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 explores the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. 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 the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

Unlike morality, ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals do, supporting some choices and disapproving of others.

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

Religious Education

**Rationale**
The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.

This study is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. 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 and 2.

**Unit 1: Religion in society**
This unit explores the origins of religion, identifying the nature and purpose of religion past and present. The students investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. They examine how religious traditions are affected and changed by individuals and groups. 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 religious traditions should be studied.

**Outcome 1**
On completion of this unit the student should be able to explain the role of religion in society.

**Outcome 2**
On completion of this unit the student should be able to explain the expression of collective identity of particular religious traditions in Australia, and the interaction of these traditions with other religious traditions and wider society.

**Outcome 3**
On completion of this unit the student should be able to recognise and discuss the interplay between the identity of members, as individuals or as specific communities, and their religious tradition.

**Unit 2: Ethics and morality**
Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level.

Students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.

**Outcome 1**
On completion of this unit the student should be able to explain ethical decision-making in pluralist society.

**Outcome 2**
On completion of this unit the student should be able to explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society.

**Outcome 3**
On completion of this unit the student should be able to analyse and evaluate two or more debates on contemporary ethical issues in pluralist society.

**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 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.

English
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, language skill and understanding.

English Literature
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts.

UNITS OFFERED:
- English 1 & 2
- English 3 & 4
- VCAL Literacy Skills 1 & 2
- English Literature 1 & 2
- English Literature 3 & 4

FOR MORE INFORMATION:
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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.

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:
• Discuss in detail the ideas, experiences and issues dealt with in a selected text and in current Australian media texts.
• Present complex ideas and information to an audience through prepared oral presentation.

Unit 4
The focus of this unit is the development of critical responses to both print and non-print texts, and the achievement of competence and confidence in writing for different purposes and audiences in a variety of forms.

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.

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 course work and end-of-year examination. Percentage contributions to the study score in English/ESL are as follows:
• Unit 3 school-assessed course work: 25 %
• Unit 4 school-assessed course work: 25 %
• End-of-year examination: 50 %
VCAL Literacy Skills

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

The four domains of literacy have been identified as corresponding with these social contexts:

Domain One
• Literacy for self expression: focuses on aspects of personal and family life, and the cultures which shape these.

Domain Two
• Literacy for practical purposes: focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations.

Domain Three
• Literacy for knowledge: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training.

Domain Four
• Literacy for public debate: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

Structure
The Literacy Skills units are designed at three levels – Foundation, Intermediate and Senior. Two units exist at each level, as follows:

Foundation
• Literacy Skills Foundation Reading and Writing unit
• Literacy Skills Foundation Oral Communication unit

Intermediate
• Literacy Skills Intermediate Reading and Writing unit
• Literacy Skills Intermediate Oral Communication unit

Senior
• Literacy Skills Senior Reading and Writing unit
• Literacy Skills Senior Oral Communication unit

The three levels reflect the progression in skills, knowledge and attitude development of literacy skills.

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.

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.

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.
English Literature

Rationale
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts.

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
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text.

On completion of this unit students should be able to do:
• Discuss how personal responses to literature are developed and justify their own responses to one or more texts.
• Analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.
• Analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

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

On completion of this unit students should be able to do:
• Analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.
• Produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Unit 3
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

On completion of this unit students should be able to do:
• Analyse how meaning changes when the form of a text changes.
• Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
• Evaluate views of a text and make comparisons with their own interpretation.

Unit 4
This unit focuses on students creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insight gained by their engagement with various aspects of a text into a cogent, substantiated response.

• On completion of this unit the student should be able to:
  • Respond imaginatively to a text, and comment on the connections between the text and the response.
  • Analyse critically features of a text, relating them to an interpretation of the text as a whole.

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 course work and end-of-year examination. Percentage contributions to the study score in English/ESL are as follows:

• Unit 3 school-assessed course work: 25 %
• Unit 4 school-assessed course work: 25 %
• End-of-year examination: 50 %
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.

VCAL Numeracy
Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. This unit looks at mathematics applied to tasks, which are part of the students’ normal routine and also outside their immediate personal environment such as tasks in the work place and the community. The purpose is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives.

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

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

The appropriate use of computer algebra system (CAS) technology to support and develop the learning of mathematics, and in related assessments, is incorporated throughout the units.

UNITS OFFERED:
VCAL Numeracy
General Maths 1 & 2
Maths Methods (CAS) 1 & 2
Maths Methods (CAS) 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
For the full VCE Handbook please download

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VCAL Numeracy

Rationale
Underpinning the VCAL Numeracy Skills Units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the VCAL Literacy Skills Units, the purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- Family and social life
- Work place and institutional settings
- Education and training contexts
- Community and civic life.

Numeracy and mathematics is used in all these social contexts.

Structure
Numeracy Skills Foundation
Numeracy Skills Intermediate
Numeracy Skills Senior

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 Numeracy Skills Units

Organising Framework
The learning outcomes are organised into four different domains, which focus on the social purposes of numeracy and mathematics:

Strand One
Numeracy for Personal Organisation focuses on the numeracy requirements for personal organisational matters involving money, time and travel.

Strand Two
Numeracy for Interpreting Society relates to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.

Strand Three
Numeracy for Practical Purposes addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematic skills related to the appreciation and application of shape and measurement.

Strand Four
Numeracy for Knowledge is included at the Senior level. It deals with learning about formal mathematical skills and conventions needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

At the end of unit, students will be expected to have covered material equivalent to all strands of the study. All strands of study will be completed over the two units.

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

Levels of Achievement
The completion of Numeracy Skills strands are an individual school decision on the levels of achievement.
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.

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. 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 (CAS)

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 (CAS)
Units 3 and 4: Mathematical Methods (CAS)
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 (CAS) Units 1 and 2. However, students attempting Mathematical Methods (CAS) 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 (CAS) Units 1 and 2 contain assumed knowledge and skills for Mathematical Methods (CAS) Units 3 and 4. Students must undertake Unit 3 prior to undertaking Unit 4.

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

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

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

Unit 1 & 2 Outcomes
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.
• apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
• select and use a computer algebra system and other technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Units 3 and 4: Mathematical Methods (CAS)
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.

Unit 3 & 4 Outcomes:
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.
• apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
• select and use a computer algebra system and other 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 (CAS) the student’s level of achievement will be determined by school-assessed course work and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

Mathematical Methods (CAS)
• Unit 3 school-assessed course work: 20 %
• Unit 4 school-assessed course work: 14 %
• Units 3 and 4 examination 1: 22 %
• Units 3 and 4 examination 2: 44 %
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 related to the selected modules for this unit 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 course work and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

Further Mathematics
• Unit 3 school-assessed course work: 20 %
• Unit 4 school-assessed course work: 14 %
• Units 3 and 4 examination 1: 33 %
• Units 3 and 4 examination 2: 33 %
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 course work and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

Specialist Mathematics
• Unit 3 school-assessed course work: 14 %
• Unit 4 school-assessed course work: 20 %
• Units 3 and 4 examination 1: 22 %
• Units 3 and 4 examination 2: 44 %
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 scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. The science of psychology has produced rapid expansion in knowledge, particularly in the fields of neuroscience and cognition.

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


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Agriculture / Horticulture

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.

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

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.
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.

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 course work: 17 %
• Mid-year examination: 33 %
• Unit 4 school-assessed course work: 17 %
• End-of-year examination: 33 %
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 course work, a mid-year and an end-of-year examination. Percentage contributions to the study score in Chemistry are as follows:
• Unit 3 school-assessed course work: 17 %
• Mid-year examination: 33 %
• Unit 4 school-assessed course work: 17 %
• End-of-year examination: 33 %
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 course work, a mid-year and an end-of-year examination. Percentage contributions to the study score in Physics are as follows:
• Unit 3 school-assessed course work: 17 %
• Mid-year examination: 33 %
• Unit 4 school-assessed course work: 17 %
• End-of-year examination: 33 %
Rationale
The study of Psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

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 the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, such as neuropsychology, cognitive, social and human developmental psychology. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives.

On completion of this unit the student should be able to:
- Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
- Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Unit 2
In this unit students explore the influences on the formation of attitudes of individuals and behaviours of groups. Differences between individuals can also be ascribed to differences in intelligence and personality, but conceptions of intelligence and personality and their methods of assessment are contested. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives.

On completion of this unit the student should be able to:
- Explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.
- Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Unit 3
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep. Students consider the function of the nervous system in memory. They apply different theories of memory and forgetting to their everyday learning experiences.

On completion of this unit the student should be able to:
- Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies and brain research methods to the investigation of brain function.
- Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.

Unit 4
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. They build on their understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness.

On completion of this unit the student should be able to:
- Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
- Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress, simple phobia and a selected mental disorder.

Assessment
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 course work, 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 course work: 17 %
- Mid-year examination: 33 %
- Unit 4 school-assessed course work: 17 %
- End-of-year examination: 33 %
The Arts

The Arts at Mercy Regional College is conducted inside 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 photographic 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 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


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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 %
• Unit 4 school-assessed task: 33 %
• End-of-year examination: 34 %
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.

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.
• discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.

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 course work, school assessed task and an end-of-year examination:
• Unit 3 school-assessed course work: 33 %
• Unit 4 school-assessed task: 33 %
• Units 3 and 4 examination: 34 %
Technology

The Ken Jehu Design and Technology building is a dynamic 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, with a newly developed Hospitality room equipped with a Commercial Kitchen. The modern kitchen supports students in their quest for culinary excellence.

The Information Technology Centre is one of the most well equipped and vibrant learning hubs in the district. The centre has been purposely designed with three 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
- Cert II Hospitality 3&4
- Cert II Building & Construction 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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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 course work: 12 %
• Unit 4 school-assessed course work: 8 %
• School-assessed task: 50 %
• End-of-year examination: 30 %
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.

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 the students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning and apply these practices in the preparation of food. They consider practices suitable for use in a small-scale food operation and the selection and use of a range of tools and equipment suitable for use in food preparation.

On completion of this unit the student should be able to:
• Explain and apply safe and hygienic work practices when storing, preparing and processing food.
• Analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process

Unit 2: Planning and preparation of food
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food.

On completion of this unit the student should be able to:
• Use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties
• Individually and as a member of a team, to use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts

Unit 3: Food preparation, processing and food controls
In this unit students develop an understanding of food safety in Australia. Students demonstrate understanding of key foods, analyse the functions of their natural components and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods.

On completion of this unit the student should be able to:
• Explain the roles and responsibilities of and the relationship between national, state and local authorities in ensuring and maintaining food safety within Australia
• Analyse preparation, processing and preservation techniques for key foods, and prepare foods safely and hygienically using these techniques

Unit 4: Food product development and emerging trends
In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product.

On completion of this unit the student should be able to:
• Safely and hygienically implement the production plans for a set of four to six food items that comprise the product, evaluate the sensory properties of the food items, evaluate the product using the evaluation criteria, and evaluate the efficiency and effectiveness of production activities.
• Analyse driving forces related to food product development, analyse new and emerging food products, and explain processes involved in the development and marketing of food products.

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 course work: 15 %
• Unit 4 school-assessed course work: 15 %
• Units 3 and 4 school-assessed task: 40 %
• End - of- year examination: 30 %
Information Technology

Rationale
VCE Information Technology focuses on the processing of data and the management of information and information systems. The rapid pace of development in information and communications technology (ICT) is having a major influence on many 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, education, entertainment and 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:
• Select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.
• Solve an information problem by collecting data and using database management software to manipulate that data.
• Recommend a networked information system for a specific use and explain possible security threats to this networked information system.

Unit 2: IT pathways
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

On completion of this unit the student should be able to:
• Apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users' needs.
• Design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.
• Work collaboratively and apply the problem solving methodology to create an ICT solution, taking into account client feedback.

Unit 3: IT applications
The unit focuses on the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students focus on the use of a relational database management system (RDBMS) and examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS.

On completion of this unit the student should be able to:
• Apply stages of the problem-solving methodology to create a prototype website that meets an online community's needs, and explain the technical requirements to support the hosting of this website.
• Design, and develop using a relational database management system, a solution to an information problem, and discuss why and how data is acquired via websites.

Unit 4: IT applications
This unit focuses on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Students select and use a relational database management system (RDBMS) or spreadsheet software to create solutions to information problems.

On completion of this unit the student should be able to:
• Use selected software to solve an ongoing information problem, and evaluate the efficiency and effectiveness of the solution in meeting the information needs of an organisation.
• Evaluate the effectiveness of strategies used by organisations to manage the storage, communication and disposal of data and information, and recommend improvements to current practices.

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 course work: 25 %
• Unit 4 school-assessed course work: 25 %
• End-of-year examination: 50 %
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.

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

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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.

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: The Health & Development of Australia's Youth
This unit focuses on the health and individual human development of Australia's youth. Students identify issues that impact on the health and individual human development of Australia's youth. They investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

On completion of this unit the student should be able to:
• Describe the dimensions of, and the interrelationships within and between, health and individual human development.
• Describe and explain the factors that impact on the health and individual human development of Australia's youth.
• Outline health issues relevant to Australia's youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Unit 2: Individual Human Development and Health Issues
This unit focuses on the lifespan stages of childhood and adulthood. There are many determinants of health and development of Australia's children; however, social environments such as the family and community are crucial, as children develop through their relationships with others.

On completion of this unit the student should be able to:
• Describe and explain the factors that affect the health and individual human development of Australia's children.
• Describe and explain the factors that affect the health and individual human development of Australia's adults.
• Analyse a selected health issue facing Australia's health system, and evaluate community and/or government actions that may address the issue.

Unit 3: Australia's Health
Students explore the ways in which the health status of Australians can be measured. Students explore how different levels of health are experienced by different groups, which can be attributed to biological, behavioural and social determinants of health. They investigate the funding for the Australian health system the Australian initiatives designed to promote health in Australia.

On completion of this unit the student should be able to:
• Compare the health status of Australia's population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia's health status.
• Discuss and analyse approaches to health and health promotion, and describe Australia's health system and the different roles of government and non-government organisations in promoting health.

Unit 4: Global Health and Development
This unit takes a global perspective on achieving sustainable improvements in health and human development. It is about expanding people's choices and enhancing capabilities, having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives.

On completion of this unit the student should be able to:
• Analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations' Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
• Describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.

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 course work and examination:
• Unit 3 school-assessed course work: 25 %
• Unit 4 school-assessed course work: 25 %
• End-of-year examination: 50 %
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 course work: 25 %
• Unit 4 school-assessed course work: 25 %
• End-of-year examination: 50 %
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.

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: Bodies in Motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

On completion of this unit the student should be able to:
- Collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
- Collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
- Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change.

Unit 2: Sports coaching and physically active lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance.

On completion of this unit the student should be able to:
- Demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
- Collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
- Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports.

Unit 3: Physical activity, participation and physiological performance
This unit explores physical activity and sedentary behaviour from a participatory and physiological perspective. They apply a social-ecological model to identify a range of Australian strategies that are effective in promoting participation in regular activity. Students investigate the contribution of energy systems to performance in physical activity.

On completion of this unit the student should be able to:
- Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the NPA Guidelines.
- Use data collected in activities to analyse how the body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Unit 4 Enhancing Performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

On completion of this unit the student should be able to:
- Plan, implement and evaluate training programs to enhance specific fitness components.
- Analyse and evaluate strategies designed to enhance performance or promote recovery.

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 course work: 25 %
- Unit 4 school-assessed course work: 25 %
- End-of-year examination: 50 %
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. The study of Accounting will enable them to develop their financial knowledge and skills.

**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.

**History Units 1 & 2**
Students Study Unit 1 Twentieth Century History by exploring significant events during this time and the impact of these events on society. The Unit 2 study focuses on People and Power, which explores the study of American History and the authorities that governed these changes.

**Australian History (Units 3 & 4) - 2012**
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.

**History - Revolutions (Units 3 & 4) - 2011**
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.

**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 1 & 2
- Accounting 3 & 4
- History 1 & 2
- 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:**
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Accounting

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.

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.

Structure
This subject is made up of four units.

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 1: Establishing and operating a Service Business
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

On completion of this unit the student should be able to:
• Describe the resources and explain and apply the knowledge and skills necessary to set up a small business.

• Identify, record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods.

• Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

Unit 2: Accounting for a Trading Business
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business.

On completion of this unit the student should be able to:
• Record and report financial data and information for a sole trader.

• Record and report financial data and information using accounting software package for a single activity sole trader, and explain and evaluate the role of ICT in the accounting process.

• Select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance

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.

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.

• Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

Unit 4: Control and analysis of business performance
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.

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.

• 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 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 Accounting the student’s level of achievement will be determined by school-assessed course work, a mid-year and an end-of-year examination. Percentage contributions to the study score in Accounting are as follows:
• Unit 3 school-assessed course work: 17 %
• Mid-year examination: 33 %
• Unit 4 school-assessed course work: 17 %
• End-of-year examination: 33 %
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 predates 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 Course work and an end-of-year examination. Percentage contributions to the study score in History are as follows:

- Unit 3 School-assessed Course work: 25 %
- Unit 4 School-assessed Course work: 25 %
- End-of-year examination: 50 %
Business Management

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 Course work and an end-of-year examination. Percentage contributions to the study score in Business Management are as follows:
• Unit 3 School-assessed Course work: 25 %
• Unit 4 School-assessed Course work: 25 %
• End-of-year examination: 50 %
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 Course work and an end-of-year examination. Percentage contributions to the study score in History are as follows:

- Unit 3 School-assessed Course work: 25 %
- Unit 4 School-assessed Course work: 25 %
- End-of-year examination: 50 %
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 in action
This unit examines the need for laws in society. Students investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law.

On completion of this unit the student should be able to:
• Explain the need for effective laws and describe the main sources and types of law in society.
• Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
• Describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

Unit 2: Issues in Civil Law
Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society.

The unit focuses on resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

On completion of this unit the student should be able to:
• Explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
• Explain and evaluate the processes for the resolution of civil disputes.
• Explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.

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:
• Explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.
• Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
• Describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

Unit 4: Resolution and Justice
This unit examines the institutions that adjudicate criminal cases and civil disputes. They investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and the procedures that operate in the Victorian legal system.

On completion of this unit the student should be able to:
• Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
• Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

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 course work and an end-of-year examination. Percentage contributions to the study score in Legal Studies are as follows:
• Unit 3 school-assessed course work: 25 %
• Unit 4 school-assessed course work: 25%
• End-of-year examination: 50 %
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. 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 VCAL Literacy and Numeracy skills.

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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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.

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.

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
• Multimedia Studies
• Beauty

VET Hospitality (School delivery)
The VCE VET Hospitality program is designed to provide students with training and skill development for the achievement of competence in food and beverage service and/or commercial cookery. The program will also provide access to a range of potential career paths within the hospitality industry.
The VCE VET Units 3 and 4 sequence incorporates core units such as providing food and beverage service, preparing and serving nonalcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

VET Building & Construction (School Delivery)
The VCE VET Building & Construction program provides students with the knowledge and skills that will enhance their employment prospects in the building and construction industry. Building & Construction provides partial completion of the pre-apprenticeship program in three trade specific streams; bricklaying, carpentry and painting and decorating. This program provides a pathway into a building and construction apprenticeship.

What credit will I receive towards my VCE?
You will be eligible for credit of up to four VCE VET units towards your VCE: up to two units at Unit 1-2 level and two Units 3-4 sequence for each qualification in either program.

What credit will I receive towards my VCE?
The VCE VET Hospitality or Building & Construction program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.
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 ATAR.