Mary MacKillop Catholic Regional College
2016 Year 11 VCE Handbook
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You are about to undertake your final years at Mary MacKillop Catholic Regional College and as senior students you will play a very important role in the life of the College. You will be in a position to provide leadership to the more junior students both on and off campus. They will look to you for example, encouragement and advice. Hence your approach to life as a VCE student must be positive, well considered and in keeping with your career and further education aspirations.

Year 10 can be viewed as the conclusion of compulsory education. You must therefore have a reason for wanting to undertake the VCE and you will need to keep this uppermost in your mind throughout the whole two-year program. Most VCE students regard the transition from Year 10 to Year 11 as a significant one – in fact, the most significant one of their education so far. Students need to be aware of the increased workload involved in the VCE and of the greater complexity in the content of all VCE subjects, and take appropriate action. It is important to realise that the amount of effort and commitment that was adequate in Year 10 may not be sufficient at this senior level.

One of the prerequisites for success at the VCE is a consistent and organised approach to study and classes on the part of the student. This cannot be achieved in a haphazard fashion. The College has clear expectations concerning study. These expectations appear in the next section, together with some detailed advice about study skills and organisation. Read this section carefully now, and at various times during the course of the year.

A student entering VCE cannot be passive, letting things happen, taking matters as they come. Instead, they should be prepared to make every necessary effort and sacrifice on their own behalf; the desired approach could be described by terms such as: dedicated, thoughtful, critical, and analytical. Thus, the keen student is expected to ask questions about their work, and to seek help with it, in and out of class. As part of this process, teachers should be approached regularly, to discuss the individual’s performance, their strengths and weaknesses.

VCE is a demanding program: students must be prepared to devote the required hours to the task and must be in a proper physical state to cope with the many and varied pressures. Attendance at school for the complete school day is of paramount importance – hence absence due to appointments (e.g. dental visits, driving tests), extended holidays or weekends can only reduce the effectiveness of the overall education program. Such absences from school must be avoided wherever possible.

Students should approach VCE with the intention of making full use of the time provided for study at school and at home. Time at school must be used with care and organisation. The VCE day must begin in a studious and business-like way, with arrival at Homeroom about 8.55am, so that effective preparation for the day can take place.

Absences, late arrivals or requests for early dismissals must be explained in a note from parents. While phone calls advising of such situations are welcome, no one should forget that a note is required on all occasions.
Study Guidelines

Set Clear Goals

At the outset you need to be aware of your reasons for undertaking the VCE. You should set your long-term goals, one of which should be successful completion of your VCE studies. As a full-time student, you will need to make some sacrifices to achieve these goals. Family life, sporting and recreational interests, academic pursuits and social activities are all important parts of life. The challenge is to find the right balance between these commitments for a successful and enjoyable year.

If you want to succeed, there are no excuses. The successful completion of all VCE studies at both Levels 1/2 and 3/4 involves a considerable amount of work, much of it in your own time. You should, then, approach VCE with the intention of making the fullest use of the time provided for study at school and at home.

Study Enrolment

Home study should take place in suitable surroundings, away from the distracting influences of hobbies, television, music, telephones, friends and other members of the family. It is best to have your own permanent, private and quiet place.

The room should be warm, well-lit and well-ventilated. You should have a suitable chair and desk or table, with space to use, store and sort materials. Effective study is linked with physical fitness and mental efficiency. You need plenty of sleep and exercise, and a healthy diet. Allow time for short breaks. You need a change from sitting.

Organisation

You must be well organised. Study hours are precious, and should be carefully planned. Produce your HOME STUDY TIMETABLE, and diligently follow it. Timetables should show study, co-curricular and family commitments, allowing time for sport, recreation and relaxation. These are to be submitted to the VCE Coordinator by the commencement of Week 3, Term 1.

Study at a time which suits you and your family’s lifestyle, but make it part of your everyday routine, preferably at the same time each day. Develop a study habit. START PROMPTLY.

Maintain and use your school homework diary, recording important dates and deadlines. Maintain and use a semester or year planner so you can prepare for the busiest times of the year.
Time Allocation

Each VCE study should receive an approximately equal amount of time. For Level 1/2 units it is recommended that you will spend on average at least 30 minutes per night working towards the completion of that study. For Level 3/4 units this time allotment will increase to 45 minutes per night per study. This means a minimum target of three hours of work each night, leaving enough time for some relaxation. Over the weekend (Friday evening to Sunday evening) a Year 11 student is expected to do a minimum of 6 or 7 hours of study. Over the weekend (Friday evening to Sunday evening) a Year 12 student is expected to do a minimum of 9 hours of study in Term 1, while 16 hours would be recommended by the closing weeks of Term 3.

Using Study Time Effectively

Setting aside the time is just the beginning. Set short-term goals for each study period: be clear on what you want to achieve. The time should be spent on a suitable combination of:

- work due the following day
- assignment/project work to be completed over an extended period of time
- research: following up references, reading and note-taking
- report writing
- deeper study, extended reading and the development of ideas and clear understanding
- Revision and review learning, preparation for tests and examinations.

A positive strategy to study is to avoid putting off the major tasks: tackle them as quickly as possible. Make regular progress on long-term work requirements and assessment tasks such as projects, research assignments, essays, reports, problem-solving and wider reading. These must be an integral part of each week’s study, and not left until deadlines are close.

Effective Reading

The basic element in most studies is reading. Build these guidelines into your reading habits:

1. You must have a CLEAR PURPOSE for reading, that is, to GATHER INFORMATION and to increase understanding.
2. Skim quickly through the article or chapter first. Look at any charts, maps or pictures. Glance at the paragraph headings or chapter summary before reading it in detail.
3. Be ACTIVELY INVOLVED in your detailed reading. TAKE NOTES, summarising your material under headings. Underline or highlight important points as you read.
4. Change the rate of your reading. Read slowly if material is difficult. Read quickly if work is easy.
5. READ IN PHRASES OR SENTENCES. If you try to read word by word your concentration will waver and you will lose the meaning of what you are reading.
6. CONCENTRATE. Do not let your mind wander. Think about what you are reading.
7. BUILD YOUR VOCABULARY. Write down new words. When you find a word that you cannot work out from the context, look it up in the dictionary and write its meaning.

REMEMBER: No one can organise your work for you or do it. You MUST:

- Do the PLANNING.
- Do the RESEARCH.
- Hand in the work ON TIME.
- Avoid leaving things to the last minute.
Study Periods

A study period is set aside on most days for VCE students. The school aims to assist students to develop independent responsibility for personal time management. Some study groups may not be supervised. Students will be expected to organise and maintain their own personal study routine in those sessions at the nominated study venue. Every endeavour will be made to help students to work independently because Tertiary Institutions will expect this from all students, all the time.

Principles for Study Periods

1. It is important that students realise that these are STUDY periods and NOT free periods.

2. Study periods are provided in order to help students cope with the significant workload at Years 11 and 12. The atmosphere in each class is to be such that every individual is able to carry on productive work. Students must ensure that they bring sufficient productive work to study periods to fill the available time. Reading through notes is not sufficient.

3. All students must report to their study period at the beginning of each study period. Failure to do so will be seen as being absent without leave and will attract the normal penalties. A roll will be taken at the beginning of each study period.

4. The study room is to be a place of quiet, individual study. Opportunity for group work or discussion will be given only at the discretion of the supervisor.

5. As a standard procedure, students are expected to spend study periods in the area allocated on their timetable. Request to go to other venues, such as the Library, Careers and Art Rooms, must be obtained by requesting a signed permission form from the Supervisor.
The Victorian Certificate of Education

VCE Graduation Requirements

The Victorian Curriculum Assessment Authority administers the Victorian Certificate of Education. To graduate with the VCE, a student must satisfactorily complete 16 units of study which include:

- Three units of English or English (ESL); or English Language, and Literature with at least one at Unit 3 and 4 level.
- Three sequences of Units 3/4 studies other than English, including VCE VET Unit 3 and 4 sequences.
- (VTAC advises that for the calculation of a student’s ATAR, satisfactory completion of both Unit 3 and 4 of an English sequence is required.)

Generally, Units 1/2 are studied at Year 11, whilst Units 3/4 are generally taken by the Year 12 students. However, it is possible that Unit 3/4 studies are completed as a Year 11 student.

The semester units are designed to allow entry at Unit 1, 2 or Unit 3. Unit 3/4 studies must be undertaken as a sequential pair. In the case of some studies such as Mathematical Methods, Chemistry and Physics, it is highly recommended that Units 1/2 in these areas of study are undertaken before attempting the Unit 3/4 sequence in the same area of study.

Student Programs

The usual VCE student program at Mary MacKillop Catholic Regional College consists of 23 units – 13 units during Year 11 and 10 units during Year 12 that must include English. A VCE Religion Unit is studied in Year 11, it comprises one unit each year only. A school-based Religious Education program is offered at Year 12.

In addition to the VCE graduation requirements the following information needs to be stressed:

Enrolment

All VCE students must sign a general declaration that they will obey the rules and instructions for the VCE and accept its disciplinary provisions. In signing the form, a student is making a commitment that there will be no cheating and plagiarism. Students will be requested to complete this form in Term 1 and to check a confirmation of enrolment form when it is received from the Victorian Curriculum and Assessment Authority. It is the responsibility of students to ensure that all enrolment particulars are correct. Students should see the Senior Studies Coordinator if they wish to alter any detail of their enrolment.
Year 12

It is Mary MacKillop Catholic Regional College policy that all Year 12 students take 5 studies in their final year of schooling. This policy is quite independent of a student’s Year 11 program. Should a student wish to be exempted from this requirement then they should write to the Deputy Principal – Teaching and Learning to ask permission to take a reduced number of studies. Each case will be investigated on its merit. There are exceptions to this rule where a student has studied two Unit 3 and 4 subjects in Year 11.

Year 11

It is imperative that Year 11 students do not underestimate the importance of Unit 1 and 2 studies. Unit 1 and 2 studies are important in themselves. They contribute to the development of student learning and to VCE graduation requirements. Also they form the basis on which Year 12 studies are based.

Certificates and External Study

Students enrolled in a Certificate level course outside the College, for example Certificate III in Applied Fashion and Design, Certificate III in Building and Construction, may be eligible to receive Block Credit (an increment based on 10% of the average of the Primary Four scaled studies) towards their ATAR as a fifth or sixth subject.

Where the Certificate course is assessed by VCAA as completed satisfactorily, VTAC may use the best available results to calculate a student’s ATAR, which may include a fifth or sixth school-based Unit 3/4 VCE subject OR Block Credit from the external Certificate. Award of credit will not be made where there are issues of duplication with a student’s other VCE or VCE VET subjects.
School-Based Assessment

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes as specified in the Study Design. The teacher of the unit makes decisions as to what constitutes “satisfactory completion.” As school-assessed coursework forms part of the on-going learning, feedback will be provided to students on the work being assessed. Students are advised to retain all coursework until end of the school year in case the Victorian Curriculum & Assessment Authority wishes to examine the material.

Achievement of an outcome means:
- The work meets the required standard
- The work was submitted on time
- The work is clearly the student’s own
- There has been no breach of rules

If all outcomes are achieved, the student receives “S” for the unit. If any of the outcomes are not achieved, the student receives “N” for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded “N” for Unit 1 or 2, a “J” for Unit 3 or 4. This means the unit is unable to count towards VCE graduation requirements, nor able to contribute to the calculation of the ATAR.

Storage of Student Work

Students must retain Coursework that has been submitted for assessment, as well as any drafts or materials used in the process of completing the Coursework, until the end of the school year. The VCAA may request any materials relevant to assessment by the school. Students may also be required to photocopy their work for review processes.

Coursework assesses each student’s overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the unit’s outcomes. Assessment tasks designated for coursework are part of the regular teaching and learning program and must be completed mainly in class time.

Assessment tasks take many forms, depending on the requirements of the Study. They may be an essay, a presentation, a test, or a laboratory report. Some common tests will be held on special SAC days and after school.
Satisfactory Completion of VCE Studies

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher’s judgment of the student’s performance on assessment tasks designated for the unit. The College has developed a number of policies to enable these judgments to be made as consistently and fairly as possible. A summary of these policies follows. Students and parents should become very familiar with them.

Attendance

Units 1 and 2: The school-based nature of Unit 1 and 2 studies provides scope for individual schools to set their own attendance requirements. Mary MacKillop Catholic Regional College has determined those students at Unit 1 and 2 level must attend a minimum of 90% of all scheduled classes in a unit in order to meet the requirements for satisfactory completion of that unit.

Units 3 and 4: It is important for all students to note that, the failure to meet the 90% attendance requirements set under VCAA regulations may result in the student attracting a “J” result for that unit. In effect, this result equates to non-completion of the unit in question. It is vital that all students note that attendance and punctuality at scheduled classes is regarded as an essential component of satisfactory completion of a unit.

Many of the School Assessed Coursework tasks, including Common Tests will be conducted during class time. It is imperative that students attend all of these sessions. If a student cannot attend a School Assessed Coursework Task due to severe illness or family tragedy, the VCE Coordinator must be contacted immediately. A note from a parent with appropriate documentation, for example a medical certificate, is expected upon the student’s return to school. An alternative test or task will be arranged for the student at the earliest convenience of the subject teacher. The catch-up SAC is usually conducted after school hours. Students who are absent without substantial reason forfeit their right to do a catch-up SAC. Catch-up SACs must be completed within a ten day period of the original scheduled assessment day.

Extended Absence from School

An extended absence from classes may jeopardise a satisfactory completion of a unit. The College must be informed in writing as far as possible in advance of the proposed absence, or in the case of unexpected circumstances, as soon as reasonably possible. The communication must outline clearly the reasons for the absence (where relevant, accompanied by medical documentation) and be signed by parents. Parents may be requested to attend an interview to discuss the matter.
Assessment

VCE units will be attributed to your VCE only upon satisfactory completion of all requirements set for that unit. The granting of an “S” for a unit indicates that you have done so. It is important for students to note that your level of performance in a particular task does have significance. It is not the case that simply completing a piece of work to any standard will suffice. The allocation of an “N” for any assessment task means a failure of the unit.

Authentication

Authentication is the process of checking that work submitted by students is their own. In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader.

Acceptable levels of assistance include:
- the incorporation of ideas or material derived from other sources, (e.g. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context;
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:
- Use of, or copying of, another person’s work or other resources without acknowledgment
- Actual corrections or improvements made or dictated by another person.

In addition, the following VCAA rules are to be observed by all students.
- Students must not submit the same piece of work for assessment more than once.
- Students who knowingly assist other students in a Breach of Rules may be penalised.
- Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student’s own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.
The following procedures are used for authentication at Mary MacKillop Catholic Regional College:

- In order to attest that work is genuinely the student’s own, the teacher will sight plan or draft, consult with students during the process and keep a record of this process.
- The teacher will sight/monitor/consult with students during each task and will maintain records of such.
- Work will only be assessed if the teacher can attest that to the best of her/his knowledge the work is the student’s own.
- Where a teacher is not satisfied that a piece of work is the student’s own, the matter will be referred to the VCE Coordinator to decide on further action.
- If it is determined that a breach of rules has occurred the College has the power to impose any of the following penalties:
  - refusal to accept part of the work submitted
  - resubmission of work if this can occur within the time constraints of the Unit
  - reprimanding of a student who has enabled another to obtain an advantage
  - to change the result to an N/UG/NA depending on the task

- Parents will be informed immediately if an N/UG/NA is given.
- Students have the right to appeal to the VCE Assessment Review Panel, but will be expected to justify their position very clearly.
- In case of dispute, the Principal will be the final arbiter as per the VCAA Handbook.
Submission of work

Deadlines and late submission of work

A VCE Student has the sole responsibility of ensuring all of their pieces of assessment are given to their class teacher on time. A VCE Student must be able to organise and manage their time effectively.

If a student is absent on the due date, they must make every effort to ensure the work is delivered to the teacher on the day they return to the College. Otherwise, the work must be submitted to subject teacher accompanied by a note from the parents explaining the absence and appropriate documentation.

Work submitted the day after the due date without adequate reason will be marked according to the appropriate marking criteria but the grade shall then be reduced by 50% and this recorded as their final grade. Work submitted more than one day late shall receive a grade of 0.

Extension

Extension is the process of granting additional time to complete work.

- At the beginning of the Unit work schedules will be provided to students showing all dates for the submission of assessment tasks.
- Subject teachers may grant extensions of up to two school days at their own discretion, if satisfied with the reasons given by the student.
- A longer extension may be granted to students by the VCE Coordinator, if they submit a written application with supporting evidence for an extension. This must be done at least 3 days prior to the published submission date. Requests for such extensions will only be considered in the case of serious circumstances.
- The VCE Coordinator, in consultation with the subject teacher will make final decisions on extensions.
- Normally only one extension will be considered in each Unit of study.
- Where an extension has been granted and a student fails to submit a piece of work by the revised date, the “N” result will be recorded and parents will be informed. To convert the “N” into an “S”, they will have to follow procedures outlined in the redemption policy.
- Subject teacher’s records will show all details of extensions granted.
- Students who fail to submit work by the appropriate date may be referred to the VCE Assessment Panel.

Parents will be advised by the subject teacher if a student:

- fails to submit work by the due date
- submits work of an unsatisfactory standard

Parents will be sent a letter by the VCE Coordinator if a student:

- repeatedly fails to submit work by the due date
- has been identified as at risk of failure
Re-submission

- Re-submission of work, which has not satisfied a particular Learning Outcome, gives the student the opportunity to complete satisfactorily all the requirements.
- Unsatisfactory work will be returned to students with clearly stated dates for re-submission. Parents will be informed of the unsatisfactory nature of the student’s work.
- Any work remaining incomplete or unsatisfactory after the re-submission date will be graded “N” and parents will be informed in writing.
- Teacher’s records will record clear details of the number and nature of re-submissions per student.
- Where the completion of course work or the awarding of an “N” is in dispute, the VCE Assessment Review Panel will be the final arbiter.

Redemption

Redemption is the process of converting an unsatisfactory grade “N” in a particular Learning Outcome to a satisfactory grade “S”. The process is necessary in cases where:
- no work is submitted
- no extension is granted and work is submitted after the due date
- an extension has been granted and work is submitted after the extended date
- An “N” grade is in dispute.

In such cases, the student will be called before the VCE Assessment Review Panel for final consultation. Students are only allowed one redemption from the Panel.
Examinations

VCAA decides the timing of external examinations. There is one major scheduled assessment period during the year, October – November. The timetable and approved materials and equipment for examinations will be published by VCAA in Term 2.

Year 11 Students Studying a Unit 3/4 Study

Students are expected to sit their Year 11 examination even if their examination occurs on the same day as the Unit 3&4 examination.

If there is a clash of the Year 11 and 12 examination, then the Year 11 rescheduled examination will be held at a time convenient to the VCE Coordinator.
Special Provision

There are four forms of Special Provision for the VCE:

- Student programs
- School-based assessment
- Special Examination Arrangements
- Derived Examination Scores

In each case there are specific eligibility requirements that apply.

For student programs and school-based assessment, the school is responsible for determining eligibility and the nature of the provisions granted. For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval.

Student Programs

The purpose of Special Provision in student programs is to help students in defined circumstances to complete the VCE in a reasonable time frame. A student is eligible for this provision if they are significantly adversely affected by illness or other serious cause, or if they are disadvantaged by a disability or impairment. Prolonged absence from school or study is not in itself grounds for special provision.

The usual provisions granted in this category may include a three-year VCE or reduction of units of study.

School-based Assessment

Students are eligible for Special Provision for school-based assessment if they are adversely affected by illness, impairment or traumatic personal and family circumstances.

The usual provision granted in this category may include allowing the student to undertake the task at a later date, allowing the student extra time to complete the task, substituting or replacing one task with another task, using technology to complete the task. All of these possible provisions have to be dependent on the resources of the College.

Special Examination Arrangements

The College may apply to the VCAA for Special Examination Arrangements on behalf of individual students undertaking Units 3/4 studies. Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by accident or sudden onset of illness, personal, family circumstances and long-term impairments.

Special examination arrangements may take the form of extra reading time, extra writing time, rest breaks, use of technological aids.
**Derived Examination Score**

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student’s examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.

Students are eligible for a DES if, immediately before or during an examination period, they can demonstrate that they have been affected by the onset of an illness or experienced an accident or personal trauma that has affected their performance in the examination or has prevented them from attending the examination. “Immediately before” is considered to be within two weeks of an examination period.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study.

Students do not have grounds for Special Provision if they:

- are absent from school or study for prolonged periods without evidence of significant hardship
- are comparatively unfamiliar with the English language as their only disadvantage
- are affected by teacher absence and other teacher-related difficulties
- are affected by faulty technology in the preparation of work
- Misread an examination timetable or an examination paper.

**How to Apply for Special Provision**

The VCE Coordinator is the first point of contact regarding Special Provision. The Principal will make the final decision on the nature of special provision.

**Permanent Disability**

The College must be informed in writing of any permanent disability by the end of the second week of the first semester. Medical and/or psychological documentation must be included.

**Family Problems and/or Ill Health**

The College must be informed in writing of any request for consideration based on these grounds as soon as reasonably possible. The request must be accompanied by documentation from a professional and signed by parents. Parents may be asked to attend an interview to discuss the request.

**Special Entry Access Schemes (SEAS)**

SEAS Applications are handled by the Victorian Tertiary Admission Centre (VTAC) for tertiary entrance purposes. Students are eligible to apply for this if they experience continuing personal circumstances, affecting their performance in their Year 12 program. Eligible students are advised to discuss their situation with the VCE. It is important to note that all SEAS applications are to be completed by the student and their family.
Tertiary Entrance Requirements

It is important in Year 11 that you become familiar with the procedures for entrance to the various tertiary institutions and faculties. The Victorian Tertiary Admissions Centre (VTAC) is the administrative unit for the selection of students for Victorian Universities and Tertiary Colleges.

Normally, the minimum entrance requirement for all tertiary institutions is the satisfactory completion of the VCE as previously described.

Beyond these minimum requirements, entrance requirements and selection procedures for the various faculties within tertiary institutions vary considerably. Many faculties specify satisfactory completion of prerequisite VCE studies or minimum study score. It is impossible to describe the tertiary entrance procedures here in full, but an outline of the general procedure follows.

For many institutions and faculties, selection is based on an Australian Tertiary Admission Rank (ATAR). Selection into other courses is based on an index of selection criteria such as folio presentation, interview, audition or test, either solely or in addition to the ATAR.

The ATAR is derived as follows:

- The global study scores (out of 50) provided by VCAA are used as a basis. Only studies, which have been given a result of “S” for both semesters 3 and 4, are included.
- A scaling procedure is applied to these scores within and between studies.
- The scaled global study scores also known as subject score, of English and the best three other studies (the primary four) are added.
- 10% of subject scores obtained in up to two other studies including Enhancement studies, are added to the total.
- The total is converted to a percentile ranking in 0.05 steps, with the highest possible ranking being 99.95.

The ATAR may be derived from studies taken over any number of years without penalty. Students may take advantage of this by studying a Level 3/4 subject in Year 11. In the calculation of the ATAR, there is no penalty if a Unit 3/4 study is repeated. However, students are advised to check with VTAC to see if they may be adversely affected in the selection process for some competitive courses. Where selection is based on the ATAR, about 80% of applicants will be selected entirely on the ranking. However, in the middle band, other factors are used to differentiate applicants, such as examination results, interviews, disadvantages and subjects studied.

Detailed information about tertiary entry is contained in the VTAC Guide. Copies of the Guide are available from the Careers Counsellor or refer to the VTAC website.
Frequently Asked Questions

What is a Learning Outcome?

For every subject there is a series of learning outcomes. These outcomes state what you will be studying during the unit, and what you should be able to do by the end of the semester. These are the things you will be tested on, and they form the basis of your assessment; you must satisfactorily complete them.

What does Satisfactory Completion mean?

This means that you have fulfilled the requirements for a particular outcome. The teacher will set a number of tasks, and these must be completed properly to demonstrate that you have achieved that outcome. To achieve satisfactory completion of a unit, you must satisfactorily complete every outcome in that unit. The consequences of failing to do this are serious. The unit cannot be counted towards your VCE, and you may even find yourself having to repeat it, especially if it is required for a university course you wish to enter. In addition, you can be given an “N” - “non satisfactory” – if you:

- hand the work in late
- copy someone else’s work
- help someone else to cheat
- accept “undue assistance” for the work
- Breach the school’s attendance rules.

For further information refer to the Policy of Satisfactory Completion of VCE Studies section of the Manual.

How is the VCE assessed in Year 11?

You are assessed on two levels in Year 11. First your teacher will determine whether you have satisfactorily completed all outcomes in a unit. This will be shown on your end of semester report as “S” or “N”, and will be reported to VCAA. Second, your performance in the subject will be graded from A+ to E. This performance grade is not reported to VCAA. However, a student whose grade is unsatisfactory in a subject may not be recommended to do the same subject in Units 3/4.

How is the VCE assessed in Year 12?

The satisfactory completion of all outcomes will be reported as “S” or “N”, the same as in Year 11. For every subject you will be doing a number of School Assessment Tasks/Coursework, which are completed mainly in class. The mark you get for these in a particular subject will be your School Assessed Task/Coursework mark, and will be sent to VCAA. It will then be statistically moderated against your performance in the examination, and added to your examination result, to determine your study score in that unit of study.
What is Statistical Moderation?

The process for adjusting the school’s assessments to the same standard, while maintaining the students’ rank given by the school. VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State.

What is Scaling?

Study scores have to be compared and adjusted before they can be fairly added together. This is because, apart from English, students take very different combinations of VCE studies. Scaling overcomes these difficulties and ensures that each study contributes equally to the ATAR.

What is the ATAR?

Refer to the Australian Tertiary Admissions Rank Section of the Manual.

What is the GAT?

The GAT, or General Achievement Test, is run by VCAA for all students studying a Unit 3/4 subject. The purpose of the GAT is to allow VCAA to measure student performance against ability and is often used to determine the final study score for a subject, so it is in your interest to do as well in it as possible.

What if I am late handing work in?

Refer to the Policy for Satisfactory Completion of VCE Studies section.

What is the VCE Assessment Panel?

The VCE Assessment Panel consists of the Deputy Principal – Teaching and Learning, VCE Coordinator and the Subject Teacher. You will be called to the VCE Assessment Panel if:

- You have received an “N” for non-submission of work
- If the work you have submitted cannot be authenticated by the teacher
- If you have breached the attendance requirement.

What constitutes “special consideration” for a result?

If you have a disability or impairment, which affects your work performance, or you suffer from an extended illness during the year, or you have suffered severe family problems, you may apply for some assistance. Note that simply being absent for an extended period does not automatically qualify for consideration of disadvantage. All absences must be genuine and supported by evidence. Refer to the Special Provision Section of the Manual.
What if I change my mind about doing a particular subject?

If you wish to change a subject, seek advice from your subject teacher, the VCE Coordinator. Changes may only be made within the first two weeks of each Semester. However, not all requests may be granted based on subject combinations and school resources.

What is VET?

VET stands for Vocational Education and Training. It refers to enhanced senior school studies, which enable a secondary student to combine their VCE studies with vocational training.

Are there restrictions on repeating VCE units?

There are no restrictions on students repeating units, but students may obtain credit once only for each unit. Students who repeat a unit are required to repeat the full unit, including outcomes specified for the unit as accredited in the year of repetition.

Where can I get more information about the VCE?

For general VCE information consult the VCE Coordinator. For subject specific information, consult your subject teacher. Useful websites on VCE and tertiary selection are www.vcaa.vic.edu.au and www.vtac.edu.au

What is Distance Education does it cost?

Occasionally, a student wishes to study a VCE subject is not currently offered by the College. In these cases the student may elect to study them via Distance Education. The College administers the paperwork and SACS on behalf of the Distance Education Centre.

The College does not pay for Distance Education courses undertaken by students. The College handles the paperwork on behalf of Distance Education and will enrol students once payment for the course has been received in full from the family of the student to be enrolled. For further information please see the VCE Coordinator.

What if my child wishes to study a VET through an external provider and what is the cost?

The College offers one of the largest ranges of onsite VET subjects found anywhere in Victoria. If a student elects to study a VET subject that is not offered by the College parents must pay the gap between the course cost and the funding the College receives through VETIS. Enrolment for external VET courses will not be completed until payment is made in full to the College. For further information please see the VET Coordinator.
Subject Selection

Taking time to read through the subject descriptors is an important part of subject selection. Students should select the subjects that interest them, not what subjects they think will allow them to be ‘scaled up’ on their ATAR, should they wish to move on to University.

Students have many choices that they may select from, the order of preferences of those subjects is essential for a correct program of study. Students should put their most important subject at the top of their preferences and further rank each subject in order. The combinations of subjects that run at the College are determined by student choice.

Students must select seven subjects to study in Year 11, when students start Year 12 they may drop a subject they wish to no longer study to concentrate on their remaining six subjects.

There are a number of compulsory subjects that students must choose from; those are from the areas of English and Religion. Students must select a minimum of one subject each of those groups:

1. Religion

Religious & Society Unit 1 or Religion & Society Unit 3&4 or Text and Traditions

**a student who selects Text and Traditions must do so as one of their five choices, they do not have to then choose between Religion & Society Unit 1 or Religion & Society Unit 3&4**

2. English

English or Literature

**If a student wishes to study both English and Literature it is possible that they are able to study both, they must remember to select the other in the normal selection as one of their five**

Once students have selected one of each from the compulsory subjects they may go on to select their other five areas of study.

The College works hard to ensure it can run as many different combinations of subjects as possible; sometimes subjects cannot due to low numbers, when this occurs we will counsel the student from these subjects into another subject.

Deadlines for subject selection are strict. In order for your subject choice to count you must meet the deadline.
VCE and VET Subjects

For subjects offered externally, such as VET certificate subjects not run at Mary MacKillop CRC, please consult the VET Coordinator.

Proposed subjects offered to Year 11 2016.

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<th>Subject</th>
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<tr>
<td>Religion &amp; Society Units 1</td>
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<td>Religion &amp; Society Units 3&amp;4</td>
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<td>RE Text &amp; Traditions - Unit 2</td>
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<td>Accounting Units 1&amp;2</td>
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<td>Accounting Units 3&amp;4 (for those who completed Units 1&amp;2)</td>
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<td>Applied Fashion and Design Cert II (VET)</td>
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<td>Art Units 1&amp;2</td>
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<td>Biology Units 1&amp;2</td>
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<td>Biology 3&amp;4</td>
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<td>Business Management Units 1&amp;2</td>
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<td>Economics Units 1&amp;2</td>
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<td>English Units 1&amp;2</td>
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<td>Food &amp; Technology Units 1&amp;2</td>
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<td>General Mathematics Units 1&amp;2</td>
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<td>Geography Units 1&amp;2</td>
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<td>Health &amp; Human Development Units 1&amp;2</td>
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<td>Specialist Mathematics Units 1&amp;2</td>
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<td>Visual Communication Design Units 1&amp;2</td>
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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.

Students have a choice of Religious Education subjects to study in Year 11 and 12. Students may select from:

- Religion and Society Unit 1
- Youth Ministry Unit 1
- Youth Ministry - Texts and Traditions Unit 1 and 2
- Religion and Society Units 3+4 – this option would count towards the required number of Unit 3/4 sequences required for VCE.

**RE STUDY OPTIONS**

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YEAR 11

R & S 1
R & S 1
R & S 3/4

YOUTH MINISTRY

YEAR 12

R & S 2
R & S 3/4
R & S 2

YOUTH MINISTRY – Text and Traditions 2
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English Pathways

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 either English or Literature
VCE Mathematics Study Sequences

Students undertaking Mathematics as part of their Senior School 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.
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 11 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.

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.

Structure

As a Unit 3-4 sequence, this subject will contribute to an ATAR score.

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, organisations 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 a journalism, marketing, social work, nursing, personal development, international relations, law enforcement and social research.
Text & Traditions

Units 2

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 relations to the texts upon which they are founded. The texts become a touchstone to the tradition as the tradition develops and responds to changing circumstances.

Unit 2 - Texts in Society

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 of 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 kids 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.

Entry

There are no prerequisites for entry to Unit 2.

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 a 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 focuses on the establishment of a small business and the accounting and financial management of the business, using a cash recording system.

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.

Career Opportunities

There are many career opportunities for students who have completed Accounting, including employment in: Accounting, Banking, Finance, Office Work, Industry, Retailing & Sales, Stockbroking, Small Business and Management.
Accounting
Units 3 & 4

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 3 - Recording and reporting for a trading business

In this unit students are introduced to the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4 - Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Assessment

School assessed coursework for Unit 3 contributes 25% to the final study score. These tasks may include a folio of exercises, a case study and a test. At least 30 marks must be allocated to ICT-based assessment.

School assessed coursework for Unit 4 contributes 25% to the final study score. These tasks may include a folio of exercises, a test and structured questions. At least 30 marks must be allocated to ICT-based assessment. Preparation of budgets and variance reports will use excel spreadsheets.

Written Examination (end of year) contributes 50% to the final study score.

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.
The VCE VET Applied Fashion Design and Technology program enables students to receive the Certificate II in Applied Fashion Design and Technology and a statement of attainment for selected units of competency from the Certificate III in Applied Fashion Design and Technology. These nationally recognised qualifications are drawn from the LMT07 Textiles, Clothing and Footwear Training Package and are issued by a Registered Training Organisation (RTO).

What will I learn?

VCE VET Applied Fashion Design and Technology will provide students 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.

What credit will I receive towards my VCE or VCAL?

Students 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).

What career and/or employment opportunities will I have?

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.
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. Students 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.

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 life, past and present. Biology enables students to investigate the processes involved in sustaining life at all levels from familiar multicellular organisms that live in the many different habitats of our biosphere, to single-celled microorganisms that live in seemingly inhospitable conditions. Students explore the processes of life including those of the molecular world of the cell, to that of the whole organism. They also explore the dynamic relationships between organisms and their interactions with the non-living environment. Throughout their study, students develop knowledge and skills of science inquiry and the values that will help them to consider issues and implications associated with the application of biological techniques and technologies.

Unit 1 - How do living things stay alive?

This unit studies some of the challenges in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements of cellular processes. They analyse types of adaptations that enhance the organism’s survival in a particular environment and explore mechanisms for homeostasis. Students investigate how a diverse group of organisms form a living interconnected community.

A student designed practical investigation related to the survival of an organism or species is undertaken, related to content in Unit 1.

Unit 2 - How is continuity of life maintained?

This unit investigates cell reproduction and the transmission of biological information from generation to generation. Students examine the processes of cell replication strategies and DNA replication. They study inheritance as they explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. Students apply their understanding of biological concepts to explore potential uses of biotechnology including medical therapies using stem cells and genetic screening.

A student-directed research investigation into, and communication of, an issue related to genetics and/or reproductive science is undertaken, related to content in Unit 2.

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.
Biology
Units 3 & 4

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. Students study life at the cellular and biochemical level as they explore cell functioning, communication, genetics and evolution. 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 3 – Signatures of life

This unit investigates molecules and biochemical processes significant in cell functioning. The study of structure and function of molecules leads students to explore the diversity of proteins and relevant technological advancements. Students also investigate applications of molecular biology including cell communication and the immune response.

Unit 4 - Continuity and change

In this unit students focus on molecular genetics and investigate individual units of inheritance and the genomes of individuals and species. Students undertake practical investigations that involve the manipulation of DNA and inheritance traits and investigate changes to species and the process of natural selection. The interaction between human, cultural and technological evolutions are explored and the implications of advances in molecular genetics and biotechnology are investigated.

Assessment

Unit 3 School Assessed Coursework 20%
Unit 4 School Assessed Coursework 20%
End of year examination 60%

School Assessed Coursework tasks include four practical-based experiment or investigation reports and one research project per Unit.

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.

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.
Chemical processes are important in areas such as the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. In this study of Chemistry, chemical models and theories are used to describe and explain known chemical reactions and processes. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

In VCE Chemistry students develop a range of inquiry skills involving practical experimentation and research skills specific to the knowledge of the discipline. Students gain an awareness of the ethical, social and political contexts of scientific endeavors and use their inquiry skills and chemical understanding to analyse and communicate views about contemporary chemistry-related issues.

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

In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances.

A student-directed research investigation is undertaken, related to content in Unit 1.

Unit 2 – What makes water such a unique chemical?

In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. In this context, students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students develop and apply skills in stoichiometry, as well as analytical techniques and instrumental procedures. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. A practical investigation into an aspect of water quality is undertaken, related to content in Unit 2.

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 3 & 4

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 3 – 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 4 – 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.

Career Opportunities

This study can lead to careers such as stage acting, directing, producing, script and screen writing.
Economics
Units 1 & 2

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

**Unit 1 – Choices and Consequences**

This unit studies the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and how to apply economic decision making to current economic problems.

On completion of this unit the student should be able to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

**Unit 2 – Economic Change: issues and challenges**

This unit studies the influence Australia’s population and labour markets, and analyses how changes in these areas may impact upon living standards. Student should be able to describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision makers, and evaluate the impact of the issue on living standards.

**Career Opportunities**

There are many career opportunities for students who have completed Economics, including employment in: Banking, Industrial Relations, Marketing, Public Relations, Real Estate, Retailing & Sales, Stockbroking, Travel and Tourism and Management.
English

Units 1 & 2

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Career Opportunities

Advanced written and oral communication skills are essential to all careers and courses. The Year 12 English result is counted in the top four subjects when determining ATAR. Therefore students are encouraged to pursue their English studies with enthusiasm and determination. Specifically, strong skills in English are essential in careers such as journalism, public relations, management and teaching.
Environmental Science

Units 1 & 2

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems. Students explore interconnections between systems on Earth and impact of human activity and decisions. They explore conceptual, behavioural, ethical and technological aspects as they focus on local and global consequences of issues such as pollution, biodiversity, energy use and climate change. Students examine data related to environmental monitoring, case studies, research, models, frameworks and theories to understand how knowledge in environmental science has evolved and continues to evolve in response to new evidence and discoveries.

Unit 1 - How are Earth’s systems connected?

In this unit students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. They explore the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. Students investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales.

Unit 2 - How can pollution be managed?

In this unit, students explore the concept of pollution and associated impacts on Earth. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. Students analyse the effects of pollutants on the health of humans and the environment over time. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Students explore the factors that affect the nature and impact of pollution including pollutant sources, transport mechanisms and potential build-up due to long-term or repeated exposure; and discuss management options.

Career Opportunities

Environmental Science 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. This study is also relevant to a number of professions ranging from fields in Agriculture and Ecology, Environmental Management, Consultancy and Engineering, Conservation and Advocacy, Ecotourism, and a range of Biological- and Chemistry-related careers.
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.

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.
General Mathematics
Units 1 & 2

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods Units 1 and 2 or Mathematics Methods Computer Algebra System (CAS) Units 1 and 2 and intend to study Mathematical Methods Units 3 and 4, or Mathematical Methods (CAS) Units 3 and 4 and, in some cases, Specialist Mathematics Units 3 and 4 as well.

The areas of study for Unit 1 and Unit 2 of General Mathematics are ‘Arithmetic’, ‘Data analysis and simulation’, ‘Algebra’, ‘Graphs of linear and non-linear relations’, ‘Decision and business mathematics’ and ‘Geometry and trigonometry’.

Units 1 & 2

Units 1 and 2 are to be constructed to suit the range of students entering the study by selecting material from the six areas of study using the following rules:

- For each unit, material covers four or more topics selected from at least three different areas of study;
- Courses intended to provide preparation for study at the Units 3 and 4 level should include selection of material from areas of study which provide a suitable background for these studies;
- Selected material from an area of study provides a clear progression in key knowledge and key skills from Unit 1 to Unit 2.

The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems.

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.
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 in to 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 are as follows:

- Fieldwork Report
- Tests
- Analysis of Geographic Data
- Geographic Skills Exercises
- Examination.

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.

Career Opportunities

This course is recommended for students interested in the areas of child care, nursing, primary teaching, secondary teaching, health, Nursing, 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. The study of History builds a conceptional and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

Unit 1 - Conquest and Resistance: India

At the turn of the twentieth century, almost fifty percent of the earth’s surface and sixty per cent 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.

Career Opportunities

A broad knowledge in 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 focuses 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 defences 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).

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, 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 – Approaches to Literature

In this unit students focus on the ways the interaction between text and reader creates meaning. Students’ analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2 - Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

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.

Career Opportunities

The study of Literature develops a person’s capacity to interpret texts and produce high quality writing. It is therefore beneficial in many fields and particularly relevant in journalism, law, teaching, the media or theatre.
Math Methods
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 2 both have SACs during the units 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 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 include Doctor, Scientist, Engineer, Accountant, Project Management, Linesman, Architecture, Accountancy and many other careers.
Music
Units 3 & 4

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 are in historical and cultural context.

Units 3 and 4 - Music Group Performance

These units focus on interpreting styles, developing aural perception and critical listening skills, and the performance skills and techniques required to present a program of works in an ensemble context. Students study part-writing or improvisation techniques and create an arrangement or an improvisation.

Units 3 and 4 - Music Solo Performance

These units focus on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Music performance skills are broadened by ensemble performance, solo technical work and unprepared performance. Music language knowledge, aural comprehension skills and understanding of the structure and characteristics of an ensemble work are also developed.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. To undertake Units 3 and 4 Music Group Performance or Music Solo Performance, students should have about three years experience prior to Year 11 on a musical instrument or in voice.

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 introduced to physical activity and the role it plays in the health and wellbeing of the population. They 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.

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.
Physical Education
Units 3 & 4

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 3 - Physical activity participation and physiological performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students will learn Australia’s Physical Activity and Sedentary Behaviour Guidelines and study and apply the social-ecological model. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4 - Enhancing performance

Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

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.

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

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Unit 1: What ideas explain the physical world?

This unit introduces students to the study of radioactivity, nuclear energy, and electricity. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

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

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Students design and undertake investigations involving at least one independent, continuous variable. A student designed practical is undertaken, related to content in Unit 1.

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.
Politics
Units 1 & 2

VCE Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

Unit 1 – The national citizen

This area of study focuses on the nature and purpose of politics in Australia. Students are introduced to politics in its broad sense as the exercise of power as defined by the ability to make decisions and exert influence over individuals and groups. Students explore political power in both formal and non-formal contexts – that is, operating outside the structures and institutions of government and law making. Consideration is given to the main types of political power, and the range of ways in which power can be exercised.

Unit 2 – The global citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

Assessment

Assessment tasks for this unit are selected from the following:
- an analysis of visual materials, for example cartoons, websites, posters, films, plays, artwork
- an audio-visual presentation
- an oral presentation
- a written research report
- a case study
- a debate
- a test

Career Opportunities

The study of Politics leads to opportunities in a range of careers that involve public administration, the public service, public-sector research, policy analysis and advice, management, foreign affairs, intelligence, journalism, consulting, human services and voluntary-sector administration, project evaluation, health and welfare delivery, social and economic analysis, teaching (across a range of high school subjects in the social sciences), public relations, business and commerce.
Psychology
Units 1 & 2

VCE Psychology provides students with a framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

Unit 1 - How behaviour and mental processes are shaped

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2 – External factors influence on behavior and mental processes

A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. Students evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Assessment

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

Career Opportunities

The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology.
Psychology
Units 3 & 4

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 3 – The conscious self

This unit explores the relationship between the brain, states of consciousness including sleep, and behaviour, and describes the contribution of selected studies to the investigation of brain function. Throughout this unit students will compare theories that explain the neural basis of memory and factors that affect its retention, as well as evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4 – Brain behaviour and experience.

This unit investigates the neural basis of learning and the different theories of learning and their applications. Students will differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

Assessment

School assessed coursework/task for Unit 3 contributes 20% to the final study score.
School assessed coursework/task for Unit 4 contributes 20% to the final study score.
Written Examination (end of year) contributes 60% to the final study score.
School Assessed Tasks consist of:
- Written test
- Visual presentation
- Research investigation and evaluation conducted by the student
- Annotated folio of practical activities
- Media response.

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
Specialist Mathematics
Units 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Unit 1 and 2

The areas of study for Units 1 and 2 of Specialist Mathematics are Algebra and structure, Arithmetic and number, Discrete mathematics, Geometry, measurement and trigonometry, Graphs of linear and non-linear relations and Statistics.

Career Opportunities

The study of Specialist Mathematics leads to opportunities in a range of careers that involve Engineering, Actuarial Studies, Medicine, Science, Psychology, Commerce, Computer Science and Architecture.
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.

Career Opportunities