



SENIOR SCHOOL SUBJECT SELECTION GUIDE

2027



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PRINCIPAL'S MESSAGE

Dear Families,

Thank you for choosing Mount Beauty Secondary College for your child's secondary school education.

We take educating our students very seriously. We believe that all students can be educated and that we can help them to reach their potential.

Our mission is to pursue excellence in education in a supportive environment. This will ensure all our students will be able to realise their full academic and personal potential, feel empowered and become strong and resilient young people of great character.

Our school's vision is that we have a culture of respect for all, providing a quality education in a safe environment that meets the diverse needs of our students.

Students are encouraged to be confident and respectful, aspiring ever upward, to prepare for a productive future.

After following a core curriculum in Year 7 and a mixed core and elective system in Years 8 – 10, students should have had the opportunity to experience a broad curriculum, as well as having the opportunity to focus on areas of interest.

By the end of Year 10, students should have an idea of what Learning Areas they enjoy, are good at and how they like to learn. This should be the starting guidance for which subjects they choose in their final years of schooling, along with discussions about careers, further education options or work options.

Mount Beauty Secondary College offers a broad range of subjects at the senior level to ensure that students are able to choose subjects they enjoy or require for their future pathways.

The senior certificates of the Victorian Certificate of Education (VCE) and VCE Vocational Major are administered by the Victorian Curriculum Assessment Authority (VCAA) and the school is bound to the rules and regulations set out by them, following the course designs provided by the VCAA.

This is the beginning of the final 2 years of your child's education. It can often be a stressful and busy time. However, if we continue to work as a team to support your child, we will help them succeed in transitioning from school to the next stage in their education, whatever that may look like

Simone Roy - Principal

SENIOR PROGRAM OVERVIEW

On completion of an eligible Senior School program students are awarded the **Victorian Certificate of Education (VCE)**. This is an internationally recognised secondary school certificate.

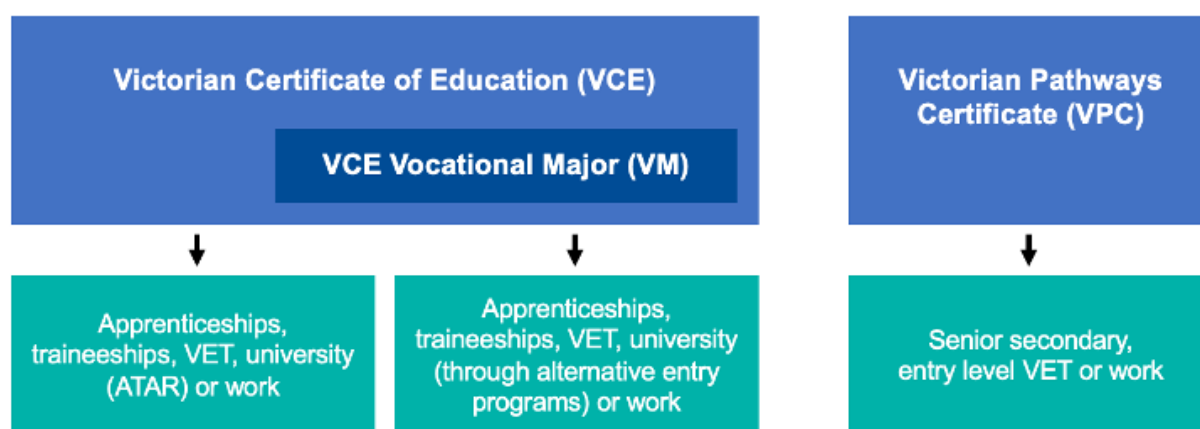
The VCE is designed to prepare students for employment or further study, including entry to university. Students completing a scored VCE are ranked against their peers and on meeting the requirements are issued an **Australian Tertiary Admission Rank (ATAR)**.

The VCE includes an **applied learning pathway** known as the **VCE Vocational Major (VCE VM)**. Students who complete an eligible applied learning program are awarded the VCE Vocational Major. VCE VM students are not ranked against their peers and are **ineligible** for an ATAR. VCE VM subjects do not feature end of year exams.

All VCE students are required to sit the **General Assessment Test (GAT)**.

An alternative certificate is available to students for whom the VCE or VCE VM is not suitable. This certificate is called the **Victorian Pathways Certificate (VPC)**. School will contact families if this pathway is appropriate for their child/ren.

Post School Pathways



VCE Baccalaureate

The VCE Baccalaureate is an additional form of recognition for students who choose to undertake the demands of studying both higher level mathematics and a language in their VCE program of study.

To be eligible to receive the appellation of 'VCE Baccalaureate' on their VCE certificates, students must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Unit 3–4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3–4 sequence in EAL with a study score of 33 or above
- a Unit 3–4 sequence in either Mathematical Methods or Specialist Mathematics
- a Unit 3–4 sequence in a VCE Language
- at least 2 other Unit 3–4 sequences.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The VCE is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is a world-class credential that enables students to study a broad range of subjects. It is recognised nationally and internationally. Most students in Victoria receive their VCE when they complete secondary schooling.

How is the VCE structured?

The VCE course is made up of studies and units, some of which must be studied as a sequence. A study is a subject, for example, English or Biology. It is made up of four units (Units 1, 2, 3 and 4), each of which is a semester in length. For most students, the VCE is completed over two years. Students typically study Units 1 and 2 in their first year, and Units 3 and 4 in their second year of the VCE.

You can study Units 1 and 2 of a study as stand-alone units. However, you must enrol in Units 3 and 4 of a study as a sequence. This sequence needs to be completed in the same year if a study score is to be calculated.

Students usually study between 20 and 24 units (five or six studies) in Years 11 and 12. You can take longer than two years to finish the VCE if you need to. Some students start the VCE in Year 10, and some study a Units 3 and 4 subject in Year 11.

You should talk to your teachers or Careers and Pathways Practitioner about how to structure your VCE program to best meet your needs.

What studies can I choose?

You have a variety of study options in the VCE through which you can pursue your interests and build your skills.

There are more than 90 VCE studies and over 20 VCE VET programs across humanities, sciences, mathematics, technology, the arts and languages, as well as vocational studies.

Each school decides which VCE studies and VET programs it will offer. If your school doesn't offer your chosen studies, they might be available from another provider.

You may want to consider Virtual School Victoria or the Victorian School of Languages, or you can speak to your Senior School coordinator about other options.

What do I have to do to achieve my VCE?

To achieve your VCE you must successfully complete at least 16 units, including:

- three units from the English group, two of which must be a Unit 3 and 4 sequence
AND
- at least three sequences of Unit 3 and 4 studies, which can include further sequences from the English group.

Your teacher can explain the differences between the English group studies or you can find out more on the Victorian Curriculum and Assessment Authority (VCAA) website.

You can complete the remaining units, including the three sequences at the Unit 3 and 4 level, in any study that interests you.

Your teacher determines if you have satisfactorily completed a unit, based on the work you submit and your adherence to VCAA and school rules.

How should I choose which VCE studies to do?

The best idea is to choose studies that:

- interest you
- you are good at
- lead to a job that interests you
- will help you get into a university or TAFE course that you want to do.

How does the school assess work for the VCE?

Units 1 and 2 are marked by your school; your teachers will set a range of assessments to see how you are progressing. The assessments have deadlines and you will need to plan and submit your work on time. Deadlines can only be extended in special circumstances.

For Units 1 and 2 you will receive either S (Satisfactory) or N (Not satisfactory) for the unit. Your school will give you a performance descriptor for each assessment task. The S result counts towards your VCE.

For Units 3 and 4, you will receive a performance descriptor for your assessment tasks as well as a S or N result.

How does VCAA allocate grades in the VCE?

S or N for each of your units count towards the satisfactory completion of VCE.

There are three graded assessments for each VCE study at the Unit 3 and 4 level. VCAA will allocate a letter grade, calculated from A+ to E, or UG (ungraded) or NA (not assessed) to each of the graded assessments.

All VCE VET programs with scored assessments have two graded assessments. Depending on the study, these may be school-based assessments and/or external assessments. VCAA will allocate a letter grade, calculated from A+ to E, or UG (ungraded) or NA (not assessed) to each of the graded assessments.

School-based assessments are set by your teacher following the requirements set by the VCAA in the relevant study design. In Unit 3 and 4 subjects, they include School-Assessed Coursework (SAC), which is completed at school, and School-Assessed Tasks (SATs), which are completed at school and home. These are marked at your school by your teacher. You can read about the rules for assessment on the VCAA website or you can ask your teachers.

External assessments are set and marked by the VCAA. They are the same for all students taking the same VCE study. Usually this will be an examination – written, oral, performance or in an electronic format.

Your external assessments are marked by assessors who are experts in their area of study. All VCE studies are marked to the same standard and there are multiple checks to ensure that marking is fair. VCAA Examinations are held each year in October and November.

Can I repeat a unit if I receive an N (not satisfactory)?

Yes, you can repeat a VCE unit. There is no penalty for repeating but you cannot count a unit more than once towards satisfactory completion of the VCE. If you repeat a unit you must do the full unit, including all assessments for the outcomes.

What is a study score?

If you obtain at least two graded assessments and achieve an S for both Units 3 and 4 in a study in the same year, you will receive a study score. A study score is a number between 0 and 50 that indicates your ranking in relation to all students doing that study in that year.

Can I repeat a study to achieve a better study score?

Yes, you can repeat a study. Repeating a study at the Unit 3 and 4 level can also be a way of improving your study score and Australian Tertiary Admission Rank (ATAR). To do this, it is necessary that you repeat the Unit 3 and 4 sequence of the VCE study.

VOCATIONAL MAJOR (VCE VM)

What is the VCE Vocational Major (VCE VM)?

The VCE Vocational Major is a vocational and applied learning program that sits within the VCE. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time. It is a two year program over Year 11 and 12. The VCE VM will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR. Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education - Vocational Major to recognise their achievements.

How is the VCE VM structured?

The VCE VM has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills and 180 hours of VET at Certificate II level or above. Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

What do I have to do to get my VCE VM?

Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 Unit 3-4 sequences other than English
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning.

Who decides if I have satisfactorily completed a VCE or VCE VM unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET allows you to study nationally recognised training as part of your VCE or VCE VM. It enables you to combine general vocational studies, explore career options and pathways, learn in the workplace and develop skills that prepare you for the workforce and further study. A list of the approved VCE VET programs is available on the VCAA website. There are three ways to include VET as part of your VCE or VCE VM.

1. Complete a VCE VET program

VCE VET units contribute towards a satisfactory completion of your VCE and will give you a qualification that is recognised around Australia. VCE VET programs that have Units 3 and 4 can be included in the calculation of an ATAR by the VTAC. VCE VET programs may be available as a VET class at school or through VET Delivered to Secondary Schools (VDSS) via an external provider eg. TAFE.

2. Complete a different VET certificate

If you are interested in doing a VET certificate that is not available as a VCE VET program, you may be able to count this training towards satisfactory completion of your VCE. Block credit is the name given to this arrangement. There are specific rules for block credit, so ask your Senior School Coordinator for more information to ensure your certificate will count towards your VCE.

3. Participate in a school based apprenticeship or traineeships (SBAT)

A school-based apprenticeship or traineeship qualification can contribute to satisfactory completion of the VCE or VCE VM in the same way that VCE VET programs do, depending on the number units of competency completed. To become an apprentice or trainee you have to be in paid work and sign a contract of training, which must be registered with the Victorian Registration and Qualification Authority.

Your VCE or VCE VM program would then include:

- VCE studies at school
- VET studies at an RTO, such as a TAFE institute
- Practical part-time paid work in the industry in which you are doing the training (usually one day per week)

There are many industries in which you can do a school-based apprenticeship or traineeship, including agriculture, building and construction, early childhood education, and sport recreation.

SBATs provide the opportunity for young people to gain quality VET qualifications and undertake employment while also completing a senior secondary certificate. Under these arrangements the student is both a student and a part time employee with employment and training requirements as for other apprentices. A number of people are involved in arranging a SBAT, including the student, parents, employer, TAFE or training organisation, the school and an Australian Apprenticeship Support Network (AASN).

An SBAT requires a minimum of 13 hours per week, consisting of both training and employment, and must be integrated with your school timetable. It contributes towards your VCE or VCE VM, leads to a nationally recognised qualification and includes paid work.

More information is available at vcaa.info/ShapeYourVCE

2027 SUBJECT OFFERINGS

The following units are the list of possible offerings for 2027.

Not all subjects or units will run and some studies will run as a Units 1 – 4 class. If there is a subject that you have a real interest in, you must include it in your preference list from the beginning of the selection process.

		Page	Unit 1	Unit 2	Unit 3	Unit 4
English						
	VCE English	15				
	VCE Literature	18				
Health & PE						
	VCE Health and Human Development	16				
	VCE Outdoor and Environmental Studies	21				
	VCE Physical Education	22				
	VCE VET Sport and Recreation	29				
Humanities						
	VCE Modern History	20				
Language						
	VCE Indonesian	17				
Mathematics						
	VCE Foundation Mathematics	19				
	VCE General Mathematics	19				
	VCE Mathematical Methods	19				
Science						
	VCE Biology	13				
	VCE Chemistry	14				
	VCE Physics	23				
	VCE Psychology	24				
Visual Arts						
	VCE Art Creative Practice	12				
	VCE Visual Communication Design	25				
VCE VM						
	VCE VM Literacy	26				
	VCE VM Personal Development Skills	27				
	VCE VM Work Related Skills	28				

VCE ART CREATIVE PRACTICE

Rationale

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. In this study, students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

Throughout the study students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and viewer or audience. In making artworks, students use their creativity to solve problems and experiment with visual language and expression. They create personal responses and meaning by applying diverse materials, techniques and art processes. Students develop skills in research, art history and critical theory to analyse, interpret and debate the ideas and issues that are raised by artworks and by artists in their practice.

Entry

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

Unit 1: Interpreting artworks and exploring the Creative Practice

Unit 2: Interpreting artworks and developing the Creative Practice

Unit 3: Investigation, ideas, artworks and the Creative Practice

Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE BIOLOGY

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

VCE Biology provides for continuing study pathways within the discipline and can lead 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 human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Entry

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

Unit 1: How do organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

Unit 3: How do cells maintain life?

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

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE CHEMISTRY

Rationale

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.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research specific to the knowledge of the discipline, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary chemistry-related issues, and communicate their views from an informed position.

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.

Entry

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

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

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

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE ENGLISH

Rationale

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.

Entry

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

Unit 1: In this unit, students engage in reading and viewing texts. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text.

Unit 2: In this unit, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students consider and explore the way arguments are developed and delivered in many forms of media. Students apply their knowledge of argument to create a point of view text for oral presentation.

Unit 3: In Unit 3, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. They expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts.

Unit 4: In Unit 4, students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning in a text through the presentation of ideas, concerns and conflicts, and the use of vocabulary, text structures and language features. Students read, view and/or listen to a variety of texts from the media and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

NB: English as an Additional Language (EAL) will be available if required.

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE HEALTH AND HUMAN DEVELOPMENT

Rationale

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program. This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

Entry

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

Unit 3: Australia's health in a globalised world

Unit 4: Health and human development in a global context

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE INDONESIAN

Rationale

The study of Indonesian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Indonesian-speaking communities in Australia and internationally in a variety of endeavours, including business, tourism and education.

Entry

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

VCE Indonesian Second Language is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. Entry to VCE Indonesian Second Language is governed by eligibility criteria which are published on the VCAA website and in the VCE Administrative Handbook.

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE LITERATURE

Rationale

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Entry

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

Unit 1

Area of Study 1 - Reading practices

Area of Study 2 - Exploration of literacy movements and genres

Unit 2

Area of Study 1 - Voices of Country

Area of Study 2 - The text in its context

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE MATHEMATICS

Rationale

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 and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Entry

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 understanding Unit 4.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

Foundation Mathematics Units 1–4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

General Mathematics Units 1–4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

Mathematical Methods Units 1–4 provide for the study of simple elementary functions, transformations and 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, technology, engineering and mathematics (STEM), humanities, economics and medicine.

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE MODERN HISTORY

Rationale

VCE Modern History enables students to explore the significant events, ideas, individuals and movements that have shaped the modern world from the late nineteenth century through to the early twenty-first century. In undertaking this study, students examine patterns of social, political, economic and cultural change and continuity across a range of global contexts.

Students apply historical concepts and skills to explain the causes and consequences of conflict, revolution, ideologies and social transformation. They investigate the impact of significant events such as World War One, World War Two, the Cold War, decolonisation and globalisation, and evaluate how these have shaped modern societies.

In VCE Modern History students develop a range of historical inquiry skills, including analysing primary and secondary sources, evaluating perspectives and interpretations, and constructing evidence-based arguments. Students use these skills to critically examine historical issues and communicate informed viewpoints about the past and its significance in shaping the present.

VCE Modern History provides pathways to further study in history, politics, law, international relations and the humanities. It also supports a wide range of careers including education, journalism, law, public service, international development, museum and heritage work, and research-based professions.

Entry

There are no prerequisites for entry to Units 1, 2, and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Unit 1: Change and Conflict

Unit 2: The Changing World Order

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE OUTDOOR AND ENVIRONMENTAL STUDIES

Rationale

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments. Through participation in outdoor experiences, students learn to respect and value these landscapes and their living cultural history.

Historically, Indigenous peoples modified outdoor environments on a small scale, but since colonisation Australian outdoor environments have been altered to meet commercial, conservation and recreation needs, as well as to feed an increasing population. Today, outdoor environments remain an important aspect of Australian identity and continue to be used by industry while also being places of adventure, recreation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities to reflect upon the past, live in the present and take action for sustainable futures.

By spending extended periods of time in outdoor environments to support experiential development of theoretical understandings, students learn to assess the health of, and evaluate the importance of, healthy outdoor environments. Students learn to recognise the impact of increasing pressures on these places through direct human use, while observing the indirect damage created by local, national and international practices. Students explore differing values and approaches of user groups; how these groups generate a range of impacts on outdoor environments; pressures and tensions between user groups; and issues concerning the preservation and sustainability of outdoor environments.

VCE Outdoor and Environmental Studies enables students to critically analyse different human relationships with outdoor environments and their subsequent effects, including socio-ecological issues at local and national levels. This provides students with the knowledge and skills to participate in, and contribute to, contemporary society by supporting and creating solutions for the future health of outdoor environments.

Through its cross-disciplinary approach to studying outdoor environments, the study informs a range of future pathways, including formal study and involvement in areas where knowledge of, and interaction with, outdoor environments is central, such as natural resource management, nature-based tourism, conservation advocacy, outdoor leading and guiding, environmental research and policy, education and agriculture.

Entry

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

Unit 1: Connections with outdoor environments

Unit 2: Discovering outdoor environments

Note: This subject includes participation in school camps/excursions.

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE PHYSICAL EDUCATION

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement. Movement is a valid and valued context for learning that also provides students with the opportunity to appreciate the physical, social, emotional, mental and spiritual benefits associated with movement in promoting health and wellbeing. Therefore, movement experiences in VCE Physical Education encourage students to intrinsically appreciate movement while developing theoretical understanding. 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 lifetime. 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.

Entry

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

Unit 1: The human body in motion

Unit 2: Physical activity, sport, exercise and society

Unit 3: Movement skills and energy for physical activity, sport and exercise

Unit 4: Training to improve performance

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE PHYSICS

Rationale

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

In VCE Physics, students develop and extend a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate physics-related issues and the impacts of physics research both locally and globally and communicate their views from a position informed by their knowledge of physics.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Unit 1: How is energy useful to society?

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

Unit 3: How do fields explain motion and electricity?

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

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE PSYCHOLOGY

Rationale

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations. Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.

Entry

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

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: How is mental wellbeing supported and maintained?

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE VISUAL COMMUNICATION DESIGN

Rationale

The complex demands of 21st-century living have broadened the scope of the designer's work, and the potential of design to solve ill-defined problems is recognised across sectors including business, industry and education. In response, VCE Visual Communication Design moves beyond practices focusing largely on appearance and function, and views the work of designers as part of larger systems and services addressing problems in sustainable and strategic ways.

Contemporary designers understand that visual communication is viewed in increasingly fluid and rapidly changing contexts, and that today's consumers are often co-creators of content and form. In response, they engage deeply with human-centred research practices to uncover problems, opportunities and emerging trends, while empathising with stakeholders' needs, desires, behaviours and attitudes.

The study of VCE Visual Communication Design, therefore, seeks to cultivate future-ready designers who have a critical and reflective eye, a refined aesthetic sensibility, and who are equipped with the skills, knowledge and mindsets necessary to address the problems of life. Through exposure to the cultures and traditions of design practice, students learn how designers visually communicate ideas and information when designing for people, communities and societies. They develop the knowledge, skills and dispositions required of a multidisciplinary designer who is a reflective, responsible and empathetic practitioner equipped with agency and initiative.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

Unit 1: Finding, reframing and resolving design problems

Unit 2: Design contexts and connections

Unit 3: Visual communication in design practice

Unit 4: Delivering design solutions

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

Rationale

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations. Along with the literacy practices necessary for reading and interpreting texts, it is important that students develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently, so that students' capacity to respond to different texts informs the creation of their own written and oral texts. A further key part of literacy in this study design is that students develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

Unit 1: Students will read or watch a variety of texts for a personal purpose, such as finding information. Students will develop their understanding of the structures and features of these text types. Students will also build on and work to consolidate their digital literacy skills.

Unit 2: Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions. Students will also practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform.

Unit 3: Students will learn to recognise, analyse and evaluate the structures of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice.

Unit 4: Students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. They will read and produce a range of visual and multimodal texts. Students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE VM PERSONAL DEVELOPMENT SKILLS

Rationale

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

Unit 1: Healthy individuals

Unit 2: Connecting with community

Unit 3: Leadership and teamwork

Unit 4: Community project

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE VM WORK RELATED SKILLS

Rationale

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

Unit 1: Careers and learning for the future

Unit 2: Workplace skills and capabilities

Unit 3: Industrial relations, workplace environment and practice

Unit 4: Portfolio preparation and presentation

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VCE VET SPORT AND RECREATION

Certificate III in Sport, Aquatics and Recreation SIS30122

Rationale

The VCE VET Sport and Recreation program is drawn from the SIS Sport, Fitness and Recreation Training Package and provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

Certificate III in Sport, Aquatics and Recreation SIS30122 provides student with the skills and knowledge to work in the Sport and Recreation industry. Units 3 and 4 offers scored assessment and include the core units: Conduct sport coaching sessions for foundation participants, Facilitate groups, Deliver recreation sessions and Participate in WHS hazard identification, risk assessment and risk control processes.

Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Entry

There are no prerequisites for entry to VCE VET Sport and Recreation.

Program Structure

The VCE VET Sport and Recreation program offers Units 1-4 from SIS30122 Certificate III in Sport, Aquatic and Recreation. The program consists of 15 units of competency which are distributed as follows:

Unit 1 and 2

11 units of competency (5 core units and 6 elective units)

Units 3 and 4

4 compulsory units of competency (1 core unit and 3 elective units), set by VCAA

On successful completion of all Units 1, 2, 3 and 4, students are eligible for:

- The award of SIS30122 Certificate III in Sport, Aquatic and Recreation
- Recognition of up to three units at Units 1 and 2 level and a Unit 3 and 4 sequence.

VCE VET Units 3 - 4 offers scored assessment.

NB: The Units 3 and 4 sequence of SIS30122 Certificate III in Sport and Recreation is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

These are extracts from the VCAA Study Designs.

Please see: vcaa.vic.edu.au/curriculum/vce/vce-study-designs/pages/vce-study-designs.aspx

VET DELIVERED TO SECONDARY SCHOOL (VDSS)

VET Delivered to Secondary School (VDSS) is offered through external organisations and provides a student with the ability to undertake an alternative VET course to those offered at school. The school (via the Department of Education) will contribute to the course fees, however there may be additional costs for texts, resources and materials fees for individual VET studies.

Our closest VDSS providers are Wodonga TAFE and GOTAFE, Wangaratta. Transport is accessible as part of the VDSS program to enable student access to these VET courses. However, transport availability for 2027 is yet to be advised. Please see below list of offerings for each provider.

Wodonga TAFE

Course Code	Certificate	Pathway
AHC20122	Certificate II Agriculture	Agriculture, Horticulture, Conservation & Ecosystem Management
22614VIC	Certificate II in Building and Construction Pre-apprenticeship	Building and Construction
SIT20421	Certificate II in Cookery	Hospitality
CAU30720	Certificate III in Design Fundamentals	Creative Industries
CHC30121	Certificate III in Early Childhood Education and Care (Partial Completion)	Early Childhood Education
UEE22020	Certificate II in Electrotechnology (Career Start)	Building and Construction
22632VIC	Certificate II in Engineering Studies	Engineering
HLT33115	Certificate III in Health Services Assistance (Partial Completion)	Health
22569VIC	Certificate II in Plumbing (Pre-apprenticeship)	Building and Construction
SHB20216	Certificate II in Salon Assistant	Hair and Beauty

*All courses are subject to change based on student enrolment numbers and availability. Scored assessment available with some courses. For more information visit: <https://www.wodongatafe.edu.au/vetdss>

VET DELIVERED TO SECONDARY SCHOOL (VDSS)

GOTAFE Wangaratta

Course Code	Certificate	Pathway
ACM20121	Certificate II in Animal Care	Animals
AUR20720	Certificate II in Automotive Vocational Preparation	Automotive
22614VIC	Certificate II in Building and Construction Pre-Apprenticeship	Building
BSB30120	Certificate III in Business	Business
CUA30720	Certificate III in Design Fundamentals	Design Fundamentals
CHC30121	Certificate III in Early Childhood Education and Care	Early Childhood
UEE22020	Certificate II in Electrotechnology (Career Start)	Electrical
22632VIC	Certificate II in Engineering Studies	Engineering
22647VIC	Certificate III in Equine Studies	Equine
HLT33115	Certificate III in Health Services Assistance	Health
ICT30120	Certificate III in Information Technology	Info Tech
SHB30221	Certificate III in Make-Up	Make - Up
22569VIC	Certificate II in Plumbing (Pre-Apprenticeship)	Plumbing
SHB20216	Certificate in Salon Assistant	Hair

*All courses are subject to change based on student enrolment numbers and availability. Scored assessment available with some courses. For more information visit: <https://www.gotafe.vic.edu.au/courses/vet-delivered-to-school-students>

DISTANCE EDUCATION

Occasionally there are subjects which Mount Beauty Secondary College is unable to offer to students at VCE. Costs are varied depending on the subject selected and course provider.

Students who undertake studies by distance education are expected to work independently and with limited assistance. The distance education teachers are available for scheduled online consultations, but are not able to be contacted on demand by students. Students need to be aware that Mount Beauty Secondary College staff are not their teacher for the Distance Education subject and should not be expected to provide assistance.

Distance education students conduct their studies at school.

Students need to discuss the possibility of studying by distance education with the Career and Pathways Practitioner and applications made through the Distance Education Coordinator.

Distance education providers have enrolment deadlines and student applications must adhere to these timeframes.

Enrolment in Unit 2 and Unit 4 studies is not automatic.

To ensure that students are able to complete their distance education study, Mount Beauty Secondary College requires that students agree to the following:

- Complete an enrolment application which has been approved by the Principal of Mount Beauty Secondary College.
- Work independently at school with minimal on-site teacher direction and with minimum interaction with other students. Any problems or questions should be taken to the Distance Education Coordinator at Mount Beauty Secondary College.
- Keep up to date with all work. If a student is failing to make satisfactory progress a Student Support Group meeting will be held with relevant school staff to determine the next steps.

HIGHER EDUCATION

If you have done well in your studies and want an extra challenge, you might be able to do a Higher Education Study (HES) in Year 12. A Higher Education Study can count towards your VCE and the first year of a university course in that study. Only one Higher Education Study can contribute towards your VCE and your school has to approve you for the program.

Higher Education Studies are offered by VCAA in conjunction with most major universities in Victoria. The VCAA website has a list of universities that offer Higher Education Studies along with more details about HES. You can find them on the VCE studies webpage via the link below.

<https://www.vcaa.vic.edu.au/curriculum/vce-curriculum/higher-education-studies-vce>

The Centre for Higher Education Studies (CHES) is a provider to apply for a Higher Education Study subject. CHES welcomes applications from all government schools. Applications for a HES subject next year will need to be completed this year. See the CHES website for application timeframes and key dates.

<https://ches.vic.edu.au>

GLOSSARY

Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of 0.00 to 99.95 based on study scores. Calculated by VTAC and used by tertiary institutions to select students for their courses.

Department of Education and Training (DET)

The Victorian Government department that administers school education, apprenticeships and traineeships.

General Achievement Test (GAT)

Completed by all students studying a VCE Unit 3 and 4 study or a scored VCE VET Unit 3 and 4 study.

Outcomes

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

Registered Training Organisation (RTO)

Approved by the Victorian Registration and Qualifications Authority or Australian Skills Quality Authority to deliver and issue VET qualifications.

Satisfactory (S)

A student has achieved the outcome for the unit. If a student does not satisfactorily complete the unit, they will receive an N (not satisfactory).

School-assessed coursework (SAC)

Used to assess a student's level of achievement. Tasks are selected by the school from the designated Study Design.

School-assessed task (SAT)

Occurs in studies where products and models are assessed.

School-based apprenticeship or traineeship

An apprenticeship or traineeship undertaken in the VCE, with at least one day per week spent on the job or in training during the normal school week.

Semester

Half the academic year (around 20 weeks across two school terms). Most units last for one semester. In the VCE, Unit 3 is completed in the first semester and Unit 4 is completed in the second semester.

Statement of Attainment

A record of recognised learning that may contribute towards a VET qualification.

Statement of Results

A set of documents that states the student's VCE results, and whether the relevant certificate has been awarded.

Structured Workplace Learning (SWL)

On-the-job training that allows VET students to develop their work skills and understand employer expectations.

Study Score

A score between 0 and 50, showing how a student performed in a VCE study or scored VCE VET program, relative to all other students. Calculated using the scores achieved in each of the graded assessments for the study – two for VCE VET and three for VCE.

Technical and Further Education (TAFE) institute

Offers a range of vocational tertiary courses up to the level of advanced diploma.

Units (VCE Major)

Accredited units in Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills.

Units (VCE)

The parts of a study in the VCE. There are usually four units in a study.

Victorian Curriculum and Assessment Authority (VCAA)

Responsible for managing the VCE.

Victorian Tertiary Admissions Centre (VTAC)

Responsible for calculating and distributing the ATAR and for processing tertiary entrance applications.

