At Our Lady of the Sacred Heart College, we are Heart people who

are faith-filled
reverence relationships
pursue excellence
touch the hearts of others

We are passionate about the education of young women and their success
We empower the learner, inspire a global consciousness
and are at the forefront of innovative learning.

We Believe! We Achieve!
Pillars of OLSH Education

• **We are Heart people who are Faith-filled**
  We believe in God’s personal love for us. This gives us meaning and purpose in our lives and enables us to help others find meaning in their lives too.

• **We are Heart people who Reverence Relationships**
  We believe in the dignity of every human person. Our OLSH family is both local and international and we make an effort to build and support community.

• **We are Heart people who Pursue excellence**
  We believe in Jesus’ words “I have come that you may have life and have it to the full” (John 10:10). We pursue excellence in everything we do.

• **We are Heart people who Touch the Hearts of Others**
  We believe in our call to be united with the mission of Jesus.

Together we seek to build the Kingdom of truth and life, of holiness and grace, of justice, love and peace. Our tradition of service and outreach and our option for the poor are vital aspects of our OLSH identify.
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* Please note that the appearance of a subject in this handbook does not mean it will necessarily be offered in 2015; that will depend on student selection and staff availability. Every effort, of course, will be made to offer as many subjects as we can.
INTRODUCTION

It is intended that the information in this handbook will assist you with planning your pathway through the senior school, Year 10 to Year 12.

At OLSH the senior school curriculum has been developed on the basis of two important principles:

- that we value and celebrate the unique gifts of all our students, and
- that we aim to provide a comprehensive curriculum that nurtures and challenges these gifts

Should you need any further assistance please do not hesitate to contact:

- Maureen Malone: Careers and Pathways Coordinator
- Amanda Malone: Director of Curriculum
- Lynn Egan: Assistant Principal, Learning and Teaching

YEAR 10 COURSE SELECTION INFORMATION:

All Year 10 students will undertake the following subjects in Year 10:

- Religious Education
- English
- Mathematics
- Physical Education and Health
- History (1 Semester)
- Science (1 Semester)

A wide range of elective studies is offered for enrichment, specialisation and creative purposes. Students may:

- enrich their learning experiences by undertaking subjects not available in the core program
- specialise in an aspect of a core subject that particularly interests them
- develop their creativity in a range of visual and performing arts

Over the duration of Year 10 students need to choose 6 semester units from the elective program.

To provide students with access to all of the AusVELS (Victorian Essential Learning Standards), the following electives must be included in this program:

- 1 unit of Humanities
- 1 unit of Science
- 1 unit of an Arts subject

VET and VCE in YEAR 10:

All prospective Year 10 students are encouraged to consider accelerating into a VET or a VCE subject providing they are able to demonstrate a ‘B’ average in their Issoudun year.
SATISFACTORY COMPLETION OF THE VCE

WHAT IS THE VCE?

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within the VCE.

A VCE program is usually 24 – 25 units.

All VCE students at OLSH will be undertaking:

- Religious Education
- English

To obtain your VCE, you must satisfactorily complete at least 16 units. The 16 units can include VET.

Regardless of how many units you do altogether, a student must satisfactorily complete:

- At least three units of English
- Three sequences of Units 3 and 4 studies in addition to English
- These sequences can be from VCE studies and/or VET programs

PREREQUISITES FOR UNIT 3 & 4 STUDIES

While it is generally accepted that unit one and two help prepare students for units three and four of any study, certain studies are sequential. Prior knowledge and skills acquired in Unit 1 and/or 2 are required before the following Unit 3 & 4 sequences can be attempted at OLSH: Chemistry, Physics, LOTE, Music and Mathematics.

The College makes every effort to run a Unit 3 & 4 sequence of a study if the study has run as a Unit 1 & 2 sequence in the previous year. This in no way predicts whether a subject will run as a unit one and two in the next year, as each year classes are primarily determined by numbers of applicants and staff availability.

You are advised always to check the information about tertiary courses you may be interested in to ensure that you have included the PREREQUISITE subjects in your program. This information is available in the Careers Room.
EXAMINATIONS

- Units 1 & 2 exams are school-based and scheduled for the end of Term 2 and Term 4
- Units 3 & 4 exams are set and assessed by the VCAA. Generally students complete written exams at OLSH
- In June all students undertaking Units 3 & 4 studies must sit the General Achievement Test (GAT)
- Performance/oral examinations will be held in October/November
- Grades for all examinations are determined by VCAA

STUDY SCORES

In Units 3 & 4, students’ overall achievements for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50.

ENHANCEMENT

Highly able students may like to investigate and consider undertaking a first-year university subject whilst in Year 12.

This option is aimed at the top 1% to 2% of students who generally will have undertaken a similar or related VCE Unit 3 & 4 subject whilst in Year 11 and earned a study score of more than 41.

Melbourne and Monash University differ in what and how they offer such opportunities and in their costs. An enhancement subject may be counted as a sixth subject in VCE and, depending on the student’s results, contribute an increment of 4, 5, or 5.5 points to the ATAR score.

Further information may be obtained from the following websites:

http://futurestudents.unimelb.edu.au/info/school-students/extension-program

http://www.monash.edu.au/extension/
RELIGION
The VCE Religious Education program is as follows:

In Year 12, students have the choice of undertaking Unit 2: Religion and Society (Ethics) which runs across both semesters. In this unit, students explore contemporary ethical issues in the light of investigating ethical decision making and ethical perspectives, and moral viewpoints in religious traditions.

Alternatively, students may choose the school-based Religious Education program which also runs across both semesters. Within the school-based program, the students undertake the following three units which are offered on a rotational basis:

- Relationships in the Light of Contemporary Christian Theology
- Christ Figures in Film
- Justice and Change

All students will be provided with more information regarding these options and will be required to make their decision during the Kickstart Program at the end of this year.
THE ARTS
UNIT THREE – AR033

INVESTIGATION AND INTERPRETATION THROUGH ARTMAKING

Interpreting Art

Students develop a folio of work which is based on personal interest, the work of artists pre and post 1970 and an in-depth exploration of a range of artistic materials. Students complete written work which analyses and compares the work of artists and voices personal opinions on contemporary art issues.

Assessment:

- Preparation of a number of practical folios
- Essays and short analysis exercises
- Preparation for examination

UNIT FOUR – AR034

REALISATION AND RESOLUTION

Discussing and debating art

Students develop a folio of work which is based on personal interest, the work of artists pre and post 1970 and an in-depth exploration of a range of artistic materials. Students complete written work which analyses and compares the work of artists and voices personal opinions on contemporary art issues.

Assessment:

- Completion of major practical folio
- Essays and short analysis exercises
- Preparation for examination
UNIT THREE—DR033

ENSEMBLE PERFORMANCE

This unit focuses on non-naturalistic drama. Non-naturalistic performance styles, associated theatrical conventions and stagecraft are explored in the collaborative process of creating, developing and presenting an ensemble performance. The processes used in the development and realisation of the ensemble performance are analysed and evaluated. A non-naturalistic work selected from the prescribed playlist will also be analysed.

Assessment:

- Develop and present character(s) within a non-naturalistic ensemble performance
- Analyse playmaking techniques used to construct and present ensemble works including the work created for the topic above
- Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist

UNIT FOUR—DR034

SOLO PERFORMANCE

Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority. The processes involved in the creation and presentation of character/s in the solo performance are analysed and evaluated.

Assessment:

- Create and present a short solo performance based on stimulus material, and evaluate the processes used
- Create, develop and perform a character or characters within a solo performance in response to a prescribed structure
- Describe, analyse and evaluate the creation, development and presentation of a solo performance
UNIT THREE – SA033

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

The exploration proposal supports students to identify a direction for their design process. The design process is individually determined by the student. It records trialling, experimenting, analysing and evaluating the extent to which their art practices successfully communicate their aims and ideas. Students also investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques.

Topics include:

- Exploration proposal
- Design process
- Professional art practices and styles

UNIT FOUR – SA034

This unit focuses on the production of a cohesive folio of finished artworks. Students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks.

This unit also investigates aspects of artists’ involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks.

Topics include:

- Folio of artworks
- Design process
- Professional art practices and styles
UNIT THREE– VC033

This study enables students to explore a range of existing visual communications in the communication, environmental and industrial design fields. Students create their own visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials. Students describe how visual communications are designed and produced in the design industry. Students apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

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

UNIT FOUR– VC034

This study enables students to develop distinctly different design concepts for two communication needs. Students produce final visual communications that satisfy the requirements of the brief. Students devise a pitch to present and explain their visual communications to an audience.

Topics include:
- Development of design concepts
- Final presentations
- Evaluation and explanation
UNIT THREE—EN033

Students respond both orally and in writing to a range of texts. They further develop analytical skills. They create their own written pieces in response to the Context. They analyse the language of persuasion and present an oral point of view.

A list of prescribed texts is published annually in the VCAA Bulletin and school-based selection is made by teachers in the English Domain.

Outcomes:

- Analyse how a selected text constructs meaning and conveys ideas and values
- Draw on ideas from the Context to create written texts
- Analysis of language used in the Australian media to present a point of view. Presentation of a reasoned point of view

UNIT FOUR—EN034

Students read and respond in writing to a range of texts in order to analyse their construction and provide an interpretation. They continue their work on the selected Context and explain creative choices they have made.

Outcomes:

- Develop and justify a detailed interpretation of a selected text
- Draw on ideas from the Context to create written texts for a specified audience and purpose, and to discuss authorial decisions
UNIT THREE—LI033

Students look at how meaning is created for and by the reader. Students consider how the form of text affects meaning and generates different expectations in readers; the ways texts represent values; and the social, cultural and historical context of literary works.

Outcomes:

➢ Analyse how meaning changes when the form of a text changes
➢ Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that a text appears to endorse, challenge or leave unquestioned
➢ Evaluate views of a text and make comparisons with their own interpretation

UNIT FOUR—LI034

This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses as well as the concerns, the style of language and the point of view in their re-created or adapted work.

Outcomes:

➢ Respond imaginatively to a text, and comment on the connections between the text and their responses
➢ Critically analyse features of a text, relating them to an interpretation of the text as a whole
HEALTH/PE
UNIT THREE – FY033
FOOD PREPARATION, PROCESSING AND FOOD CONTROLS

Topics include:

- Food safety in Australia
- Hazard Analysis and Critical Control Points (HACCP)
- Food spoilage and food poisoning
- Safe work practices while preparing food
- Key foods and their components
- Preparation and selection of key foods
- Cooking techniques
- Primary and secondary processing of food
- Design plan for School Assessed Task (folio)

UNIT FOUR– FY034
FOOD PRODUCT DEVELOPMENT AND EMERGING TRENDS

Topics include:

- Continuation of the School Assessed Task (folio) including:
  - Implementing a design plan
  - Use of complex food preparation techniques
  - Application of safe and hygienic work practices
  - Use of advanced tools and equipment
  - Product evaluation and analysis
- Food product development
- Trends in product development
- Food packaging types and systems
- Environmental issues relating to production and consumption of food
- Marketing of food products
UNIT THREE – HH033

AUSTRALIA’S HEALTH

In this area of study students develop an understanding of the health status of Australians.

Topics include:

- The health status of Australia’s population in comparison with other developed countries
- The function and food sources of major nutrients as a determinant of health
- The role of National Health Priority Areas in improving Australia’s health status
- Different models of health and health promotion initiatives
- Australia’s health care system and the different roles of government and non-government organisations in promoting health

UNIT FOUR – HH034

GLOBAL HEALTH AND HUMAN DEVELOPMENT

Students explore a global perspective on achieving sustainable improvements in health and human development.

Topics include:

- Factors contributing to variations in health status between Australians and developing countries
- Evaluating the progress of the United Nation’s Millennium Development goals and the interrelationships between health, human development and sustainability
- The different types of aid and how they are used to achieve global health and sustainable human development
- The role of international and Australian government and non-government agencies and organisations in regard to human development and sustainability
UNIT THREE – PE033

PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE

This unit introduces students to an understanding of physical activity and sedentary behaviour. Students investigate energy systems and the multi-factorial causes of fatigue.

Topics include:
- Methods of assessing physical activity and sedentary behaviour
- Physical activity promotion including campaigns
- Individual and population based physical activity promotion initiatives and strategies
- Acute responses to physical activity
- Energy systems - including compulsory practical participation
- Fuels required for energy
- Oxygen use during and after exercise
- Muscle fatigue
- Recovery methods

UNIT FOUR – PE034

ENHANCING PERFORMANCE

Students learn to critically evaluate different technologies and practices that can be used to enhance performance.

Topics include:
- Fitness components
- Data collection for a sport and analysis (GPS)
- Assessment of fitness: Including individual testing
- Training principles
- Training methods: Including a compulsory 6 week training program
- Chronic adaptations to training
- Techniques and strategies to enhance performance and improve recovery
  - Nutritional (carbohydrate loading, protein supplements)
  - Hydration (water, sports drinks, IV drips)
  - Physiological (ice, hyperbaric chambers)
  - Psychological (sleep, arousal, mental imagery)
  - Legal and illegal substances (altitude training, steroids, blood doping)
- Drugs in sport and anti-doping codes
HUMANITIES
UNIT THREE – BM033
In this unit you will learn about Large Scale Organizations in Australia. A variety of case studies will be used to study the theory.

Topics include:
- Economic contribution of large scale organisations
- Environments of large scale organisations and ethics
- Management structures, skills, styles and roles
- Corporate Culture
- Operations Management
- Facilities design and layout

UNIT FOUR – BM034
In this unit you will learn about Management of People and Change. A number of case studies will be used to provide real life examples of large scale organisations in Australia.

Topics include:
- Human resource function
- The employment cycle
- Employee relations
- Organisational change
- Issues in change management
UNIT THREE– LS033

LAW MAKING

In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

Topics include:

- Parliament and the Citizen
- The Constitution and the protection of rights
- Role of the courts in law-making

UNIT FOUR– LS034

RESOLUTION AND JUSTICE

Students examine the institutions that adjudicate criminal cases and civil disputes and evaluate the legal system using the elements of an effective legal system.

Topics include:

- Dispute resolution methods
- Court processes, procedures and engaging in justice
LOTE
VCE - CHINESE SECOND LANGUAGE UNITS 1 - 4

UNITS 1 – 4: COMMON AREAS OF STUDY

The areas of study for Chinese comprise themes and topics, text types, kinds of writing, vocabulary and grammar. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes; they form the subject of the activities and tasks the student undertakes. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

UNIT ONE – LO391

Topics include:
- Personal identity (self, family, friends, school life)
- Recreation and leisure activities
- Travelling in China (China geography, main cities and tourist destinations)

UNIT TWO – LO392

Topics include:
- Food types and cuisine
- Young people’s world – Friendship and dating & ICT

Prerequisite: Must complete Unit 1 & 2.

UNIT THREE – LO393

Topics include:
- Country and city life
- Festivals in China
- People of significance in Chinese culture

UNIT FOUR – LO394

Topics include: City of Beijing
- History
- Tourism
- People and dialect
- Traditional entertainment
- Cultural and political significance

NOTE: CHINESE SECOND LANGUAGE ADVANCED Some students with a Chinese educational background may be required to undertake Chinese Second Language Advanced. The course will follow the one outlined above but with a different examination.
The areas of study for Italian comprise themes and topics, text types, kinds of writing, vocabulary and grammar. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes; they form the subject of the activities and tasks the student undertakes. The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

UNIT ONE – LO141
Topics include:
- The origins of Carnevale
- The theatrical performance style of the Commedia Dell’Arte
- Literature study of the novel ‘Io è te’

UNIT TWO – LO142
Topics include:
- Tourism and hospitality
- Film study
- Detailed study on social and contemporary issues – youth and the changing family

Prerequisite: Must complete Unit 1 & 2.

UNIT THREE – LO143
Topics include:
- Literature study of the novel ‘Io non ho paura’
- The Mediterranean diet
- Family relationships

UNIT FOUR – LO394
Topics include:
- Film study
- Detailed study on social and contemporary issues – immigration to Italy
MATHEMATICS
VCE/VET and VCAL Mathematics Pathways

Year 9 Maths

Year 10 Maths

VCE Foundation Maths (terminal subject)

Mathematical Methods (CAS) Units 1 & 2
and
General Specialist Mathematics Units 1 & 2

Mathematical Methods (CAS) Units 1 & 2

General Further Mathematics Units 1 & 2

Mathematical Methods (CAS) Units 3 & 4
and
Specialist Mathematics Units 3 & 4

Mathematical Methods (CAS) Units 3 & 4

Mathematical Methods (CAS) Units 3 & 4
and
Further Mathematics Units 3 & 4

Further Mathematics Units 3 & 4
This subject provides a full preparation for Further Mathematics Units 3 & 4 and for those who need any Year 11 Mathematics as a prerequisite for further study. See the VCAA website for full study design and outcomes: http://www.vcaa.vic.edu.au/vce/studies/mathematics/mathsstd.pdf

**UNIT THREE – MA073**

In this unit students apply key knowledge and skills to solve routine problems and use problem-solving approaches in unfamiliar situations. Technology (TI-nspire CAS calculator) is used throughout all areas of study where appropriate.

Topics include:
- Data Analysis - core
- Networks and decision mathematics

Assessment:
- Topic Tests
- SAC 1 Application Task
- SAC 2 Analysis Task

**UNIT FOUR – MA074**

In this unit students apply key knowledge and skills to solve routine problems and use problem-solving approaches in unfamiliar situations. Technology (TI-nspire CAS calculator) is used throughout all areas of study where appropriate.

Topic include:
- Graphs and Relations
- Matrices

Assessment:
- Topic tests
- SACs 3, 4 Analysis Tasks (all SACs 34%)
- Examination 1 (33%)
- Examination 2 (33%)
VCE - MATHEMATICAL METHODS (CAS)
UNIT 3 & 4

This course is more challenging than the General Further/Further Mathematics course. It is for students who are confident with their algebraic and graphing skills. See the VCAA website for full study design and outcomes: http://www.vcaa.vic.edu.au/vce/studies/mathematics/mathsstd.pdf

In these units students apply key knowledge and skills to solve routine problems and use problem-solving approaches in unfamiliar situations. The appropriate use of CAS technology (TI-nspire CAS calculator) to support and develop the teaching and learning of mathematics is incorporated throughout all areas of study.

UNIT THREE—MA073

Topics include:

- Power functions
- Absolute value function
- Sum, difference and product functions
- Composite and inverse functions
- Transformations
- Exponential and logarithmic functions
- Circular functions
- Differential calculus

Assessment:

- Topic tests
- SACs 1, 2 (tests), SAC 3 (application task)

UNIT FOUR—MA074

Topic include:

- Differential calculus and applications
- Integral calculus and applications
- Probability

Assessment:

- Topic tests
- SACs 4, 5 (Analysis Tasks) (all SACs 34%)
- Examination 1 (22%)
- Examination 2 (34%)
VCE - SPECIALIST MATHEMATICS UNIT 3 & 4

This course is designed to be taken in conjunction with Mathematical Methods (CAS) Units 3 & 4 and extend and develop material from the Mathematical Methods (CAS) course. It is for students with a strong interest in mathematics who are confident with their algebraic and graphing skills. See the VCAA website for full study design and outcomes: http://www.vcaa.vic.edu.au/vce/studies/mathematics/mathsstd.pdf

In these units students apply key knowledge and skills to solve routine problems and use problem-solving approaches in unfamiliar situations. The appropriate use of CAS technology (TI-nspire CAS calculator) to support and develop the teaching and learning of mathematics is incorporated throughout all areas of study.

UNIT THREE – MA073

Topics include:

- Vectors
- Complex numbers
- Conics
- Circular functions
- Differentiation
- Rational functions
- Antidifferentiation
- Differential equations

Assessment:

- Topic Tests
- SACs 1, 2 (tests), SAC 3 (application task)

UNIT FOUR – MA074

Topic include:

- Applications of integration
- Kinematics
- Vector calculus
- Dynamics

Assessment:

- Topic tests
- SACs 4, 5 (Analysis Tasks) (all SACs 34%)
- Examination 1 (22%)
- Examination 2 (34%)
SCIENCE
UNIT THREE – BI033
SIGNATURES OF LIFE
Students investigate the activities of cells at a molecular level.

Topics include:

- Chemical nature of cells
- Role of organelles and membranes
- Enzyme action
- Applications of molecular biology in medicine
- Coordination and regulation
- Disease – detecting self and non-self, immune response, disorders, acquired immunity

UNIT FOUR – BI034
CONTINUITY AND CHANGE
Students study how genes are transmitted from generation to generation.

Topics include:

- Genetics and inheritance
- Tools and techniques used in DNA manipulation
- Cell reproduction
- Variation-genotype and phenotype
- Patterns of inheritance
- Population genetics
- Natural selection
- Evolution
- Human intervention
UNIT THREE – CH033
CHEMICAL PATHWAYS

This unit involves a study of the techniques available for analyses in the fields of forensic science, environmental chemistry, geology and quality control in the production of food. The unit also investigates organic molecules and their reactions in the context of producing new medicines, generation of biochemical fuels and forensic analyses.

Topics include:
- Traditional analysis techniques
- Instrumental analysis techniques
- Organic chemistry
- Biological applications of chemistry – molecules found in living things including proteins and DNA.

UNIT FOUR – CH034
CHEMISTRY AT WORK

This unit examines the industrial production of chemicals and the ways in which production of high quality chemicals are maximised, while being environmentally responsible. The production of one chemical is studied in detail. Students also study the supply and use of energy from different sources.

Topics include:
- Factors affecting rates of reactions
- Reversible reactions
- Investigation of energy changes in chemical reactions
- Producing electricity from chemical reactions
- Using electricity to produce useful chemicals
UNIT THREE – PH033

Students will investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the contexts of transport and related aspects of safety. They will also investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

Topics include:

- Theories of motion, forces, energy changes and gravity
- Projectiles and circular motion
- Explanation of the operation of electronic and photonic devices
- Uses of simple circuits and electrical components like LED LDR and thermistors

UNIT FOUR – PH034

Students will develop models to explain the interactions of light and matter. They will also explain the generation, distribution and use of electric power. In either semester one or two students will undertake one detailed study out of: Einstein’s special relativity, materials and their use in structures, further electronics, Synchrotron and its applications, Photonics and Sound.

Topics include:

- Magnetism and electricity and how the two are linked including the operation of electric motors
- Generators and theories of transmission of electric power
- Theories of light and matter, and how they have changed over time including the wave and particle model of light and matter
- Quantum theory applied to photons
- Theory related to one of the detailed studies chosen in either semester on or two
UNIT THREE – PY033
THE CONSCIOUS SELF

This unit focuses on relationships between the brain and mind through examining the basis of consciousness, behaviour, cognition and memory.

Topics include:

- Normal waking consciousness and altered states of consciousness
- Stages and the purpose of sleep
- Functioning of the brain and the nervous system
- Research methods and ethical principles associated with the study of the brain and states of consciousness
- Mechanisms of memory formation and the role of neurons
- Comparison of models for explaining human memory
- Strengths and limitations of psychological theories of forgetting
- Manipulation and improvement of memory
- Research methods and ethical principles associated with the study of memory

UNIT FOUR – PY034
BRAIN, BEHAVIOUR AND EXPERIENCE

This unit focuses on inter-relationships between learning, the brain and its responses to experiences and behaviour. They consider different concepts of normality, and learn to differentiate between normal responses such as stress to external stimuli, and mental disorders.

Topics include:

- Mechanisms of learning and neural basis of learning
- Applications of, and comparisons of, learning theories
- Research methods and ethical principles associated with the study of learning
- Biopsychosocial framework (the interaction and integration of biological, psychological and social factors) to explore mental health and illness
- Systems of classification of mental conditions and disorders
- Use of biopsychosocial framework (the interaction and integration of biological, psychological and social factors) to explore the nature of stress and a selected mental disorder and its management
VET IN THE VCE

(Vocational Educational Training in the Victorian Certificate of Education)

All VCE / VET programs are drawn from national training packages and offer portable qualifications which are recognised throughout Australia. These qualifications provide students the opportunity to acquire and develop skills, knowledge and confidence to work in a specific area or to pursue a career or further training in a selected program.

VET IN SCHOOLS PROGRAM (VET) PROVIDES:

- The potential for the practical training experience to complement senior school studies
- Support to students to improve their academic performance because of increased awareness of the applicability and relevance of their learning
- Increased opportunities for students to continue their studies
- Alternative pathways to work and further study
- Opportunities for young people to combine work and full time study

All VCE/VET subjects offer credit towards the VCE either through a scored assessment (examination at the end of year 12) or as block credit (a score based on the ability of the student within their top 4 subjects. You will receive an increment towards your ATAR: 10% of the average of the primary four scaled studies). VCE/VET subjects have equivalent status to any VCE subject.

THE VCE /VET SUBJECTS WE WILL BE OFFERING AT OLSH 2015 ARE:

- VET Certificate II in Business
- VET Certificate II in Community Services
- VET Certificate II in Dance
- VET Certificate III in Sport & Recreation

See pages 43 - 46 for an overview of these subjects.
**Other VCE/VET subjects are available** at a variety of institutions depending on a student’s interest area. (See below) Students wishing to explore the VCE/VET option need to see Mrs Amanda Malone the Director of Curriculum or Mrs Maureen Malone the Pathways Coordinator for full course information and advice. If your passion area is not listed below then ask for advice.

- VET Certificate II in Acting
- VET Certificate III in Allied Health
- VET Certificate II in Applied Fashion Design & Technology
- VET Certificate II in Beauty
- VET Certificate II in Companion Animals
- VET Certificate II in Conservation & Land Management
- VET Certificate II in Equine Studies
- VET Certificate II in Event Management
- VET Certificate II in Floristry
- VET Certificate II in Hair
- VET Certificate II in Hospitality (Kitchen Operations or Front of House)
- VET Certificate II in Interior Design
- VET Certificate II in Interactive Digital Media (formerly Multimedia)
- VET Certificate II in Laboratory Skills (must undertake Chemistry at VCE level to do this certificate)
- VET Certificate II in Music
- VET Certificate II in Retail (These certificates are available to many students through their current workplaces eg Woolworths, food outlets like McDonalds. Any student who has signed up at their workplace can be getting credit towards their VCE certificate and should check with Mrs A Malone.
- VET Certificate II in Screen Media and Television

**COMPLETION OF VCE/VET SUBJECTS**

All VCE/VET subjects require a student to complete both years of the certificate to achieve the full certificate. You cannot pick up a VCE/VET subject in its second year as the first year competencies are always a pre requisite. You can do a VCE/VET subject for one year only but it must be the first year of the subject. These students will still have the completed competencies on their certificate of attainment at the end of Year 12 but it will only be a partial completion of the certificate, not a full completion. The certificate will state this.
VCE/VET COSTS

All VCE/VET programs incur additional fees. These are set and reviewed annually by individual course providers and are determined by the College after applying the Catholic Education Office Melbourne (CEOM) VET grant and other subsidies. VCE/VET courses range in price from $300 - $1700.

Any student wishing to undertake a VCE/VET program must pay a deposit prior to a subject selection submission.

The deposit for VET subjects has been set at $200.

Some VET programs also have additional equipment, material and uniform costs which are paid directly to the provider.

THE IMPACT OF VCE/VET STUDIES

VCE/VET programs which are taught off campus (generally on a Wednesday afternoon) may impact on other subjects which a student is studying. Highly developed organisational skills are required to successfully manage the demands of VCE and VCE/VET studies.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS (ASBA)

Australian School Based Apprenticeships are another training option. Students can work in industry on a part time basis as a trainee or apprentice and complete their secondary certificate. Students from OLSH have completed ASBA’s in Child Care, Hairdressing, Veterinary Nursing, Business Administration and Hospitality. Students need to be a paid time employee and attend off the job training (either TAFE for one day per week or week long periods during the school holidays).

These apprenticeships are usually undertaken by VCAL students and are available by negotiation. Please see Mrs Malone the Pathways Coordinator for further details.

ADVANTAGES OF DOING A VCE/VET SUBJECT

- VCE/VET programs are designed to help students make the transition to further education, training, work, or a blend of both training and work
- Whilst at school students are developing skills in an area that can lead them directly into a pathway post school. For many students this gives them greater confidence as they enter year 12
- VCE/VET subjects promote the employability skills of: communication, planning and organising, self-management, life-long learning, teamwork, initiative and enterprise, problem solving and technology
- VCE/VET subjects can promote an awareness of the world of work through a work placement
- VCE/VET subjects support the development of general vocational
- Students who have studied VCE/VET subjects in the past few years have achieved excellent examination results at VCE
- Can lead to greater confidence and therefore a good outcome for the student

**FOR CURRENT YEAR 9 STUDENTS: ADVANTAGES OF DOING A VCE/VET SUBJECT AT YEAR 10 & 11**

- Students will start to develop the employability skills mentioned above
- Students will be required to be better organised and therefore develop better organisation skills. This can transfer across to VCE subjects
- It is a senior certificate and will be completed by end of year 11 if the student completes the full certificate over two years
- It gives students who are applied learners greater opportunities to start at year 10, and possibly pick up a second VCE/VET subject at year 11 to complete at end of year 12. This will then give a student two national certificates upon completion of year 12
- Not all students cope with the rigour of a full academic load. VCE/VET subjects give these students the opportunity to gain necessary confidence and skills in an area of interest and much better outcomes post year 12
VET Certificate II in Business

The Certificate II in Business provide a pathway for students who wish to continue with their business studies into higher education. There are 2 programs offered:

- Program 1: Certificate II in Business
- Program 2: Certificate II in Business with selected units of competency from the Certificate III in Business

The program type will be negotiated with the student and often depends on whether the student is a VCE or VCAL student and if she is doing scored or non-scored assessment.

What will I learn? This certificate gives you the knowledge and skills to enhance your employment prospects in a business or office environment.

PROGRAM 1: It will give you an understanding of business fundamentals within the Australian context and will help you gain employment in an entry level administrative or customer service role. Competencies include communicating in the workplace, organising and completing work activities, producing simple word processed documents, handling mail, delivering a service to customers, using business technology and creating and using spreadsheets.

PROGRAM 2: Unit 1 & 2 are similar to program 1. Unit 3 & 4 includes units such as organising work priorities and development, organising workplace information, promoting innovation and design and producing business documents.

What career and employment opportunities will I have? Potential occupations at program 1 level may include administration or clerical assistant, data entry operator, office junior or receptionist. Program 2 will lead students into occupations such as personal assistant, medical secretary, payroll officer, legal clerk or information desk manager. Higher education pathways can lead to employment opportunities in commerce, management or marketing.

Assessment: Scored assessment available
VET Certificate II in Community Services

This qualification provides students with a broad range of knowledge and skills to pursue a career or further training in the community services sector. This certificate enables you to receive a Certificate 11 in Community Services with some selected units of competency from the Certificate 111 in Community Services and Certificate 111 in Children’s Services.

What will I learn? You will learn about the community services sector and explore specific contexts of work like children’s services, aged care & disability services. Skills will be developed in communication, information provision and processing, administrative support, networking and group support. In Unit 3 & 4 units such as working effectively in the leisure & health industry, advocate for clients and operating under a case work framework are undertaken. Electives will be chosen according to the interest areas of the students. Volunteering opportunities and work placement will be part of the program.

What career and employment opportunities will I have? This certificate will lead you into employment in areas of child care, aged care, home and community care, alcohol and other drugs work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, school support worker, case manager. Pathways are also available from this qualification into health sector qualifications such as allied health assistance and nursing. Further study can lead into social work and education.

Assessment: Scored assessment available
VET Certificate II in Dance

The certificate offers students the opportunity to develop knowledge and skills in a variety of dance routine levels. It can be delivered through a variety of dance styles including ballet, funk, hip hop, tap, social dance and cultural dance style students will learn the fundamental skills in a range of dance disciplines and a pathway to further education & training in the entertainment industry.

What will I learn? You will learn the knowledge & skills to be able to participate in a variety of dance routines. Unit 1 & 2 includes developing basic levels of physical condition for dance performance and basic dance techniques, first aid, work with others, follow health, safety and security procedures, sourcing information on the theory and history of dance and applying it to an area of work. Units 3 & 4 incorporates units such as sourcing and applying entertainment industry knowledge, preparing for a dance performance, refining basic dance techniques and applying basic dance techniques for performance.

What career and employment opportunities will I have? This qualification will provide you with the technical and performance skills, knowledge and attitudes to begin the process of establishing a career within the dance performance industry. With additional training and experience, future employment opportunities may include dancer, performer, and choreographer.

Assessment: Scored assessment available
VET Certificate III in Sport & Recreation

This qualification provides students with the opportunity to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills are developed through the units of competency. This certificate is at a full certificate 111 level.

**What will I learn?** In Units 1 & 2 you will complete the electives of sailing and down-hill skiing. The core units include organise personal work priorities, first aid, respond to emergency situations, operate applications software, provide customer service and follow OH&S policies. A work placement is completed at the local primary school running the foundation (Prep) PMP program.

In Units 3 & 4 the 2 electives are provide fitness orientation & health screening & instruct & monitor fitness programs. Students spend one term working as a personal trainer with a client. The core competencies include conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions, facilitate groups, undertake risk analysis of activities, analyse participation patterns and provide public education on the use of resources.

**What career and employment opportunities will I have?** Vocational or higher education pathways include areas such as facilitating sport & recreation programs, maintaining grounds and facilities, being a personal trainer or working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres. With additional vocational training and experience potential job outcomes may include coaching, teaching and sports administration. Higher education pathways can lead into positions such as sports development manager, sports scientist or sports marketing manager.

**Assessment:** Scored assessment available
VCAL
Like the VCE, VCAL is an accredited senior secondary qualification undertaken in years 10, 11 and/or 12. VCAL is based on hands on learning, which is also known as applied learning. If you choose to do VCAL instead of VCE, you will gain practical experience and employability skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE. Some VCAL students then advance from TAFE to a degree course at university, with recognition being given for their previous study and experience.

VCAL has three levels – Foundation, Intermediate and Senior. You would complete VCAL at the level that matches your needs and abilities. Regardless of the VCAL level you choose, your learning program would normally take one year to complete at that particular level. Some students who are on Individual Learning Plans from Year 7 – 10 may be advised to complete the Foundation certificate at year 10 and the Intermediate certificate over the next two years. Students are able to access VCAL at year 10, 11 & 12 depending on available places. If you successfully complete your learning program you will receive a VCAL Certificate depending on the VCAL level you complete. You will also receive a Statement of Results, listing all VCE (will include Religion & Society and any other VCE units, if you decide to study any as part of your VCAL course), and VCAL units and a Statement of Attainment for VET or further education courses. These will list all units and modules you have successfully completed as part of your VCAL program.

At OLSH College the VCAL program is completed through a series of integrated projects that are selected according to the interest areas of the students. The program is individualised to enable each student to develop skills in areas of choice. Within each project there are components from each strand below.

There are NO examinations in VCAL. Assessment is based on completing a number of outcomes within each strand.
VCAL Learning Programs

With the help of your teacher, you will develop a learning program that suits your particular learning needs and interests. You have the choice of selecting units and modules from VCE studies and/or each of the four compulsory VCAL strands, plus you must select at least one VCE/VET subject:

**Strand 1: Literacy & Numeracy Skills**

Your VCAL learning program must include VCAL Literacy and Numeracy units. As a part of this program, students can undertake studies in VCE English and /or VCE Maths.

**Strand 2: Industry Specific Skills**

Your VCAL learning program must include industry specific units from Vocational Education and Training programs or VCE/VET programs. The range of options is extensive with recognised training packages available in many areas.

**Strand 3: Work Related Skills**

In order to develop ‘employability’ skills, VCAL gives you the choice of undertaking a structured work placement or part time apprenticeship/traineeship or part time work. You can also study units and modules that will help prepare you for work, for example occupational health and safety or job interview skills.

**Strand 4: Personal Development**

As part of your VCAL learning program you must participate in community based projects, voluntary work and /or structured activities that will help you develop your self-confidence, teamwork skills and other skills important for life and work. You can complete units in Health and Human Development, Arts and Science to meet this strand.

**EXAMPLE PROGRAMS**

**Student 1**: a student keen on the Hospitality industry may choose VCE/VET Hospitality, VCE Food Technology, VCE English, VCAL Personal Development, and VCE Religion & Society and do a work placement in the Hospitality area.

**Student 2**: a student who is skilled in the business area may choose VCE/VET Business, VCE Further maths, VCAL Literacy, VCAL Personal Development, VCE Religion & Society and do an ASBA within an office.

**Student 3**: may choose to do a complete VCAL program with a VCE/VET subject. This student will complete VCAL Literacy, Numeracy, Personal Development and Work Related with VCE Religion & Society and a VET subject of choice.

Any student wishing to study VCAL in 2015 will need to discuss this with either Mrs Maureen Malone the VCAL Coordinator or Mrs Jenny Fries the Student Services Coordinator.
VET in VCAL

(Vocational Education Training in the Victorian Certificate of Applied Learning)

Within the VCAL program it is compulsory to study a VCE/VET subject. The VCE/VET subject makes up part of the VCAL certificate known as the Industry Specific Skill.

The other components of VCAL are:

- Personal Development
- Work Related
- Literacy & Numeracy

At OLSH College the majority of VCAL students have the opportunity to do two VET subjects, particularly if they start a VCE/VET subject at year 10.

VCAL also offers students the chance to do a School Based Apprenticeship. Whilst doing an apprenticeship at school students can often be advanced into a Certificate 111 level in their area of choice.
Do you enjoy or are you good at ART?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualifications. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ART.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au

**BULLETTE**

**CAREER**
Do you enjoy or are you good at HOSPITALITY?  
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HOSPITALITY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit:
www.jbguide.deewr.gov.au and
www.myfuture.edu.au

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Do you enjoy or are you good at HEALTH?
Have you considered the occupations above?

Usual training requirements

LEVEL 1  Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2  Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3  Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4  Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HEALTH.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.jobguide.dewr.gov.au and
www.myfuture.edu.au
Do you enjoy or are you good at HOME ECONOMICS?  
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate 1 or Certificate 2 qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.
LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HOME ECONOMICS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at FOOD STUDIES? Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE’s or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of FOOD STUDIES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at MUSIC?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1**: Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2**: Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3**: Usually requires a skill level equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4**: Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MUSIC.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
Do you enjoy or are you good at ENTERTAINMENT?
Have you considered the occupations above?

Usual training requirements

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ENTERTAINMENT.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit
www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at HISTORY?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HISTORY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
Do you enjoy or are you good at GEOGRAPHY?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of GEOGRAPHY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at ECONOMICS?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ECONOMICS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at COMPUTING?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE’s or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of COMPUTING.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.doewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at BUSINESS STUDIES?
Have you considered the occupations above?

Usual training requirements

**LEVEL 1**
Usually has a skill level equal to the completion of Year 10 the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2**
Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3**
Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4**
Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of BUSINESS STUDIES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at MATHS?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MATHS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at LANG UAGES?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of LANGUAGES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at ENGLISH?  
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ENGLISH.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at BIOLOGY?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of BIOLOGY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at CHEMISTRY?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of CHEMISTRY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit: www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at ENVIRONMENTAL SCIENCE?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ENVIRONMENTAL SCIENCE.
The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at OUTDOOR EDUCATION?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of OUTDOOR EDUCATION.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at PERFORMING ARTS?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PERFORMING ARTS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.mynfuture.edu.au
Do you enjoy or are you good at PHYSICAL EDUCATION?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PHYSICAL EDUCATION.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at PHYSICS?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PHYSICS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at RETAIL?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of RETAIL.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
Do you enjoy or are you good at SOCIAL SCIENCE?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of SOCIAL SCIENCE.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and entry requirements for these jobs.

For further information visit
www.jobguide.deewr.gov.au and
www.myfuture.edu.au
Do you enjoy or are you good at TEXTILES & DESIGN?
Have you considered the occupations above?

Usual training requirements

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of TEXTILES & DESIGN.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit  
www.jobguide.deewr.gov.au and  
www.myfuture.edu.au
Do you enjoy or are you good at COMMUNITY SERVICES?

Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of COMMUNITY SERVICES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.deewr.gov.au and www.myfuture.edu.au
THE LANGUAGE OF THE VCE

**Authentication** - the process of ensuring that work submitted by students for assessment is genuinely their own. Teachers monitor the completion of students’ work.

**DES** - Derived Exam Score. An estimated score for a particular exam which may be used under Special Provision.

**ATAR** - Australian Tertiary Academic Rank. A student’s ATAR is determined by VTAC using the student’s scaled study scores. The ATAR is a percentile which ranks students for the purpose of tertiary selection.

**GAT** - General Achievement Test. All students undertaking a Unit 3-4 sequence must sit this 3 hour test in the June test period. GATs are used by VCAA to monitor school assessments and for the determination of a DES and may be used to assist with selection into tertiary courses.

**Learning Outcomes** – what a student must know or be able to do by the time she has finished the Unit.

**Managed Individual Pathways (MIPs)** A program, including course counselling, which assist students make informed choices about possible future directions.

**Part-time Apprenticeships and Traineeships** - Students who receive training as part of their casual employment and receive credit towards their VCE.

**School Assessment Tasks (SATs)** - tasks done in class time to assess performance in Art, Media, Studio Arts, Visual Design, Food Technology and Design and Technology studies.

‘S’ or ‘N’ - these letters mean ‘S’ for satisfactory (pass) or ‘N’ not satisfactory (not passed).

**School Assessed Coursework (SACs)** - Work done, mainly in class time, to assess performance in Units 3&4. Set and marked by teachers according to VCAA (Victorian Curriculum & Assessment Authority) specifications.

**School Based Apprenticeships and Traineeships (SBAT)** – Students undertake training and employment with an employer which is an integral part of the school learning program and study timetable.

**Semester** - one half of the academic year. A unit of study lasts for one semester.

**Sequence** - a sequence is a Unit 3 followed by Unit 4. One of the requirements for passing the VCE is the successful completion of four Unit 3-4 sequences.

**Student Program** - this is the total package of VCE and VET studies normally taken over two years.

**Study/Studies** - subject(s).

**TAFE** - Technical and Further Education. TAFE Institutes offer post-secondary courses.
**Unit** - each VCE study is divided into 4 units. Each unit lasts one semester. Units 1-2 are normally at Year 11 level, and Units 3-4 are normally at Year 12 level.

**VCAA** - Victorian Curriculum & Assessment Authority. The accrediting and authorising body responsible for overseeing the VCE.

**VCE** - Victorian Certificate of Education

**VCE/VET** - This refers to the expanding range of nationally recognised vocational studies now integrated within the VCE.

**VTAC** - Victorian Tertiary Admissions Centre. The body responsible for the administration of the application and offer selection processes on behalf of universities and TAFE Institutes.