

Seymour College Senior Handbook



Our College's widely respected VCE program offers Year 11 and 12 students a breadth of academic and vocational units. Our Category 1 rated VCAL program provides an alternative to VCE pathway for students preparing for employment and who desire a more practical aspect to their studies. Both VCE and VCAL students are also able to blend their studies with Vocational Education & Training courses (VET), or with Australian School-based Apprenticeships.

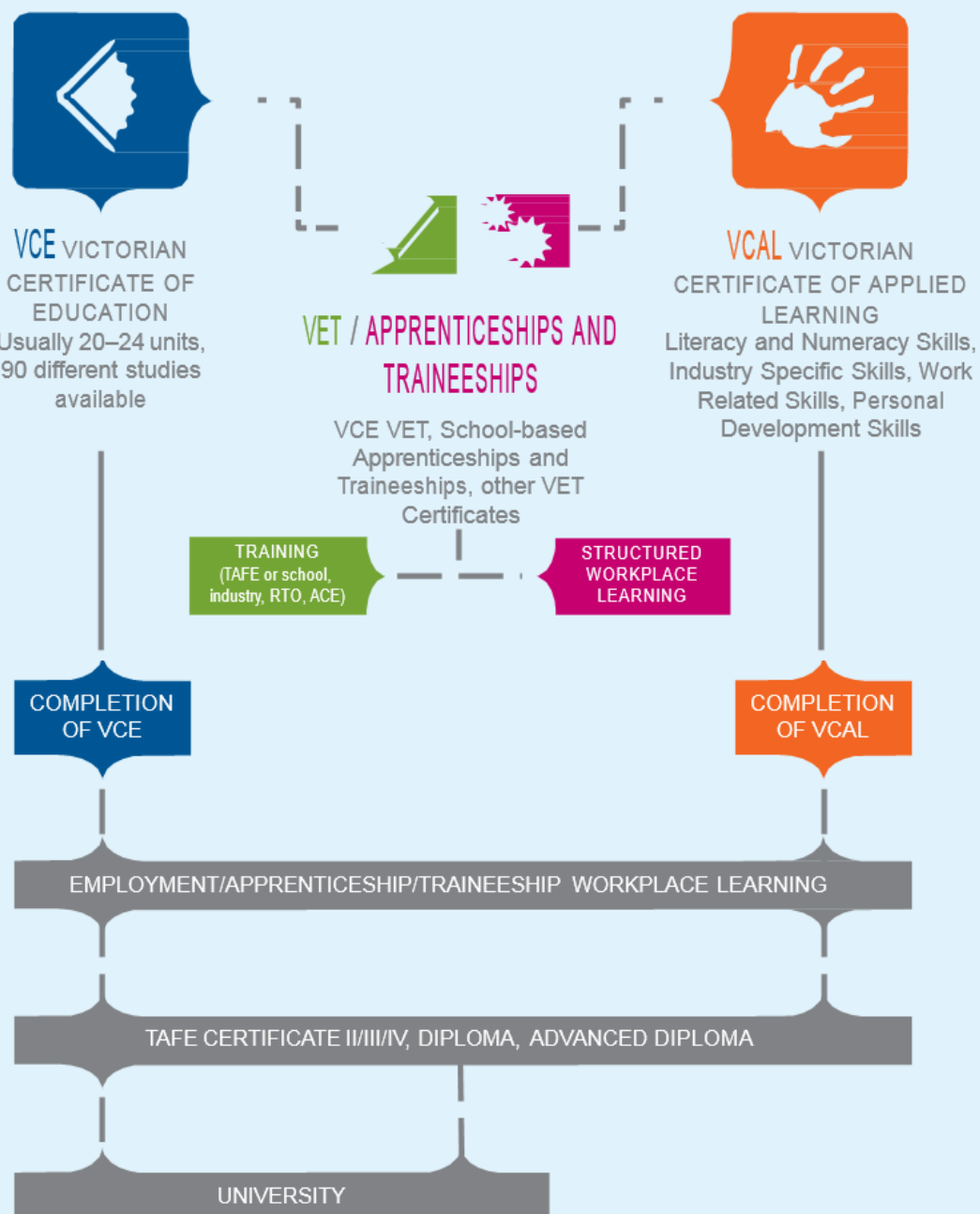
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KEY CONTACTS

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LEARNING PATHWAYS



ABOUT THE VCE

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

This is a two-year certificate based on the final two years of secondary education.

Summary of our school's VCE requirements

VCE students will complete up to 22 units over two years.

At our College, most students will select 12 units in their first year and 10 units in their second year.

To complete VCE

Students must complete a minimum of 16 units, including:

- at least 3 units of English (or approved equivalent, Literature)
- 3 sequences of level 3 & 4 units, other than English
- it is recommended that students choose courses offering them clear pathways towards preferred further study or employment/training.

Completion of Work

Normally all learning outcomes must be completed by the deadlines set by class teachers.

Under some circumstances, students may apply for extension of time to fulfil learning outcomes. Level coordinators will provide details of this process.

Assessment

Students will be assessed as "S" (Satisfactory completion) or "N" (Unit not completed) at the end of each VCE unit.

Assessment tasks will be scored or graded from A+ to E and will have a description related to each grade.

Work submitted which does not satisfy the minimum requirements will be ungraded (UG).

When work is not submitted for assessment, the symbol NA (Not Assessed) will be used.

Internal examinations will be held at the end of each semester for Units 1 & 2 (Year 11). Unit 3 & 4 (Year 12) coursework assessments are passed to the Victorian Curriculum & Assessment Authority.

Unscored VCE Option

Some students enrolling in VCE may choose to pursue an unscored Year 12. This will lead to award of the VCE certificate, but will not lead to an ATAR (tertiary study) selection score. This will be intended only for students who are proceeding to employment or apprenticeships/other training beyond Year 12.

Performance Review Panel

It is expected that all students should attend regularly and make a serious attempt to complete all work requirements. Students whose performance is considered unsatisfactory may be asked to meet with a Review Panel with a view to improving the student's performance. In extreme cases, the student's enrolment may be reviewed.

HANDY TIP

Plan ahead: check key dates
for VCE on the VCAA website:
vcaa.vic.edu.au

ABOUT THE VCAL



VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCAL is a certificate course for students at Years 11 and 12, intended as an alternative to VCE. VCAL provides an opportunity for students to learn through an applied or 'hands on' approach, and is intended for students who will definitely not seek entry to further study or who prefer to pursue employment after leaving school. VCAL courses will be offered at Intermediate and Senior levels.

The Foundation VCAL course at this school will offer studies in workplace literacy and numeracy, in personal development, in work-related skills, and will involve a work placement or VET program..

Intermediate and Senior VCAL students cover the same study areas at higher levels, but may also be required to undertake VET modules, which can then be used as credit towards a certificate-level qualification.

- VCAL can be completed at Intermediate level in ONE year, resulting in award of the certificate.
- Students may continue a second year of VCAL study at Intermediate or Senior level the following year. Alternatively, students who have completed one year of VCAL could possibly transfer to VCE at Year 11 the following year.
- Students enrolling in VCAL are required to enrol in Vocational Education and Training (VET) studies, in a VET stream of their choice. **Either VET studies or a School-based Apprenticeship or a supervised work placement must be undertaken by VCAL students.** *This may involve VET fees: see the Seymour College VET handbook.*
- Students in the VCAL program will have 3 days of study at school per week. Work placements are part of the VCAL program, negotiated as part of the regular curriculum. Permanent part-time or casual work can be counted in lieu of work placement.
- Students & parents interested in the VCAL program should contact the VCAL coordinator, Ms. E. Hoefchen

For full details of Seymour College VCAL courses, see the VCAL Handbook

AVAILABLE LIBRARY RESOURCES

The Library should be a crucial part of any student's education. With this in mind, our school library offers the following support for our VCE students

- Independent research. Students can borrow laptops for private study and associated research
- Access to newspaper indexing service
- Comfortable work areas, for both small groups and individual study
- Venue for study nights after school
- Daily newspapers and a two-year collection of the three major Vic. papers.
- Automated catalogue
- Photocopying and printing facilities
- Extensive fiction collection
- Recreational magazines
- Access to relevant tertiary information guides

WEB RESOURCES

VCAA Victorian Curriculum Assessment Authority www.vcaa.vic.edu.au

VTAC Victorian Tertiary Admissions Centre www.vtac.edu.au

www.myfuture.edu.au

www.skillsinfo.gov.au

DESCRIPTIONS OF UNITS OFFERED IN VCE.

BIOLOGY (2016-2021)

Biology is the study of living organisms, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change. A number of tertiary courses require the study of VCE Biology as a preparation.

Structure

The study is made up of four units:

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3: How do cells maintain life?

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



Unit 1

This unit focuses on the challenges for organisms in sustaining life, cellular processes, adaptations for survival, classifying the planet's biodiversity

Unit 2

This unit investigates cell reproduction, stem cells, patterns of inheritance, especially of certain genetic conditions.

Unit 3

This unit focuses on the study of molecules and biochemical processes that are indicators of life and focuses on the structure of DNA, genes and the code for production of proteins.

Unit 4

This unit focuses on molecular genetics including the role genes play in establishing biodiversity. Also included is a study of evolution including the historical development of ideas and the use of evidence.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

School based assessment tasks (including end of semester exams) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4

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

*Studies in **Biology** can lead to study and career options in the following areas:*

Agricultural scientist	Geneticist	Teacher
Anatomist	Horticulturalist	University Lecturer
Agronomist	Horticulture manager	Veterinarian
Biologist	Immunologist	Viticulturist
Biotechnologist	Landscape architect	Zoologist
Botanist	Marine Biologist	
Ecologist	Microbiologist	
Entomologist	Natural therapist	
Environmental planner	Pathologist	
Forensic Pathologist	Pharmacist	

BUSINESS MANAGEMENT (2017-2021)

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.

Structure

The study is made up of four units:

Unit 1: Planning a business

Unit 2: Establishing a business

Unit 3: Managing a business

Unit 4: Transforming a business



Unit 1

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

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. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

Unit 4

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. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. 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

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must do Unit 3 prior to doing Unit 4

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4

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

*Studies in **Business Management** can lead to study and career options in the following areas:*

Advertising	Industrial Relations Officer	Stockbroker
Brand Management	Investment Analyst	Teacher
Business Analyst	Management consultant	Trade Analyst
Company Secretary	Market researcher	University Lecturer
Diplomat	Marketing Officer	Statistician
Exporter/Importer	Political scientist	Securities dealer
Farmer/Farm Manager	Portfolio manager	Financial Manager
Human Resource Developer	Public relations officer	Financial Journalist

CHEMISTRY (2016-2021)

Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments.

In this study of Chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society.

Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

Structure

The study is made up of four units.

Unit 1 How can the diversity of materials be explained?

This unit investigates the chemical properties of a range of materials: metals, crystals, polymers, nanomaterials, exploring the properties, structures and forces within particles. Students are introduced to quantitative concepts in chemistry.

Unit 2 What makes water such a unique chemical?

Students will investigate the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Unit 3 How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Unit 4 How are organic compounds categorised, analysed and used?

This unit focuses on the factors that affect the rate and extent of a chemical reaction. One important chemical is studied in detail. The use of different energy sources is examined. Students also construct and operate simple galvanic and electrolytic cells and use the electrochemical series to explain their results.

Entry

Knowledge from Unit 2 is required in Unit 3. Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4

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

*Studies in **Chemistry** can lead to study and career options in the following areas:*

Anesthetist
Biochemist
Chemical engineer
Environmental scientist
Food technologist
Geneticist
Geochemist
Industrial chemist

Mining & metallurgy
Nutritionist
Obstetrician/Gynecologist
Ophthalmologist
Pathologist
Pediatrician
Pharmacist
Pharmacologist

Surgeon
Teacher
University Lecturer
Medical practitioner
Radiologist
Manufacturing – quality control
Psychiatrist

ENGLISH (2017-2020)

Note: English Units 1 to 4 (or an approved equivalent) are compulsory for all VCE students.

This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society.

It emphasises the integration of reading, writing, speaking, listening, and thinking.

It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

The study of set texts is central to work in English.

Structure

The study is made up of 4 units.

Unit 1

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Set texts for this unit will be chosen by the school.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Set texts for this unit will be chosen by the school.

Unit 3

The focus of this unit is the development of critical responses to both print and non-print texts, including media texts, and the use of oral language to interact positively, critically and confidently with audiences in formal and informal settings.

Students must demonstrate the following outcomes:

- Discuss in detail the ideas, experiences and issues dealt with in selected texts and in current Australian media texts.
- Present complex ideas and information to an audience through a prepared oral presentation.

Unit 4

The focus of this unit is the development of critical responses to both print and non-print texts, and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

Entry

There are no prerequisites for entry to Units 1, 2 & 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

School based assessment tasks (including end of semester exams) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4

School-assessed coursework and a three-hour external examination.



*Studies in **English** can lead to study and career options in the following areas*

Actor	Literary critic	Teacher
Announcer	Media analyst	Teacher/Librarian
Archivist	Playwright	University Lecturer
Author	Presenter	Writer
Bookseller	Program director (radio/TV)	Politician
Copywriter	Publicity officer	
Editor	Publisher	
Historian	Reviewer	
Journalist	Script writer	
Librarian	Speech pathologist	

HEALTH & HUMAN DEVELOPMENT (2018 – 2022)

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk.

Structure

The study is made up of four units:

Unit 1:

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people.

Unit 2:

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:

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry.

Unit 4:

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease 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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at Unit 3 may need to undertake preparatory work based on Unit 1 and, more particularly, on Unit 2 as specified by the teacher.

Assessment

Satisfactory Completion

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

Levels of Achievement

Unit 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4

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

*Studies in **Health & Human Development** can lead to study and career options in the following areas*

Age carer	Medical imaging professional	Registered nurse
Ambulance office/Paramedic	Medical receptionist	Speech pathologist
Child care worker	Naturopath/Acupuncturist	Youth worker
Child/Youth residential carer	Nursing Aide	
Chiropractor	Nutritionist	
Dental assistance	Occupational therapist	
Dietician	Personal care assistant	
Enrolled Nurse	Physiotherapist	
General medical practitioner	Podiatrist	



HISTORY (2016-2020)

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Structure:

The study is made up of four units,

Unit 1: Twentieth-Century History (1918 - 1939)

Unit 2: Twentieth-Century History (since 1945)

Unit 3 and 4: Australian History

Units 3 and 4 are designed to be taken as a sequence.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment.

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4

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

*Studies in **History** can lead to study and career options in the following areas*

Anthropologist
Archaeologist
Archivist
Art Historian
Author
Conservator
Criminologist
Cultural Heritage officer
Diplomat
Historian

Journalist
Lawyer
Librarian
Museum curator
Photographer
Playwright
Political scientist
Publisher
Records manager
Researcher

Script writer
Solicitor
Teacher
University Lecturer



LEGAL STUDIES (2018-2022)

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.

Structure

The structure is made up of four units:

- Unit 1: Guilt and Liability
- Unit 2: Issues in Civil Law
- Unit 3: Law-making
- Unit 4: Dispute resolution



Unit 1

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

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

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. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases.

Unit 4

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.

Entry

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

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

Levels of Achievement

Unit 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4

School-assessed coursework and an external end-of-year exam

*Studies in **Legal Studies** can lead to study and career options in the following areas*

<i>Administrative assistant</i>	Legal secretary	Youth worker
Barrister	Magistrate	University lecturer
Clerical officer	Management consultant	Legal clerk
Clerk of courts	Politician	Teacher
Commentator	Corrections officer	Journalist
Criminologist	Senior manager	Human Rights Lawyer
Diplomat	Social worker	Solicitor

LITERATURE (2016-2020)

Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate experience.

Suitable students may study Literature 3 & 4 in place of English 3 & 4 for the purposes of completing VCE requirements.

Structure

The study is made up of 4 units.

Unit 1 Approaches to Literature

In this unit students focus on the ways the interaction between text and reader creates meaning. Students analyse the conventions and features of texts, developing responses to a range of literary forms and styles, including how the views and values readers hold may influence the reading of a text.

Unit 2 Context and Connections

Students explore the ways literary texts connect with each other and with the world. Students consider the relationships between authors, audiences and contexts, similarities and differences between texts. They engage in close reading of texts and create analytical responses.

Unit 3 and 4 Form and Transformation & Interpreting Texts

The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text?

These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Entry

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory completion

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

Levels of Achievement

Units 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4

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



*Studies in **Literature** can lead to study and career options in the following areas*

Actor	Literary critic	Teacher
Announcer	Media analyser	Teacher/Librarian
Archivist	Playwright	University Lecturer
Author	Presenter	Writer
Bookseller	Program director (radio/TV)	
Copywriter	Publicity officer	
Editor	Publisher	
Historian	Reviewer	
Journalist	Script writer	
Librarian	Speech pathologist	

LANGUAGES OTHER THAN ENGLISH (LOTE)

Please note that students wishing to study language in VCE may need to enrol in correspondence study, depending on enrolment numbers. This involves Victorian School of Languages fees.

MATHEMATICS (2016-2020)

It is important, before selecting any course in Maths that students consult with their current teachers.

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Structure

The study is made up of the following units:

General Mathematics	Units 1 and 2
Mathematical Methods	Units 1 and 2
Specialist Maths	Units 1 and 2
Further Mathematics	Units 3 and 4
Mathematical Methods	Units 3 and 4
Specialist Mathematics	Units 3 and 4.

Rules governing course selection:

- Students wishing to choose Specialist Maths must choose Maths Methods as well.
- Students choosing Maths Methods 3 & 4 must have completed Maths Methods 1 & 2.
- Students choosing Specialist Maths 3 & 4 must have completed Specialist Maths 1&2.

Notes: Students moving into Year 11 who have mathematical ability are strongly advised to choose Maths Method 1/2 (if so advised), as this will keep post-school options open. It is possible in cases of difficulty to move to change to General Maths in semester 2.

Some students with exceptional Maths ability may also be advised to select Specialist Maths at Year 11, in addition to Maths Methods.

Description of Mathematics Units.

Units 1 and 2: General Mathematics

General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. The areas of study are Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry, and Trigonometry.

Units 1 and 2: Mathematical Methods (CAS)

These units are designed in particular as preparation for Mathematical Methods Units 3 and 4. The areas of study include Functions and Graphs, Algebra, Calculus and Probability.

Units 1 & 2: Specialist Maths

These units are designed as preparation for Specialist Maths 3 & 4. Specialist Mathematics consists of the following areas of study: Coordinate Geometry, Circular (trigonometric) functions, Algebra, Vectors in two and three dimensions and Mechanics. The development of course content will highlight mathematical structure and proof.

Units 3 and 4: Further Mathematics

Further Mathematics consists of a compulsory area of study (Data Analysis) and then a selection of three from six modules in the Applications area of study.

- Number patterns and applications
- Geometry and Trigonometry
- Graphs and Relations
- Business related mathematics
- Networks and decision mathematics
- Matrices

Units 3 and 4: Mathematical Methods (CAS)

Mathematical Methods Unit 3 and 4 consists of the following areas of study: Coordinate Geometry, Circular (trigonometric) functions, Calculus, Algebra, Statistics and Probability, which must be covered in a progression from Unit 3 to Unit 4 with an appropriate selection of content for each of Unit 3 and Unit 4.

Units 3 and 4: Specialist Mathematics

Specialist Mathematics consists of the following areas of study: Coordinate Geometry, Circular (trigonometric) functions, Algebra, Calculus, and Vectors in two and three dimensions and Mechanics. The development of course content will highlight mathematical structure and proof. All of this material must be covered in a progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Use of Technology

Important Note: The VCAA has indicated that Unit 3 & 4 examinations will be set on the assumption that all students have access to an approved calculator. For this reason, all students in all VCE Maths must have a TI-inspire CAS calculator. These are available for purchase through the school; refer to the annual booklist.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout each unit and course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems. In particular, students are encouraged to use graphics calculators, spreadsheets or statistical software for probability and statistics related areas of study, and graphics calculators, dynamic geometry systems, graphing packages or computer algebra systems in the remaining areas of study, both in the learning of new material and the application of this material in a variety of different contexts.

Entry

There are no prerequisites for entry to General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2. However, students attempting Mathematical Methods, in particular, are expected to have a sound background in algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Mathematical Methods Unit 1. Entry to Specialist Maths 1 & 2 can only be on the recommendation of

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of Mathematical Methods Unit 3 and 4, as well as Specialist Maths 1 & 2.

Assessment

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4

School-assessed coursework and two external end-of-year examinations

Studies in **Mathematical Methods CAS & Specialist Mathematics** can lead to study and career options in the following areas

Accountant
Actuary
Aerospace engineer
Architect
Auditor
Civil engineer
Computer systems engineer
Economist
Doctor
Information technology manager

Industrial designer
Investment analyst
Mathematician
Mechanical engineer
Pharmacist
Physicist
Pilot
Statistician
Stockbroker
Systems analyst

Surveyor
Teacher
Town planner
University Lecturer
Valuer

We 
Maths

ENVIRONMENTAL SCIENCE (2016-2021)

This study is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

Structure

The study is made up of four units.

Unit 1:

How are Earth's systems connected? In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems.

Unit 2:

How can pollution be managed? In this unit students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives.

Units 3 and 4:

Ecological Sustainability. In Unit 3 two major ecological issues, energy and biodiversity, are examined. In Unit 4 the effect of pollution on the health of humans and environmental management projects are investigated.

Entry: There are no prerequisites for entry into units 1, 2 & 3. Units 3 & 4 must be done as a sequence.

Assessment:

Satisfactory completion

Demonstrated achievement of set outcomes

Levels of achievement

Units 1 & 2: School-based assessment tasks, including end-of-semester examinations

Units 3 & 4: School-assessed coursework and an external end-of-year Examination.

Studies in Environmental Science can lead to study and career options in the following areas:

- Ecology: Flora, fauna & fish, trapping animals relocating them to safer sanctuaries, managing noxious weeds
- Geographical Information System GIS (Computers, maps, indoor job)
- Geology focus – water & soil testing, contaminants, asbestos removal management, drilling rigs – outdoors work
- Waste disposal management, asbestos removal etc. – provide advice to councils
- Environmental Planning: Policy, legislation for new housing/ industrial development suburbs



PHYSICAL EDUCATION (2017-2021)

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.

Structure

The study is made up of four units:

Unit 1: Bodies in motion

Unit 2: Sports coaching and physically active lifestyles

Unit 3: Physical activity participation and physiological performance

Unit 4: Enhancing performance

Unit 1

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities, students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Unit 2

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

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Unit 4

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.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of set of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4

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

*Studies in **Physical Education** can lead to study and career options in the following areas:*

Athlete	Sports administrator	Sports umpire
Athlete manager	Sports coach	Teacher
Chiropractor	Sports commentator	University lecturer
Dietician	Sports editor	Yoga instructor
Fitness centre manager	Sports journalist	Sports trainer
Fitness instructor	Sports medical practitioner	Sports scientist
Nutritionist	Sports physiotherapist	Recreation office
Personal Trainer	Sports psychologist	Physiologist



PHYSICS (2016-2020)

The study of Physics, by increasing understanding of the physical and social environment, has led to developments that have profoundly influenced the world. This study covers the areas that traditionally are the basis of courses at this level, with an emphasis on the foundation areas of mechanics and electricity. A contextual approach to the study has been adopted so that students appreciate the relevance of physics to the physical, technological and social worlds.

Structure

The study is made up of four units. Unit 3 and 4 are designed to be taken as a sequence. The development of practical skills in investigating physical phenomena is an essential part of all units.

Unit 1 What ideas explain the physical world?

This unit explores ideas and models physicists use to explain the world: thermal and heat concepts and the human use of energy, how electricity can be manipulated, how matter and energy have changed.

Unit 2 What do experiments reveal about the physical world?

This unit requires students to undertake a study related to motion and forces, through a student-designed investigation; the power of experiments in developing models and theories

Unit 3

This unit covers the areas of motion and gravity, electronic systems and structures and materials.

Unit 4

This unit covers the diverse areas of electric power and transmission, ideas about light and matter and photo-electric effect.

Entry

There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of the set outcomes as specified for the unit,

Levels of Achievement

Unit 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4 School-assessed coursework and an external end-of-year examination

*Studies in **Physics** can lead to study and career options in the following areas:*

Aeronautical engineer

Airline pilot

Architecture

Audiologist

Astronomer

Audio engineer

Biomedical engineer

Cartographer

Civil engineer

Computer engineer

Electrical engineer

Forensic Scientist

Mechanical engineer

Geophysicist

Industrial designer

Mechanical engineer

Medical imaging technologist

Nuclear medicine technologist

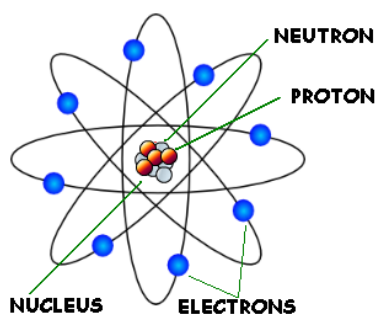
Physicist

Radiologist

Teacher

Telecommunications engineer

University lecturer



PSYCHOLOGY (2016-2020)

Psychology is the study of mind and behavior in humans and animals, including the biological structures that underpin these. Students can develop an understanding of themselves and their relationships with others and their society.

This subject aims to engage students in the study of human behavior from biological, cognitive and social perspectives. They are introduced to a variety of thinking/research approaches in psychology as a science. Students apply the principles of scientific research to investigations of psychology.

Structure

The study is made up of four units.

Unit 1 How are behavior and mental processes shaped?

Students investigate the structure and function of the human brain and nervous system, brain plasticity and brain damage, as well as the effects of these on psychological functioning. They consider the complex nature of psychological development.

Unit 2 How do external factors influence behavior and mental processes?

Students investigate how perception of stimuli allow us to interact with the world, social cognition, factors which can influence the behavior of individuals and groups.

Unit 3 How does experience affect behaviour and mental processes?

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them.

Unit 4 How is wellbeing developed and maintained?

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.

Entry

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

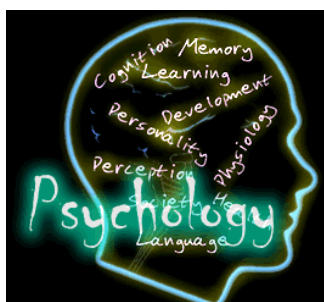
School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4

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

*Studies in **Psychology** can lead to study and career options in the following areas:*

Career counsellor	Marketer	Sports psychologist
Child psychologist	Marriage counsellor	Teacher
Clinical psychologist	Mental Health Nurse	University lecturer
Early childhood educator	Neuropsychologist	Youth worker
Educational psychologist	Organisational psychologist	
Family therapist	Police officer	
Forensic psychologist	School counsellor	
Human resource manager	Sleep specialist	
Life coach	Social worker	



STUDIO ARTS (2017-2021)

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

VCE Studio Arts broadens students' understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Structure

The study is made up of four units.

Unit 1: Studio inspiration and techniques

Unit 2: Studio exploration and concepts

Unit 3: Studio practices and processes

Unit 4: Studio practice and art industry contexts

Unit 1

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Unit 2

In this unit students focus on establishing and using a studio practice to produce artworks. The studio practice includes the formulation and use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Unit 3

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas.

Unit 4

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. **Entry**

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Unit 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Unit 3 and 4

School-assessed tasks and an end-of-year external examination.



*Studies in **Studio Arts** can lead to study and career options in the following areas*

Animator	Fashion designer	Teacher
Art gallery assistant	Film maker	Visual merchandiser
Art gallery director	Graphic Designer	
Art historian	Illustrator	
Art Therapist	Interior designer	
Artist	Jewellery designer	
Arts administrator	Pattern maker	
Cartoonist	Photographer	
Conservator	Sculptor	
Craftsperson	Tattooist	

TECHNOLOGY STUDIES

Technology studies us an area of learning characterised by people using tools, machines, processes and various resources to produce a desired result. Studies in this field involve the development of skills in investigation, design, production, testing and evaluation.

The relationship between human needs, human values and technology is emphasised. Students are encouraged to use problem-solving processes and be involved in a wide range of activities to develop skills associated with the correct and safe use of materials, tools, equipment and machines.

FOOD AND TECHNOLOGY (2017-2022)

VCE Food Studies is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

Structure

The study is made up of four units.

Unit 1 Food origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Unit 2 Food makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Units 3 and 4 Food in daily life; Food issues, challenges and futures

Students will produce and evaluate a folio of 4 to 6 food items according to a production plan and will investigate emerging trends in product development, packaging and marketing.

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students' projects.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Units must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Demonstrated achievement of outcomes specified for the unit.

Units 3 and 4

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





PRODUCTION DESIGN AND TECHNOLOGY (2018-2022)

Students choose to work in Wood, Metal or Textiles.

Note: Students who wish to pursue both Woodwork and Metalwork in their VCE should pursue a technology-based VET program in one of those areas.

Design plays an important part in our daily lives, determining the form and function of the products we use and wear. In Production Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

Structure

The study is made up of four units.

Unit 1

This unit focuses on the tools, processes, knowledge and skills the designer has used to develop a solution to a problem.

Unit 2

In this unit each student works as a member of a team to design and develop, contribute their expertise, share research findings and develop viable solutions in a design brief.

Units 3 and 4

In these units students explore the complex forces involved in the design and development of a product for the mass market. Students investigate a client's or user's needs, prepare a design brief, devise evaluation criteria, carry out research and propose a series of design options.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Demonstrated achievement of set outcomes specified for the unit

Units 3 and 4

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

Note: These units involve an additional subject levy payable by families, to cover the cost of materials used in students' projects.

Studies in **Product Design & Technology** can lead to study and career options in the following areas:

Architect	Carpenter & joiner	Jewellery designer
Architectural drafter	Construction tradesperson	Leadlight worker
Automotive tradesperson	Craftsperson	Model maker
Building contractor	Digital modeller	Product designer
Building inspector	Electrical tradesperson	Set designer
Building surveyor	Ergonomist	Teacher
Building technician	Furniture designer	
Building tradesperson	Industrial designer	
Cabinet maker	Interior designer	

VISUAL COMMUNICATION & DESIGN (2018-2022)

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.

Structure

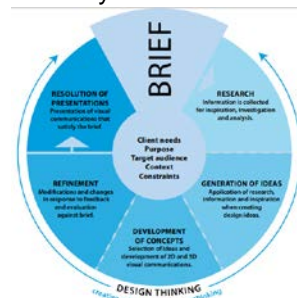
The study is made up of four units:

Unit 1: Introduction to Visual Communication

Unit 2: Applications of Visual Communication in the Design Field

Unit 3: Visual Communication Design Practices

Unit 4: Designing to a brief



Unit 1

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to the visual communication production process.

Unit 2

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Unit 3

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

Unit 4

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking unit 4.

Assessment

Satisfactory Completion

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

Levels of Achievement

Units 1 and 2

School based assessment tasks (including end of semester exam) to measure the extent to which outcomes have been demonstrated.

Units 3 and 4

School-assessed coursework, a school-assessed task and an external end-of-year examination.

PLEASE NOTE: Students are required to pay an additional levy for this unit to cover the cost of a folio and other consumables.

- The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

SELECTING A COURSE

VCE Pathways and Subjects

A VCE course should be a sensible pathway leading each student towards further education or employment and training.

Subjects offered at this school form a series of pathways; students and parents should use these as a guide in choosing purposeful courses. Students and parents should be aware that unusual combinations of subjects cannot readily be accommodated in a secondary school timetable, so that careful planning of courses is needed. However, students may choose, in each pathway, supplementary subjects from other pathways.

Please note:

- all of the following pathways must include **English 1 and 2**
- it is recommended that all VCE courses should include **Mathematics**. Students should seek guidance from their current Maths teachers about which level of Maths will be appropriate.
- Students who 'fast-tracked' a VCE subject in Year 10 will need to choose the appropriate Year 12 unit 3/4 subject in Year 11.

SOME COMMON PATHWAYS ARE:

1. Business Studies pathway: choose at least 4 from

English 1 /2
Business Management 1 /2
Legal Studies 1 /2
Information Technology 1 /2
Maths Methods 1 /2 or General Maths 1 /2

2. Pure Maths/ Science pathway: choose at least 5 from

English 1 /2
Maths Methods 1 /2
Chemistry 1 /2
Physics 1 /2
Biology 1 /2
Information Technology 1 /2

3. Life Sciences Pathway: choose at least 4 from

English 1 /2
Maths Methods 1/2 or General Maths 1 /2
Psychology 1 /2
Biology 1 /2
Health & Human Development 1 /2
Physical Education 1 /2
Environmental Science 1 /2
Information Technology 1 /2

4. Humanities pathway: choose at least 4 from

English 1 /2
Maths Methods 1/2 or General Maths 1 /2
History 1 /2 or Geography 1 /2
LOTE 1 /2 (Distance Education)
Literature 1 /2
Studio Arts 1 /2
Legal Studies 1 /2
Information Technology 1 /2

5. Creative Arts/Design pathway: choose at least 4 from

English 1 /2
Studio Arts 1 /2
Visual Communication & Design 1 /2
Information Technology 1 /2

Maths Methods 1 /2 or General Maths 1 /2

Literature 1 /2

6. Vocational Technologies pathway: choose at least 4 from

English 1 /2

General Maths 1 /2

Production Design and Technology (Wood or Metal or Textiles) 1 /2

Food and Technology 1 /2

Visual Communication and Design 1 /2

Information Technology 1 /2

7. Victorian Certificate of Applied Learning (VCAL) pathway

Offered as a set course of employment preparation, requiring study of a core of VCAL units in:

- Literacy

- Numeracy

- Personal Development

- Work Related Skills

as well as a VET option.

PARENTS AND STUDENTS SHOULD ALSO NOTE THAT COURSES CHOSEN OUTSIDE THESE PATHWAYS MAY NOT BE VIABLE. ALSO, SUBJECTS MAY NOT PROCEED IF ENROLMENT NUMBERS ARE TOO LOW.

ALPHABETICAL LISTING OF YEAR 11 VCE SUBJECTS/UNITS

(Please remember that classes in these units will proceed dependent on staffing and if there are adequate students enrolled.)

Biology 1/ 2

Business Management 1/ 2

Chemistry 1/ 2

Computing 1/ 2

Production Design and Technology 1/ 2 (Metal or Wood or Textiles)

English 1/ 2

Environmental Science 1/ 2

Food and Technology 1/ 2

Health and Human Development 1/ 2

History 1/ 2

Legal Studies 1/ 2

Literature 1/ 2

Mathematics 1/ 2 (General Maths or Maths Methods, Specialist Maths)

Physical Education 1/ 2

Physics 1/ 2

Psychology 1/ 2

Studio Arts 1/ 2

Visual Communication and Design 1/ 2

VCE Year 12 Units Offered at Seymour College

Please note: these subjects will proceed dependent on staffing and if enrolment numbers in each are adequate

Units 3 & 4 - Year 12

Compulsory for all students: English 3 & 4 (or approved equivalent – Literature)

Arts / Humanities

Business Management 3 / 4

History 3 / 4

Health & Human Development 3 / 4

Legal Studies 3 / 4

Literature 3 / 4

Environmental Science 3 / 4

Physical Education 3 / 4

Studio Arts 3 / 4

Visual Communication & Design 3 / 4

Maths / Science

Biology 3 / 4

Chemistry 3 / 4

Mathematics 3 / 4

- Further Maths
- Maths Methods
- Specialist Maths

Physics 3 / 4

Psychology 3 / 4

Technology

Production Design & Technology 3 / 4 (***Metal*** or ***Wood*** or ***Textiles***)

Food & Technology 3 / 4



VET (Vocational Education and Training) Courses.

The school provides access to more than 20 VET programs. VET courses taught at Seymour College include VET Automotive, Engineering, Equine Studies and Sport and Recreation. Other VET options in Seymour include Building and Construction and Allied Health, which are delivered by GOTAFE. A VCE student undertaking VET studies usually has a reduced unit workload as the VET course is the equivalent to one of their VCE subjects.

VET certificates are nationally recognised qualifications; they also count as part of VCE unit entitlements. VET courses also count in a student's ATAR. Some of the certificates have end of year examinations in the second year.

All VET courses have considerable costs due to the tuition provided by TAFE and the costs of materials used. To ensure students are offered a place in their chosen course, the materials fee for a VET course (other than Sport and Recreation) must be paid prior to the student commencing.



In 2021, VCAL students will be assured a place in VET Sport and Recreation **and only offered an alternate VET course once the enrolment form has been completed and submitted and the materials fee has been paid.**

VET Course Options:

The main VET courses students usually select are as follows:

Acting: Provided by ADCA and delivered from Assumption College in Kilmore.
<https://acda.vic.edu.au/>

Active Volunteering: Provided by the Central Ranges LLEN. This course assists students with workforce participation skills. For more information, contact Lena Way on lena@centralrangesllen.org.au (03) 5783 1111

Allied Health: Refer to the GOTAFE or Kangan links (next page)

Animal Studies: Available from Assumption College Kilmore or from the TAFE links (next page).

Automotive: Available from Seymour College

Beauty: refer to <https://www.vupolytechnic.edu.au/vet-schools>

Building and Construction: Available from GOTAFE in Seymour. Refer to the link (next page)

Design Fundamentals: Available from GOTAFE in Shepparton. Refer to the link (next page)

Electrotechnology: Refer to the GOTAFE or Kangan links (next page)

Engineering: Available from Seymour College

Equine Studies: Available from Seymour College

Hairdressing: Available from GOTAFE in Shepparton. Refer to the link (next page)

IT and Digital Media: Available from Broadford Secondary College and from the TAFE links (next page)

Music Technical Production: Available from Wallan Secondary College

Music: Performance: Available from Wallan Secondary College

Plumbing: Refer to the GOTAFE or Kangan links below

Rail: Refer to the School Careers Office

Sport and Recreation: Available from Seymour College. This course is the default option and Year 10 students must select an alternative and finalise the application if they have another preference

Course Costs:

Students who select a course other than Sport and Recreation (and Active Volunteering) will have material fees to pay. Depending on the course, the costs of materials may range from \$100 for programs such as IT and Digital Media to more than \$700.00 per year, for courses such as Beauty and Hairdressing. For more information about the cost of materials for each course, please contact the General Office after the first week of August

Other course options and more information

For information about additional courses students can select from, refer to the following links:

GOTAFE: <https://www.gotafe.vic.edu.au/courses/vet-delivered-to-secondary-students-vetdss>

Kangan Institute: <https://www.kangan.edu.au/courses/vet-in-schools>

How to apply?

If a student requests a course other than Sport and Recreation, they should list this on their online subject/course preference form. They will then be sent an enrolment form which will include the materials fees for that course. Some courses such as VET Electrotechnology and Allied Health will have limited places and the application will need to be submitted before the end of August.

SCHOOL-BASED APPRENTICESHIPS and TRAINEESHIPS (SBATs) & HEAD START APPRENTICESHIPS and TRAINEESHIPS (HSATs)

School-based Apprenticeships and Traineeships (SBATs) and Headstart Apprenticeships and Traineeships (HSATs) provide students with the option to combine schooling with an apprenticeship or traineeship during Year 10 VCE or VCAL. These programs are flexible allowing students to earn income, gain valuable experience in a workplace and start their apprenticeship TAFE training while completing their school education. A SBAT & HSAT enrolment counts towards completion of both VCAL and VCE programs, as the VCAA awards credit equivalent to VCE/VCAL units.

Benefits for students:

- Start your apprenticeship or traineeship while still at school.
- Learn about the workplace in a supportive and structured program; have a look at a future career.
- Potential to increase your employment options.
- Develop confidence and skills employers are seeking
- Earn while you learn—you will be paid an award wage

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS



Students who may be interested in pursuing an SBAT in Year 10 or the senior years of schooling should contact the school's SBAT Co-ordinator, Mr Jeremy Linton, or Headstart Coordinator, Mr Rick Hager (hager.rick.r@edumail.vic.gov.au 0436 284 103) to determine their eligibility for the programs.

Before commencing a SBAT or HSAT, it is recommended that students contact a prospective employer, or complete work experience as a try-out. Students with steady part-time employment outside school hours can also approach their employers to investigate the possibility of using their part-time or casual employment positions as an SBAT.

- Year 10 students doing a SBAT or HSAT **do not** also do a VET course on a Wednesday as they do the SBAT or HSAT instead of VET.
- VCE students doing a SBAT or HSAT do one less VCE subject as the SBAT or HSAT is the equivalent of one subject
- VCAL students doing a SBAT or HSAT have Tuesdays and Wednesdays available for this purpose.

GLOSSARY

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The overall ranking on a scale of 0.00 to 99.95 that you receive, based on your study scores. The ATAR is used by universities and TAFE institutes to select students for their courses. It used to be called an ENTER.

DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT (DEECD)

The Victorian government department that administers apprenticeships and traineeships.

GENERAL ACHIEVEMENT TEST (GAT)

The test that is done by all students doing a VCE Units 3 and 4 sequence or a scored VCE VET Units 3 and 4 sequence.

OUTCOMES

What you are expected to know and be able to do by the time you have finished a VCE unit.

REGISTERED TRAINING ORGANISATION (RTO)

An institution that has been approved by the Victorian Registration and Qualifications Authority (VRQA) to deliver specified training programs.

SATISFACTORY COMPLETION

This means you have achieved the outcomes for the unit. You get an 'S' for the satisfactory completion of a unit. If you do not satisfactorily complete a unit, you get an 'N' for it.

SEMESTER

Half of the academic year. Most units last for one semester.

SEQUENCE

The order in which you do your VCE units, for example a Units 3 and 4 sequence.

STATEMENT OF ATTAINMENT

A record of recognized learning that may contribute towards a qualification in the VET sector.

STATEMENT OF RESULTS

A set of documents that formally state the results you achieved in the VCE or VCAL, and whether or not you have graduated.

STUDIES

The subjects available in the VCE.

STUDY SCORE

A score that can be up to 50, and shows how you performed in a VCE study or scored VCE VET program, relative to all other students doing that same study. It is calculated using the scores achieved in each of the three graded assessments for the study.

TECHNICAL AND FURTHER EDUCATION (TAFE)

TAFE institutes offer a range of mainly vocational tertiary education courses up to the level of advanced diploma.

UNITS (VCAL)

Accredited units in Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills that contribute as credits towards the VCAL.

UNITS (VCE)

The parts of a study in the VCE. There are usually four units in a study, numbered 1, 2, 3 and 4.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA)

The state government agency responsible to the Minister for Education for the management of the VCE and VCAL.

VOCATIONAL EDUCATION AND TRAINING (VET)

This refers to nationally recognized vocational certificates.

VICTORIAN TERTIARY ADMISSIONS CENTRE (VTAC)

VTAC is responsible for calculating and distributing the ATAR and for processing student applications for tertiary entrance to universities, TAFE institutes and other Further Education colleges.