2009 VCE Handbook
Religious Education

Students at Mercy Regional College participate in VCE Religious Education. The beliefs, values and ideas of religious traditions 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 perceptions 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.

Year 11 students study, over the year, Unit One Religion in Society whilst the Year 12 students study VCE Unit 2 Ethics and Morality.

Religion In Society
This study looks at 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.

Ethics and Morality
Ethics is a discipline that investigates morality; it involves reflection on what ‘right’ and ‘wrong’ and ‘good’ and ‘bad’ mean when applied to human decisions and actions. It is concerned with discovering ways of acting that are worthy of choice and of discerning those that are unworthy of choice. Value choices are fundamental to being human. Ethics is particularly concerned with the justification for moral choices – the argument and reasoning behind them.

UNITS OFFERED:
Religious Education 1 & 2

FOR MORE INFORMATION:
Please feel free to contact the VCE Religious Education staff via email at info@mercy.vic.edu.au


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Rationale
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 perceptions 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
Unit 1: Religion in society
Unit 2: Ethics and morality
Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Entry
There are no prerequisites for entry to Units 1, 2 and 3.

Unit 1: Religion in society
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.

Throughout this unit at least two or three religious traditions should be studied.

Outcome 1
On completion of this unit the student should be able to describe generally the core beliefs and practices of at least two religious traditions, their origins and geographical distribution.

Outcome 2
On completion of this unit the student should be able to describe the current distribution of religions in Australia, and a variety of ways in which particular religious communities express their collective identity and interact with other traditions and the wider society.

Outcome 3
On completion of this unit the student should be able to recognise and discuss the interplay between a person's individual identity and their religious community.

Unit 2: Ethics and morality
Ethics is a discipline that investigates morality; it involves reflection on what 'right' and 'wrong' and 'good' and 'bad' mean when applied to human decisions and actions. It is concerned with discovering ways of acting that are worthy of choice and of discerning those that are unworthy of choice. Value choices are fundamental to being human. Ethics is particularly concerned with the justification for moral choices – the argument and reasoning behind them. The cumulative effect of decisions made by individuals and groups determines the quality of an individual's personal, social and working life, the health of the environment and ultimately the very future of the world. Ethical questions are raised at the personal, family, local, wider community, national and global level.

Today, religious traditions compete with powerful alternative sources of values represented in the media and popular culture. Nevertheless, society still relies on a cultural heritage that contains a variety of ethical perspectives as well as numerous commonly held moral values centred on human dignity and basic justice. These moral values remain fundamental to legal and social systems, and constitute the everyday categories of ethical discourse in the modern world. They are taken to be the starting point and common ground for ethical discussion in a pluralistic society.

Outcome 1
On completion of this unit the student should be able to analyse the ideas and principles that are associated with ethical decision-making in a pluralist society.

Outcome 2
On completion of this unit the student should be able to examine values that are upheld by two or more religious traditions, and analyse the ways in which these values are applied to selected ethical issues.

Outcome 3
On completion of this unit the student should be able to evaluate two or more contemporary ethical debates.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.
The study of English is an essential component of the VCE program. The development of oral communication is also a significant part of the English Curriculum and this is supported by the School's participation in Public Speaking and Debating competitions.

The English language is central to the way in which students understand, critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society.

**Foundation English**

The Foundation English course is designed for students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE or for those students who may not have previously considered VCE study.

The most likely pathway is for students to complete Foundation English Units 1 and 2 before proceeding to other VCE English Units, if required. Students who participate in Foundation English do so through the VCAL program at Year Ten and Eleven.

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**UNITS OFFERED:**
- English 1 & 2
- English 3 & 4
- Foundation English 1 & 2

**FOR MORE INFORMATION:**
Please feel free to contact the VCE English staff via email at info@mercy.vic.edu.au


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Rationale
This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society.
It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and particularly encourages learning in which students take responsibility for their language development and thus grow in confidence and in language skill and understanding.

Structure
The study is made up of 4 units.

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

Unit 1
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted.
Students will develop competence and confidence in creating written, oral and multimodal texts.
On completion of this unit the student should be able to:
• Identify and discuss key aspects of a set text, and to construct a response in oral or written form.
• Create and present texts taking account of audience, purpose and context.
• Identify and discuss either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Unit 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.
On completion of this unit the student should be able to:
• Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.
• Create and present texts taking account of audience, purpose and context.
• Identify and analyse how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

Unit 3
The focus of this unit is the development of critical responses to both literary and non-literary texts, and the achievement of competence and confidence in writing for different purposes and audiences, in a variety of forms. Although this unit does not include oral communication as a separate area of study, oral work will continue to be an important element of classroom practice for this unit.
For this unit all students are required to demonstrate achievement of two outcomes. As a set these outcomes encompass all areas of study for the unit.
On completion of this unit the student should be able to:
• Develop and justify a detailed interpretation of selected texts.
• Communicate complex ideas and information effectively through finished writing for different purposes and audiences.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In English the student’s level of achievement will be determined by school-assessed coursework and end-of-year examination. Percentage contributions to the study score in English/ESL are as follows:
• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• End-of-year examination: 50 per cent

For this unit students are required to demonstrate achievement of two outcomes. These outcomes encompass both areas of study for the unit.
On completion of this unit the student should be able to:
• Develop and justify a detailed interpretation of selected texts.
• Communicate complex ideas and information effectively through finished writing for different purposes and audiences.
Foundation English

Rationale
The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English/ESL, VCE Literature, or VCE English Language Units 1–4 and in other VCE studies.

The study design draws on and strengthens the skills gained and the knowledge students have acquired about texts and language in the English domain of the Victorian Essential Learning Standards. It integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students’ knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

Foundation English may be viewed as a bridging course into the VCE or for students completing technically orientated courses, as well as providing an opportunity for students to develop stronger connections between the Employability Skills Framework and Key Competencies and their English studies. There are various pathways that students may follow after completing Foundation English Units 1 and 2. Some students may proceed to VCE English/ESL, VCE Literature, or VCE English Language Units 1 and 2 and subsequently to Units 3 and 4 in any of the English group studies. Alternatively, after completing Foundation English Unit 1, students could proceed to English/ESL, Literature, or English Language Unit 2 and from there to Units 3 and 4 in one of the English group of studies. It is also possible, but less likely, that a student could proceed directly from Foundation English Units 1 and 2 to English/ESL, Literature, or English Language Units 3 and 4. It should be noted that no more than two units at Units 1 and 2 level selected from Foundation English, English/ESL, English Language or Literature may count towards the English requirement. Further details on the VCE English requirement are published in the current year’s VCE and VCAL Administrative Handbook.

Structure
The Foundation English course is designed around one compulsory area of study, Essentials of English, and five optional areas of study from which one must be selected for study in each unit. These areas of study are not discrete. Each contains aspects of other areas of study and the modes of language – speaking and listening, reading and writing – define the outcomes, key knowledge, key skills and learning activities in all areas of the course.

Compulsory area of study in both Units 1 and 2:
Area of study 1: Essentials of English.

Optional areas of study:
Two of the following areas of study must be selected for study, one in each of Units 1 and 2.

Area of study 2: Communication and the workplace
Area of study 3: Technology and communication
Area of study 4: The study of texts
Area of study 5: The analysis and construction of argument
Area of study 6: Information literacy.

Entry
There are no prerequisites for entry to Units 1 and 2.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study.
Mathematics

Mercy is able to provide a number of VCE options for students wishing to study Mathematics. 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 a technological society making effective use of mathematical ideas, techniques and processes.

**Foundation Maths**
Foundation Mathematics provides continual mathematical development of students entering VCE who need mathematical skills to support their other VCE subjects (including VET studies) and who do not intend to undertake Units 3 and 4 studies in VCE Mathematics the following year. In Foundation Mathematics there is a strong emphasis in using mathematics in practical contexts relating to everyday life, recreation, work and study.

**General Maths**
General Mathematics provided course for a broad range of students and may be implemented in a number of ways. The areas of study for Unit 1 and 2 are: 'Arithmetic', 'Data Analysis and Simulation', 'Algebra', 'Graphs of Linear and Non-linear Relations', 'Decisions and Business Mathematics' and 'Geometry and Trigonometry'.

**Further Maths**
Further Mathematics consists of a compulsory core area of study 'Data Analysis' and a selection of three from six modules in the ‘Applications’ area of study. The modules are: 'Number Patterns', 'Geometry and Trigonometry', 'Graphs and Relations', 'Business Related Mathematics', 'Networks and Decision Mathematics' and 'Matrices'.

**Maths Methods**
These units are designed as preparation for Mathematical Methods units 3 and 4. The areas of study for Units One and Two are: 'Functions and Graphs', 'Algebra', 'Rates of change and calculus', and 'Probability'. Mathematical Methods Units 3 and 4 consists of the following areas of study: 'Functions and graphs', 'Calculus', 'Algebra', and 'Probability'.

**Specialist Maths**
Specialist Mathematics consists of the following areas of study: 'Functions, relations and graphs', 'Algebra', 'Calculus', 'Vectors', and 'Mechanics'. The study of Specialist Mathematics assumes concurrent or previous study of Mathematical Methods Units 3 and 4.

**UNITS OFFERED:**
- Foundation Maths 1 & 2
- General Maths 1 & 2
- Maths Methods 1 & 2
- Maths Methods 3 & 4
- Further Maths 3 & 4
- Specialist Maths 3 & 4

**FOR MORE INFORMATION:**
Please feel free to contact the VCE Mathematics staff via email at info@mercy.vic.edu.au


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Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

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 a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Units 1 and 2
Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. Provision of this course is intended to complement General Mathematics and Mathematical Methods. It is specifically designed for those students who are not provided for in these two courses. Students completing this course would need to undertake further mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies.

The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Handling data’ and ‘Measurement’.

At the end of Unit 1, students will be expected to have covered material equivalent to two areas of study. All areas of study will be completed over the two units.

Unit 2 can be used to complement Unit 1 in development of the course material. Some courses may be based on the completion of an area of study in its entirety before proceeding to other areas of study. Other courses may consist of an ongoing treatment of all areas of study throughout Units 1 and 2. It is likely that a contextual approach will lead to the development of implementations that draw on material from all areas of study in each semester.

Outcome 1
On completion of each unit the student should confidently and competently use mathematical concepts and skills from the areas of study.

Outcome 2
On completion of each unit the student should be able to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.

Outcome 3
On completion of each unit the student should be able to select and use technology to apply mathematics in a range of practical contexts.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Entry
There are no prerequisites for entry to Foundation Mathematics Units 1 and 2.
General Maths

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving. 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 a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Structure
Units 1 and 2: General Mathematics
Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study.

Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Entry
There are no prerequisites for entry to General Mathematics Units 1 and 2.

Units 1 and 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 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 provide 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.

Outcome 1
On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.
Maths Methods

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving. 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.

Structure
Units 1 and 2: Mathematical Methods
Units 3 and 4: Mathematical Methods
Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study.

Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Entry
There are no prerequisites for entry to Mathematical Methods Units 1 and 2. However, students attempting Mathematical Methods are expected to have a sound background in number, algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Unit 2 without completing Unit 1. Mathematical Methods Units 1 and 2 contain assumed knowledge and skills for Mathematical Methods Units 3 and 4. Students must undertake Unit 3 prior to undertaking Unit 4.

Units 1 and 2: Mathematical Methods
Mathematical Methods Units 1 and 2 are designed as preparation for Mathematical Methods Units 3 and 4.

Unit 1: Mathematical Methods
The areas of study for Unit 1 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’ and ‘Probability’.

Unit 2: Mathematical Methods
The areas of study for Unit 2 are ‘Functions and graphs’, ‘Algebra’, ‘Rates of change and calculus’, and ‘Probability’.

Outcome 1
On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Units 3 and 4: Mathematical Methods
Mathematical Methods Units 3 and 4 consists of the following areas of study: ‘Functions and graphs’, ‘Calculus’, ‘Algebra’ and ‘Probability’ which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Outcome 1
On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In Mathematical Methods the student’s level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

Mathematical Methods
• Unit 3 school-assessed coursework: 20 per cent
• Unit 4 school-assessed coursework: 14 per cent
• Units 3 and 4 examination 1: 22 per cent
• Units 3 and 4 examination 2: 44 per cent
Further Maths

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving. 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 a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Structure
Units 3 and 4: Further Mathematics
Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Entry
The assumed knowledge and skills for Further Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 or only Mathematical Methods Computer Algebra System (CAS) Units 1 and 2 will also have had access to knowledge and skills to undertake Further Mathematics.

Units 3 and 4: Further Mathematics
Further Mathematics consists of a compulsory core area of study 'Data analysis' and then a selection of three from six modules in the ‘Applications’ area of study. Unit 3 comprises the ‘Data analysis’ area of study which incorporates a statistical application task, and one of the selected modules from the 'Applications' area of study. Unit 4 comprises the two other selected modules from the 'Applications' area of study.

Assumed knowledge and skills for the 'Data analysis' area of study are contained in the topics: Univariate data, Bivariate data, Linear graphs and modelling, and Linear relations and equations from General Mathematics Units 1 and 2.

There are two areas of study:
1. Data analysis – core material
2. Applications – module material:
   Module 1: Number patterns
   Module 2: Geometry and trigonometry
   Module 3: Graphs and relations
   Module 4: Business-related mathematics
   Module 5: Networks and decision mathematics
   Module 6: Matrices

Unit 3 Outcomes
On completion of this unit the student should be able to:
• define and explain key terms and concepts as specified in the content from the ‘Applications’ area of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
• apply mathematical processes in contexts related to the ‘Applications’ area of study, and analyse and discuss these applications of mathematics.
• select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study
• ‘Data analysis’ and the selected module from the ‘Applications’ area of study.

Unit 4 Outcomes
On completion of this unit the student should be able to:
• define and explain key terms and concepts as specified in the content from the ‘Applications’ area of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.
• apply mathematical processes in contexts related to the ‘Applications’ area of study, and analyse and discuss these applications of mathematics.
• select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study
• ‘Data analysis’ and the selected module from the ‘Applications’ area of study.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 3 and 4
Further Mathematics the student’s level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

Further Mathematics
• Unit 3 school-assessed coursework: 20 per cent
• Unit 4 school-assessed coursework: 14 per cent
• Units 3 and 4 examination 1: 33 per cent
• Units 3 and 4 examination 2: 33 per cent
Specialist Maths

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving. 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 a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Structure
Units 3 and 4: Specialist Mathematics
Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Entry
Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4 or Mathematical Methods Computer Algebra System (CAS) Units 3 and 4.

Units 3 and 4: Specialist Mathematics
Specialist Mathematics consists of the following areas of study: 'Functions, relations and graphs', 'Algebra', 'Calculus', 'Vectors' and 'Mechanics'. The development of course content should highlight mathematical structure and proof. All of this material must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of materials for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4. Specialist Mathematics Units 3 and 4 assumes concurrent or previous study of Mathematical Methods Units 3 and 4 or Mathematical Methods (CAS) Units 3 and 4. They contain assumed knowledge and skills for Specialist Mathematics, which will be drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

In Unit 3 a study of Specialist Mathematics would typically include content from 'Functions, relations and graphs' and a selection of material from the 'Algebra', 'Calculus' and 'Vectors' areas of study. In Unit 4 this selection would typically consist of the remaining content from the 'Algebra', 'Calculus', and 'Vectors' areas of study and the content from the 'Mechanics' area of study.

Outcome 1
On completion of each unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine, contexts and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Mathematics: Specialist Mathematics the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

Specialist Mathematics
• Unit 3 school-assessed coursework: 14 per cent
• Unit 4 school-assessed coursework: 20 per cent
• Units 3 and 4 examination 1: 22 per cent
• Units 3 and 4 examination 2: 44 per cent
Science

Mercy Regional College offers a variety of VCE Science programs. The McAuley campus has two operating science laboratories that are continually upgraded with new technologies. The Science staff are a dedicated team who take great pride in seeking the best possible outcomes for their students.

Agriculture / Horticulture
Agricultural and Horticultural Studies is designed to develop students’ understanding of the operations and practices involved with sustainable agricultural and horticultural systems.

Biology
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. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common.

Chemistry
The chemistry undertaken in this study is representative of the discipline and major ideas of chemistry. All students should become more informed, responsible decision-making citizens, able to use chemical knowledge and scientific arguments in their everyday lives and evaluate and debate important contemporary issues, such as the future of our environment and its management.

Physics
Physics is a theoretical and empirical science designed to enhance the scientific literacy of students in the specialised area of physics. Scientifically-literate Physics students demonstrate interest in and understanding of the Universe. They engage in debates about the nature of evidence, theories and models and the value of physics in society.

Psychology
Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Psychology includes the study of human behaviour from biological, cognitive and social perspectives. A variety of thinking and research approaches used in psychology are introduced to provide a broad perspective of psychology as a science. Ethical principles are introduced and incorporated into the research investigations students undertake.

UNITS OFFERED:
Agriculture / Horticulture 1 & 2
Biology 1 & 2
Biology 3 & 4
Chemistry 1 & 2
Chemistry 3 & 4
Physics 1 & 2
Physics 3 & 4
Psychology 1 & 2
Psychology 3 & 4

FOR MORE INFORMATION:
Please feel free to contact the VCE Science staff via email at info@mercy.vic.edu.au

Rationale
The Australian social and economic fabric is reliant on its primary industries. Agricultural and Horticultural Studies provides opportunities for students to experience and understand these industries.

The study allows students to develop and apply theoretical knowledge and skills to real world business and practices. They apply their acquired knowledge and skills to design, develop and manage an agricultural or a horticultural business as a project for part of this study. Agricultural and Horticultural Studies is designed to develop students’ understanding of the operations and practices involved with sustainable agricultural and horticultural systems.

The study provides a contextual overview of the scientific, management and operational skills and knowledge required to run a small agricultural and horticultural businesses project. It complements the skills focus of competency training available through Vocational Education and Training agriculture and horticulture certificates. The study considers current and future practices. Students are expected to research change and innovation with regard to an agricultural and/or horticultural business. The broad applied nature of the study prepares students to make decisions about employment or further studies in agriculture, horticulture, land management, business practice and natural resource management.

Structure
The study is made up of four units:
Unit 1: Agricultural and horticultural operations
Unit 2: Production

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study.

Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Unit 1: Agricultural and horticultural operations
In this unit students study local agricultural and horticultural operations and the factors that influence these operations, including historical, environmental, social and economic factors. Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project.

Outcome 1
On completion of this unit the student should be able to describe and explain the range of elements, including the basic biological aspects, which make up agricultural and horticultural systems, and explain the factors influencing the location of agricultural and horticultural systems.

Outcome 2
On completion of this unit the student should be able to apply and explain management and production skills involved with operating a small agricultural and/or horticultural business project involving the care of living plants or animals.

Unit 2: Production
This unit focuses on an analysis of production systems in terms of time, and physical, biological, social and economic factors. A scientific approach to investigating aspects of production is also included in this unit. The role of production systems in adding value to products is explored through an agricultural and/or horticultural business.

Outcome 1
On completion of this unit the student should be able to explain the nutritive and reproductive processes of plants and animals, their application to agricultural and horticultural production systems, and specific biological factors that influence production systems.

Outcome 2
On completion of this unit the student should be able to review and report on the production processes and marketing of a small agricultural and/or horticultural business project, demonstrating how the business adds value to the product and manages risk.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.
Biology

Rationale
Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, and their environment and the challenges of survival. All living things have many structural and functional characteristics in common, which can be used to classify and group organisms.

Modern biology draws on biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology. It connects with physics, chemistry, earth and space sciences in exploring the nature of past and present life, and the possibility of life forms beyond our planet.

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.

Structure
The study is made up of four units:
Unit 1: Unity and diversity
Unit 2: Organisms and their environment
Unit 3: Signatures of life
Unit 4: Continuity and change

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study.

Outcomes include a summary statement and the key knowledge that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and the set of key skills published in the study design.

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

Unit 1: Unity and diversity
In this unit students study the activities of cells and their structure and function at light and electron microscope levels. The composition of cells and cell replication is linked to type, cell growth and size division. The transport processes across plasma membranes is investigated.

On completion of this unit the student should be able to:
• design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
• describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

Unit 2: Organisms and their environment
In this unit students study environmental factors common to all habitats and investigate structural and physiological adaptations of organisms to particular ecological niches. Plant growth responses are also investigated.

On completion of this unit the student should be able to:
• explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
• design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

Unit 3: Signatures of life
In this unit students investigate the significant role of proteins in cell functioning. They explore how technological advances have provided improved knowledge and understanding of the roles proteins play in cell functions. The study of the structure and function of DNA and RNA leads students to investigate the diversity of proteins.

On completion of this unit the student should be able to:
• analyse and evaluate evidence from practical investigations related to biochemical processes.
• describe and explain coordination and regulation of an organism's immune responses to antigens at the molecular level.

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. A study of asexually reproducing and sexually reproducing organisms is included.

On completion of this unit the student should be able to:
• analyse evidence for the molecular basis of heredity, and patterns of inheritance.
• analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
• Unit 3 school-assessed coursework: 17 per cent
• Mid-year examination: 33 per cent
• Unit 4 school-assessed coursework: 17 per cent
• End-of-year examination: 33 per cent
Chemistry

Rationale
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Structure
The study is made up of four units:
Unit 1: The big ideas of chemistry
Unit 2: Environmental chemistry
Unit 3: Chemical pathways
Unit 4: Chemistry at work

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional reading as prescribed by their teacher.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Unit 1: The big ideas of chemistry
The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant can all be linked to its position in the Periodic Table.

On completion of this unit the student should be able to:
• explain how evidence is used to develop or refine chemical ideas and knowledge.
• use models of structure and bonding to explain the properties and applications of materials.

Unit 2: Environmental chemistry
Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation.

On completion of this unit the student should be able to:
• write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants.
• explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

Unit 3: Chemical pathways
In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.

On completion of this unit the student should be able to:
• evaluate the suitability of techniques and instruments used in chemical analyses.
• identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

Unit 4: Chemistry at work
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals.

On completion of this unit the student should be able to:
• analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.
• analyse chemical and energy transformations occurring in chemical reactions.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In Chemistry the student’s level of achievement will be determined by school-assessed coursework, a mid-year and an end-of-year examination. Percentage contributions to the study score in Chemistry are as follows:
• Unit 3 school-assessed coursework: 17 per cent
• Mid-year examination: 33 per cent
• Unit 4 school-assessed coursework: 17 per cent
• End-of-year examination: 33 per cent
Physics

Rationale
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Physics includes the use of theories and models, investigation of hypotheses, collection and analysis of data, drawing conclusions, and selection and use of a range of appropriate technologies and mathematical techniques. Knowledge in physics is gained through complex processes.

Structure
The study is made up of four units. Each unit contains two prescribed areas of study and a third area of study to be selected from the list of detailed studies.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Unit 1
This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organised and explained. Conceptual models are introduced and used to describe and explain observed physical phenomena related to light and radioactivity.

On completion of this unit the student should be able to:
• describe a wave model of energy transfer and apply it to light phenomena.
• describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.

Unit 2
This unit focuses on the particle model of matter and ideas about energy transfers and transformations are relevant to the study of nuclear and radioactivity physics. The application of models is used to explain phenomena related to movement and electricity.

On completion of this unit the student should be able to:
• describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.
• apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community.

Unit 3
This unit focuses on the technologies that underpin communications and industry with studies in motion in one and two dimensions and electronics and photonics. Motion in two dimensions is introduced and applied to moving objects on Earth and in space and applied to analyse the motion of the Moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced.

On completion of this unit the student should be able to:
• use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space.
• compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

Unit 4
This unit focuses on the development of models to explain complex interactions of light and matter. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

On completion of this unit the student should be able to:
• explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.
• use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In Physics the student's level of achievement will be determined by school-assessed coursework, a mid-year and an end-of-year examination. Percentage contributions to the study score in Physics are as follows:
• Unit 3 school-assessed coursework: 17 per cent
• Unit 4 school-assessed coursework: 17 per cent
• Mid-year examination: 33 per cent
• End-of-year examination: 33 per cent.
Psychology

Rationale
Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

Structure
The study is made up of four units:

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design

Unit 1
This unit introduces students to the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion. Students learn about the use of theories, models and controlled observations to describe and explain human behaviour.

On completion of this unit the student should be able to:
• explain how the field of psychology provides scientific explanations of behaviour with particular principles, procedures and approaches to data.
• identify the characteristics of pro-social and anti-social behaviour and evaluate the factors that influence them.
• outline the key developmental stages in perception, cognition and understanding of self, and describe the main developmental theories in these areas.

Unit 2
In this unit students learn about different methods and models that describe and explain human behaviour. This unit focuses on internal physical, chemical and biological processes that inform behaviour. This context is based on the understanding of neuronal structures and the nervous system at the basic level.

On completion of this unit the student should be able to:
• explain the roles of the neurons, synapses, neurotransmitters and neuromodulators, and describe the functions of the central nervous system.
• analyse the strengths and limitations in scientific approaches to defining 'normality' and in the application of psychological assessment in this area.
• describe attitude formation and factors that affect prejudice.

Unit 3
This unit focuses on the brain and the nervous system as a whole structure and investigates their role in affecting human behaviour. Brain research methods are examined and different approaches of psychology are integrated in a study of visual perception and states of consciousness. These approaches are used to explain behaviour in terms of internal physical and biological processes.

On completion of this unit the student should be able to:
• explain the major functions of the brain including cortical lobes and hemispheric specialisation, and the role of the nervous system, and evaluate the strengths and limitations of brain research methods.
• explain the nature of processes involved in visual perception.
• compare and contrast characteristics of normal waking consciousness with altered states of consciousness.

Unit 4
In this unit students study cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of mental processing of information.

On completion of this unit the student should be able to:
• use the information processing model of memory to describe different ways in which memory is expressed and compare theories of memory.
• compare and contrast theories of learning, including: classical and operant learning, observational learning, and behaviours not dependent on learning.
• report on a research investigation that included the formulation of a hypothesis, application of a research method, use of an ethical framework and the collection, analysis and interpretation of data.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In the study of Psychology the student's level of achievement will be determined by school-assessed coursework, a mid-year examination and an end-of-year examination. Percentage contributions to the study score in Psychology are as follows:
• Unit 3 school-assessed coursework: 17 per cent
• Unit 4 school-assessed coursework: 17 per cent
• Mid-year examination: 33 per cent
• End-of-year examination: 33 per cent
The Arts

The Arts at Mercy Regional College is stepping into an exciting future inside of the purpose-built Ursula Frayne Technology Centre. VCE Studio Art and Visual Communication and Design are currently offered at both Year 11 and 12 and the students are given the opportunity to complete a folio to demonstrate the development of their artistic expression.

Student work is displayed during the annual Art and Design exhibition as well as each student having the opportunity to view external art work through visiting galleries, top arts and designs.

Studio Arts

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production ranging from traditional artforms such as drawing, painting and sculpture through to photograpic and multimedia practices.

Students generate, explore and communicate ideas through specific studio forms and develop and use specialised skills in a range of media and techniques. The theoretical component of the study is an investigation about how selected studio forms have developed an an artist’s working methods, a study of professional practices and art-industry issues.

Visual Communication and Design

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding and application of drawing and drawing conventions, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

UNITS OFFERED:

Studio Arts 1 & 2
Studio Arts 3 & 4
Visual Communication and Design 1 & 2
Visual Communication and Design 3 & 4

FOR MORE INFORMATION:

Please feel free to contact the VCE Arts staff via email at info@mercy.vic.edu.au

Studio Arts

Rationale
Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. The design process enables students to explore ideas and sources of inspiration, experiment with materials and techniques and practice specialised skills in a range of art forms. Students generate a range of directions and potential solutions and analyse and evaluate them before producing artworks.

Structure
The study is made up of four units:

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

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

Unit 1: Artistic inspiration and techniques
The focus of this unit is the use of sources of inspiration and ideas as the bases for artworks and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

On completion of this unit the student should be able to:
• source ideas and inspiration and use a variety of methods to translate these into visual form.
• explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration for the production of artworks.
• discuss how artists from different times and locations have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Unit 2: Design exploration and concepts
The focus of this unit is to establish and use an effective design methodology for the production of design explorations and artworks. Students also develop skills in the analysis of artworks to understand how aesthetic qualities are created, ideas communicated and identifiable styles developed.

On completion of this unit the student should be able to:
• develop a design process including visual research and inquiry in order to produce a variety of design explorations and a number of artworks.
• analyse and discuss the ways in which artists from different times and locations have created aesthetic qualities in artworks, communicated ideas and developed styles.

Unit 3: Studio production and professional art practices
The focus of this unit is the implementation of a design process leading to the production of a range of potential solutions. A work brief is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks.

On completion of this unit the student should be able to:
• prepare a work brief that formulates the content and parameters of the design process and plan how this will be undertaken.
• present a design process that produces a range of potential solutions to the aims and ideas documented in the work brief.
• discuss art practices in relation to particular art form(s) and analyse ways in which artists develop distinctive styles in their artwork.

Unit 4: Studio production and art industry contexts
The focus of this unit is to produce a cohesive folio of finished art works developed from potential solutions generated in Unit 3. Visual and written documentation explaining how the potential solutions will be used to produce the folio of artworks is also prepared. Students also examine the presentation of artworks and current art industry issues, with reference to the exhibition, promotion and critique of art works.

On completion of this unit the student should be able to:
• present a focus statement in visual and written form that documents how potential solutions will be used to produce a cohesive folio of finished artworks, how materials and techniques are applied, and how aims, ideas and aesthetic qualities are resolved in the finished artworks.
• present a cohesive folio of finished artworks, based on potential solutions, that skillfully apply materials and techniques, resolve the aims, ideas and aesthetic qualities, and communicate the student’s ideas.
• analyse and discuss roles and methods involved in the presentation of artworks and analyse and discuss current art industry issue(s).

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Individual school decision on levels of achievement.

Unit 3 and 4
School-assessed tasks and examination:
• Unit 3 school-assessed task: 33 per cent
• Unit 4 school-assessed task: 33 per cent
• End-of-year examination: 34 per cent.
Visual Communication and Design

Rationale
This study is intended to assist students in the understanding, production and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, principles and design process in visual communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Structure
The study is made up of four units:

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

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

Unit 1: Visual communication
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes. Students study how the design process is applied in the production of visual communications.

On completion of this unit the student should be able to:
• complete instrumental drawings using a range of paraline drawing systems.
• draw from direct observation, in proportion, and render the drawings.
• explore and apply design elements and principles to satisfy a stated purpose.
• describe the nature of the design process in the production of visual communications.
• discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.

Unit 2: Communication in context
The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others. The design process is applied in developing visual communication solutions to set tasks.

On completion of this unit the student should be able to:
• use freehand and instrumental drawings to develop images that represent and communicate form.
• use freehand drawings in the development of rendered three-dimensional images.
• apply a design process to develop a visual communication solution to a set task.
• describe and analyse contemporary and historical examples of visual communications and explain how they communicate ideas, present information and reflect influences.

Unit 3: Visual communication practices
The main purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications.

On completion of this unit the student should be able to:
• apply the design process to produce a final visual communication presentation that satisfies a specified communication need.
• analyse and evaluate the effectiveness of a range of visual communications.

Unit 4: Designing to a brief
The main purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.

On completion of this unit the student should be able to:
• prepare one brief that describes a client’s communication need and specifies possible resolutions, and proposes two distinct final visual communication presentations suitable for a stated audience/s.
• prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfils the requirements of that brief.
• produce two distinct final visual communication presentations that satisfy the requirements of the brief developed for Outcome 1.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework, school assessed task and an end-of-year examination:
• Unit 3 school-assessed coursework: 33 per cent
• Unit 4 school-assessed task: 33 per cent
• Units 3 and 4 examination: 34 per cent.
Design and Technology

The newly built Ursula Frayne Centre hosts the Ken Jehu Design and Technology facility for students wanting to study the Design Process of materials, such as wood. This facility was purpose-built to allow for the latest machinery and safety equipment ensuring that our students are capable of producing work of the finest quality.

The Food Technology Centre has undergone refurbishments to enhance the learning opportunities of our students. The modern kitchen is fully equipped to support students in their quest for culinary excellence.

The newly relocated Information Technology Centre is one of the most well equipped and vibrant learning hubs in the district. The centre has been purposely designed with two state-of-the-art computer laboratories to provide students with the tools to keep pace in the forever changing field of computer technology.

Design Technology
Design plays an important part in our lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. Designer-makers use processes to develop products that fulfil human needs and wants. The combination of design and technical skills is vital, if we are to create and use sustainable products and add value to these products through commerce. In Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

Food Technology
Food Technology promotes the understanding of links between food, food processing, nutrition, health and well being. The subject also looks at changing social, economic and environmental conditions that lead to the development of innovative food products in the market place.

Information Technology
This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes. The rapid pace of development in Information and Communications Technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken but it also creates new opportunities in work, study, recreation and in relationships.

UNITS OFFERED:
Design and Technology 1 & 2
Design and Technology 3 & 4
Food Technology 1 & 2
Food Technology 3 & 4
Information Technology 1 & 2
Information Technology 3 & 4

FOR MORE INFORMATION:
Please feel free to contact the VCE Design and Technology staff via email at info@mercy.vic.edu.au


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Design Technology

Rationale
Design plays an important part in our daily lives. It determines the form and function of the products we use and wear. Designing transforms ideas into drawings and plans for the creation and manufacture of useful products. Designer-makers use processes to develop products that fulfil human needs and wants. The combination of design and technical skills is vital if we are to create and use sustainable products, and add value to these products through commerce. In Design and Technology students assume the role of a designer-maker and develop knowledge and skills to produce effective and creative responses to design challenges.

Structure
The study is made up of four units:

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

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study.

Unit 1: Design modification and production
Design often involves the refinement and improvement of existing products. This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer, and analysis and evaluation of a design.

On completion of this unit the student should be able to:
- describe the methods used by a designer to design a product, and apply similar processes to document the redesigning of an existing product.
- use and evaluate materials, tools, equipment and processes to make the product redesigned in Outcome 1, and compare the finished product with the original design.

Unit 2: Collaborative design
In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product. This mirrors professional design practise where designers often work within a multidisciplinary team to develop solutions to design problems.

On completion of this unit the student should be able to:
- individually and as a member of a team, identify a need and collaboratively develop design options and production planning in response to a design brief for a product range based on a common theme or a group product with component parts.
- justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group project against the design brief.

Unit 3: Design, technological innovation and manufacture
The design and development of a product that meets the needs and expectations of a client or an end-user is influenced by a range of complex factors.

On completion of this unit the student should be able to:
- explain and demonstrate the role of a designer by writing a design brief, developing evaluation criteria, and identifying and explaining areas for research and methods that would be used to develop design ideas.
- explain the factors that influence the design, development and manufacture of products within industrial/commercial settings.
- present a folio that documents the procedure and decision-making processes used while working as a designer to meet the needs of a client or end-user, and commence production of the designed product.

Unit 4: Product development, evaluation and promotion
Evaluations are made at various points of product design, development and production. When judging the suitability and viability of design ideas and options designers refer to the design brief and evaluation criteria in collaboration with a client. Designers may also base design decisions on intuition and experience.

On completion of this unit the student should be able to:
- analyse similar product types through a comparison of innovative features, function, aesthetic and visual appeal, and any economic, social and environmental benefits and costs.
- competently and safely apply a range of production skills and processes to implement the production plan, make the product designed in Unit 3, Outcome 3, and manage time and resources efficiently.
- evaluate the outcomes of the design and production activities, and promote the product's design features to the client and/or end-user.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
- Unit 3 school-assessed coursework: 12 per cent
- Unit 4 school-assessed coursework: 8 per cent
- School-assessed task: 50 per cent
- End-of-year examination: 30 per cent
Food Technology

Rationale
Food and Technology is engaging and challenging. It enables students to develop a theoretical understanding of the relationship between food and technology, and practical skills in the application of this understanding. The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced into the marketplace in response to changing social, economic and environmental needs of society. Technology plays an important role in food product development and the way food is produced, processed, packaged and marketed.

An understanding of the links between food, food processing, nutrition, health and well-being is a high priority in contemporary society. The study of Food and Technology challenges students to make these links and provides them with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle.

Structure
The study is made up of four units:

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

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

Unit 1: Properties of food
In this unit students are introduced to the diverse nature of food, how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices in the preparation of food. Food storage practices that maximise quality of raw and cooked food are also investigated.

On completion of this unit the student should be able to:
• explain and apply safe and hygienic work practices when handling and storing food to maximise quality.
• analyse the physical, sensory, chemical and functional properties of key foods and prepare foods to optimise these properties.

Unit 2: Planning and preparation of food
This unit provides students with the opportunity to investigate the best methods and tools and equipment to use for optimum results, and what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food.

On completion of this unit the student should be able to:
• use skills and implement processes in food preparation of key foods.
• plan, prepare and evaluate meals for a range of contexts.

Unit 3: Food preparation, processing and food controls
This unit requires students to analyse the functions of the natural components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods. They develop an understanding of food processing techniques to prevent spoilage in industrial and domestic settings, and will also preserve food using some of these techniques.

On completion of this unit the student should be able to:
• analyse food preparation of and processing techniques for key foods and prepare foods using these techniques.
• describe the role of national, state and local authorities in ensuring and maintaining a safe food supply within Australia.
• develop a design plan folio that effectively satisfies the requirements of a design brief.

Unit 4: Food product development and emerging trends
In this unit students work independently to complete the challenge of implementation of the design plan they established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan.

On completion of this unit the student should be able to:
• implement the design plan for a set of five to eight food items, and evaluate the outcome of the product against the requirements of the design brief developed in Outcome 3 Unit 3.
• analyse factors related to food product development and explain processes involved in the development and marketing of a food product.
• analyse new and emerging developments in food production.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
Percentage contributions to the study score in Food and Technology are as follows:
• Unit 3 school-assessed coursework: 15 per cent
• Unit 4 school-assessed coursework: 15 per cent
• Units 3 and 4 school-assessed task: 40 per cent
Rationale
This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes. The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society.

Structure
The study is made up of four units:

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

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study.

Unit 1: IT in action
This unit focuses on how individuals use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied.

On completion of this unit the student should be able to:
* transform an existing printed information product into an on-screen information product to meet a specific audience need, evaluate the success of this information product, and explain its likely impact on the audience's skills or work practices.
* solve an information problem by collecting data and using database management software to manipulate that data.
* contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

Unit 2: IT pathways
This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

On completion of this unit the student should be able to:
* demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically, and explain possible career pathways that require the use of the software skills.
* represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored, and where it is processed.
* work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

Unit 3: IT applications
Unit 3 focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals.

On completion of this unit the student should be able to:
* propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience.
* design, create and evaluate a prototype website that meets an organisation's needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information system that supports the use of this website.

Unit 4: IT applications
This unit focuses on how ICT is used by organisations to solve ongoing information problems and in the strategies to protect the integrity of data and security of information. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation.

On completion of this unit the student should be able to:
* use spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.
* evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
* Unit 3 school-assessed coursework: 25 per cent
* Unit 4 school-assessed coursework: 25 per cent
* End-of-year examination: 50 per cent
Health and Physical Education

The Health and Physical Education faculty at Mercy is able to offer a comprehensive program which is assisted by the use of the well-equipped De Chantal Stadium. A healthy lifestyle is promoted throughout the faculty and an understanding of factors that develop, maintain and optimise the physical, social and emotional components of health for individuals, families and communities. Through involvement in physical activity, students develop an understanding of the concepts of movement and fitness, including the physiological, biological and socio-cultural dimension. The use of our great environment is put to full use by our Outdoor Education team with many opportunities to explore what this area has to offer for recreation.

Health and Human Development

The central focus of this subject is to investigate health and human development across the lifespan. The study promotes the understanding that many factors both inherited and environmental play a major role in determining health and development. It is also based on the premise that to maximize health and development promotion is needed at an individual level and within group and community settings, at national and international levels.

Outdoor Education

Outdoor and Environmental Studies is a study of the ways humans interact with and relate to natural environments. The study is directed towards enabling students to make critical informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. Outdoor and Environmental Studies 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, as well as to provide valuable knowledge and skills for participation in contemporary society.

Physical Education

Physical Education examines the biological, physiological, psychology, social, and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity.

UNITS OFFERED:

- Health and Human Development 1 & 2
- Health and Human Development 3 & 4
- Outdoor Education 1 & 2
- Outdoor Education 3 & 4
- Physical Education 1 & 2
- Physical Education 3 & 4

FOR MORE INFORMATION:

Please feel free to contact the VCE Health and Physical Education staff via email at info@mercy.vic.edu.au


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Health and Human Development

Rationale
The study of Health and Human Development provides an opportunity for students to investigate health and human development issues across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development, and the health of their local and global communities. The study also promotes the understanding that many factors, both inherited and environmental, play a major role in determining health and development; and that one of the most significant influences on health and development is nutrition.

Structure
The study is made up of four units:

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

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

Unit 1: Youth health and development
This unit focuses on the transition from childhood to adulthood and the enormous changes in physical, social, emotional and intellectual development that transition brings. Good health is seen as an important determinant for optimal development.

On completion of this unit the student should be able to:
• discuss the different types of health and development and predict the impact of the physical, social, economic and political environments on health and developmental outcomes for individuals.
• explain the changes in physical, social, emotional and intellectual development of males and females during the transition from childhood to adulthood, and predict the possible impact of inherited and environmental factors on the individual.
• develop and justify actions that could be undertaken by individuals, families and communities to optimise the health and development of Australian youth.

Unit 2: Individual and community health and development
In this unit there is a focus on the role that families, communities and governments play in optimising the health of individuals across the lifespan. There is an exploration of differences in health and developmental outcomes experienced by some social and cultural groups, despite relatively high levels of community and government involvement.

On completion of this unit the student should be able to:
• evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of all young Australians.
• evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of Australian adults.
• describe the Australian health care system and evaluate its role in promoting the health of all Australians.

Unit 3: Nutrition, health and development
Students will explore the diversity of health outcomes within our population that are the result of factors such as biology, socio-economic status, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs.

On completion of this unit the student should be able to:
• describe the health and nutrition status of Australians, analyse the factors that impact on both and explain the role of nutrition in public health.
• analyse the roles and responsibilities of government and non-government organisations in promoting health and evaluate the effectiveness of diet and non-diet related initiatives to optimise health and development.

Unit 4: Global health and development
This unit focuses on the developmental changes that occur as individuals move through the lifespan as well as an exploration of inherited factors that determine developmental potential.

On completion of this unit the student should be able to:
• describe the interrelationships between health and development, predict the characteristics of development common to all individuals as they move through the lifespan, and analyse the impact of inherited and environmental factors on health and development.
• analyse the factors contributing to similarities and differences between the health status of developing countries and that of Australia, and evaluate strategies implemented to optimise health and development in developing countries.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
The individual school will determine the level of achievement.

Units 3 and 4
School-assessed coursework and examination:
• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• End-of-year examination: 50 per cent.
Outdoor Education

Rationale
Outdoor and Environmental Studies is a study of the ways humans interact with and relate to natural environments. The study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of natural environments. Such knowledge is then enhanced through theoretical study of natural environments from perspectives of environmental history, ecology and the social studies of human–nature relationships.

Structure
The study is made up of four units:

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

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

Unit 1: Understanding outdoor experiences
This unit examines the ways in which humans understand and relate to nature through experiences of natural environments. The focus is on the individual and his/her personal relationship with the natural environment.

On completion of this unit the student should be able to:
• analyse ways in which individuals experience, understand and respond to natural environments, with reference to related outdoor experiences.
• evaluate factors which influence outdoor experiences, with reference to related outdoor experiences.

Unit 2: Environmental impacts
This unit focuses on characteristics of natural environments, human impacts on natural environments, and how changes to nature affect people. The focus shifts from the individual’s personal relationship with the natural environment to society’s interaction with the natural environment. It includes analyses of historical and contemporary conceptions of nature and human interactions with nature, including Nature’s impact on humans.

On completion of this unit the student should be able to:
• describe and compare the characteristics and interrelationships between components of two or more natural environments, with reference to related outdoor experiences.
• evaluate human impacts on natural environments and analyse procedures for minimising and managing these impacts, with reference to related outdoor experiences.

Unit 3: Relationships with natural environments
The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. The impact of these relationships on natural environments is examined by reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

On completion of this unit the student should be able to:
• describe and analyse how particular interactions and relationships with, and perceptions of, the Australian environment have changed over time, with reference to related outdoor experiences.
• analyse and evaluate factors influencing contemporary relationships with natural environments, and the consequences for humans and the environment, with reference to related outdoor experiences.

Unit 4: The future of human–nature interactions
This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world’s human population.

On completion of this unit the student should be able to:
• describe the contemporary state of the environment and evaluate the importance of healthy natural environments for individuals and society, with reference to related outdoor experiences.
• evaluate practices and strategies for sustainable interactions between humans and the environment, with reference to related outdoor experiences.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
Percentage contributions to the study score in Outdoor and Environmental Studies are as follows:
• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• End-of-year examination: 50 per cent
Physical Education

Rationale
Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to and understanding of physical activity. A theoretical and practical approach towards physical activity is taken in this study. It provides the means by which theory and practice are integrated.

Structure
The study is made up of four units:

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

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

Unit 1: Learning and improving skill
This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. The ways in which a coach influences his or her athletes can have a significant effect on their performance, and the methods and approaches that the coach puts into practice will impact on the individual athlete in different ways. By studying various sports psychology concepts such as arousal and anxiety, and the effects these can have on performance, students will be able to apply these psychological principles to the sporting arena.

On completion of this unit the student should be able to:
• explain the application of biomechanical and skill learning principles in analysing how motor skills are learnt and improved.
• identify and evaluate a range of coaching practices that lead to enhanced sports performance.

Unit 2: The active body
This unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students’ own lives as well as within the wider community, and the classification of physical activity in terms of type and experience. Such knowledge is important to student understanding and is best delivered through a variety of practical activities.

On completion of this unit the student should be able to:
• explain how the musculoskeletal, cardio respiratory and energy systems function during physical activity, including how the energy systems work together to enable activity to occur.
• explain the impact of participation in physical activity on the health of selected population(s) and analyse factors affecting participation in physical activity.

Unit 3: Physiological and participatory perspectives of physical activity
This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity. The underlying physiological requirements of an activity being used for health or for fitness are the same.

On completion of this unit the student should be able to:
• analyse individual and population levels of participation in physical activity, and evaluate strategies that promote adherence to the National Physical Activity Guidelines.
• analyse the role and relative contribution of the energy systems during physical activity.

Unit 4: Enhancing physical performance
Improvements in physical performance, in particular fitness, depend on the ability of the individual or coach to acquire, apply and evaluate knowledge and understanding about training. Exercise physiology is concerned with individual responses and adaptations through exercise. Students experience a variety of practical activities involving a range of training methods and fitness activities.

On completion of this unit the student should be able to:
• plan and evaluate training programs to enhance physical fitness.
• evaluate practices and/or strategies that are used in conjunction with each other to enhance sports performance.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
Percentage contributions to the study score in Physical Education are as follows:
• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• End-of-year examination: 50 per cent
Humanities

The subjects found under the VCE Humanities banner, encompass History and Commerce based courses which are central to the development of an understanding of both contemporary and traditional cultures.

Accounting
Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business. Many students will go on to further studies in business and finance and other students may become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills.

Australian History
This study focuses on the European experience in Australia, from the early years of the Port Phillip District (later Victoria), through the nineteenth century and up to the eve of World War I. The students are introduced to the visions and ideas which underpinned colonial society and will examine the ways in which they changed over the colonial period.

Business Management
Business Management examines the ways in which people at various levels, within a business organisation, manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges; complexities and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

History - Revolutions
Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur.

Legal Studies
Legal Studies provides students with an analytical evaluation of the processes of law-making in the methods of dispute resolution. Students are able to develop an understanding that the impact of our legal system has upon lives of citizens and the implications of legal decisions on the Australian society.

UNITS OFFERED:
Accounting 3 & 4
Australian History 3 & 4
Business Management 1 & 2
Business Management 3 & 4
History - Revolutions 3 & 4
Legal Studies 1 & 2
Legal Studies 3 & 4

FOR MORE INFORMATION:
Please feel free to contact the VCE Humanities staff via email at info@mercy.vic.edu.au
Rationale
Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework). VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills.

Structure
Unit 3: Recording and reporting for a trading business
Unit 4: Control and analysis of business performance

Entry
Students must undertake Unit 3 prior to undertaking Unit 4.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

Unit 3: Recording and reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of accounting principles and the qualitative characteristics of accounting information.

Outcome 1
On completion of this unit the student should be able to record financial data into appropriate accounting records using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.

Outcome 2
On completion of this unit the student should be able to record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

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 covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

Outcome 1
On completion of this unit the student should be able to record and report financial data and information using a double entry accrual-based system for a single activity sole trader, and explain related aspects of this accounting system.

Outcome 2
On completion of this unit the student should be able to prepare and analyse budgets, evaluate a business using financial and non-financial information and suggest strategies to improve the profitability and liquidity of the business.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Accounting the student’s level of achievement will be determined by school-assessed coursework, a mid-year and an end-of-year examination. Percentage contributions to the study score in Accounting are as follows:

- Unit 3 school-assessed coursework: 17 per cent
- Mid-year examination: 33 per cent
- Unit 4 school-assessed coursework: 17 per cent
- End-of-year examination: 33 per cent
Australian History

Rationale
History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

The study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students' cultural, economic, social and political understanding while developing analytical skills and using imagination.

Historical understanding is communicated through written, oral and visual forms. The analysis of written documentary evidence such as letters, diaries, court proceedings and government records has long been the foundation of the study. Visual evidence, however, often pre-dates written material, for example rock art, mosaics, scrolls. More recently, there have been many film and television documentaries presenting and interpreting historical events. It is therefore important in the study of history for students to develop the skills necessary to analyse visual, oral and written records.

Structure
The study is made up of:
Units 3 and 4: Australian history

Entry
Students must undertake Unit 3 prior to undertaking Unit 4.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Unit 3: Australian history – imagining Australia
This unit focuses on the European experience in Australia from the early years of the Port Phillip District (later Victoria) through the nineteenth century and up to the eve of World War I. Students are introduced to the visions and ideas which underpinned colonial society and will examine the ways in which they changed over the colonial period. The latter part of the unit focuses on the nature of Australian society around the turn of the twentieth century.

Outcome 1
On completion of this unit the student should be able to explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact on the Indigenous population.

Outcome 2
On completion of this unit the student should be able to analyse the vision of nationhood that underpinned colonial society and will examine the ways in which they changed over the colonial period. The latter part of the unit focuses on the nature of Australian society around the turn of the twentieth century.

Unit 4: Australian history
This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when three visions were under threat. The emphasis is on the ways in which Australians responded to particular threats and the impact of their experiences on change and social cohesion. Students will also study changing Australian attitudes in relation to a number of issues that have been debated in the latter decades of the twentieth century.

Outcome 1
On completion of this unit the student should be able to analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 to 1950.

Outcome 2
On completion of this unit the student should be able to evaluate the extent to which changing attitudes are evident in Australians' reactions to significant social and political issues.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of History the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination. Percentage contributions to the study score in History are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent
Rationale
In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives. Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

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.

Structure
The study is made up of four units.

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

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

Unit 1: Small business management
Small rather than large businesses make up the vast majority of all businesses in the Australian economy. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.

On completion of this unit the student should be able to:
• explain and apply a set of generic business concepts to a range of businesses.
• apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
• explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.

Unit 2: Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

On completion of this unit the student should be able to:
• explain and apply a range of effective communication methods and forms in business-related situations.
• apply and analyse effective marketing strategies and processes.
• apply and analyse effective public relations strategies and tactics.

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

On completion of this unit the student should be able to:
• describe and analyse the context in which large-scale organisations operate.
• describe and analyse major aspects of the internal environment of large-scale organisations.

• identify and evaluate practices and processes related to operations management.

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

On completion of this unit the student should be able to:
• identify and evaluate practices and processes related to human resource management.
• analyse and evaluate the management of change in large-scale organisations.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of Business Management the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination. Percentage contributions to the study score in Business Management are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent
History: Revolutions

Rationale

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.

The study builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It seeks to extend students’ cultural, economic, social and political understanding while developing analytical skills and using imagination.

Historical understanding is communicated through written, oral and visual forms. The analysis of written documentary evidence such as letters, diaries, court proceedings and government records has long been the foundation of the study. Visual evidence, however, often pre-dates written material, for example rock art, mosaics, scrolls. More recently, there have been many film and television documentaries presenting and interpreting historical events. It is therefore important in the study of history for students to develop the skills necessary to analyse visual, oral and written records.

The study of history draws links between contemporary society and its history, in terms of its social and political institutions, and language. An understanding of the link between accounts of the past, and the values and interests of the time in which the accounts were produced, is also a feature of the study of history.

VCE History is relevant to students with a wide range of expectations, including those who wish to pursue formal study at tertiary level, as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.

Structure

The study is made up of:

Units 3 and 4: History: Revolutions

Entry

Students must undertake Unit 3 prior to undertaking Unit 4.

Outcomes

Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them. Only the summary statements have been reproduced below and must be read in conjunction with the key knowledge and skills published in the study design.

Units 3 and 4: Revolutions

Students study two revolutions, considering different perspectives and the reason why different groups have made different judgments during the history of the revolution.

Outcome 1

On completion of this unit the student should be able to evaluate the role of ideas, leaders, movements and events in the development of the revolution.

Outcome 2

On completion of this unit the student should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In the study of History the student’s level of achievement will be determined by School-assessed Coursework and an end-of-year examination.

Percentage contributions to the study score in History are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent
Legal Studies

Rationale
Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of students’ knowledge of their basic legal rights and responsibilities.

Structure
The study is made up of four units.

Outcomes
Outcomes define what students will know and be able to do as a result of undertaking the study. Outcomes include a summary statement and the key knowledge and skills that underpin them.

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

Unit 1: Criminal law and justice
This unit explores 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.

On completion of this unit the student should be able to:
• explain the principles of criminal law and apply them to one or more real or hypothetical cases to justify a decision.
• evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

Unit 2: Civil law and the law in focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness.

On completion of this unit the student should be able to:
• explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
• evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.
• analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian society and contribute to social cohesion.

Unit 3: Law-making
The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system.

On completion of this unit the student should be able to:
• describe the role and effectiveness of parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.
• explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.

Unit 4: Dispute resolution
This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system.

On completion of this unit the student should be able to:
• describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.
• explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
In Legal Studies the student’s level of achievement will be determined by school-assessed coursework and an end-of-year examination. Percentage contributions to the study score in Legal Studies are as follows:
• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• End-of-year examination: 50 per cent
VCAL

The Victorian Certificate of Applied Learning (VCAL) is a new hands-on option for students. The VCAL gives you practical work related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. And like the VCE it is a recognised qualification.

The VCAL is widely used by students as a pathway to university. Students who choose to do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school. If you start your VCAL and then decide the VCE is the right option for you after all, it won’t be too late to change your mind. In fact, any VCE units you complete as part of your VCAL will count towards your VCE, should you decide to transfer between certificate courses.

The VCAL’s flexibility enables you to undertake a study program that suits your particular learning needs and interests. Fully accredited modules and units are selected for the four compulsory strands.

If you successfully complete your VCAL, like your peers who complete the VCE, you will receive a certificate and a statement of results that details the areas of study you have completed.

What do I Study?

With the help of your teacher or careers counsellor, you can develop a VCAL program that suits your particular learning needs and interests. You have the choice of selecting units and modules for each of the following four compulsory VCAL strands:

Strand 1: Literacy and Numeracy Skills
Your VCAL program must include literacy and numeracy skills. These can be selected from VCE English or Maths or other further education studies such as the Certificate in General Education (Adults). The school currently offers Foundation English and Foundation Maths.

Strand 2: Industry Specific Skills
Your VCAL program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET. However, you are not required to focus on, or complete, any single VET certificates to meet the VCAL requirements. And gain experience in a range of vocational areas. The range of VET options is extensive and includes automotive, engineering, building and construction, hospitality and retail, multimedia, IT, Agriculture, horticulture, warehousing and hair and beauty.

Strand 3: Work Related Skills
In order to develop “employability” skills, VCAL gives you the choice of undertaking a structured work placement or part-time apprenticeship/traineeship, part-time work or work experience. You can also study units and modules that will help prepare you for work, for example occupational health and safety or job interview skills.

Strand 4: Personal Development Skills
As part of your VCAL program you will participate in community-based projects and/or structured activities that will help develop teamwork skills, self-confidence and other skills important for life and work.

VCE subjects
The students will be required to choose a minimum of 2 VCE subjects per year to compliment their VCAL course.

FOR MORE INFORMATION:
Please feel free to contact the VCAL staff via email at info@mercy.vic.edu.au


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VET / ASBA

VOCATIONAL EDUCATION & TRAINING (V.E.T.)

The intention in offering these programs is to enhance student employment prospects upon the completion of secondary education.

One example of how a vocational program operates is the Australian School Based Apprenticeship. This program involves a large quantity of time spent in practical work experience over a two-year period. The Part time apprenticeship does not include specified subjects within the VCE but it does involve learning units by a Registered Training Organisation, eg, TAFES. Each semester students are credited with a V.E.T. unit towards their VCE.

Currently most students involved in these programs are not at school one day per week to enable them to satisfy the practical requirements of the course. At the end of their secondary schooling students will have their VCE Certificate and a Competency Certificate in their chosen industry.

Currently we have students completing Certificate Two and Three level courses in;
- Agriculture – Dairying
- Automotive
- Building – General Construction
- Business [Office Administration]
- Community Services
- Engineering
- Hairdressing
- Hospitality
- Information Technology
- Retail Operations
- Equine Studies

The vocational courses have a range of different delivery mechanisms, but they all require work placement and practical experience.

V.E.T. courses are fully accredited within the VCE and most contribute a 10% increment to the ENTER.

There is a range of other Vocational options available to students and MRC is investigating methods of expanding the opportunities in our learning community. These courses involve extra costs, which vary between the courses.

FOR MORE INFORMATION:
Please feel free to contact the VET/ASBA staff via email at info@mercy.vic.edu.au


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Learning to Care, Caring to Learn