Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour.

### Unit 2: How do internal and external factors influence behaviour and mental processes?

In this unit students examine the contribution that classical and contemporary research has made to the understandings of human perception and

why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

### Unit 3: How does experience affect behaviour and mental processes?

Students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

### Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. Students also consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### UNITS 1 AND 2

The school determines levels of achievement

### UNIT 3 AND 4

School assessed coursework and an end of year examination

- Unit 3 School-assessed coursework: 25%
- Unit 4 School-assessed coursework: 25%
- End of year examination 50%

## OVERVIEW

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective, rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. Understanding society from a sociological perspective involves the use of what the sociologist Charles Wright Mills (1959) described as a sociological imagination, that is, a constantly critiquing mindset. In VCE Sociology students learn about and apply the sociological imagination by questioning their assumptions and reflecting on their understandings and ideas about social relations.

The study is made up of four units:

**Unit 1:** This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group.

**Unit 2:** In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour.

**Unit 3:** This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups.

**Unit 4:** In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change.



**PLEASE NOTE THAT THIS SUBJECT IS OFFERED THROUGH CHES  
WITH ADDITIONAL SUPPORT FROM YEA HIGH SCHOOL**

## ASSESSMENT

### Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

The school determines levels of achievement.

### Units 3 and 4

School assessed coursework and an end of year examination

- Unit 3 School Assessed Coursework: 20% Application Task
- Unit 4 School Assessed Coursework: 20% Two Modelling or problem solving task
- Units 3 and 4 Examination 1: 20%
- Units 3 and 4 Examination 2: 40%

Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 & 4

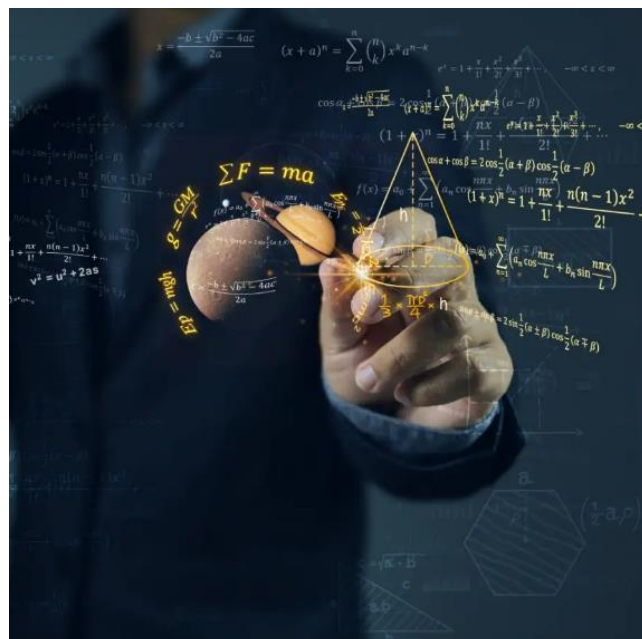
Areas of study for Specialist Mathematics Units 3 & 4 are:

- Logic and Proof; Functions, relations and graphs;
- Algebra, number and structure ,
- Calculus; Space and measurement;
- Data analysis, probability and statistics.

## OVERVIEW

Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.



# Here to help...



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