Dear Students and Parents,

This booklet outlines the pathways and subjects that are offered to students for study in Year 11. The subjects offered have been carefully chosen to enable access to all the courses offered to Year 11 students by VTAC, TAFE etc.

The next step is to read the Handbook carefully and choose a course of study that takes into account your student’s hopes, talents, interests and abilities. If necessary you can contact the College and make an appointment with the Careers Counsellor or the Senior School Coordinator to discuss options. In this way we can help your family choose a pathway that suits your child.

Whatever the choices made, it is important that students keep two things in mind.

The first is that students have an opportunity to earn for themselves a reputation. It is this reputation that is going to open doors to their first full-time job or to further study. By applying themselves to their studies with diligence and commitment, students will earn appropriate comments from teachers. Prospective employers will consider these comments if students apply for jobs upon leaving school. Students who have always studied to the best of their ability will also earn good reputations. These students will gain marks that accurately reflect their abilities. This should make selection of and entry to the tertiary course of choice, a much easier process.

The second thing that students should keep in mind is that there is one thing in their lives that has been constant in the lives of students for some 2000 years now and that is God’s love for them. At Mary MacKillop Catholic Regional College, the Religious Education program is an integral part of the Senior School years. We hope that when our students leave us that they have developed a faith commitment that acknowledges God’s love for them and the strength that He offers us when we make Him a part of our prayer life.

I wish for all our students entering the Senior School, the strength that comes from knowing that God loves us. I can also affirm that the professional, enthusiastic staff of this College is dedicated to the students entrusted to our care and will do everything possible to assist students in the realisation of their goals and dreams.

Michael Delaney
Principal
Senior School Guidelines

Pastoral Care

The pastoral care of students is extremely important part of Mary MacKillop Catholic Regional College, and as such Senior Students continue to be part of a Homeroom group. Parents and/or students are encouraged to direct any enquiries or concerns they might have regarding pastoral issues through the appropriate Homeroom Teacher.

Submission of Work

The VCE requires that work is handed in on time and is completed to a required standard. It is the policy of the school that, unless an extension is granted before the due date, work submitted after that date will not receive a grade. The work must still be submitted and reach a satisfactory standard to demonstrate that the student has achieved the outcome related to the Area of Study. The College policy is that the work must be completed in the next after school redemption class.

Absence from an Assessment Task

If a student is absent from an assessment task for an acceptable reason that would be granted under Special Consideration, then they must:

- Ring the College by 8.55AM to register the absence
- Complete a Special Consideration Absence form and provide the necessary documentation.

The student would then be expected to complete the assessment task at the next after school redemption class. The student will be assessed on this work and receive a grade.

If a student is absent from an assessment task and Special Consideration is not granted then the student would be expected to complete the assessment task at the next after school redemption class. The student would receive a zero grade but can still obtain an ‘S’ on that outcome.

Every attempt is made by teachers to avoid scheduling an assessment task when students are absent on school related business. However, this is not always possible, particularly for College Captains and students doing a subject out of sequence. Students who miss an assessment task due to school related business may complete the task in school hours at a time negotiated with the teacher. The student will be assessed on this work and receive a grade.
Failing an Assessment Task/Outcome

The VCAA policy clearly states that if a student fails, then they may have a chance at redemption. The work must still be completed to a satisfactory standard to demonstrate that the student has achieved the outcome related to the Area of Study. However, the student cannot change the original scored result given for this task. It is the policy of the College that all redemption tasks be completed at an after school redemption class.

Redemption Classes

Redemption classes are normally held after school on one afternoon after school from 3.30 – 4.45PM. Every attempt is made to give students one week’s notice of the need to attend a redemption class. This gives families the chance to juggle other commitments and make transport arrangements where necessary. It is important that the work be completed at that redemption class so that students do not fall behind as we continue with the coursework and move on to other assessment tasks.

Attendance Requirements

The VCAA policy clearly states that a student must meet an attendance requirement in each subject to be eligible to pass. The minimum requirement is 90% of normal class time (45 out of 50 classes). Failure to attend the required amount of classes without ‘Special Consideration’ may result in an ‘N’ for that unit.

If your son/daughter is absent from school they may be eligible for ‘Special Consideration of Absence’. Special consideration forms are available from the senior school office and must include the necessary documentation. Special consideration for absence would normally be granted for reasons including illness or attending a funeral. It would not be granted for reasons including driving lessons or hair appointments. If Special Consideration is granted then an absence on that date will not be used when calculating their attendance record.

Study Periods

Students are encouraged to develop a self-disciplined approach to their study periods: academic rather than social time. Study periods other than those which occur in supervised blocks are taken in the library and other classes, during these times, students must be actively engaged in academic work.

Exceptions may be made for students requiring access to specialist areas (e.g. Art room) at these times students must have written permission in their planner from a teacher. This note must be shown to the Study Supervisor at the beginning of the study period.

For some students, study periods can be quite a challenge, students need to come to a study period prepared with the correct equipment and to sit and use the time wisely.

Student Reports

All students will receive a written progress report towards the end of Terms One and Three. These reports are collected during the parent/student/teacher interviews. Year 11 students will receive detailed semester reports describing how the student has performed in each aspect of the study.
Selecting a Senior Pathway

As you move into these senior years, you will choose more specialised subjects to help prepare you for the particular directions you will pursue beyond school. You will need to choose a balanced program. The subjects described here are offered by the College to ensure that balance is possible.

Although there are some compulsory subjects to be studied across these two years, there are many choices, choices which may help to lead you into the career, or higher education pathway that interests you.

It is important that you enjoy the subjects you study, so consider carefully a pathway that best suits you. It would be wise to consider the following:

Personal Interests and Abilities
Think about those subjects that you have enjoyed most in the past, these most likely reflect your gifts and talents.

Which subjects have you performed best at? Your past results are a good indicator here. Try making a list of the subjects that appeal to you, arrange them in your preferred order, and then look back at past reports – to see how your results compare to favorite subjects.

Personal Needs
What studies are you likely to need to assist you in achieving your dreams? You should read carefully the VTAC guide or Jobs Guide to better understand the types of subjects that will enhance your chances of attaining your desired course or job in the future.

Whilst many institutions recommend that specific subjects be studied in preparation for their courses, these are rarely pre-requisites. The College will endeavour to provide students with access to any subjects listed as essential pre-requisites. Generally speaking, students at this college have the opportunity to study courses of equivalent relevance to those recommended for future courses. It is important that the VTAC guidelines are consulted to ensure that students are well aware of the subject requirements for tertiary studies.

Accelerated Learning

Students will be offered the opportunity to apply to undertake VCE or VET units outside of their normal sequence. For some students it may be an advantage to study a VCE Unit 3 & 4 sequence in Year 11, or to complete a certificate II or III VET course during these years.

Students need to understand that studying a VCE subject out of sequence is a demanding and challenging task. It is expected that students aspiring to take up this option have a record of very good academic progress. It is also important that students understand that there may be academic requirements/preparation associated with a particular VCE subject that students will be expected to have met prior to commencing a unit.
VCE Study Scores & the ATAR

The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of more than 38 indicates that you are in the top 15% of the state.

Most tertiary institutions require an ‘ATAR’ (Australian Tertiary Admissions Rank) this is simply the means by which VTAC ranks the thousands of Year 12 students who apply for tertiary courses each year.

It is important to know the ATAR required for the courses you are interested in after Year 12, and this should help to guide you in your choices. However, do not select subject on this basis alone. It is important that you undertake a course of studies that you enjoy.

If you intend to apply for tertiary entrance at the end of your VCE, you need to be aware that the Victorian Tertiary Admissions Centre has additional requirements for the calculation of the ATAR. Talk to the Senior School Coordinator or visit Victorian Tertiary Admissions Centre (VTAC) for more information.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACARA</td>
<td>Australian Curriculum, Assessment and Reporting Authority responsible for a national curriculum from kindergarten to Year 12</td>
</tr>
<tr>
<td>ATAR</td>
<td>The Australian Tertiary Admissions Rank is calculated from the results achieved in VCE Units 3 and 4. (Previously the ENTER score)</td>
</tr>
<tr>
<td>GAT</td>
<td>General Assessment Task. It is used by ACARA to check that schools are marking school-assessed tasks to the same standard.</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>Learning Outcomes define what students will know (key knowledge) and be able to do (key skills) as a result of undertaking the particular course of study.</td>
</tr>
<tr>
<td>SAC</td>
<td>School Assessed Coursework</td>
</tr>
<tr>
<td>SAT</td>
<td>School Assessed Task</td>
</tr>
<tr>
<td>SEMESTER</td>
<td>Half a school year</td>
</tr>
<tr>
<td>STUDY DESIGN</td>
<td>Describes the units available within the study and prescribes the objectives, course structure and assessments.</td>
</tr>
<tr>
<td>UNIT</td>
<td>A semester length component of study representing about 100 hours of work, of which about 50 hours are spent in class.</td>
</tr>
<tr>
<td>UNITS 1 AND 2</td>
<td>Units designed to approximate the Year 11 level of difficulty.</td>
</tr>
<tr>
<td>UNITS 3 AND 4</td>
<td>Units designed to approximate the Year 12 level of difficulty.</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education</td>
</tr>
<tr>
<td>VETIS</td>
<td>Vocational Education and Training in Schools.</td>
</tr>
<tr>
<td>VICTER</td>
<td>Tertiary Entrance requirements. Tertiary Courses have specific VCE Unit requirements for entry.</td>
</tr>
<tr>
<td>VCAA</td>
<td>The Victorian Curriculum and Assessment Authority</td>
</tr>
<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning.</td>
</tr>
<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admissions.</td>
</tr>
</tbody>
</table>
What is VCE?

General Information

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

Studies and Units

A VCE study is made up of units. A unit is usually one semester in length. Most VCE studies have four units but you do not have to take all four units. Units 1 and 2 are usually attempted in Year 11. Units 3 and 4, which are more advanced, are usually attempted in Year 12. While you can take Units 1 and 2 as single units, you must take Units 3 and 4 together as a sequence in the same year.

A VCE program will generally consist of 20 to 24 units taken over two years, although the number of units completed in each year can vary. If you are planning to take Units 3 and 4 studies in Year 11, remember that these are substantially more difficult than Units 1 and 2.

What must be included in a VCE program?

To earn your VCE, you must satisfactorily complete at least 16 units. Regardless of how many units you do altogether, you must satisfactorily complete at least three units from the English group. VTAC advises that for the calculation of the ATAR, students must satisfactorily complete both Unit 3 and Unit 4 of an English sequence.

You must also satisfactorily complete three sequences of Unit 3 and 4 studies from other subjects. These sequences can be from VCE studies and/or VCE VET programs.

Satisfactory completion of VCE units

Each unit has between two and four outcomes. The outcomes describe what you are expected to know and be able to do by the time you have completed the unit. Satisfactory achievement of these is based on the teacher’s assessment of your performance on assessment tasks designated for that unit, in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements. The school advises the VCAA of every unit satisfactorily completed. At the end of each year the VCAA will issue a Statement of Results to all students enrolled in VCE units.

Satisfactory completion is reported as an [S]. Unsatisfactory results are indicated by an [N].
Assessment of VCE Units

Unit 1 and 2 studies undertaken will be assessed internally by the school in accordance with VCAA guidelines. Unit 3 and 4 studies have both school assessment and examination(s). There are two types of school based assessment used in VCE Units 3 and 4 studies - School-assessed coursework (SAC) - School-assessed tasks (SAT)

School-assessed coursework [SAC]

School-assessed coursework refers to the assessment tasks used to assess learning outcomes. Typically, these tasks are a part of the regular teaching and learning program, usually completed in class time, and within a limited time frame. School-assessed coursework is statistically moderated by the VCAA, using the examination results in that study. The VCAA issues final grades for all coursework assessments in December each year.

School-assessed tasks [SAT]

Some VCE units have school-assessed tasks. These are extended assessment pieces, for example, a developmental folio. Scores for SATs are monitored using the General Achievement Test (GAT), and are subject to review by the VCAA. Final grades for Semester 1 SATs are issued in August/September each year. Final grades for Semester 2 tasks are issued in December.

The General Achievement Test (GAT)

The General Achievement Test (GAT) is a test of general knowledge and skills in the following areas: written communication, mathematics, science and technology, humanities, and the arts and social sciences. The GAT is compulsory for all VCE students studying at least one Units 3/4 sequence. The GAT is an essential part of the VCE assessment procedures. Although the GAT result does not count directly towards the VCE, it does play an important role in checking that school-assessed tasks, coursework and exams have been accurately assessed. The VCAA will use GAT scores as a basis for: reviewing school assessments in school-assessed tasks; requesting authentication checks by schools for particular students' work; checking the accuracy of student scores in school-assessed tasks and exams; and enhancing the statistical moderation of school-assessed coursework.
What is VET?

General Information

VET (Vocational Education and Training) in schools combines nationally recognised training with the Victorian Certificate of education. This allows senior secondary students to have access to vocational education and training programmes as part of their secondary studies to improve their access to a wider range of post school pathways.

VET in schools programs are an integral part of the VCE

Any number of the units required for satisfactory completion of the VCE can be VET in school units. Each recognised VET in schools program has full status within the VCE Unit 1-4 structure. Most VET programs will include a VCE Units 3/4 sequence, and VET in schools programs that include a Units 3/4 sequence may contribute to a student’s ATAR upon satisfactory completion of the VCE.

All VET in schools programs are based on industry training packages. They contribute to both TAFE and VCE certificates, and include structured workplace learning. All studies articulate with employment and further education and training, and are delivered under the auspice of a Registered Training Organization (RTO).

Entry requirements

Entry to any of these programmes requires consultation between parents, students and the Careers/Pathways advisor to ascertain a student’s suitability and the impact this will have on their Senior School program.
What is VCAL?

The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to the work force and further education.

The principles underpinning the VCAL are:
- New accredited pathways for secondary students
- Tailoring a program to suit students’ interests
- Personal development
- Development of work related and industry specific skills.

In the VCAL these principles are shown through:
- The development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and lifelong learning.
- The development of knowledge and skills that assists students to make informed vocational choices and facilitate pathways to further learning and employment.

What are the qualifications?
The VCAL is accredited at three levels:
- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior).

The three qualification levels cater for a range of students with different abilities and interests. They also provide a progression of skills, knowledge and attitudinal development.

Foundation level
At this level the focus is on knowledge and employability skill development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

Intermediate level
At intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

Senior level
At this level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. The demonstration of knowledge and skills which apply directly to the workplace or further training is also important.
What are the entry requirements?
There are no formal entry requirements for VCAL. Students can enter at the level of VCAL to suit their learning needs, abilities and interests. Decisions about which VCAL level a student should be placed, should take into account the student’s literacy level, interests, goals and ability. The decision about entry level should also take into account the student’s:

- strengths and interests
- preferred learning style
- vocational goals
- readiness for participation in structured workplace learning or formal vocational education
- teacher and peer support needs
- envisaged pathways
- Leadership capabilities.

How is the VCAL structured?
The VCAL has four curriculum areas, called strands. These strands are:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

A student’s VCAL learning program must include each strand.

Strand 1 – Literacy and Numeracy Skills

Literacy Skills
The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills.

Numeracy Skills
Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

Strand 2 – Industry Specific Skills
The VCAL program at the Intermediate and Senior levels must include components of nationally recognised VET qualifications. However, the student is not required to focus on, or complete any single VET certificate. For example, the student can choose to complete various units of competency from a range of VET certificates to meet the VCAL requirements and gain experience in a range of vocational areas. It is recommended, however, that students commit to a VET certificate for its duration. VCAL students at Mary MacKillop CRC have a range of VET options to select from – please refer to this handbook for details. The range of VET options is extensive.
Strand 3 – Work Related Skills
In order to develop employability skills, VCAL gives the student the choice of undertaking a structured work placement, or a part-time apprenticeship/traineeship, or part-time work. The student can also study units and modules that will help prepare them for the work force, for example, occupational health and safety or job interview skills.

Structured work placement will begin in Term 2 and finish at the end of Term 3. During Term 1, students will undertake a skills acquisition program where they will complete a number of small tasks to prepare them for the workplace. An example of one of these tasks is the safe@work Industry Specific Module.

Strand 4 – Personal Development Skills
As part of the student’s VCAL program they will participate in projects and activities in the local community or school that will help develop their teamwork skills, self-confidence and other skills important for life and work. For example, Mary MacKillop College VCAL program has been developing a native garden project in the wetlands area. This project has seen the development of pathways connecting the school to the wetlands. There is much more planned for this project in the future. The learning the student gains from being involved in such a project can be counted towards the VCAL.

Can I get into higher education if I successfully complete the VCAL?
If the student is considering going to university straight from school, VCAL is probably not the best option for them. Students planning to go straight into higher education usually do the VCE which allows them to gain an Australian Tertiary Admissions Rank (ATAR) from the Victorian Tertiary Admissions Centre (VTAC). If the student is studying the VCAL at Senior level and decides that they may be interested in going on to university, it is recommended that they check with their teacher or careers counsellor as some universities will consider students with a VCAL Senior certificate for admission. However, entry straight from school is not the only route into university. Some people study a VET course at TAFE, perhaps leading to a diploma or advanced diploma, and then decide that they would benefit from a university course. VCAL is a good start along this pathway.

What are my options once I have completed the VCAL?
The VCAL will give the student practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

Will the VCAL get me ready to enter a trade?
If the student has completed VET units as part of their VCAL certificate they will have developed knowledge and skills that employers value, for example industry awareness, use of tools required in the industry, occupational health and safety. Completed VET units will also help demonstrate to an employer that the student is keen to work in this industry.
Example of a VCAL Intermediate learning program:

<table>
<thead>
<tr>
<th>Curriculum Type</th>
<th>Literacy &amp; Numeracy Skills Strand</th>
<th>Industry Specific Skills Strand</th>
<th>Work Related Skills Strand</th>
<th>Personal Development Skills Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Units</td>
<td></td>
<td>VCE Industry &amp; Enterprise Unit 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCE VET Programs</td>
<td>Selection of VET Units e.g. Certificate II Building &amp; Construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total Award Level Credits</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>
Faith Development
As a Catholic school we are committed to the holistic development of each person in our community. This includes providing as an integral part of college life, opportunities for faith formation. Our college embraces the charism of Mary MacKillop, a woman of great faith whose extraordinary compassion for others is reflected in the values and attitudes of our community. All senior students at the College are provided with opportunities to help foster their own faith and spiritual development. These include Year 10, 11 and 12 Retreats, daily prayer, Religious Education, whole-school celebrations of the Eucharist, and social justice activities. These opportunities are integral to the mission of the College, and accordingly, students are expected to participate fully and to enter into these occasions to the best of their ability.

Religious Education Program
Religious Education is a compulsory component of any senior program undertaken at this College.

Most students will undertake Religion and Society Unit 1 in Year 11, and Religion and Society Unit 2 in Year 12 these would contribute to the overall number of units required at VCE. Some students will elect to undertake the CSYMA Youth Ministry courses available to satisfy their RE requirement. At the commencement of Year 11, CSYMA Youth Ministry students will undertake Texts and Traditions Unit 2. At the commencement of Year 12, CSYMA Youth Ministry will undertake Religion and Society Unit 2. Alternatively a student may elect to study Religion and Society Units 3 and 4 in Year Eleven or Twelve – this option would count towards the required number of Unit 3/4 sequences required for VCE.
General Information

To be awarded the Victorian Certificate of Education, students must satisfactorily complete a minimum of three units from the English group. To receive an ATAR score, a student must sit all internal SAC tasks and the external VCAA examination and satisfactorily complete Unit 3 and 4 as a sequence in the one calendar year.

- Literature is offered as an alternative choice to English at Year 11 level, although both subjects may still be studied together by students whose strengths lie in these areas.
- Students who are already high achievers in English may be well placed to consider Literature instead of or as well as English.
- Although not compulsory, students interested in studying Literature are strongly recommended to take Year 11 Literature in preparation for the demands of Year 12 Literature.
- All students must complete a minimum of three of the following units. Two of which must be Units 1 and 2 from the English Group. Additional Literature and English units can be undertaken by choice. (See below).

VCE English Study Sequences

To gain an ATAR score, you MUST complete both Units 3 and 4 of an English Sequence.
Students undertaking Mathematics as part of their VCE program, need to consider the most appropriate subject pathway, taking into consideration the requirements of any future courses, and their individual capability.

Specialist Maths & Maths Methods (CAS) are targeted towards Engineering, Medicine and Science degrees. Specialist Maths must be completed along with Maths Methods (CAS); it cannot be undertaken separately. You may undertake Specialist Maths & Maths Methods (CAS) Unit 3 & 4, having only completed Maths Methods (CAS) Unit 1 & 2, but it is not the preferred option. Further Maths is targeted towards Statistics, Economics and Business degrees.
Subject selection process

Selection
The selection process for students is the most important part of the determination of the subjects that will run in 2015. The College initially offers students as many subjects as possible for students section in order to gain an insight as to the demands of what students would like to study.

It is vitally important that students choose in rank order the subjects that are the most important to them. It cannot be stressed clearly enough that the order in which they choose subjects will determine which subjects are able to run in 2015.

Determining the lines and allocation of classes
After students have chosen online the subjects they would like to study, a program is created to determine what will and will not run the following year. The college goal is to always give as many students as possible the opportunities to study their selected subjects. The program is created based upon the order in which students have chosen their subjects and it will allocate students to their choices based upon this.

Unfortunately sometimes subjects cannot run due to the low numbers of students who have elected to do this subject. This is why the order in which subjects is chosen is so vital.

Choosing the subjects that are right for you
It is vitally important that a discussion takes place at home regarding subject selection. Experience has shown poor subject selection takes place when no discussions have taken place, the result of this is an unhappy two years of study.

Sometimes these discussions will be difficult, but they are worth having and not avoiding. When discussing the different subjects that are on offer consider each one as an individual, thinking about your individual pathway is the best start. If you are wishing to go to university some courses may require pre-requisite courses of study and if this is the case that subject should be your highest priority and one you put at the top of your list.

A good method of subject selection is to write a list of all subjects that interest you, not putting anything in a particular order. Once you have written down those that interest you, start to rank them in order of most important to least important. It is strongly recommended that you do this before you complete your electronic submission. Seeing them written on paper might give you a different perspective if you just entered online.

Once you have ranked your subjects ensure that there is consensus that this is the right path of study. If you are unsure between a split in two subjects, ask subject teachers who have taught that subject before submission date.

Remember that subject allocation does not occur according to when people submit their choices online. It makes no difference if you are the first to submit or the last, just ensure that you have submitted your choices by the due date otherwise your decisions will not be taken into account when the subjects running are determined.
Counselling process
After students have been allocated their classes subject counselling will take place. A change for 2015 is that these will be conducted with Parents unless specified otherwise. These sessions are designed with the purpose of:

1. Checking that the students and parents understand the subject choices and allocation which has been determined.
2. Moving any classes after the allocations have occurred.
3. Allocation to classes where a student has not been able to obtain a subject of their choice and must determine another subject of study.

Changing subjects
Movement in classes after the counselling process has taken place will only occur if a ‘Application for Subject Change’ form has been completed. This is to ensure that Parents are aware of the subjects that students are studying and understand the impact that a subject change has on their child’s study design.

A copy of this form is found at the back of the handbook.
| Religion & Society Unit 1               | Legal Studies 1&2                   |
| Religion & Society 3&4                | Literature 1&2                     |
| RE Youth Ministry Unit 2             | General Mathematics 1&2            |
| Accounting 1&2                       | Mathematical Methods 1&2           |
| Art 1&2                              | Music 1&2                          |
| Biology 1&2                          | Physical Education 1&2             |
| Business Management 1&2              | Physics 1&2                        |
| Business Management 3&4              | Product Design & Technology 1&2    |
| Chemistry 1&2                        | Psychology 1&2                     |
| Drama 1&2                            | Visual Com & Design 1&2            |
| English 1&2                          | VCE VET Applied Fashion and Design |
| Environmental Science 1&2            | VCE VET Building & Construction    |
| Food & Technology 1&2                | VCE VET Business Cert              |
| Geography 1&2                        | VCE VET Information Communication Technology |
| Health & Human Development 1&2       | VCE VET Laboratory Skills          |
| History 1&2                          |                                      |
| History 3&4 (Revolutions)            |                                      |
The beliefs, values and ideas of religious traditions can play an important part in maintaining and shaping culture. Religious beliefs about the nature of existence and the purpose of human life provide an ultimate frame of reference for understanding the world and for guiding daily personal and communal action. This study of Religion and Society is designed for all students interested in the great questions of life. It also seeks to develop understanding and respect for the perspectives of the participants in religious traditions. Therefore it values and promotes open inquiry without bias towards any one tradition, while drawing on the personal and collective experience of the students.

Unit 1 - Religion in society – Year Eleven subject
This unit focuses on the role of religious traditions in shaping personal and group identity. It examines ways in which individuals and groups affect and change religious traditions, and are affected and changed by them. The unit provides the opportunity for students to understand the often-complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

Youth Ministry
Students choosing Youth Ministry will complete work which satisfies the requirements for the VCE Religion and Society units listed above. The focus of these studies however, will be influenced by the CSYMA (Catholic Schools Youth Ministry Australia) program. This is a nationally recognized program, fully endorsed by the Bishop of the Sale diocese. Students electing this option will be actively involved in a variety of classroom, school, and diocesan retreats, outreach and awareness projects.

Assessment
Details of assessment types and percentage makeup of the course is done by a variety of tasks which are all completed internally during face to face teaching time. All tasks set are assessed within College hours.

Further Pathways
Further studies this can lead to Religion and Society Units 3 & 4.

Career Opportunities
Ethics is an essential area of study and practice in an ever-widening range of careers. Business, Law, Medicine, Health Sciences, Research, Law Enforcement Agencies, are but a few. The ability to look at an issue in a reasoned and coherent manner, and arrive at a position on it, is an invaluable skill to have for life itself, irrespective of the career path students choose.
Religion & Society
Units 3 & 4

The beliefs, values and ideas of religious traditions can play an important part in maintaining and shaping culture. Religious beliefs about the nature of existence and the purpose of human life provide an ultimate frame of reference for understanding the world and for guiding daily personal and communal action. This study of Religion and Society is designed for all students interested in the great questions of life. It also seeks to develop understanding and respect for the perspectives of the participants in religious traditions. Therefore it values and promotes open inquiry without bias towards any one tradition while drawing on the personal and collective experience of the students.

Unit 3 - The search for meaning
This unit focuses on core religious beliefs and the ways in which they create meaning for religious communities and individuals. These beliefs refer to views about ultimate reality held by individuals, groups, organizations and whole societies. Religious beliefs may be communicated and expressed through the following aspects: formal statements of belief, myths and other stories, sacred texts and other religious writings, rituals, symbols, social structures, oral or written codes of behaviour, religious experience and spirituality. Reference may be made to one or more traditions.

Unit 4 - Challenge and response
Religious traditions change and develop over time. They respond to the needs of their membership, and to changes in society, while seeking to maintain their integrity, convictions and credibility. Religious traditions themselves can provide the impetus for social change, or they may respond to external challenges. This unit focuses on internal and external developments which challenge significant beliefs of the selected tradition/s, and which may produce enduring historical or social consequences for the tradition/s or for their social milieu. Students explore historical profiles of religious traditions, and analyse decisive occasions of religious challenge and response. They also consider the implications of religious belief for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Career Opportunities
The study of Religion and Society helps individuals clarify and understand their own and others belief systems. Since it is a holistic and formative subject it equips students with skills aimed at analysing and discerning the complex array of relationships, values and trends in an increasingly secular and materialistic world. This subject can be used as a grounding for careers such as journalism, marketing, social work, nursing, personal development, international relations, law enforcement and social research.
Text & Traditions
Units 2 for Youth Ministry Students

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape the traditions. There is much to be learned about the religious traditions if they are examined in relation to the texts upon which they are founded. The texts become a touchstone to the tradition as the tradition develops and response to changing circumstances.

Unit 2 - Texts in Society – Year 11 Subject
In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political intuitions. For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the context of the message contained in them.

Youth Ministry
Students choosing Youth Ministry will complete work which satisfies the requirements for the VCE Religion and Society units listed above. The focus of these studies however, will be influenced by the CSYMA (Catholic Schools Youth Ministry Australia) program. This is a nationally recognized program, fully endorsed by the Bishop of the Sale diocese. Students electing this option will be actively involved in a variety of classroom, school, and diocesan retreats, outreach and awareness projects.

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The study of Religion and Society helps individuals clarify and understand their own and others belief systems. Since it is a holistic and formative subject it equips students with skills aimed at analysing and discerning the complex array of relationships, values and trends in an increasingly secular and materialistic world. This subject can be used as a grounding for careers such as journalism, marketing, social work, nursing, personal development, international relations, law enforcement and social research.
Accounting
Units 1 & 2

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Unit 1 - Establishing and operating a service business
This unit examines the resources required and discuss the knowledge and skills necessary to set up a small business. It examines reporting and financial data and looks at accounting information, for a sole proprietor of a service business.

Unit 2 - Accounting for a trading business
This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business using an accrual recording system to determine profit.

Assessment
Examples of assessment are Folio of exercises (manual and ICT-based), tests and case studies

Further Pathways
Further studies this can lead to include VCE Units 3 and 4 Accounting, VCE Units 3 and 4 Business Management.

Career Opportunities
There are many career opportunities for students who have completed Accounting, including employment in: Accounting, Banking, Finance, Office Work, Retail & Sales, Stockbroking, Valuation, Small Business, Bookkeeping and Management.
Art
Units 1 & 2

Within the VCE Art study, theoretical research and investigation informs art making. Students develop their visual language through personal and independent learning by combining a focused study of artworks with practical art making. VCE Art provides the opportunity to investigate the role of art in the world through a study of historical and contemporary cultures. Throughout their study, students develop skills in research, analysis and arts criticism to interpret and debate the issues that are raised and, in response, they form and support personal points of view.

Unit 1 – This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. In their practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

Unit 2 – This area of study focuses on the ways in which art reflects and communicates the values, beliefs and traditions of the societies for and in which it is created. They reflect on their own art making and examine how they have used art elements and principles to develop their visual language. They examine their art making and reflect on how cultural aspects are evidenced in their artwork.

Assessment
The assessment tasks in both units include an extended response on Interpreting artworks, supported by small written and oral tasks. The practical folio is a conceptual and practical investigation, the trialling of materials and techniques and the documentation of thinking and working practices in their body of work, including at least one finished artwork.

Further Pathways
Further studies this can lead to include Unit 3 & 4 Art

Career Opportunities
The Arts Industry is the largest employer after the public service in Australia. Career opportunities include such areas as the Fine Arts, Education, Media, Advertising, and Design throughout industry and business. In a world, which relies so heavily on Visual Technology, the ability to visualise concepts and to communicate effectively through visual media is essential. It is important for students to carefully explore the potential benefits this subject offers when considering career options for their future.
Biology
Units 1 & 2

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It includes the study of the dynamic relationships that exist between living things and their environment and the challenges of survival. Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

Unit 1 - Unity and diversity
This unit studies the composition and activity of cells, and their structure and function at light and electron microscope levels. The common requirements of living things including energy, nutrients and exchanging gases are studied. Students further develop knowledge and understanding through a variety of practical investigations.

Unit 2 - Organisms and their environment
This unit examines environmental factors common to all habitats and investigates structural and physiological adaptations of organisms to particular ecological niches. Plant growth responses, and the behavioral and reproductive adaptations of animals are also investigated. Students conduct fieldwork to investigate and monitor ecosystems and to explore the impact of humans and our lifestyles on the environment.

Assessment
Students are assessed in both theory and practical aspects of the course. The range of assessment tasks may include practical reports, fieldwork reports, research assignments and projects, topic tests and examinations.

Further Pathways
Further studies this can lead to include Unit 3 & 4 Biology

Career Opportunities
Biology has become a diverse field with applications in a variety of areas. It has become increasingly relevant in society and to the lives of the general public; for example, in conservation, and in the implications of genetic and other types of research. Biological knowledge is also relevant to a number of professions ranging from the Biomedical and Biotechnological Sciences to Environmental Management, Conservation and Ecotourism.
Business Management
Units 1 & 2

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Unit 1 - Small business management
In this area of study, students examine the characteristics of a range of businesses and their internal and external environments, and develop an understanding of the nature of business in Australia including business ethics and socially responsible management.

Unit 2 - Communication and management
This area of study introduces students to the concept of communication in business, with an emphasis on its importance and methods. Students also examine the management of the marketing and public relations function.

Assessment
School Assessed Coursework includes the following: case study analysis; development of a business plan; interview and report on contact with business; end of semester examinations; analytical exercises; tests; media analysis and business simulation.

Further Pathways
Further studies this can lead to include Units 3 & 4 Business Management.

Career Opportunities
There are many career opportunities for students who have completed Business Management including employment in: Banking, Employment Manager, Financial Planner, Industrial Relations, Insurance Officer, Human Resource Manager, Marketing, Office Work, Public Relations, Real Estate, Retailing and Sales, Small Business owner, Stockbroking, Tax Agent, Travel and Tourism and Management.
Business Management
Units 3 & 4

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Unit 3 - Corporate management
In this unit students investigate how large-scale organisations operate. They develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4 - Managing people and change
This unit commences with a focus on the human resource management function. It then progresses to the analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Assessment
Assessment items include study of Large-scale organisations in context, internal environment of large-scale organisations, The Operations Management Function, the human resource management function, The Management of Change and an End of year examination.

Further Pathways
Further studies this can lead to: Bachelor of Business - Management; Bachelor of Business - Marketing; Advanced Diploma of Business (TAFE); Certificate III in Business (TAFE); Diploma of Business (TAFE)

Career Opportunities
There are many career opportunities for students who have completed Business Management including employment in: Banking, Employment Manager, Financial Planner, Industrial Relations, Human Resource Manager, Marketing, Office Work, Public Relations, Real Estate, Small Business owner, Stockbroking, Travel and Tourism and Management.
Chemistry
Units 1 & 2

Chemical processes are important in improving human health, preventing environmental problems, improving structures and rehabilitating degraded environments. In this study of Chemistry a thematic approach has been adopted, and throughout the study contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

Unit 1 - The big ideas of chemistry
This unit examines a range of chemical processes and activities through the study of common materials. The chemical nature of materials is explored through an investigation of their properties and their modification. All areas of study in this unit involve the design and performance of experiments.

Unit 2 - Environmental chemistry
This unit examines a range of chemical reactions with the emphasis on the writing of chemical equations and performance of calculations based upon them. Students are encouraged to evaluate the environmental impact of human activity on the biosphere. All areas of the study involve the design and performance of experiments.

Assessment
Assessment items include worksheets, practical reports, unit or subject tests and a final examination. The results of the examinations held at the end of Semester 1 and Semester 2 are indicative but the other assessment items are considered when awarding a satisfactory outcome in Unit 1 and/or Unit 2

Further Pathways
Further studies this can lead to are Units 3 & 4 Chemistry

Career Opportunities
Chemistry is known as the “Central Science”, and an understanding is essential for most careers involved in the area. These careers include such areas as Medicine and Allied Health Sciences, Medical Research, Mining, Environmental – Pharmaceutical Research, Food Technology, Forensic Science and Engineering (Chemical, Structural).
Drama
Units 1 & 2

Drama develops personal and social identity. Through work as solo and ensemble performers and engagement with the work of drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

Unit 1 – Dramatic Storytelling

This area of study focuses on using play-making techniques to devise and develop solo and/or ensemble performance/s based on a range of stimulus material relevant to the student’s personal cultural and/or community experiences and stories. Students explore a range of naturalistic and non-naturalistic performance styles and draw on these styles as they respond to a given structure and stimulus material.

The area of study also focuses on recording and documenting the play-making techniques used in the development of this performance work.

Unit 2 – Non Naturalistic Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students’ knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit.

Assessment
Examples of assessment are Journal writing, Report writing, Performance, Media Presentation, Oral presentation and Response to structured questions

Further Pathways
This can lead to further studies within the entertainment industry including the study of Acting. Also administration and management, theatre and event production.

Career Opportunities
Careers this study can lead to film are stage acting, directing, producing, script and screen writing.
The English curriculum is interesting and challenging for students with a wide range of expectations and aspirations. They have the opportunity to read a variety of texts and focus on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis.

**Unit 1**
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

**Unit 2**
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Both Units focus on three main Areas of Study that include:

1. **Reading and Responding to Texts**
   In this area of study the range of texts expands to include a variety of text types and genres, including print, non-print and multimodal texts. Students discuss and analyse the structures and features used by the authors of these texts to construct meaning. They identify and discuss, structures, and features such as point of view, the use of camera angles, symbolism, images and design features.

2. **Creating and Presenting**
   In this area of study students' writing is informed by their reading of a range of texts relevant to the chosen Context. They are encouraged to read widely and to study at least one set text or a collection of shorter set texts in order to examine the effects of form, purpose, audience and context on the authors' choice of structure and language. They draw on the knowledge gained from this study to create their own written and/or multimodal texts in a process which includes planning, reviewing and editing.

3. **Using Language to Persuade**
   The focus of this area of study is on the use of language in the presentation of a point of view. Students study a range of texts whose main purpose is to persuade readers and viewers to share a particular point of view.

**Further Pathways**
Units 1 & 2 English provide students with the essential prerequisite skills to be able to complete Units 3 & 4 English.
Environmental Science
Units 1 & 2

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet. Students examine the impact of human activities, strategies to sustain and protect the ecological health of the environment while meeting the needs and desires of human populations. While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

Unit 1 - The environment
This unit provides students opportunities to explore the various aspects of the environment and their interactions between them and recognise that the environment is not static but undergoes continual change. Students investigate how the environment can be changed by natural or human induced factors. Students use scientific data and processes to examine environmental change.

Unit 2 - Monitoring the environment
In this unit, students examine environmental indicators - physical, chemical, biological, socioeconomic indicators that best represent the health of an ecosystem. Students analyse and report on the quality of an environment which is critical in sustaining the functioning of an ecosystem.

Assessment
Students are assessed in both theory and practical aspects of the course. A range of School Assessed Coursework, theory and practical assignment tasks are designed to facilitate the highest possible performance using the resources available.

Further Pathways
Further studies leading to Unit 3 & 4 of Environmental Science.

Career Opportunities
Careers this study can lead to would depend on the outcome of university degree undertaken or the pathway chosen in perusing this wonderful subject. Careers include Natural Resources and Conservation jobs; Environmental Engineering jobs; Renewable Energy and Green jobs; Environmental Law, Policy and Regulation jobs, Outdoor Recreational Courses, Urban Planning, Working with Animals, Parks, Research in Environmental Engineering, Veterinary Science and many more.
Food & Technology

Units 1 & 2

Food and Technology is designed to give students a greater understanding of food as a commodity, and knowledge of food preparation and production from a small-scale perspective to mass production in industry. It considers the rapid development of technology related to the manufacture of food and how this has influenced the way food is produced, processed, packaged and marketed. Throughout the four units students will develop skills in planning, preparation and evaluation of food products.

Unit 1 – Food Safety and Properties of Food
This unit examines the physical and chemical properties of food, and the way these properties influence food presentation within a small-scale operation.

Unit 2 - Planning and preparation of food
This unit will enable students to study the preparation of food for small-scale operations. This will include planning considerations, implementation, and evaluation of outcomes and product change to suit specific requirements. The impact of technological developments on all phases of food production will also be studied.

Assessment
Assessment items include Keeping food safe, Food properties and preparation, Portfolio (record of production and set tasks for each key food, equipment, preparation and processing), a written report based on product evaluation, and planning and preparing meals

Further Pathways
Further studies this can lead to courses in Food Handling and Food Safety –TAFE, Hospitality Studies –TAFE, Certificate IV in Food Science and Technology, Diploma of Food Science and Technology, Bachelor of Science (Food Technology and Nutrition), Bachelor of Science (Nutrition, Food and Health Science), Bachelor of Food and Nutrition Sciences

Career Opportunities
This new course is more relevant for students wishing to pursue careers in the catering and hospitality industries. Its greater emphasis on work-related skills and food preparation on an industrial scale, better prepares students to work in this industry. It also provides a basic knowledge of properties of food and nutrition for those wanting to pursue careers in nutrition and food science fields.
General Mathematics provides courses of study for a broad range of students. It is designed for students who want some V.C.E. Mathematics. Some students will not study Mathematics beyond Units 1 and 2, while many others will study Further Mathematics Units 3 and 4 and/or even Mathematical Methods. The areas of study include Arithmetic, data analysis and simulation, algebra, graphs of linear and non-linear relations, decision and business maths, geometry and trigonometry.

Unit 1
This unit consists of a focus on Algebra, Linear relations and Equations, Data analysis 1, Matrices, Trigonometry.

Unit 2
Unit 2 follows on from Unit 1 to study the areas of Measurement, Data Analysis 2, Linear graphs and models, Networks, Inequalities and Linear programming.

Assessment
The course includes many SACs over the two semesters and an exam at the conclusion of semester 1 and 2.

Further Pathways
Many university courses require some Mathematics at V.C.E. level and this course is designed for them. It also gives an excellent introduction to Further Mathematics in Year 12.

Career Opportunities
This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. Career opportunities include access to a variety of undergraduate courses. All students in all the mathematical units offered would apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.
Geography
Units 1 & 2

This study focuses on the dynamic relationship between people and the forces that shape our earth. These forces, or natural phenomena, have a direct bearing on human settlement patterns and activities over much of the globe. In addition, the way in which people interact spatially within regional and built environments is also studied, along with global patterns involving large-scale movement of people and services. As geographers we recognise that the earth is dynamic and changing and attempt to observe, describe, explain and analyse the patterns of phenomena occurring at or near its surface. A significant component of fieldwork is built into each unit to accommodate the range of skills being developed.

Unit 1 - Natural environments
This unit examines the geographic characteristics of natural environments and land forms and the natural processes that shape the Earth’s surface. It also examines the interplay between natural processes and human activities, which can change natural environments. Three natural environments at different scales are studied. A compulsory field excursion is part of this unit.

Unit 2 - Human environments
This unit investigates the dynamic nature of rural and urban human environments, analysing factors contributing to changes within them. The implications for management and sustainable use of built environments are also considered. We examine three human environments, two located in Australia, and one in another country. A compulsory field excursion is part of this unit.

Assessment
Details of assessment types and percentage makeup of the course are as follows: - Fieldwork Report, Tests, Analysis of Geographic Data, Geographic Skills Exercises, and Examination.

Further Pathways
Further studies leading to Units 3 & 4 Geography.

Career Opportunities
Skills and content gained in the study of Geography will help students in the following areas: surveying and drafting, Geographic Information Systems, teaching, meteorology, National Parks, forestry, geology, government departments, agriculture, architecture and landscape architecture, town planning, tourism and recreation, cartography, civil aviation, commerce and management, consultancy, and extension education.
Health & Human Development
Units 1 & 2

This study focuses on health and human development in local, Australian and global communities to maximize global development potential. It recognizes that health is a dynamic condition and is influenced by biomedical and behavioural factors as well as the environment in which we live. The focus of human development is on the individual in Units 1 and 2, but it shifts to a global perspective in Units 3 and 4. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Unit 1 - The health and development of Australia’s youth
Students are introduced to the concepts of health and individual human development with particular emphasis on Australia’s youth. The health status of youth is investigated, especially the role of nutrition and food behaviours and the main causes of morbidity and mortality for this age group. Students investigate one health issue in detail and analyse the strategies and programs available to support them.

Unit 2 - Individual human development and health issues
This unit focuses on the lifespan of childhood and adulthood. Health and development during childhood is seen as significant because it impacts on the rest of an individual’s lifespan. The role of the family and community in childhood are also significant as these are important in their ability to form relationships as adults. Adulthood is the longest stage of the lifespan and the changes that occur vary depending on the environment in which you live, your behaviour and biological factors.

Assessment
Assessment tasks for this unit are made up of a case study and data analysis, visual presentation, such as a concept/mind map, poster or presentation file, multimedia presentation, using more than two data types, an oral presentation, such as a debate or podcast, a test and a written response, such as a research assignment or written report.

Further Pathways
Further studies this can lead to VCE Units 3 & 4 Health and Human Development and VCE Units 3 & 4 Physical Education.

Career Opportunities
This course is recommended for students interested in the areas of child care, nursing, primary teaching, pre-school teaching and physical education.
History
Units 1 & 2

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

Unit 1 - Conquest and Resistance: India
At the turn of the twentieth century, almost fifty percent of the earth’s surface and sixty percent of its population were under the control of major imperial powers. These powerful countries believed that expanding into other countries by force would benefit humanity. This unit explores the colonisation of one society (India) by another (Great Britain), the interactions between the two societies, the periods of growth and resistance and the establishment of a new nation.

Unit 2 - People and Power: South Africa
The belief in the right of humans to enslave other humans has flourished at various times in history from the Ancient Greeks to the nineteenth century United States. This course focuses on the people and groups involved in the development of the system of apartheid in South Africa, the development of resistance to this system – and the establishment of a new nation.

Assessment
Various assessment items are used during the course such as research reports, document analysis tasks, class debates, media reports and some testing.

Further Pathways
Further studies this can lead to studying History Revolutions at Year 12 (Revolutions). It also provides some of the knowledge and skills to study humanities at tertiary level as part of broader Bachelor of Arts Degree.

Career Opportunities
A broad knowledge of History would be advantageous for those considering a career as a Writer, Journalist, Cultural Heritage Officer, Tourism, Historian, History Teacher, Librarian, Lawyer, Parliamentarian and Manager, Researcher.
History (Revolutions)
Units 3 & 4

In these units, students examine the way in which the French Revolution of 1789 and the Russian Revolution of 1917 first erupted and then brought profound political and social change. Because of their rapidity and violence, these revolutions polarised the societies in which they occurred, and also divided the historians who wrote about them.

Students consider the causes and sudden collapse of the traditional social orders. They study the leaders, ideas and movements that dominated the revolutions: for example, Robespierre and Lenin, Jacobinism and Bolshevism. Finally, they analyse the new orders that emerged, often in a shape unforeseen by those who brought about the revolution.

Units 3 and 4 - Revolutions (France and Russia)
Revolutionary ideas, leaders, movements and events
The periods for this area of study are:
French Revolution 1781 to 4 August 1789 (Necker's Compte Rendu to the 4 August 1789)
Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin);

Units 3 and 4 - Revolutions (France and Russia)
Creating a new society
The periods for this area of study are the French Revolution 5 August 1789 to Year 111 (1795) (Declaration of the Rights of Man and Citizen to the dissolution of the Convention Year 111); and Russian Revolution November 1917 to 1924 (Initial decrees to the death of Lenin);

Assessment
Various assessment methods make up the final two units including Research Report, Document Analysis Tasks: Visual, Historiography, Argumentative Essay and a Final Exam.

Further Pathways
Further studies this can lead to study of humanities at tertiary level as part of a Bachelor of Arts degree.

Career Opportunities
A broad knowledge of History would be advantageous for those considering a career as a Writer, Journalist, Cultural Heritage Officer, Tourism, Historian, History Teacher, Librarian, Lawyer, Parliamentarian and Manager, Researcher.
Legal Studies
Units 1 & 2

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Unit 1 – Criminal law and justice
In this unit students explore the distinction between legal and non-legal rules, the Victorian court hierarchy and the process of making laws through parliament. It focus on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts.

Unit 2 – Civil law and the law in focus
This unit investigates the processes and procedures involved in civil litigation and the possible defenses to civil claims within our legal system to enforce the civil rights of our citizens. It explores the alternative avenues of dispute resolution available to resolve civil disputes. Students are also given the opportunity to examine one or more specific areas of law and the subsequent implications for society.

Assessment
School Assessed Coursework is assessed internally and may include the following: tests, structured responses, semester examination, essay, mock trial court role play, case study analysis and report (written, visual, oral or multimedia).

Further Pathways
Further studies this can lead to VCE Units 3 & 4 Legal Studies and VCE Units 3 & 4 Business Management.

Career Opportunities
Legal Studies may lead to a career in many general areas as well as more specific positions including: Barrister, By-laws Officer, Court Reporter, Court Officer, Law Clerk, Paralegal, Police Officer, Prison Officer, Solicitor, Public Relations, Small Business Owner.
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. It is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. This study encourages independent and critical thinking, analysis and creative response.

Unit 1
In this unit students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, they also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Unit 2
Through critical and creative responses to texts, students deepen their appreciation of aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings.

Assessment
The assessment tasks are mostly concentrated around the Close Reading essay which is specific to Literature; however, a creative response to texts and a presentation are also part of this subject’s assessment tools. A practice examination is held at mid-year and at year end.

Further Pathways
English Literature can lead directly to a major in English Literature at university level. Indirectly, studies in this area can contribute to courses in education, law, journalism, theatre studies, languages, advertising copywriting or communication. While still at secondary level, the sensitivity which students gain in textual analysis furthers their studies in standard English, as well as in History or any subject area where quality written communication is beneficial.

Career Opportunities
Literature develops a person’s capacity to interpret texts and produce high quality writing of his or her own. It is therefore relevant to the areas of journalism, law, teaching, the media or theatre.
Mathematical Methods (CAS) Units 1 & 2

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for Mathematical Methods (CAS) Units 3 and 4. The areas of study for Unit 1 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’ and ‘Probability’.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

Unit 1
In Unit 1, a study of Mathematical Methods (CAS) would typically include a selection of content from the areas of study ‘Functions and graphs’, ‘Algebra’ Calculus and Probability.

Unit 2
In Unit 2, this selection would typically consist of remaining content from the areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and the study of random variables and discrete and continuous probability distributions and their applications. These are studied to a greater depth than what is studied in unit 1. For Unit 2, the content from the ‘Calculus’ area of study will include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content.

Assessment
Unit 1 and unit two both have SACs during associated with the course work and an end of unit exam.

Further Pathways
Maths Methods is a prerequisite for many university courses. Mathematical Methods will lead students into Engineering, Sciences, Humanities, Medicine, Economics, Biomedical, Accounting, Commerce, Computer Science and Business.

Maths Methods and indeed all Maths units should not just be viewed as merely another prerequisite for University Entrance. Each is designed to promote students awareness of the importance of mathematics in everyday life in a technological society and confidence in making effective use of mathematical ideas, techniques and processes. Maths Methods enhances your resume when applying for any course from plumber to nuclear physicist.

Career Opportunities
Careers this study can lead to Doctor, Scientist, Engineer, Accountant, Project Management, Linesman, Architecture, Accountancy and many other careers.
This study engages students in the study of music as a performer, as a creator of music works or arrangements and as a person who studies music works from diverse cultural and historical traditions. Through a study of the music of others and experimentation in their own music making, students are able to demonstrate and discuss meaning in music. Each unit in music includes: music making, listening and aural perception, music language and the study of music works, and approaches to music making in historical and cultural context.

Units 1 and 2 - Music Performance
These units focus on performance in solo and group contexts, studying approaches to performance and developing skills in aural comprehension. Selected works are analysed to enhance performance interpretation and to understand their contexts, influences, characteristics and style.

Requirements
There are no prerequisites for entry to Units 1 and 2, however, it is highly recommended that students have approximately three years of prior experience on a musical instrument or in voice.

Assessment
Assessment tasks for these units include solo and group performances, a demonstration of technical work and exercises, performance of unprepared material, aural tasks and composition.

Further Pathways
Units 1 and 2 lead to further study in Units 3 and 4 in Music Performance or Music Style and Composition.

Career Opportunities
There are many career opportunities for students who have completed Music studies, such as Composer, Film Music Editor, Ethnomusicologist, Recording Engineer, Instrumental Teaching, Professional Musician, Music Therapist or Music Classroom Teacher.
Physical Education
Units 1 & 2

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this study, which is approached through both the study of, and participation in, physical activity.

Unit 1 - Bodies in Motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

Unit 2 - Sports coaching and physically active lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are also introduced to physical activity and the role it plays in the health and wellbeing of the population, gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

Assessment
Assessment can take the following forms: A practical laboratory report, a case study, data analysis, a visual presentation, a multimedia presentation, an oral presentation, a written report and a test.

Further Pathways
Further studies this can lead to Sports Science, Teaching, Podiatry, Sports Psychologist, Chiropractor, Sports Marketing, Health Promotion, Sports Management, Personal Training, Physiotherapy, Coaching, Myotherapy, Osteopathy, Facility Manager and Sports Medicine. As well as Units 3 & 4 Physical Education.

Career Opportunities
This study design is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.
Physics
Units 1 & 2

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

Unit 1
This consists of two prescribed areas of study: Nuclear physics and radioactivity; and Electricity. A third area of study is also required and is to be chosen from one of the following six detailed studies: Astronomy, Astrophysics, Medical physics, Energy from the Nucleus, Investigations: Flight Investigations: Sustainable Energy Sources

Unit 2
This consists of two prescribed areas of study: Motion and Wave-like properties of light. A third area of study is also required and is to be chosen from one of the above six detailed studies.

Assessment
Assessment tasks include a range of practical reports and investigations, topic tests and Semester Examinations. Students are also required to complete a Detailed Study Project based on the third area of study for each Unit.

Further Pathways
Further studies this can lead to are Units 3 & 4 Physics

Career Opportunities
Physics at school is an essential foundation for most tertiary courses in science, engineering, medicine or technology. This has recently been extended to include TAFE courses in the automotive, electrical and electronic field.
Product Design & Technology
Units 1 & 2

The Product Design and Technology study takes students through the design process. It is a study of materials and design and production procedures.

Unit 1 - Product re-design and sustainability
Students write a design brief for re-designing a product with at least three significant points of difference (e.g. quality, function, material or style modification), with one of the points being an improvement in the product’s sustainability, while maintaining its primary function. They learn about Intellectual Property, how it is protected in Australia and how to acknowledge it. They examine sustainability practices by designers and learn about characteristics and properties of materials, while making their re-designed product.

Unit 2 - Collaborative design
Students work in a design team to generate a group design brief. They learn about human-centred design factors and investigate a particular historical or cultural style or movement to inspire their work. They work through the design process collaboratively, but each undertakes individual design, planning and production activities. They learn to communicate with others throughout and develop a product or set of product components which meet the needs of the design brief.

Assessment
The student’s performance is assessed against a set of designated Outcomes specified for this Unit. Satisfactory completion of all Outcomes is required for the award of satisfactory completion for the Unit. Examples of assessment are Product re-design for improvement, Producing and evaluating a re-designed product, Designing within a team and Producing and evaluating a collaboratively designed product.

Further Pathways
There is a vast range of further studies this can lead to depending upon student interest and expertise. Examples of further education courses include, but are not limited to, Associate Degree in Design - Furniture, Diploma of Building and Construction - Building, Advanced Diploma of Building Design - Architectural, Bachelor of Engineering - Building Engineering, Diploma of Product Design, Bachelor of Engineering - Product Design, Advanced Diploma of Applied Fashion Design and Technology, Associate Degree in Fashion Design and Technology, Bachelor of Applied Design - Branded Fashion, Bachelor of Fashion - Apparel Engineering and Design, Certificate IV in Applied Fashion Design and Technology, Advanced Diploma of Engineering Technology, Bachelor of Design - Industrial Design, Bachelor of Engineering - Mechanical Engineering, Advanced Diploma of Jewellery and Object Design.

Career Opportunities
Product Design and Technology study can provide pathways to a range of related Design fields such as Engineering, Fashion, Furniture, Jewellery, Textile, Ceramic, Product, Interior and Industrial Design.
Psychology
Units 1 & 2

In the VCE study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Unit 1 - Introduction to Psychology
In this unit students are introduced to the nature and scope of psychology as a scientific discipline, the investigation of human behaviour and the mental processes that determine it, including perception, cognition and emotion. Human behaviour is examined in social situations where certain behaviours are seen to be a consequence of environmental processes. Research methods are integrated within the different methodological approaches to psychology.

Unit 2 - Self and others
In this unit students learn about different methods and models that describe and explain human behaviour. This unit focuses on internal physical, chemical and biological processes that inform behaviour. Students also look at individual behaviour in social situations where behaviour can be influenced by attitudes. Research methods continue to be integrated within the different approaches to psychology.

Assessment
Assessment can take the following forms: research investigation annotated folio of practical activities, oral presentation using two or more data types, for example still or moving images, written text, sound, media response, visual presentations, debates and data analysis.

Further Pathways
Units 1 & 2 lead to further study in Units 3 & 4 Psychology

Career Opportunities
The study of Psychology leads to opportunities in a range of careers including: Counselling Psychologists, Clinical Psychologists, Educational and Developmental Psychologists, Forensic Psychologists, Sport & Health Psychologists, Organisational Psychologists
Visual Communication Design
Units 1 & 2

The Visual Communication Design study takes students through the design process. It is a study of the design, development and production of visual information and messages in the fields of communication, environmental and industrial design. There is an emphasis on developing a variety of drawing skills to visualise thinking.

Unit 1 - Introduction to Visual Communication Design
Students learn drawing skills and design knowledge to enable them to research, generate ideas and develop concepts in visual communications. They use observational, visualisation and presentation drawing to communicate and create effective solutions for specific audiences and practice the application of design elements and design principles. Research into modern design styles is also undertaken to compare today’s visual communications with those of the past.

Unit 2 - Applications of Visual Communication Design
Students create visual communications to meet specific purposes in designated design fields. They focus on presentation drawing skills that incorporate the use of technical drawing conventions and develop skills in manipulating type and images when communicating ideas and concepts. Students also learn to work through the design process and develop visual solutions as they respond to problems posed by a design brief.

Assessment
The student’s performance is assessed against a set of designated Outcomes specified for each Unit. Satisfactory completion of all Outcomes is required for the award of satisfactory completion for the Unit. Examples of this are drawing as a means of communication, design elements and design principles, and visual communication design in context.

Further Pathways
There is a vast range of further studies this can lead to depending upon student interest and expertise. Examples of further education courses include, but are not limited to, Advanced Diploma of Visual Arts, Bachelor of Creative Arts - Visual Communication Design, Bachelor of Teaching / Bachelor of Arts - Visual Arts, Bachelor of Visual Arts and Design, Certificate IV in Visual Arts, Diploma of Audiovisual Technology, Advanced Diploma of Graphic Design, Bachelor of Creative Media - Graphic Design, Bachelor of Visual Arts - Graphic Design/Multimedia, Associate Degree in Illustration, Advanced Diploma of Applied Fashion Design and Technology, Associate Degree in Fashion Design and Technology, Bachelor of Fashion - Apparel Engineering and Design.

Career Opportunities
VCE VET Applied Fashion and Design

VCE VET Applied Fashion Design and Technology will provide you with basic design and development skills and knowledge to prepare for work in the fashion industry. This program allows for creative expression to be developed and displayed in the practical projects undertaken. Opportunities will be provided to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. Units 3 and 4 of the program include identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic patternmaking principles, preparing and marketing design concepts.

You will be eligible for up to six units towards your VCE: four units at Units 1 and 2 level and a Units 3 and 4 sequence. If you receive a Units 3 and 4 sequence, you will be eligible for an increment towards your ATAR (10% of the average of the primary four scaled studies).

Career Opportunities

The VCE VET Applied Fashion Design and Technology program will assist you in pursuing a career in the fashion industry through vocational or higher education pathways. Completion of Certificate II in Applied Fashion Design and Technology provides you with the opportunity to be employed as a junior in the fashion industry, whilst Certificate III prepares you for supervisory roles, specialised technical tasks or multi-skilled roles within a production environment. With additional training and experience, employment opportunities may include: clothing tradesperson, product tester/inspector, product dispatcher, garment cutter, pattern maker, designer or milliner. Established fashion designers can also undertake careers in small business focusing on the production of individual garments or seasonal clothing ranges.
VCE VET Building and Construction (Year 2)

The VCE VET Building and Construction program provides three pathways based on the three distinct streams present in the accredited curriculum document. Students may choose to complete a trade specific stream in Bricklaying, Carpentry or Painting and Decorating.

Upon completion of the VCE VET program, students will have achieved approximately two thirds of the pre-apprenticeship certificate, comprising modules from the certificate core and a selected stream. Students wishing to complete the entire pre-apprenticeship certificate will need to undertake modules beyond the requirements of the VCE VET program.
VCE VET Business Management

Program 2: Certificate II in Business and selected units of competency from Certificate III in Business

You will be eligible for up to five units towards your VCE: three at Units 1 and 2 level, and a Units 3 and 4 sequence. A study score is available for this program which can contribute directly towards your ATAR – either as one of your best four studies (the primary four) or as your fifth or sixth study.

Program 2 provides you the opportunity to complete Certificate II as well as receive a statement of attainment towards Certificate III. By undertaking this program you will gain a broad range of competencies to work in a variety of work contexts using your discretion, judgement and relevant theoretical knowledge. Units 3 and 4 offers scored assessment and incorporates units such as organising work priorities and development, organising workplace information, promoting innovation and design and producing business documents.

Career opportunities
Undertaking training from Certificate III in Business will assist you in pursuing a career in a business or related environment through vocational or higher education pathways. Potential occupations may include 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.
Program 2: ICA30111 Certificate III in Information, Digital Media and Technology (partial Completion).

Certificate III in Information Digital Media and Technology provides students with the skills and knowledge to be competent in introductory ICT technical functions. The qualification is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT user. Units 3 and 4 offer scored assessment and incorporate units such as create user documentation, implement and monitor environmentally sustainable work practices and provide IT advice to clients.

Career Opportunities
Areas for employment may include supporting information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies. Potential occupations may include help-desk officer, ICT operations/user support or PC support officer.
The VCE VET Laboratory Skills program is drawn from a national training package and offers a portable qualification which is recognised throughout Australia. The qualification provides students with a pathway to work in a wide range of enterprises and industry sectors such as process manufacturing, food and beverage processing, biotechnology, biomedical research, pathology testing, mining, chemical, forensic, environmental analysis and education.

The VCE VET Laboratory Skills program enables you to receive the Certificate III in Laboratory Skills. This nationally recognised qualification is drawn from the MSL09 Laboratory Skills Training Package and is issued by a Registered Training Organisation (RTO).

Certificate III in Laboratory Skills will provide you with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 3 and 4 offer scored assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

A study score is available for this program, which can contribute directly towards your ATAR – either as one of your best four studies (the primary four) or as your fifth or sixth study.

**Career Opportunities**
Completing the Certificate III in Laboratory Skills will assist you in pursuing a career in a range of enterprises and industry sectors in areas such as biological testing, biotechnology, chemical testing, construction material testing, environmental monitoring, food testing, pathology testing and scientific glassblowing. Employment opportunities exist in positions such as an environmental field assistant or laboratory assistant. Certificate III in Laboratory Skills also provides opportunities for para professional careers through vocational and higher education pathways which can lead to employment opportunities in positions such as Laboratory Technician, Health Care Scientist or Pathology Technical Officer.
Mary MacKillop Catholic Regional College

Application for Subject Change

VCE or VCAL Course Change

In the event that students wish to change subjects at any stage, they must have:

- sound reasons for doing so, in discussions with the relevant Year Level Coordinator and Careers Coordinator, and
- obtained advice from the subject teacher they are wanting to change from and teacher advice from the subject teacher they would like to change to.

Changes can only take place if there is:

- sufficient room within the class they wish to enter it;
- does not involve major adverse shuffling around of the student’s other subjects;
- it is a realistic option in terms of that student’s capabilities and career aspirations
- consultation with respective Year Level Coordinator, Key Learning Area Leaders, Deputy Principal – Teaching and Learning and parent/guardian

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<thead>
<tr>
<th>Name</th>
<th>Homeroom</th>
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<tr>
<td>Career Pathway (please circle)</td>
<td>Apprenticeship</td>
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<tr>
<th>Current Subjects</th>
<th>Proposed Change(s)</th>
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The reason(s) I am requesting to change subjects is because...
Please obtain signatures in the order outlined below. I have:

<table>
<thead>
<tr>
<th>Number</th>
<th>Task to be completed</th>
<th>Teacher Signature</th>
<th>Change Supported (Yes/No)</th>
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<tbody>
<tr>
<td>1.</td>
<td>Consulted with my current teacher to seek further advice and exit the class</td>
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<td>2.</td>
<td>Consulted with the teacher of the proposed new subject to seek further advice asking their recommendation to enter the class</td>
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<td>3.</td>
<td>Discussed with the relevant Year Level Coordinator that a change is being considered and the associated reasons for doing so.</td>
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**Parent/Guardian**

I have discussed the proposed change of subject and support the change, understanding that this change may involve additional expenses e.g. text books or specialised equipment. I understand that this subject change is a request only and that we will receive written notification via the College Planner of the outcome of this request.

**Parent Name**

**Parent Signature**

Completed applications for a change of subjects in Semester 1 2015 must be submitted to the Year Level Coordinator by **Friday 13th February 2015**.

Return this completed form to the relevant Year Level coordinator.

**Office Use only**

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<thead>
<tr>
<th>Task</th>
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<th>Signature</th>
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<tr>
<td>Student Options File updated</td>
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<td>VASS updated (If required)</td>
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<tr>
<td>Change communicated to Class Teacher and Year Level Coordinator</td>
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