Mercy Regional College is a Catholic Secondary College committed to following Gospel Values. Enriched by the heritage established by Catherine McAuley, founder of the Mercy Congregation, Mercy Regional College is a community of learners who continue to support and enact the Gospel values in the tradition of our founder. We provide a caring, learning environment for our students - to strive, to fulfil their potential, to share their talents, instil a love of learning and to become informed and compassionate people of faith, who will contribute freely and creatively to our society. Mercy Regional College, as a Catholic school, continues to reach out to all students and their families who will respect the Catholic philosophy and values of the College.

The Religious Education program at Year 11 and 12 school based program incorporates compulsory retreats, community service and academic studies. All students undertake a series of school based units across their two years of senior school studying two periods of Religious Education per week.

Year 11:

The Dignity of the Human Person
To have an understanding of what it is to be human.
To have an understanding of how we value and respect the qualities of ourselves and others, and reflect on the way we live our lives.
Develop an understanding and knowledge of God, present in our lives, using scripture and Church teachings. To further explore how we are able to make decisions based on the knowledge of God’s love of all.

Called to Action – Releasing the gifts
To come to an understanding that beliefs and values are part of decision making process.
To explore what it means to follow one’s conscience.
To reflect on the words and actions of Jesus as the living model for Christian life today.

Mission, Leadership and Ministry
Reflect upon the experience of leadership and mission within our Catholic school Community
Explore ways in which leadership and mission are portrayed within the scriptures and identify those who have been inspired by the gospels to act in service of others.
Articulate how mission and leadership within a Catholic school setting may be nurtured and fulfilled.

The Arts and Religion
To appreciate and distinguish between, the various literary forms in the Old and New Testaments
Explore how the old and new testament are portrayed to us through different media, identifying the author or artist’s meaning.
Investigate the ways in which religion and religious ideas are presented in various art forms
Identify the potential for personal religious experience through engaging in, and reflecting on, the arts.

Year 12

The search for meaning
Name events and experiences of human life that give rise to experiences of questioning and ambiguity.
Describe and analyse a range of ultimate questions.
Critically reflect on a number of divergent responses to these ultimate questions.
Investigate the response that the Christian tradition provides to ultimate questions and human decision making.

How should we live?
Explore the concept of conscience within decision making, reflecting upon what may form our consciences.
Consider how personal goals can be informed by responding to the moral guidelines that stem from the within Church teaching.
Explore how Christians are called to be aware of and active against social injustices in the local and wider community as much as within their own lives.

Ethics Issue: Asylum seekers and refugees
To critically analyse a social justice issue and the ethical beliefs surrounding the issue.
Explore the basis of the decision making processes surrounding this issue including:

political, social, ethical and technological.
Identify and articulate Church teachings and views regarding the issue and the source of these views including, scripture and Catholic Social Teaching.

Each unit at both year 11 and 12 contains an assessment task graded A – E and are usually completed within class time.

At Mercy we always take the opportunity to celebrate many of our important occasions with the community gathering for Eucharist. This provides a special time for our community to grow, in faith, together.

Attendance at Retreats and excursions as well as satisfactory completion of the work required in each unit at Year 11 and 12 is a prerequisite for students graduating from Mercy Regional College.

FOR MORE INFORMATION:
Please feel free to contact the Director of Religious Education staff via email at jsaunders@mercy.vic.edu.au
English

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.

VCAL Literacy Skills
The purpose of literacy curriculum 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.

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.

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
Literature 1 & 2
Literature 3 & 4

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


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English

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

Structure
The study is made up of 4 units.

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

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

On completion of this unit the student should be able to:
• Identify and discuss key aspects of a set text, and to construct a response in oral or written form.
• Create and present texts taking account of audience, purpose and context.
• Identify and discuss how language is used in a persuasive text and to present a reasoned point of view in an oral or a written form.

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 three 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:
• Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations. * Draw on ideas and/or arguments suggested by a chosen Context to create written texts.
• Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

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.
• Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

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 work place 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.
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.

**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. 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 provides a 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. 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.

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

**UNITS OFFERED:**
- VCAL Numeracy
- General Maths 1 & 2
- General Maths (Advanced) 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

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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 mathematical 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.
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 and Units 1 and 2: General Maths (Advanced)
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. Enrolment in General Mathematics (Advanced) at Year 11 level assumes a current enrolment in Mathematical Methods (CAS) Units 1 and 2.

Units 1 and 2
General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods Units 1 and 2 or Mathematics Methods Computer Algebra System (CAS) Units 1 and 2 and intend to study Mathematical Methods Units 3 and 4, or Mathematical Methods (CAS) Units 3 and 4 and, in some cases, Specialist Mathematics Units 3 and 4 as well. The areas of study for Unit 1 and Unit 2 of General Mathematics are: 'Arithmetic', 'Data analysis and simulation', 'Algebra', 'Graphs of linear and non-linear relations', 'Decision and business mathematics' and 'Geometry and trigonometry'.

Units 1 and 2 are to be constructed to suit the range of students entering the study by selecting material from the six areas of study using the following rules:
• For each unit, material covers four or more topics selected from at least three different areas of study;
• Courses intended to provide preparation for study at the Units 3 and 4 level should include selection of material from areas of study which provide a suitable background for these studies;
• Selected material from an area of study provide a clear progression in key knowledge and key skills from Unit 1 to Unit 2.

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

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

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

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

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

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

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 appropriately 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 %
Further Maths

Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

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

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

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

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

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

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

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

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

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

Levels of Achievement
Units 3 and 4
Further Mathematics the student’s level of achievement will be determined by school-assessed 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 %
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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Rationale
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 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 business project.

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.

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
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
Apply and explain management and production skills involved with operating a small agricultural and/or horticultural business 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
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
Review and report on the production processes and marketing of a small agricultural and/or horticultural business project.

Assessment
Satisfactory Completion of a workbook, an exam and an evidence guide of manual tasks performed throughout the course.

Within the time allocation for Units 1 & 2 Agricultural and Horticultural Studies will be a new addition to the course conducted by the staff of SWTAFE at Glenormiston College. Run over 20 weeks at one double period per week will be a unit from Certificate II in Agriculture titled “Undertake Operational Maintenance of Machinery” (AHCMMOM204A). This unit covers the process of operational maintenance of machinery commonly used on farms and defines the standard required to: conduct basic diagnostic tests; carry out lubrication and basic servicing; collect, remove and recycle or dispose of wastes; select and prepare tools and equipment; and maintain pertinent records.

Unit 3: Technology, Innovation and Business Practices
In this unit students develop an understanding of the range of available equipment and processes that may be used in agricultural and horticultural businesses, including the current commonly used technologies and innovative technologies. Students consider and analyse the likely impacts of new and emerging developments in technology. Management of soil/growing media, water, pests and diseases of plants and/or animals and weeds are considered through an integrated management approach.

Students individually design a small agricultural or horticultural business that involves the management of plants and/or animals. Using a range of production techniques and equipment they commence their business and report on its progress. Students will continue to manage this business in Unit 4.

Unit 4: Sustainable Management
This unit focuses on the management of agricultural and horticultural systems within the context of economic, social and environmental sustainability. The unit takes a holistic ecological approach to issues associated with land, plant and animal management. Students consider the effects of climate change and how business responds to these effects. They develop an understanding of the importance of identification, rectification and prevention of environmental degradation for the sustainability of agribusinesses. Students continue to operate their small business project commenced in Unit 3 Outcome 3. They monitor and report on the operations of the business, including analysing productivity, profitability and sustainability, and make recommendations for improving business outcomes.

Assessment
Satisfactory Completion of Outcomes (for more detail of the specified outcomes, key knowledge and skills please refer to the VCAA study design.)
Rationale
Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, and their environment and the challenges of survival. All living things have many structural and functional characteristics in common, which can be used to classify and group organisms.

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

Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

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

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

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

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

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

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

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

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

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

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

Unit 4: Continuity and change
In this unit students focus on molecular genetics and investigate individual units of inheritance and the genomes of individuals and species. A study of asexually reproducing and sexually reproducing organisms is included.

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

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

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

Units 3 and 4
• Unit 3 school-assessed course work: 20 %
• Unit 4 school-assessed course work: 20 %
• End-of-year examination: 60 %
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 and an end-of-year examination. Percentage contributions to the study score in Chemistry are as follows:
• Unit 3 school-assessed course work: 20 %
• Unit 4 school-assessed course work: 20 %
• End-of-year examination: 60 %
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:
• 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.
• 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.
• describe a wave model of energy transfer and apply it to light phenomena.

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: 16 %
• Unit 4 school-assessed course work: 24 %
• End-of-year examination: 60 %
Psychology

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: 20 %
• Unit 4 school-assessed course work: 20 %
• End-of-year examination: 60 %
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.

Dance
Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. Throughout history and in different cultures, people have explored the dancer's ability to communicate and give expression to social and personal experience. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through diverse approaches.

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 contexts.

Media
VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

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:
- Dance 1 & 2
- Dance 3 & 4
- Media 3 & 4
- Studio Arts 1 & 2
- Studio Arts 3 & 4
- Visual Communication and Design 1 & 2
- Visual Communication and Design 3 & 4

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

Studio Arts

Rationale
Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. The design process enables students to explore ideas and sources of inspiration, experiment with materials and techniques and practice specialised skills in a range of art forms. Students generate a range of potential directions 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 cultures 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 cultures 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 cultures 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 directions and solutions. An exploration proposal 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 an exploration proposal 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 directions to the aims and ideas documented in the exploration proposal.
• 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 artworks developed from potential directions generated in Unit 3. Visual and written documentation explaining how the potential directions were used to produce the folio of finished artworks. Students also examine the preparation, presentation and conservation of artworks in a range of exhibition environments.

On completion of this unit the student should be able to:
• present a cohesive folio of finished artworks, based on potential directions, that skilfully apply materials and techniques, resolve the aims, ideas and aesthetic qualities, and communicate the student’s ideas.
• present a focus, reflection and evaluation statement in visual and written form that documents how potential directions were 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.
• analyse and discuss roles and methods involved in the preparation and presentation of artworks.

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 Design

Rationale
Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices on what they think they need or want. The study provides students with the opportunity to develop an informed, a critical and a discriminating approach to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

Unit 1: Introduction to Visual Communication Design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived.

On completion of this unit the student should be able to:
• create drawings for different purposes using a range of drawing methods, media and materials.
• select and apply design elements and design principles to create visual communications that satisfy stated purposes.
• describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of Visual Communication Design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields.

On completion of this unit the student should be able to:
• create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
• manipulate type and images to create visual communications suitable for print and screen-based presentations.
• engage in stages of the design process to create a visual communication appropriate to a given brief.

Unit 3: Design Thinking and Practice
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

On completion of this unit the student should be able to:
• create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.
• describe how visual communications are designed and produced in the design industry.
• apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Unit 4: Design Development and Presentation
The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

On completion of this unit the student should be able to:
• develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.
• produce final visual communication presentations that satisfy the requirements of the brief.
• devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

Assessment
School-assessed course work, school assessed task and an end-of-year examination:
• Unit 3 school assessed course work: 20%
• Unit 4 school assessed course work: 5%
• School assessed task: 40%
• End of year examination: 35%
Rationale
VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media’s contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

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: Representation and technologies of representation
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, the role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies.

The student should be able to:
• describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
• construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies.
• discuss creative and cultural implications of new media technologies for the production and consumption of media products.

Unit 2: Media production and the media industry
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

The student should be able to:
• demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.
• discuss media industry issues and developments relating to production stages of a media product, and describe specialist roles within the media industry.
• describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organisations operate.

Unit 3: Narrative and media production design
In this unit students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts.

The student should be able to:
• analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement.
• use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.
• prepare and document a media production design plan in a selected media form for a specified audience.

Unit 4: Media: process, influence and society’s values
This area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in one or more media forms. Students plan, undertake and evaluate two production exercises to develop skills appropriate to the technical equipment, applications and media processes available to them. The student should be able to:
• produce a media product for an identified audience from the media production design plan prepared in Unit 3.
• discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts.
• analyse and present arguments about the nature and extent of media influence.

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: 37 %
• Unit 4 school-assessed task: 37 %
• Units 3 and 4 examination: 45 %
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 two kitchens, including a fully equipped Commercial Kitchen. This 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.

Product Design and Technology
Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably.

VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

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.

VET Furnishing
For those seeking a career in the cabinet making, furniture and kitchen manufacturing industries. Graduates may pursue apprenticeships or traineeships in cabinet making and furniture making. Alternatively, they may seek employment in other sectors of the building industry.

UNITS OFFERED:
Product Design and Technology 1 & 2
Product Design and Technology 3 & 4
Food Technology 1 & 2
Food Technology 3 & 4
Cert II Hospitality 3&4
Cert II Building & Construction 1 &2
Cert II Building & Construction 3 &4
Information Technology 1 & 2
Information Technology Applications 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
In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation. The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to transform these materials in a safe manner into useful products. Increasingly, the importance of environmental sustainability is having an impact on product design and development.

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: Product re-design for improvement
This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

On completion of this unit the student should be able to:
- re-design a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability.
- use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.
- present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

Unit 2: Collaborative design
In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

On completion of this unit the student should be able to:
- design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.
- justify, manage and use appropriate production processes to safely 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 product against the design brief.

Unit 3: Design, technological innovation and manufacture
In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client, developed through a design process and influenced by a range of complex factors.

On completion of this unit the student should be able to:
- explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.
- explain and analyse influences on the design, development and manufacture of products within industrial settings.
- present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

Unit 4: Product development, evaluation and promotion
In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client.

On completion of this unit the student should be able to:
- compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
- safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
- evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

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.
* Contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team's point of view.

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.

Health and Human Development

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

Outdoor and Environmental Studies

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

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 and Environmental Studies 1 & 2
- Outdoor and Environmental Studies 3 & 4
- Physical Education 1 & 2
- Physical Education 3 & 4

For More Information:

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

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 and explain the factors that affect the health and individual human development of Australia’s youth.
• Describe and explain the factors that affect the health and individual human development during the prenatal stage.

Unit 2: Individual human development and health issues
This unit focuses on the lifespan stages of prenatal, 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.
• Describe and explain factors that affect the health and individual human development during the prenatal stage.

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.

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
• Describe and evaluate programs implemented by international and Australian government and non-government organisations, and analyse the interrelationships between 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 %
Rationale
VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

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: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

On completion of this unit the student should be able to:
• describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.
• describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.

Unit 2: Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

On completion of this unit the student should be able to:
• describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
• evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

Unit 3: Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

On completion of this unit the student should be able to:
• explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.
• analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Unit 4: Sustainable Outdoor Relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

On completion of this unit the student should be able to:
• evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.
• analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific 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 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 Physical Education are as follows:
- Unit 3 school-assessed course work: 25 %
- Unit 4 school-assessed course work: 25 %
- End-of-year examination: 50 %
Humanities

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

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

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) - 2014
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) - 2015
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:
Please feel free to contact the VCE Humanities staff via email at info@mercy.vic.edu.au


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Accounting

Rationale
Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

Structure
This subject 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: 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 and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

On completion of this unit the student should be able to:
• describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
• Identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

Unit 2: Accounting for a Trading Business
This unit focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. They suggest strategies to the owner on how to improve the performance of the business.

On completion of this unit the student should be able to:
• Record financial data and report accounting information for a sole trader.
• Record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.
• Select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may 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 use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

On completion of this unit the student should be able to:
• Record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
• Record balance day adjustments and prepare and interpret accounting reports.

Unit 4: Control and analysis of business performance
This unit focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. They suggest strategies to the owner on how to improve the performance of the business.

On completion of this unit the student should be able to:
• Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
• Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss 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, and an end-of-year examination.

Percentage contributions to the study score in Accounting are as follows:
• Unit 3 school-assessed course work: 25 %
• Unit 4 school-assessed course work: 25 %
• End-of-year examination: 50 %
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 the concepts of citizenship, and evaluate its implementation in the early years of the new nation.

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.

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 %
**History Units 1 and 2**

**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.

**Structure**
The study is made up of: Unit 1 Twentieth Century History 1900-1945 and Unit 2 People and Power.

**Entry**
There are no pre-requisites for this study.

**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: Twentieth Century History 1900-1945**
The first half of the twentieth century was marked by significant change. From the late Nineteenth Century up to World War I there was still a sense of a certain and natural order of society. This order was challenged and overturned. Old certainties were replaced by new uncertainties as new movements and organisations emerged in response to economic, social and political crises and conflicts. Revolution, civil war and international conflict overshadowed the first fifty years of the Twentieth Century. Many of the recurring conflicts of the Twentieth Century had their origins in the post-World War I political treaties and agreements.

On completion of this unit the student should be able to
* analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.
* analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century.
* analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

**Unit 2 Description: Twentieth Century History 1945-2000**
The United States of America and the USSR emerged from the destruction of World War II as the new world superpowers. The relationship between these allies soon dissolved into acrimony and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. Nations, new and old, were confronted with threats such as nuclear technology, hunger and disease, and responded with increasingly internationalist approaches to the problems of human and planetary well-being.

This unit considers some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

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

**Levels of Achievement**
Units 1 and 2
Individual schools set the levels for satisfactory completion of the Unit 1 and 2 studies. History will include an end of unit examination as part of the examinations programs at mid-year and end-of-year.
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.

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.
• Describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

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 interests and learning needs. Fully accredited modules and units are selected for the four compulsory strands.

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

What do I Study?

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

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


MERCY REGIONAL COLLEGE
Henderson Street
Camperdown, VIC, 3260
ph 03 55 932 011
www.mercy.vic.edu.au
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.

**VET Furnishing**

For those seeking a career in the cabinet making, furniture and kitchen manufacturing industries. Graduates may pursue apprenticeships or traineeships in cabinet making and furniture making. Alternatively, they may seek employment in other sectors of the building industry.

**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 VCAL?**

The VET Hospitality or Building & Construction program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels of VCAL.

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

**FOR MORE INFORMATION:**

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

Rationale
Dance is the language of movement. It is the realisation of the body's potential as an instrument of expression. Throughout history and in different cultures, people have explored the dancer's ability to communicate and give expression to social and personal experience. The study of dance provides the opportunity to explore the potential of movement as a medium of creative expression through practical and theoretical approaches.

Structure
The study is made up of four units. (Unit 1, 2, 3 and 4)

Entry
There are no prerequisites for entry to Unit 1. It is recommended that students have three to four years dance and/or movement experience prior to the commencement of VCE Dance. This experience might focus on a specific dance style or could involve development of a personal movement vocabulary.

Unit 1: In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills. Students discover the diversity of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes.

• Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe application of physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes.

• They discuss influences on their own dance backgrounds and on the expressive intentions and movement vocabulary in their own dances.

Unit 2: This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form.

• Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

• Students are also introduced to dance traditions, styles and works. Dance traditions, styles and works selected for study might encompass dance traditions of indigenous cultures or other culturally specific dance through to the works of ballet choreographers, modern dance, early musical theatre/film choreography and the work of tap/jazz or street performers.

• Students describe the movement vocabulary in their own and others' dances by identifying expressive body actions and ways the elements of movement have been manipulated. Students also analyse and discuss the communication of their own and other choreographers' intentions, through the structuring of form, and the choreographic and expressive use of the elements of movement. This analysis supports students' understanding of the link between theoretical and practical aspects of each area of study.

Unit 3: This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of body actions and use of performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed. This analysis connects each student's own work as a choreographer to the work of professional choreographers. Students further develop their understanding of choreographic skills through an analysis of ways that the expressive intentions chosen by choreographers of twentieth and/or twenty-first century solo dance works selected from the Prescribed list of works Units 3 and 4 are developed through the use of choreographic devices and arrangement of phrases and sections. Students analyse the dance design and use of movement vocabulary of selected works, as well as consider influences on the choreographers' choice of expressive intention, and production aspects of the dance works.

Unit 4: This unit focuses on choreography, rehearsal and performance of a unified solo dance work. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of artistry in performance. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the solo dance work. Students' understanding of choreographic skills is also developed and refined through an analysis of ways in which the choreographers' intention can be expressed through the manipulation of different types of group structures. These include unison, canon, contrast, symmetrical and asymmetrical groupings and formations. Students also analyse the use of the elements of spatial organisation – direction, level, eye/body focus and dimension – in a group dance work by a twentieth and/or twenty-first century choreographer. Influences on choices made by choreographers in these works are also studied.

Assessment: Satisfactory completion for a unit is based on a decision that the student has 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 coursework: 25 % contribution to VCE Dance study score

• End-of-year performance examination: 50 % contribution to VCE Dance study score

• End-of-year written examination: 25 % contribution to VCE Dance study score