



Dimboola Memorial Secondary College



VCE and VCAL
Subject Selection
Handbook 2017

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Introduction

This handbook outlines the course choices available to Year 11 and 12 students at Dimboola Memorial Secondary College and provides a range of details about these units.

This process will hopefully provide students with the best counselling for tertiary study and careers options available.

There are two different courses of study that students can undertake at Years 11 and 12:

Victorian Certificate of Education (VCE)

- A VCE course of study may lead to university entry, TAFE, traineeships, apprenticeships or the workforce.
- VCE Units 1 and 2 are mainly chosen by Year 11 students, with some Year 10 students completing these units.
- VCE Units 3 and 4 are mainly chosen by Year 12 students, with some Year 11 students completing these units.

Victorian Certificate of Applied Learning (VCAL)

- A VCAL course of study may lead to TAFE, traineeships, apprenticeships or the workforce. Entry to tertiary study is also possible, however this pathway is not recommended for University entrance.

Both VCE and VCAL can be combined with VET (Vocational Education and Training) Certificate II and III courses. School Based Apprenticeships, which are Part-Time Apprenticeships, can also run in conjunction with VCE and VCAL. Both of these options allow significant time for students in the workplace.

More detailed information about these course structures are included later on in this handbook. The www.vcaa.vic.edu.au website also has detailed information.



VCE Student Program Requirements

It is a requirement of The Victorian Curriculum and Assessment Authority (VCAA) that to meet the graduation requirements of VCE, each student must satisfactorily complete a total of no fewer than 16 units. This may include VET units.

VCE programs cover both Years 11 and 12, and involve four semesters of work.

Over these four semesters, **students will normally take a total of 22 units.**

These must include:

- Four units of English (one per semester)
- Six units per semester in Year 11 (VCE Year 1)
- Five sequences Units 3 & 4 in Year 12 (VCE Year 2)

These requirements are the **minimum** level of breadth for all students in order to gain the VCE and they meet the **minimum** entrance requirements for selection into tertiary courses.

Unit Outcomes

Learning Outcomes are the basis for satisfactory completion of VCE units. Outcomes define what a student will know and be able to do as a result of undertaking the study.

Each VCE unit includes a set of 2 to 4 outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit.

Satisfactory completion of units is determined by the school, in accordance with Board of Studies requirements.

Assessment of VCE Units 3 & 4

All studies will have both school assessment and examination(s). There will be 3 assessments reported as grades (A+ to E: UG) for each study.

School Assessed Coursework

School-assessed coursework is made up of a number of assessment tasks specified in the study design. These assessment tasks are used to assess unit learning outcomes. School-assessed coursework is designed to reduce workload for teachers and students by making assessment part of the regular teaching and learning program. All assessments are to be completed in class within a limited time frame.

School Assessed Tasks

A small number of students will have school-assessed tasks. These studies include Visual Communication and Design, Studio Arts & Design and Technology.

Examinations

The nature and scheduling of examinations is essentially unchanged. There will be 5 written exams in June and the majority in November.

Study Scores

Students overall achievement for each study will continue to be calculated and reported as a study score (Relative Position) on a scale of 0 – 50. To qualify for a study score students must have S/S for units 3 and 4 in that study.

VCE Course Outlines 2017

Biology
Chemistry
Computing
Drama
English
Environmental Science
Food Studies
German
Health and Human Development
History
Hospitality – VCE VET
Mathematics
Media
Outdoor and Environmental Studies
Physical Education
Physics
Product Design and Technology
Psychology
Studio Art
Visual and Communication Design



2017 Virtual classes – to be confirmed

Biology

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

The study is made up of four units over two years.

Unit 1: How do living things stay alive?

How do organisms function?

How do living systems sustain life?

Practical investigation

Unit 2: How is continuity of life maintained?

How does reproduction maintain the continuity of life?

How is inheritance explained?

Investigation of an issue

Unit 3: How do cells maintain life?

How do cellular processes work?

How do cells communicate?

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

How are species related?

How do humans impact on biological processes?

Practical investigation

School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 60 per cent to the study score. The exam duration is 2 ½ hours.

There are no pre-requisites for entry into Units 1, 2 and 3. Units 3 and 4 are designed to be taken as a sequence.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology.

In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

More information about VCE Biology can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/biology/BiologySD-2016.pdf>.

Chemistry

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

The study is made up of four units:

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

How can knowledge of elements explain the properties of matter?

How can the versatility of non-metals be explained?

Research investigation

Unit 2: What makes water such a unique chemical?

How do substances interact with water?

How are substances in water measured and analysed?

Practical investigation

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

What are the options for energy production?

How can the yield of a chemical product be optimised?

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

How can the diversity of carbon compounds be explained and categorised?

What is the chemistry of food?

Practical investigation

School-assessed Coursework for Unit 3 will contribute 16 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 24 per cent of the study score.

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 60 per cent.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry.

In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

More information about VCE Chemistry can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf>

Computing

VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

The study is made up of four units:

Unit 1: Computing

- Data and graphic solutions
- Networks
- Collaboration and communication

Unit 2: Computing

- Programming
- Data analysis and visualisation
- Data management

Unit 3: Informatics

- Organisations and data management
- Data analytics: drawing conclusions

Unit 4: Informatics

- Data analytics: presenting the findings
- Information management

School-assessed Coursework for Unit 3 will contribute 10 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 10 per cent to the study score.

School-assessed Task

The student's level of achievement in Outcome 2 in Unit 3 and Outcome 1 in Unit 4 will be assessed through a School-assessed Task. Contribution to final assessment The School-assessed Task will contribute 30 per cent to the study score.

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

More information about VCE Computing can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>

Drama

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

The study is made up of four units:

Unit 1: Dramatic storytelling

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

Unit 2: Non-naturalistic Australian drama

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performances presented by other practitioners

Unit 3: Devised non-naturalistic ensemble performance

- Devising and presenting non-naturalistic ensemble performance
- Responding to devised ensemble performances
- Analysing non-naturalistic performance

Unit 4: Non-naturalistic solo performance

- Working with stimulus material
- Devising a non-naturalistic solo performance
- Analysing devised non-naturalistic solo performance

School-assessed Coursework for Unit 3 contributes 30 per cent.

School-assessed Coursework for Unit 4 contributes 10 per cent.

End-of-year performance examination contributes 35 per cent

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 25 per cent

The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority. Key knowledge and key skills that underpin Unit 4 Outcome 2 are examinable. Students will present a solo performance based on a prescribed structure selected from the set published annually by a panel appointed by the Victorian Curriculum and Assessment Authority and published in the VCE Drama Performance Examination Specifications. The performance will draw on knowledge and skills from Unit 4, Outcome 2.

More information about VCE Drama can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/drama/Drama-SD-2014.pdf>

English

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. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, 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 democratic society and the global community. This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

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. Students develop their skills in creating written, spoken and multimodal texts.

Reading and creating texts
Analysing and presenting argument

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. Students develop their skills in creating written, spoken and multimodal texts.

Reading and comparing texts
Analysing and presenting argument

Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Reading and creating texts
Analysing argument

Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Reading and comparing texts
Presenting argument

School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

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

More information about VCE English can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>

Environmental Science

VCE Environmental Science enables students to 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?

How is life sustained on Earth?
How is Earth a dynamic system?
Practical investigation

Unit 2: How can pollution be managed?

When does pollution become a hazard?
What makes pollution management so complex?
Case study

Unit 3: How can biodiversity and development be sustained?

Is maintaining biodiversity worth a sustained effort?
Is development sustainable?

Unit 4: How can the impacts of human energy use be reduced?

What is a sustainable mix of energy sources?
Is climate predictable?
Practical investigation

School-assessed Coursework for Unit 3 will contribute 20 per cent to the study score.
School-assessed Coursework for Unit 4 will contribute 30 per cent of the study score.

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography.

More information about VCE Environmental Science can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/envscience/EnviroScienceSD-2016.pdf>

Food Studies

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

The study is made up of four units:

Unit 1: Food origins

Food around the world
Food in Australia

Unit 2: Food makers

Food Industries
Food in the home

Unit 3: Food in daily life

The Science of Food
Food choice, health and wellbeing

Unit 4: Food issues, challenges and futures

Environment and Ethics
Navigating food information

School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score.

School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 40 per cent.

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.

More information about VCE Food Studies can be found at

http://www.vcaa.vic.edu.au/Documents/vce/technology/FoodStudiesSD_2017.pdf

German

The study of German develops students' ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology.

As well as being extensively used within communities in Europe, Latin America, the Far East, and Africa there is a significant German heritage within Australia. Knowledge of the German language provides direct access to the culture, traditions, beliefs, attitudes and values of these communities.

There are three set themes, which all schools must cover over the two years of the VCE:

These are: The Individual
The German-speaking Communities
The Changing World

Within these three themes there is a large range of topics and sub-topics.

Topics studied at DMSC will be selected from the following list:

The individual	The German-Speaking communities	The changing world
Personal identity For example, my home and background, family and friends, relationships, pressures and influences.	People and places For example, lifestyles and traditions, daily life, clichés and cultural diversity, regional and national festivals	The world of work For example, technology and design, jobs and careers, vocational pathways, tradition and innovation in the workplace, unemployment, globalisation and its effects
School and aspirations For example, school routine, changing schools, future plans and pathways.	Past and present For example, the influence of the past on the present, EEC, German reunification, settlement in different parts of Australia	Social issues For example, youth issues, youth representation, anxiety for the future, drugs, equality, popular culture, the environment.
Leisure and lifestyles For example, holidays and travel experiences, fitness, sports, physical and mental wellbeing, hobbies and self-expression	Arts and entertainment For example, media, music and songs, movements in art, writers and literature, film and theatre.	Tourism For example, growth of the tourism industry, development of ecotourism, studying and working abroad, interacting with visitors in Australia

Unit 3 school-assessed coursework will contribute 25 per cent to the study score

Unit 4 school-assessed coursework will contribute 25 per cent to the study score

Unit 3 and 4 External Assessment (November exam period)

Examinations: oral component - 12.5 per cent and written component - 37.5 per cent

German-speaking countries have emerged as strong international leaders in trade, commerce and politics, and the ability to communicate in German, in conjunction with other skills, enhances students' opportunities in a wide range of vocational areas.

More information about VCE German can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/german/germansd.pdf>

Health and Human Development

VCE Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice. VCE Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia's and global health and human development.

The study is made up of four units:

Unit 1: The health and development of Australia's youth

Understanding youth health and human development
Youth issues

Unit 2: Individual human development and health issues

Prenatal health and individual development
Child health and individual development
Adult health and individual development

Unit 3: Australia's health

Understanding Australia's health
Promoting health in Australia

Unit 4: Global health and human development

Introducing global health and human development
Promoting global health and human development

Unit 3 school-assessed coursework will contribute 25 per cent to the study score

Unit 4 school-assessed coursework will contribute 25 per cent to the study score

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

VCE Health and Human Development offers students a range of pathways and caters to those who wish to pursue further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

More information about VCE Health and Human Development can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumanDevelopmentSD-2014.pdf>

History

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study is made up of four units:

Unit 1: Twentieth century history 1918–1939

Ideology and conflict
Social and cultural change

Unit 2: Twentieth century history 1945–2000

Competing ideologies
Challenge and change

Unit 3 Revolutions – The Russian Revolution 1896 to 1927

Causes of revolution
Consequences of revolution

Unit 4 Revolutions – The Chinese Revolution 1912 to 1971

Causes of revolution
Consequences of revolution

Unit 3 school-assessed coursework will contribute 25 per cent to the study score

Unit 4 school-assessed coursework will contribute 25 per cent to the study score

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

More information about VCE History can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf>

VCE VET Hospitality

Kitchen Operations

All students undertaking 2nd year Hospitality will be doing the scored assessment unit 3 and 4 sequence.

Students who undertake the VCE VET Hospitality program (Kitchen Operations stream) are required to complete a minimum of 14 units of competency.

Students will:

- Be eligible for completion of the SIT20312 Certificate II in Kitchen Operations.
- Have gained recognition for a minimum of two VCE units at unit 1 and 2 level and a units 3 and 4 sequence.

Note: the units 3 and 4 sequences of VCE VET Hospitality are not designed as stand-alone studies. Students cannot undertake the units 3 and 4 sequence without first completing the six core units of competency from the unit 1 and 2 program, plus the appropriate stream electives.

Competencies covered over two years are:

- Work effectively with others
- Prepare simple dishes
- Source and use information on the hospitality industry
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean kitchen premises and equipment
- Produce appetisers and salads
- Produce stocks, sauces and soups
- Produce vegetable, fruit, egg and farinaceous dishes
- Use cookery skills effectively
- Purchase goods

Three coursework tasks contribute 66% of the overall study score.

Unit 3 and 4 External Assessment (November exam period)

An end of year examination which will contribute 34% per cent.

More information about VCE VET Hospitality please see the VET coordinator.

Mathematics

Unit 1 and 2 - General Mathematics

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts. This course is designed for students wishing to study Further Mathematics Unit 3 and 4.

Four or more topics each unit will be selected from the list below:

Linear relations and equations	Computational and practical arithmetic
Financial arithmetic	Applications of trigonometry
Matrices	Investigating and comparing data distributions
Number patterns and recursion	Bivariate data
Shape and measurement	Inequalities and linear programming

Mathematical Methods Unit 1 and 2

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

Unit 1

Functions and graphs
Algebra
Calculus
Probability and statistics

Unit 2

Functions and graphs
Algebra
Calculus
Probability and statistics

Specialist Mathematics Unit 1 and 2

Specialist Mathematics 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 and reasoning. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

Areas of study to be selected from:

Algebra and structure
Arithmetic and number
Discrete mathematics
Geometry
Measurement and Trigonometry
Graphs of linear and non-linear relations
Statistics

Further Mathematics Units 3 and 4

Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2.

Areas of study covered over one year are:

Unit 3: Functions and graphs

Unit 4: Two of the following

- Matrices
- Networks and decision mathematics
- Geometry and measurement
- Graphs and relations

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 20 per cent

Units 3 and 4 Examination 1: 33 per cent

Units 3 and 4 Examination 2: 33 per cent

Mathematical Methods Unit 3 and 4

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Areas of study covered over one year are:

Functions and graphs

Algebra

Calculus

Probability and statistics

Unit 3 School-assessed Coursework: 17 per cent

Unit 4 School-assessed Coursework: 17 per cent

Units 3 and 4 Examination 1: 22 per cent

Units 3 and 4 Examination 2: 44 per cent

Specialist Mathematics Units 3 and 4

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Areas of study covered over one year are:

Functions and graphs

Algebra

Calculus

Vectors

Mechanics

Probability and statistics

Unit 3 School-assessed Coursework: 17 per cent

Unit 4 School-assessed Coursework: 17 per cent

Units 3 and 4 Examination 1: 22 per cent

Units 3 and 4 Examination 2: 44 per cent

All Mathematic units require CAS calculators.

Examination 1 for Mathematical Methods and Examination 1 for Specialist Mathematics are technology free examinations. Examinations 1 and 2 for Further Mathematics, Examination 2 for Mathematical Methods and Examination 2 for Specialist Mathematics assume student access to VCAA approved technology (calculator).

Units 1 and 2	Units 3 and 4
General Mathematics	Further Mathematics
Mathematical Methods	Mathematical Methods or Further Mathematics
General Mathematics and Mathematical Methods	Mathematical Methods and/or Further Mathematics
General Mathematics and Mathematical Methods	Mathematical Methods and Specialist Mathematics
Mathematical Methods and Specialist Mathematics	Mathematical Methods and Specialist Mathematics

There are no prerequisites for entry to Units 1, 2 and 3; however, students undertaking Mathematical Methods Units 1 and 2 or Specialist Mathematics Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics.

Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

All VCE studies are benchmarked against comparable national and international curriculum. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

There are no restrictions on the number of units students may obtain credit towards satisfactory completion of the VCE.

More information about VCE Mathematics can be found at <http://www.vcaa.vic.edu.au/Documents/vce/mathematics/MathematicsSD-2016.pdf>

Media

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

The study is made up of four units:

Unit 1: Representation and technologies of representation

- Representation
- Technologies of representation
- New media

Unit 2: Media production and the media industry

- Media production
- Media industry production
- Australian media organisations

Unit 3: Narrative and media production design

- Narrative
- Media production skills
- Media production design

Unit 4: Media: process, influence and society's values

- Media process
- Media texts and society's values
- Media influence

Unit 3 school-assessed coursework will contribute 6 per cent to the study score

Unit 4 school-assessed coursework will contribute 12 per cent to the study score

Unit 3 and 4 External Assessment (November exam period)

All the key knowledge and key skills that underpin the outcomes in Unit 3 Outcome 1 and Unit 4 Outcomes 2 and 3 are examinable and contributes to 45 per cent to the study score.

School-assessed Task Assessment for Media includes a School-assessed Task.

The student's level of performance in achieving Outcomes 2 and 3 in Unit 3 and Outcome 1 in Unit 4 will be assessed through a School-assessed Task which will contribute 37 per cent

VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. This study is relevant for students who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study provides knowledge and skills in creative thinking, planning, analysis, creative expression and communication valuable for participation in and contribution towards contemporary society.

More information about VCE Media can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/media/media-sd-2012.pdf>

Outdoor Education

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

The study is made up of four units:

Unit 1: Exploring outdoor experiences

Motivations for outdoor experiences
Experiencing outdoor environments

Unit 2: Discovering outdoor environments

Investigating outdoor environments
Impacts on outdoor environments

Unit 3: Relationships with outdoor environments

Historical relationships with outdoor environments
Contemporary relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

Healthy outdoor environments
Sustainable outdoor environments

Unit 3 school-assessed coursework will contribute 25 per cent to the study score

Unit 4 school-assessed coursework will contribute 25 per cent to the study score

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

More information about VCE Outdoor Education can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/outdoor/outdoorenviro-sd-2012.pdf>

Physical Education

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

The study is made up of four units:

Unit 1: The human body in motion

How does the musculoskeletal system work to produce movement?
How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical activity, sport and society

What are the relationships between physical activity, sport, health and society?
What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity

How are movement skills improved?
How does the body produce energy?

Unit 4: Training to improve performance

What are the foundations of an effective training program?
How is training implemented effectively to improve fitness?

Unit 3 school-assessed coursework will contribute 25 per cent to the study score

Unit 4 school-assessed coursework will contribute 25 per cent to the study score

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

More information about VCE Physical Education can be found at

http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf

Physics

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

The study is made up of four units:

Unit 1: What ideas explain the physical world?

How can thermal effects be explained?

How do electric circuits work?

What is matter and how is it formed?

Unit 2: What do experiments reveal about the physical world?

How can motion be described and explained?

Twelve options are available for selection in Area of Study 2. Each option is based on a different observation of the physical world.

Astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Practical investigation

Unit 3: How do fields explain motion and electricity?

How do things move without contact?

How are fields used to move electrical energy?

How fast can things go?

Unit 4: How can two contradictory models explain both light and matter?

How can waves explain the behaviour of light?

How are light and matter similar?

Practical investigation

Unit 3 school-assessed coursework will contribute 21 per cent to the study score

Unit 4 school-assessed coursework will contribute 19 per cent to the study score

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 60 per cent.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

More information about VCE Physics can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf>

Product Design and Technology

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably.

The study is made up of four units:

Unit 1: Product re-design and sustainability

Product re-design for improvement
Producing and evaluating a re-designed product

Unit 2: Collaborative design

Designing within a team
Producing and evaluating a collaboratively designed product

Unit 3: Applying the product design process

The designer, client and/or end-user in product development
Product development in industry
Designing for others

Unit 4: Product development and evaluation

Product analysis and comparison
Product manufacture
Product evaluation

Unit 3 school-assessed coursework will contribute 12 per cent to the study score

Unit 4 school-assessed coursework will contribute 8 per cent to the study score

School-assessed Task

School-assessed Task contributes 50 per cent

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 30 per cent.

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

More information about VCE Product Design and Technology can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/technology/ProductDesignTechSD-2012.pdf>

Psychology

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?

How does the brain function?

What influences psychological development?

Student-directed research investigation

Biopsychology, Brain and the use of technology, Cognition, Psychological development, Mental health and disorder, Changing thoughts, feelings and behaviour

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

What influences a person's perception of the world?

How are people influenced to behave in particular ways?

Student-directed practical investigation

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

How does the nervous system enable psychological functioning?

How do people learn and remember?

Unit 4: How is wellbeing developed and maintained?

How do levels of consciousness affect mental processes and behaviour?

What influences mental wellbeing?

Practical investigation

Unit 3 school-assessed coursework will contribute 16 per cent to the study score

Unit 4 school-assessed coursework will contribute 24 per cent to the study score

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 60 per cent.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

More information about VCE Psychology can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/psychology/PsychologySD-2016.pdf>

Studio Arts

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

The study is made up of four units:

Unit 1: Artistic inspiration and techniques

- Researching and recording ideas
- Studio practice
- Interpreting art ideas and use of materials and techniques

Unit 2: Design exploration and concepts

- Exploration of studio practice and development of artworks
- Ideas and styles in artworks

Unit 3: Studio and professional art practices

- Exploration proposal
- Studio process
- Artists and studio practices

Unit 4: Studio practices and art industry contexts

- Production and presentation of artworks
- Evaluation
- Art industry contexts

Unit 3 school-assessed coursework will contribute 5 per cent to the study score

Unit 4 school-assessed coursework will contribute 5 per cent to the study score

School-assessed Task

Units 3 and 4 School-assessed Task: 60 per cent

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 30 per cent.

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.

More information about VCE Studio Arts can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>

Visual Communication Design

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 on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach 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, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

The study is made up of four units:

Unit 1: Introduction to visual communication design

- Drawing as a means of communication
- Design elements and design principles
- Visual communication design in context

Unit 2: Applications of visual communication design

- Technical drawing in context
- Type and imagery
- Applying the design process

Unit 3: Design thinking and practice

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

Unit 4: Design development and presentation

- Development of design concepts
- Final presentations
- Evaluation and explanation

Unit 3 school-assessed coursework will contribute 20 per cent to the study score

Unit 4 school-assessed coursework will contribute 5 per cent to the study score

School-assessed Task

Units 3 and 4 School-assessed Task: 40 per cent

Unit 3 and 4 External Assessment (November exam period)

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 35 per cent.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design and communication design.

More information about VCE Visual Communication and Design can be found at

<http://www.vcaa.vic.edu.au/Documents/vce/visualcomm/VisualCommunicationDesignSD-2013.pdf>

VCAL (Victorian Certificate of Applied Learning)

A “hands-on” accredited alternative stream of the VCE for Year 11 and 12 students.

VCAL is a recognised qualification that gives you practical work related experience, literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

VCAL is a pathway to training at TAFE, an apprenticeship or traineeship or getting a job after completing school. VCAL is a flexible study program that suits personal interests and needs. VCE units can be completed as part of VCAL and will be counted towards VCE. VCAL can be integrated and interchanged to suit students’ needs.

VCAL Requirements

VCAL (Victorian Certificate of Applied Learning)

VCAL aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work, training and further education.

The VCAL has three award levels:

- Foundation
- Intermediate
- Senior

Each of the three award levels has a nominal duration of 1000 hours. The nominal hours include both scheduled and unscheduled time. The three qualification levels provide flexible entry and exit points for a range of students’ abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

The VCAL units include:

- Work Related Skills / Structured Workplace Learning (SWL)
- Personal Development Skills
- Literacy Skills – Reading and Writing
- Literacy Skills – Oral Communication
- Numeracy Skills
- Industry Specific Skills, usually VET studies
- VCE Units

ASSESSMENT IN VCAL

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes.

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit.

They may include but are not limited to the following:

- Student self-assessment
- Teacher observation
- Reflective work journals
- Student log books
- Oral presentations
- Written text
- Oral explanation of text
- Discussion
- Debates
- Role plays
- Folio tasks or investigations
- Photos



Literacy Skills units

The Literacy Skills units are designed at three levels – Foundation, Intermediate and Senior. The three levels reflect the progression in skills, knowledge and attitude development of literacy skills.

The broad purpose of the Literacy Skills units is to enable the development of skills, knowledge and attitudes in literacy that allows progression in the main social contexts of family and social life; workplace and institutional settings; education and training contexts; community and civic life.

Four domains of literacy have been identified:

- literacy for self-expression: focuses on aspects of personal and family life, and the cultures which shape these
- literacy for practical purposes: focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations
- literacy for knowledge: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training
- literacy for public debate: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

Literacy includes reading, writing and oral communication skills.

Numeracy Skills units

The Numeracy Skills units are designed at three levels – Foundation, Intermediate and Senior.

The three levels reflect the progression in skills, knowledge and attitude development of numeracy skills.

The Numeracy Skills units incorporate traditional mathematical areas (number, space and shape, data, measurement, and algebra) through the learning outcomes.

The covering the following four domains of numeracy:

- *Numeracy for Practical Purposes* addresses aspects of the physical world to do with designing, making and measuring.
- *Numeracy for Interpreting Society* relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- *Numeracy for Personal Organisation* focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- *Numeracy for Knowledge* deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

Personal Development Skills

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, for example through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

The Personal Development Skills Strand is designed at three levels – Foundation, Intermediate and Senior. These levels reflect the progression in knowledge, skills and attributes relating to personal development.

Two units exist in each level, Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Self
- Personal organisation and planning skills
- Problem solving and interpersonal skills.

This can be achieved through participation in activities related to person, health and wellbeing, educational, social or family experiences of a practical nature.

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Community engagement
- Social awareness
- Interpersonal skills
- Planning and organisational skills.

The units enable students to develop personal development skills through participation in locally developed curriculum and locally developed projects such as involvement with local radio, leadership activities linked to voluntary community roles or community service projects.

The VCAL Personal Development Skills Units are:

PDS011 Personal Development Skills Unit 1 (Foundation)

PDS012 Personal Development Skills Unit 2 (Foundation)

PDS021 Personal Development Skills Unit 1 (Intermediate)

PDS022 Personal Development Skills Unit 2 (Intermediate)

PDS031 Personal Development Skills Unit 1 (Senior)

PDS032 Personal Development Skills Unit 2 (Senior).

Work Related Skills

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work-related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work-related contexts.

Work Related Skills units have been designed to provide learning outcomes against which locally developed programs can be mapped, at the same time meeting the purpose of the strand.

The development of VCAL units for the Work Related Skills Strand recognises the importance of applying knowledge and skills within different social and work contexts.

The VCAL Work Related Skills units are:

WRS011 Work Related Skills Unit 1 (Foundation)

WRS012 Work Related Skills Unit 2 (Foundation)

WRS021 Work Related Skills Unit 1 (Intermediate)

WRS022 Work Related Skills Unit 2 (Intermediate)

WRS031 Work Related Skills Unit 1 (Senior)

WRS032 Work Related Skills Unit 2 (Senior)

The Work Related Skills units are designed at three levels: Foundation, Intermediate and Senior. Two units exist at each level.

The Work Related Skills units at each level reflect the progression in skills, knowledge and attributes related to work.

For example:

- at Foundation level, a 'basic work-related activity' means a single or basic grouping of activities at Certificate I level, conducted under close supervision with access to high levels of direction and support
- at Intermediate level, a 'work-related activity' involves work undertaken at Certificate I/II level conducted under supervision and reasonably autonomous in regard to planning and work activities
- at Senior level, a 'complex work-related project' involves work undertaken at Certificate II/III level, conducted under supervision and autonomous in regard to planning and work activities.

VET

All VCAL students are to undertake VET or equivalent. VCE students may undertake VET if the timetable allows. If you want more VET information, please collect a separate VET Handbook.

What is VET?

VET stands for Vocational Education and Training. Students undertake nationally recognised training in Horsham or Dimboola (DMSC) each Wednesday that may contribute to their VCE and/or VCAL.

What schools are involved?

There are 13 secondary Colleges involved in the Wimmera Southern Mallee VET Cluster: Balmoral, Birchip, Dimboola, Edenhope, Goroke, Hopetoun, Horsham, Kaniva, Murtoa, Nhill, Rainbow, St Brigids and Warracknabeal.

How does VET work in with my school certificate?

VET in the VCE or VCAL allows secondary students to include vocational studies within their senior secondary certificate.

What courses will run?

The full list of courses offered in 2017 is below. All VET courses need to be viable to run and only those with adequate enrolments will go ahead. **The ultimate availability of these courses will depend on numbers of students interested.**

Who runs VET programs?

VET can either be provided by R.T.O.'s (Registered Training Organisations) directly or auspiced by an R.T.O. in Horsham or at DMSC. These providers include the Wimmera HUB, Federation University-Horsham Campus, Longerenong College, Skillinvest and Horsham College.

Enrolments?

Enrolments for VET courses are via your VET co-ordinator and close in early November. There is a selection process to gain entry into these courses.

Contact your school's VET co-ordinator to find out more about VET programs.

VET Courses offered in 2017

Certificate II in Agriculture

Certificate II in Automotive Studies

Certificate II in Building and Construction

Certificate II in Community Services (VCE 3/4)

Certificate II in Dance (VCE 3/4)

Drama (Certificate III in Community Dance, Theatre and Events (Performing Arts))

Certificate II in Electrotechnology (Career Start)

Certificate II in Engineering (VCE 3/4)

Certificate II in Furniture Making (VCE 3/4)

Certificate II in Hairdressing

Certificate III in Health Services Assistance

Interactive Digital Media (Certificate II in Creative Industries (Media)) (VCE 3/4)

Certificate II in Kitchen Operations (VCE 3/4)

Certificate II in Music

Certificate II in Plumbing (Pre-apprenticeship)

Certificate II in Retail Makeup and Skincare

Certificate III in Sport and Recreation (VCE 3/4)

Certificate III in Visual Arts and Contemporary Crafts (Partial Completion)

Information provided in the handbook is correct at time of printing, but is subject to change.