



**MERCY**  
REGIONAL COLLEGE



# MERCY PATHWAYS

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2023 SUBJECT SELECTION &  
PATHWAYS BOOKLET

Years 9-12

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# INTRODUCTION

The *Subject Selection & Pathways Booklet* provides comprehensive information about studies available at Mercy Regional College. This booklet is designed to enable students to make relevant decisions about their studies and future pathways.


All students should read the subject descriptions that follow and base their decisions on the content rather than the name of the subject alone.

All students should consider how subject choices will benefit them, either through access to a specific career or educational pathway, or by keeping their options open. If you are unsure as to where this subject will lead you, please take a look at the *Year 9-12 Pathways* section that appears to the right of each subject summary. It will help you understand what pathways are available within this subject area.

## TIPS FOR CHOOSING YOUR SUBJECTS

1. Choose studies which interest you and in which you can achieve. Do not choose subjects on the basis of what your friends are choosing.
2. Maintain a balance between your interests and an appropriate pathway. If you have a good idea of your career pathway, make sure you choose your subjects carefully.
3. Talk to a relevant staff member if you are unsure of you pathway.

## TIPS ON HOW TO USE THIS BOOKLET

1. The symbol  is a hyperlink to another page. You can jump to different sections of the booklet by clicking the symbol wherever it appears.
2. The Study Index pages (Year 9, Year 10, VCE & VET) feature an interactive menu which allows you to click on the subject name and jump to its description.
3. The table of contents allows you to see an overview of the whole booklet at once. By clicking items in the table of contents you can skip ahead to any section.
4. All websites are hyperlinked. Simply click on the website text and you will be directed to the requested webpage.



# YEAR 9

## YEAR 9 SUBJECT INDEX

This is an interactive menu. Click on the subject name to jump to its description.

### RELIGIOUS EDUCATION



✓ Religious Education

### ENGLISH



✓ English  
Creative Writing  
Debating

### HUMANITIES



✓ Humanities

### LANGUAGES



French

### MATHEMATICS



✓ Maths

### SCIENCES



✓ Science

### STEAM



\$ STEAM

### HEALTH & PE



✓ Health & PE  
Athletic Football Codes

### TECHNOLOGY



Agricultural Studies  
Computer Applications  
Electronics  
Product Design - Food  
Product Design - Textiles  
Product Design - Wood

### ART



Art  
Drama  
Media  
Music  
Photography  
Visual Communication Design

### PASTORAL CARE



✓ M.E.R.C.Y.

✓ Compulsory subject

\$ Subject involves additional costs

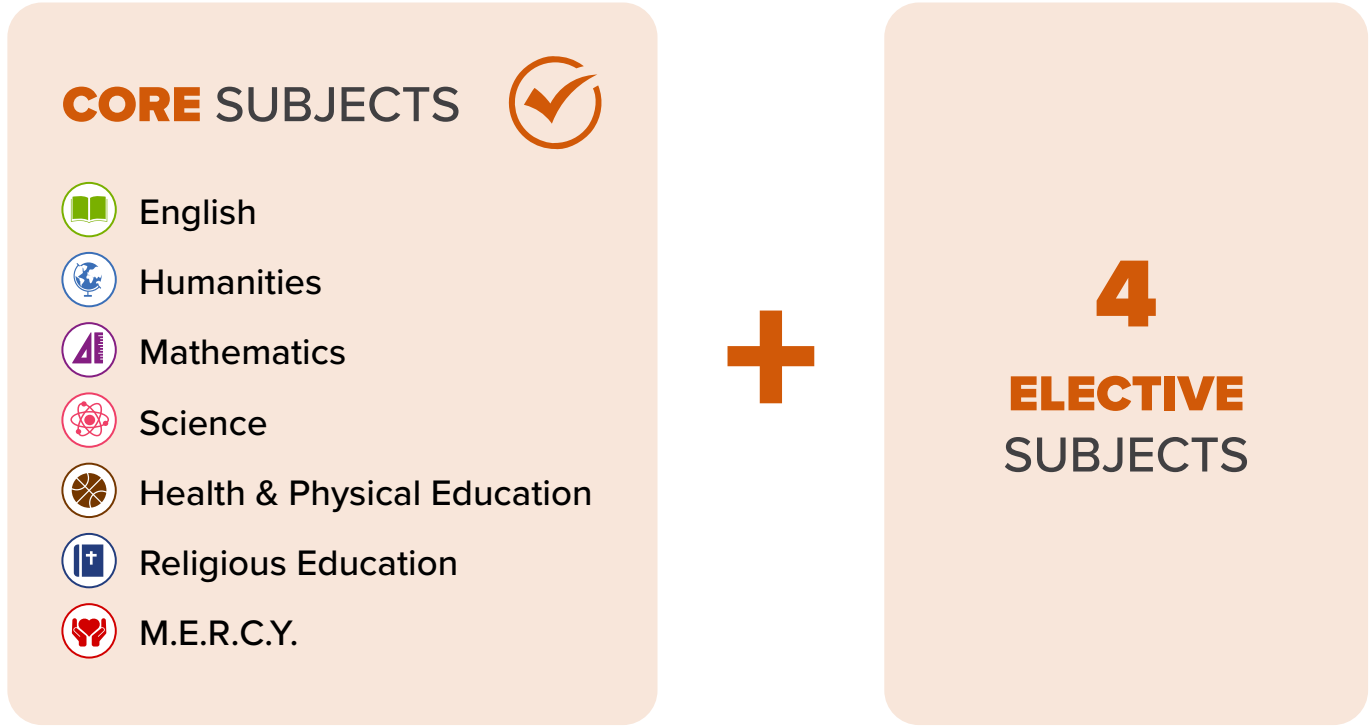


# YEAR 9 CORE SUBJECTS

## WHAT WILL I STUDY IN YEAR 9?

Year 9 is an opportunity for students to establish a strong foundation of key skills through a variety of learning activities.

In addition to the Core Curriculum subjects, students going into Year 9 need to select FOUR elective subjects.



When choosing the elective subjects students should think about what they like and what they are good at. The Year 9-12 Pathways section next to each elective will help students make their choice with the focus on their interests and future study options.

The subjects of choice should be listed in preferential order on the subject selection sheet. The College cannot guarantee every subject will run or there will be enough capacity in each subject a student has chosen.

# YEAR 9 ELECTIVES

## ENGLISH



### CREATIVE WRITING

#### What will students learn?

Students will build on their skills in reading and writing, as they create and craft pieces of their own. They will learn how to write with suspense and develop characters within their writing, develop an understanding of how writers achieve maximum effect with minimal words as they master the art of narrative writing.

#### Students will

- Read a variety of genres of short fiction
- Complete close reading of a favourite text
- Discuss various genres and their characteristics
- Explore the importance of editing



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Writing and editing
- Reading
- Discussing ideas

### DEBATING

#### What will students learn?

Students will develop their own speaking style and learn how to improve communication skills such as rebutting opposing viewpoints. Students will focus on editing and drafting speeches for a debate and how to use effective persuasive language.

#### Students will

- Learn the importance of adjudication - matter, manner and method - and their meaning
- Undertake prepared formal debates in class
- Practice impromptu-style argument
- Emulate guest speakers; watch and learn from the best
- Students will prepare for and compete in external events such as the DAV Schools Competition and the Warrnambool Eisteddfod



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Speaking and listening
- Current world issues
- Critical thinking
- Reading and discussion

# YEAR 9 ELECTIVES

## LANGUAGES



### FRENCH

#### What will students learn?

Students will expand on the range and nature of their language learning experiences and the contexts within which they communicate with others. They will have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. Students will extend their French reading, writing, speaking and listening skills while developing a further understanding of French geography, history and culture.

#### Students will

- Practice French listening, speaking, vocabulary and communication skills
- Travel virtually around France learning about regions, important cities and events
- Communicate in French about personal interests, health, social media, current events, the environment and history
- Access French media in digital and text formats



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Languages
- Global thinking
- Communication

# YEAR 9 ELECTIVES

## STEAM



### STEAM

#### What will students learn?

STEAM (Science, Technologies, Engineering, Arts and Mathematics) embraces curiosity through a range of digital technologies, programs, equipment and hands-on design challenges. STEAM encourages critical and creative design thinking and embraces collaboration in development of innovative, quality solutions. Students use design thinking and processes to investigate and generate innovative ideas; develop, plan and produce designs for different contexts by selecting and manipulating a range of materials, systems, components, tools, processes and equipment. They project manage through the safe and accurate testing and production of designed solutions; present, evaluate and communicate functional design solutions.

#### Students will

- Undertake a research project investigating the use of robotics in the community, and conduct a range of experimental and inquiry-based learning activities
- Use Python and Tkinter to make applications and develop an IOS App
- Work with LEGO Mindstorms to mirror a machine used in real world applications



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on, practical learning
- Innovative technology
- Creative design thinking
- Programming and coding
- Multidisciplinary learning

## HEALTH & PE



### ATHLETIC FOOTBALL CODES

#### What will students learn?

This course is designed not just for those familiar with our great Australian game, but for any student wishing to engage in further knowledge of athletic football codes. The course uses AFL as its core focus, and also challenges students to call on a range of skills which may be learnt across all subject areas.

#### Students will

- Learn analysis techniques used within a game, including statistics
- Explore training techniques, fitness patterns and diet involved in careers in football codes
- Learn how the body's biomechanics affects movement and person's abilities



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Fitness
- Sport
- Health

# YEAR 9 ELECTIVES

## TECHNOLOGY



### AGRICULTURAL STUDIES

#### What will students learn?

Students will gain an understanding of the history of agriculture in Australia and learn how things like soil and climate influence what can be produced. They will learn about the care and breeding of animals.

#### Students will

- Visit a number of agricultural enterprises in the local region
- Study how local farmers deal with damage caused by pests and diseases
- Investigate the forms of fertilizers and soil types



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Agriculture/farming
- Biology
- The outdoor environment

### COMPUTER APPLICATIONS

#### What will students learn?

Students will learn a variety of skills using different computer software design and development programs. They will develop an understanding of how computers are networked and communicate locally and over the internet. Students will explore programming languages that underpin software/hardware.

#### Students will

- Learn introductory programming/control of hardware and robotics using the Arduino platform
- Learn web development - HTML, CSS, Javascript
- Research, design, troubleshoot and build computer networks
- Learn Introduction to Computer Aided Design using Autodesk Fusion 360



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Designing and developing applications
- Programming/coding
- Digital technologies
- Creating solutions/ problem solving

# YEAR 9 ELECTIVES

## TECHNOLOGY



### ELECTRONICS

#### What will students learn?

Students will learn how to identify basic electronic components used in the electronics industry. They will be able to understand the link between electricity and magnetism in devices such as motors, microphones and speakers.

#### Students will

- Construct their own electronic devices
- Use simple circuits to observe the effects of combining electronic components
- Investigate common electronic equipment and devices



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Electronic devices
- Electricity and magnetism
- Problem solving

### PRODUCT DESIGN - FOOD

#### What will students learn?

Throughout this course, students will look more closely at nutrition, examining food use appropriate to the adolescent life span. Students should demonstrate the ability to investigate recipe ideas to use in completing design folio pieces. The design folio requires the students to evaluate their choices in line with designated constraints.

#### Students will

- Gain an understanding of how food and nutrition impact health, and how to determine the nutritional value of food
- Select and work safely with different utensils, tools and cooking methods
- Plan, order and prepare food
- Identify evaluation criteria from design briefs and use them to justify design choices



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Cooking
- Food and nutrition
- Creativity and design
- Following a concept through process to finished product

# YEAR 9 ELECTIVES

## TECHNOLOGY



### PRODUCT DESIGN - TEXTILES

#### What will students learn?

Students will learn about a variety of materials, processes and equipment used to manipulate the material to complete three projects. Students will read a pattern and follow instructions regarding the specifics of the pattern requirements. Students are encouraged to learn about and become more proficient at the process of following a pattern and specifically sewing pockets.

#### Students will

- Learn to follow the process of a pattern and choose materials specific for patterns selected
- Construct items to product specifications and standards
- Make various items including lined and reversible tote bags, a pair of boxer shorts and either pants or a skirt



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Design and process
- Creativity
- Fashion

### PRODUCT DESIGN - WOOD

#### What will students learn?

Students will plan and manage projects from conception to realisation including technical drawings through to the use of various power tools and building techniques. They will apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions.

#### Students will

- Make 3D hand drawn and computer assisted models
- Design and produce a utility table using various equipment and processes in the workshop.
- Discuss and follow safe work practices



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Creativity
- Designing and creating objects from concept to finished items

# YEAR 9 ELECTIVES

## THE ARTS



### ART

#### What will students learn?

Students will build on their knowledge of the elements and principles of art and begin to form their own style. Students will explore the creation, development and refinement of artworks through their folio and work based on a theme.

#### Students will

- Create different styles of art through painting and drawing
- Study the use of light in art
- Create portraits
- Design and create masks



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Creativity
- Designing and creating objects from concept to finished items
- History

### DRAMA

#### What will students learn?

Students will learn to play creatively using improvisation, role-play and 'The Elements of Drama' to develop ideas and devise scripted and improvised performances. They will analyse and evaluate how the elements of drama can be manipulated to convey meaning, and they will present group and individual performances within the classroom. Students will also investigate and analyse drama and performances from contemporary and past times.

#### Students will

- Create a scripted play performance
- Create a self-devised group performance
- Learn and perform a scripted monologue
- Create a self-devised individual performance
- Analyse and evaluate their own work
- Analyse and evaluate performance



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Drama
- Theatre Studies
- Media



# YEAR 9 ELECTIVES

## THE ARTS



### MEDIA

#### What will students learn?

Students will develop an understanding about how Media productions are created. They will look at codes and conventions used in film, television news and radio. A product design process is utilised in the creation and distribution of a product of their own. Students will analyse how media producers use production elements to represent groups from diverse backgrounds.

#### Students will

- Learn techniques of media production, such as editing techniques, for both video and audio
- Use media technologies
- Explore how news and documentaries are created
- Explore how the media convey values and issues
- Make and edit media productions

### MUSIC

#### What will students learn?

Students will interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They will demonstrate a developing personal voice and technical control, expression and stylistic understanding. They will use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.

#### Students will

- Learn how to create musical expressions as a composer, improviser and performer
- Become increasingly familiar with the notation and arrangement of music
- Improve confidence as an individual and group performer
- Explore musical styles and the elements of music
- Rehearse and perform works both as an individual and in a group
- Develop notations and musical arrangements



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- News and current affairs
- Speaking and listening
- Journalism
- Digital technologies



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Music
- Group and solo performances
- Performing Arts

# YEAR 9 ELECTIVES

## THE ARTS



### PHOTOGRAPHY

#### What will students learn?

Students will explore the basic technical skills and editing processes of digital photography by completing work in a range of different photographic types. They communicate their ideas through a range of materials, processes and technologies. Work is structured through the creative design process: Investigate/Explore; Develop; Plan; Produce; Refine; Present; Evaluate. Students seek inspiration by investigating the influence of the work of artists within their historical and cultural context. They plan, document and reflect on their work by collecting evidence of their exploration and development in a folio before presenting their work to an audience.

#### Students will

- Operate a DSLR camera
- Edit images using the Adobe creative suite
- Identify sources of inspiration and artistic influences
- Use photographic materials and techniques to produce a range of effects
- Develop creative ideas through innovative practices
- Produce, present and evaluate artwork

### VISUAL COMMUNICATION DESIGN

#### What will students learn?

Students will be introduced to techniques, drawing systems and other disciplines associated with the production of visual communications. Particular emphasis is placed on building an understanding of conventional drawing systems. The design process is investigated as a formal tool for the generation and development of ideas. Combined with knowledge of the elements and principles of design, students will explore how visual communications can be improved and presented in response to a communication needs.

#### Students will

- Create two- and three-dimensional drawings, perspective and rendered drawings and learn architectural and orthogonal drawing
- Discover the need for communication, purpose and audience of a given brief by exploring the client-designer relationship
- How to explore the use of mixed media in their two- and three-dimensional drawings



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Innovative and emerging technology
- Creative design thinking



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Art and design
- Mixed media
- Creativity
- Visual communication



# YEAR 10

## YEAR 10 SUBJECT INDEX

This is an interactive menu. Click on the subject name to jump to its description.

### RELIGIOUS EDUCATION



- ✓ Religious Education
- Social Engagement & Responsibility

### YEAR 10 PROGRAMS



- ✓ Work Experience
- ✓ Careers

### ENGLISH



- ✓ English
- Introduction to English Language & Literature
- The Book Was Better: Adaptations in English

### HUMANITIES



- ✓ Humanities
- Ancient History
- Holocaust Studies
- Why Democracy Matters
- \$20 Boss

### LANGUAGES



- A Teenager in Paris
- Being an Exchange Student in France

### MATHEMATICS



- ✓ Maths
- Analytical Problem Solving

### SCIENCES



- ✓ Science
- Paddock to Plate

### STEAM



- 💰 STEAM

### HEALTH & PE



- ✓ Health & PE
- Energy for Exercise
- Good Food, Great Health!
- Health Insights
- People and the Environment

### TECHNOLOGY



- Ag in Focus
- Design Technology - Design & Fashion
- Design Technology - Wood, Metal & Plastics

### THE ARTS



- Act and Create
- Focus on Folio
- For the Love of Music
- Hollywood Hacks: Film Production
- Photography
- Think and Brand

### PASTORAL CARE



- ✓ M.E.R.C.Y.

### ACCELERATED PROGRAM



- VCE
- VET

✓ Compulsory subject

💰 Subject involves additional costs



# YEAR 10 CORE SUBJECTS

## WHAT WILL I STUDY IN YEAR 10?

Year 10 enables students to build on prior learning while specialising their program in preparation for senior pathways.

In addition to the Core Curriculum subjects students going into Year 10 will need to select FOUR elective subjects.

CORE SUBJECTS

English

Humanities

Mathematics

Sciences

Health & Physical Education

Religious Education

M.E.R.C.Y.

YEAR 10 PROGRAMS

Work Experience

Careers

+

4

ELECTIVE SUBJECTS AND/OR ACCELERATED PROGRAM

When choosing the elective subjects students should think about what they like and what they are good at. The Year 9-12 Pathways section next to each elective will help students make their choice with the focus on their interests and future study options.

The subjects of choice should be listed in preferential order on the subject selection sheet. The College cannot guarantee every subject will run or there will be enough capacity in each subject a student has chosen.

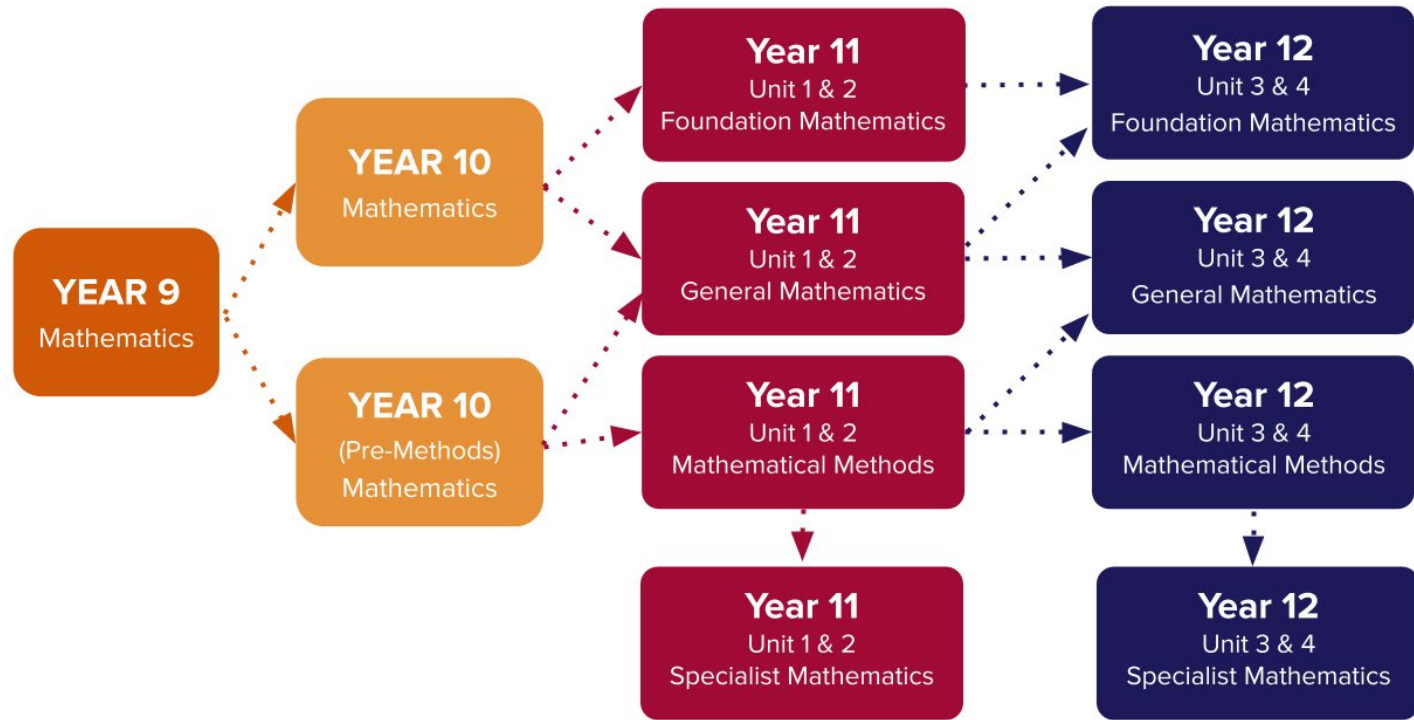
# YEAR 10 MATHEMATICS PATHWAYS

Mercy Regional College has a proud tradition of always running all Victorian Certificate of Education (VCE) mathematics subjects.

In Year 10, students do not study mathematics in their regular homeroom groupings. Instead mathematics classes are structured in a way that considers the mathematics pathway students intend to study in VCE, i.e. Foundation Mathematics, General Mathematics, Mathematical Methods and Specialist Mathematics. Teachers discuss VCE options with the students and highlight the implications for further learning. We encourage students to consult tertiary study guides and talk to our Careers teacher to ensure that the mathematics they are studying satisfies the prerequisites for future studies.

The path to Year 12 mathematics can vary greatly from student to student. There is no wrong path as long as students leave Mercy Regional College with the required level of mathematics for further studies or work.

There are also opportunities for early entry into VCE Mathematics for higher ability students. An example of this may be to study General Mathematics in conjunction with a Year 10 or 11 mathematics subject.



**!** Specialist Mathematics can only be studied in conjunction with Mathematical Methods.



# YEAR 10 PROGRAMS

## WORK EXPERIENCE

### WHAT IS WORK EXPERIENCE?

Work experience is a compulsory short term placement of secondary school students with 'host' employers, to provide practical insights into the industry and the workplace in which they are located and different career pathways.

Students are placed with employers primarily to observe, learn and undertake tasks that do not require extensive training.

Work experience is an effective way to learn about various career pathways. It gives students the chance to see the day-to-day routine of different jobs and build job related skills.

### WORK EXPERIENCE IN THE CURRICULUM

Students need to undertake work experience, complete the work experience journal and evaluation sheets and participate in the preparatory/evaluation classes (before and after the placement) to gain a satisfactory result for Careers in Year 10.

### PLANNING AND ORGANISATION

Students will prepare for Work Experience in their Careers class. During this class students complete background to work experience including work health and safety, employer expectations, what employers are looking for and work experience procedures and paperwork. All students completing work experience must complete Safe@Work modules - these will be completed in Careers class time. Students considering careers in the construction industry must complete their White Card training - the school usually organises a provider at the cost to students. It is in the student's best interests to plan well ahead and begin thinking and making enquiries about work experience in advance. Experience has shown that if students begin to do some letter writing and phoning early, their chances of gaining more interesting and beneficial placements will be significantly enhanced.



### HOW DO YOU BENEFIT FROM IT?

#### You develop:

- Job seeking skills
- Work related skills, e.g. work communication/team work
- Knowledge and skills relevant to a particular job/industry

#### You gain:

- Contact with Employers for future employment, apprenticeships or traineeships
- An understanding of the workplace and work related issues, such as technological change, health and safety, working conditions and wages
- The experience and knowledge to assist in career and pathways planning

# YEAR 10 PROGRAMS

## CAREERS

### WHAT IS CAREERS?

It involves activities which enable insight and preparation for different pathways as students enter their Senior years of schooling. Careers at Year 10 level consists of 2 lessons per cycle.

### WHAT DO STUDENTS LEARN?

Career investigation and quiz work at the start of the school year allows students to research aspects of different areas of employment and study. This research leads into preparation and organisation for the MRC Work Experience program. The 5 days of work placement provide an excellent opportunity to learn about the world of work and build new skills. Students also receive support with subject selection, resume preparation and participate in a mock interview program as part of their learning.

### WHAT RESOURCES ARE AVAILABLE TO STUDENTS?

The Careers Google Classroom and portal allows students to have a more personalised investigation and to ultimately build a folio of research and documents for their own Careers journey.



Year 10s participate in one week of work experience on a date to be determined (usually March).

# YEAR 10 ELECTIVES

## RELIGIOUS EDUCATION



### SOCIAL ENGAGEMENT AND RESPONSIBILITY

#### What will students learn?

Students will take a deep dive look at social and environmental issues and their connections to Catholic Social Teaching to enhance their understanding of Social Justice. Students will narrow their focus onto a key issue to further their understanding and create a specific learning goal. They will use their new understanding to develop a social justice school based or community focused project.

#### Students will

- Research & learn about pertinent current issues - worldwide and locally
- Explore the key Catholic Social Teachings
- Develop and enact a project individually or with peers
- Create a report of the process and results



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Social justice
- Group work
- Making a difference
- The environment

#### Possible Pathways:

- VCE Religion & Society
- Community volunteering
- Environmental work
- Social work

# YEAR 10 ELECTIVES

## ENGLISH



### INTRODUCTION TO ENGLISH LANGUAGE AND LITERATURE

#### What will students learn?

The course consists of two key topics - Literature and Language. Students will understand, appreciate and analyse the origin and importances texts in the English language and contributions made by writers in various English speaking environments. They will explore the nature and function of language in a range of contexts.

#### Students will

- Analyse a range of texts and evaluate the social, moral and ethical positions represented in them
- Learn to understand language as a system of signs and conventions
- Complete individual or group research tasks and presentations



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Reading
- Language and the craft of writing
- English grammar
- Critical thinking

#### Possible Pathways:

- VCE English
- VCE Literature

### THE BOOK WAS BETTER: ADAPTATIONS IN ENGLISH

#### What will students learn?

Students will see how texts are and can be translated between media. They will examine why texts are adapted and changed, the process of adaptation as well as the outcome of these decisions.

#### Students will

- Analyse and compare a text and its film adaptations
- Explore the process of modernising texts
- Examine how works of literature have been interpreted and adapted in different ways over time



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Film studies
- Analytical thinking
- Discussion based learning

#### Possible Pathways:

- VCE English
- VCE Literature
- VCE History



# YEAR 10 ELECTIVES

## HUMANITIES



### ANCIENT HISTORY: MYTHS, HEROES, RELIGIONS & WAR

#### What will students learn?

The course is a deep dive into Ancient History, looking at society in Ancient Egypt, Greece and Rome over the course of the several millennia BCE. Students will examine these societies overall with a specific focus on mythological beliefs and practices, interactions and conflict within and between cultures and the development of religion. Examinations and comparisons between the different cultures and highlighting the common links that span all three cultures broadly.

#### Students will

- Complete a research task (Mythology and Religion)
- Work on Individual/Group artefact task and presentation (Student choice)
- Explore the lasting impact of these societies on the modern world

### HOLOCAUST STUDIES: MAKING JEWISH THINKING VISIBLE

#### What will students learn?

Students will learn the importance of preserving the memory of those individuals the Nazis sought to exterminate from history and push back against prejudice in all its forms. Students will explore pre-war Jewish life, acts of resistance against the Nazis, survivor testimony and combating Holocaust denial. Students will also examine historical antisemitism in Europe and investigate the brave actions of significant groups of people and individuals.

#### Students will

- Create an assembly of museum artefacts in relation to a Nazi resistor
- Reflect on one of the big questions arising from the Holocaust
- Listen to and learn from the experiences of those who survived the Holocaust



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- History
- Inquiry based learning

##### Possible Pathways:

- VCE History (Australian History, Ancient History and Revolutions)
- VCE Geography
- VCE Legal Studies
- VCE Business Studies
- VCE Literature



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- History
- Understanding the world around them
- Critical thinking and creativity

##### Possible Pathways:

- VCE History (20th Century and Revolutions)
- VCE Legal Studies
- Religion & Society

# YEAR 10 ELECTIVES

## HUMANITIES



### WHY DEMOCRACY MATTERS

#### What will students learn?

Why Democracy Matters gives students the opportunity to engage with politics and assess the health of Australian democracy in 2023. Students will also examine how laws are made, the importance of voting and how individuals can encourage change.

#### Students will

- Explore the key features of Australian democracy
- Learn about systems and government and the Commonwealth Parliament
- Compare systems of government in Australia and an overseas nation
- Explore factors that influence democracy

### \$20 BOSS: ECONOMICS AND BUSINESS

#### What will students learn?

The \$20 Boss program gives students the opportunity to develop enterprise and entrepreneurial skills by designing, creating and managing a social enterprise. Students will learn about the ins and outs of how to create, launch and operate a business venture within a social enterprising context. They also consider the nature of the work environment and the way the business climate is changing in response to future careers.

#### Students will

- Complete their \$20 Boss Business Pitch
- Work collaboratively with their peers
- Complete a Market Day presentation



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Politics
- The world around them
- Legal studies
- Current affairs

##### Possible Pathways:

- VCE Legal Studies
- VCE Australian and Global Politics
- VCE Media
- VCE History
- VCE Geography



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Hands on/practical learning
- Group work
- Design/creativity

##### Possible Pathways:

- VCE Business Management
- VCE Accounting
- VCE Economics

# YEAR 10 ELECTIVES

## LANGUAGES



### A TEENAGER IN PARIS

#### What will students learn?

Students will explore an imaginary lifestyle of a teenager living in Paris. They will learn about the culture, geography and history of Paris all while extending their French vocabulary and language skills. Topics covered in this course include meeting people and introductions, friendships and relationships, shopping for food, giving advice and expressing needs, going out, minor ailments, getting around and travelling out of Paris and exploring the south of France.

#### Students will

- Complete/create treasure hunts and Tourist Guides of Paris
- Learn about the French culture
- Taste French cuisine
- Explore the hidden French culture of intercultural Melbourne
- Complete a multimedia analysis of current events



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Developing their French language skills for VCE
- Being an exchange student in France
- Inquiry-based learning

#### Possible Pathways:

- VCE French
- Being an Exchange Student in France

### BEING AN EXCHANGE STUDENT IN FRANCE

#### What will students learn?

Students will explore the French language through a variety of written and oral tasks focusing on language skills and cultural understanding you might need as an exchange student in France. This course is designed to extend students' knowledge and skills in listening, speaking, reading and writing, through the study of past and future tenses as well as direct and indirect object pronouns. Topics will include: school life, daily routine, school linguistic exchanges, choosing the right course to study, travel within France, French regional cuisine and history.

#### Students will

- Learn to express their thoughts on the topics above
- Deepen their knowledge of the French grammar
- Understand the historical background of the Loire Valley and its impact on French culture and literature



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Developing their French language skills for VCE
- Being an exchange student in France
- Inquiry-based learning

#### Possible Pathways:

- VCE French
- A Teenager in Paris

# YEAR 10 ELECTIVES

## MATHEMATICS



### ANALYTICAL PROBLEM SOLVING

#### What will students learn?

This class aims to prepare students in an engaging way for VCE Mathematics by focusing on the content not currently covered in Years 7-10 and to improve students' analysis and problem solving skills.

#### Students will

- Pose a problem for investigation
- Use various resources to research relevant information and mathematics required to solve the problem posed
- Use mathematics to solve the problem



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Numbers and patterns
- Problem solving
- Investigating maths

#### Possible Pathways:

- VCE Mathematical Methods
- VCE Specialist Mathematics

## SCIENCES



### PADDOCK TO PLATE

#### What will students learn?

Students gain exposure to the agricultural and horticultural industries through practical activities. Students explore new technologies available to assist farming practices and learn about the challenges facing our farming industries at present, with a particular focus on ethical and sustainability principles and practices. They will also explore the diversity of foods that may be produced from a range of agricultural and horticultural produce through practical food technology activities.

#### Students will

- Create an infographic about a current challenge related to agriculture and horticulture in Australia
- Create a product or solution for one of the challenges identified
- Debate the importance of knowing where our food comes from



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Agriculture/farming
- Food studies
- Environmental sciences

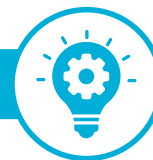
#### Possible Pathways:

- VCE Agriculture and Horticulture
- VCE Food Studies



# YEAR 10 ELECTIVES

## STEAM



### STEAM

#### What will students learn?

STEAM (Science, Technologies, Engineering, Arts and Mathematics) embraces curiosity through a range of digital technologies, programs, equipment and hands-on design challenges. STEAM encourages critical and creative design thinking and embraces collaboration in development of innovative, quality solutions. Students use design thinking and processes to investigate and generate innovative ideas; develop, plan and produce designs for different contexts by selecting and manipulating a range of materials, systems, components, tools, processes and equipment. They project manage through the safe and accurate testing and production of designed solutions; present, evaluate and communicate functional design solutions.

#### Students will

- Design and execute a range of solutions to design challenges
- Creative redesign of an existing product
- Engineer a collaborative construction project
- Undertake a research project around key STEAM knowledge
- Develop an understanding of coding to complete drone challenges
- Use Micro-bit and Humminbird technology to complete block coding and programming tasks
- Develop practical and technological skills 3D printing, Laser cutting and operating drones



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on practical learning
- Innovative technology
- Creative design thinking
- Programming and coding
- Multidisciplinary learning

#### Possible Pathways:

- VCE Physics; Biology; Chemistry
- VCE Applied Computing; Product Design & Technology
- VCE Studio Arts; Visual Communication Design; Media
- VCE Mathematics: Foundation; General; Methods; Specialist
- VET Information, Digital Media and Technology; Building & Construction

# YEAR 10 ELECTIVES

## HEALTH & PE



### ENERGY FOR EXERCISE

#### What will students learn?

This subject includes practical and theory based components. Students will gain exposure to nutritional aspects of performance that allow athletes to achieve the very best from their chosen field of sport. Students will learn about different training methods in order to know how to train smarter as well as learning the basics of hydration and recovery techniques. Energy systems, biomechanics and fitness components are areas of focus in this subject.

#### Students will

- Design a training program
- Create a nutrition plan
- Participate in practical lessons

### GOOD FOOD, GREAT HEALTH!

#### What will students learn?

Students gain exposure to the importance of nutrients and healthy eating on their own health. They also explore the nutritional requirements throughout the lifespan. Students learn about different food models and influences that impact food choices.

#### Students will

- Develop design folios - designing and adapting recipes
- Adapt recipes and explore healthy food swaps
- Nutrition plan for different lifespan stages and health considerations
- Participate in practical lessons



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Health and fitness
- Sport and exercise
- Training

#### Possible Pathways:

- VCE Physical Education
- VCE Health and Human Development



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Food and nutrition
- Creativity and design

#### Possible Pathways:

- VCE Health and Human Development
- VCE Food Studies

# YEAR 10 ELECTIVES

## HEALTH & PE



### HEALTH INSIGHTS

#### What will students learn?

Health Insights gives students the opportunity to explore and gain knowledge of different areas of health and develop skills to be able to make informed decisions about their own health. Students have the opportunity to develop an understanding of holistic health and wellbeing, through investigation areas of health services.

This subject investigates the dimensions of health and types of development, allowing students to understand the important relationship between physical, social, mental and spiritual health.

#### Students will

- Undertake data analysis through case studies
- Complete a research task on a health issue
- Perform film analysis

### PEOPLE AND THE ENVIRONMENT

#### What will students learn?

Students will gain the knowledge, understanding and skills to strengthen their sense of self-connectedness to the environment. The major focus of this subject is on healthy and sustainable living. This includes learning about the importance of outdoor recreation, leadership and collaboration, ecosystems, climate change, pollution and conflicts over the use of outdoor environments. Students will be introduced to the idea that healthy sustainable living includes physical fitness, psychological wellbeing and cultural and environmental responsibility.

#### Students will

- Investigate environmental effects of human activity
- Evaluate the effectiveness of international protocols
- Understand the role that outdoor recreation plays in keeping people connecting to the environment
- Participate in practical activities including volunteering, visiting local wetlands, navigating and orienteering, tree planting and others



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Health
- Psychology

##### Possible Pathways:

- VCE Health and Human Development
- VET Community Services
- VET Allied Health



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Outdoor recreation
- Geography
- Environmental science
- Sustainability
- Effects of climate change

##### Possible Pathways:

- VCE Geography
- VCE Outdoor and Environmental Studies
- VCE Agriculture and Horticultural Studies

# YEAR 10 ELECTIVES

## TECHNOLOGY



### AG IN FOCUS

#### What will students learn?

Students will participate in a number of practical activities involving general farm tasks. The course oversees popular farming systems endemic to our community while exposing students to alternative production systems such as beekeeping and mushroom production.

#### Students will

- Develop a partnership with a number of local production systems
- Look closely into how a farming business operates
- Participate in a number of practical activities involving general farm tasks

### DESIGN TECHNOLOGY - DESIGN & FASHION

#### What will students learn?

Students will have the opportunity to develop sewing skills, learning to follow a commercial pattern to construct garments which will be suitable for leisure or sports wear. Students choose materials that will meet their design briefs and construct products to specifications and standards, involving students to become more proficient at manipulating one or more materials. Students will recognise and test the different fabrics to be sewn when making leisure and sportswear. A major piece will also be completed by the students, developing their design and creative skills.

#### Students will

- Plan and manage projects from conception to realisation
- Develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.
- Complete an evaluation of their final project



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Hands on learning
- Agriculture/farming
- Biology

##### Possible Pathways:

- VCE Agricultural and Horticultural Studies
- Paddock to Plate
- RIST



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Hands-on learning
- Fashion and design
- Creativity
- Independent and self-directed learning

##### Possible Pathways:

- VCE Product Design and Technology



# YEAR 10 ELECTIVES

## TECHNOLOGY



### DESIGN TECHNOLOGY - WOOD, METALS & PLASTICS

#### What will students learn?

In this course, students will develop design ideas using CAD and Technical Drawing in conjunction with using 3D printers and laser cutters to make prototypes of their final production piece. Students will experiment with hand and power tools, materials and technologies to manage and produce a furniture project. Students will use wood, metal and plastics to achieve their final outcomes.

#### Students will

- Develop a design brief and plan for their production project
- Develop their production piece with technical drawings
- Produce a production project and complete its evaluation



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Creativity and design
- Building and construction

#### Possible Pathways:

- VCE Product Design and Technology
- VET Building and Construction
- VET Furnishing

## THE ARTS



### ACT AND CREATE

#### What will students learn?

Students will learn to use drama skills to create their own work and to analyse, interpret and perform the works of others. Participating in drama workshops will further develop students' self-belief and confidence. They will practice improvisation and role-play through a range of drama games and activities.

Students will learn to understand and question the drama and media around them – TV, Film, Theatre, Radio, Advertising, Social Media, Peer and Social Groups.

#### Students will

- Devise their own performance work
- Refine, rehearse and perform for the group
- Complete reflective performance analysis tasks
- Work independently and in groups



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Drama
- Dance
- Music
- Creativity

#### Possible Pathways:

- VCE Drama
- VCE Theatre
- VCE Media
- VCE English
- VCE English Literature

# YEAR 10 ELECTIVES

## THE ARTS



### FOCUS ON FOLIO

#### What will students learn?

Students work with a wide range of materials and techniques to create a folio of artworks. They explore art movements and artists from different cultural and historical contexts. Students increase their understanding of how the elements and principles of Art are used by professional artists. These elements and principles are analysed and utilised by students to create their own artworks and develop their personal artistic styles.

#### Students will

- Explore a range of techniques such as drawing, painting, photography, photoshop, printmaking and sculpture
- Develop self-reflection through annotating their trials and explorations
- Create a folio of artworks



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Hands-on learning
- Creativity
- Developing practical skills and techniques using a range of mediums and materials

#### Possible Pathways:

- Think and Brand
- Design Technology - Wood, Plastics Metal
- VCE Studio Arts
- VCE Visual Communication Design
- VCE Media
- VCE Product Design Technology

### FOR THE LOVE OF MUSIC

#### What will students learn?

Students will learn to use music skills to make and create their own musical work, and bring to life the musical work of others. Students will be asked to actively listen, imitate, improvise, compose, arrange, conduct, play, refine individual work and group work, interpret, record and notate their work, practise, rehearse, present and perform. They will listen to, reflect on and analyse a variety of music styles.

#### Students will

- Work independently and in groups to achieve their set artistic goals
- Complete composition tasks
- Present and perform



#### YEAR 9-12 PATHWAYS

#### Suits students who are interested in:

- Music
- Musical instruments
- Singing
- Practical learning approach

#### Possible Pathways:

- VCE Music
- VCE Drama
- VCE Theatre
- VCE Media

# YEAR 10 ELECTIVES

## THE ARTS



### HOLLYWOOD HACKS: FILM PRODUCTION

#### What will students learn?

Students will discover the tricks of the film-making trade by unleashing their creative talents and using industry-standard software (Adobe Audition and Adobe Premiere Pro) to produce authentic media products.

Students will explore particular film styles and analyse how media creators use cinematic codes and conventions to represent particular groups and individuals.

#### Students will

- Produce individual media products
- Be part of a team to create a film production
- Have the opportunity to visit the Australian Centre for the Moving Image and ABC

### PHOTOGRAPHY

#### What will students learn?

The course focuses on developing technical digital photography skills and editing processes by working to create a thematic photographic folio. Students explore a range of photographic techniques and communicate their ideas through a range of processes and technologies. Work is structured through the creative design process: Investigate/Explore; Develop; Plan; Produce; Refine; Present; Evaluate. Students seek inspiration by investigating the influence of the work of artists within their historical and cultural context. They plan, document and reflect on their work by collecting evidence of their exploration and development in a folio before presenting their work to an audience.

#### Students will

- Operate a DSLR camera
- Edit images using the Adobe creative suite
- Identify sources of inspiration and artistic influences
- Use photographic materials and techniques to produce a range of effects
- Develop creative ideas through innovative practices
- Produce, present and evaluate artwork



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Movies
- Film-making

##### Possible Pathways:

- VCE Studio Arts
- VCE Visual Communication Design
- VCE Media



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Hands-on learning
- Innovative technology
- Creative design thinking

##### Possible Pathways:

- VCE Product Design & Technology
- VCE Studio Arts; Visual Communication Design; Media
- VET Information, Digital Media and Technology

# YEAR 10 ELECTIVES

## THE ARTS



### THINK AND BRAND

#### What will students learn?

Students will be introduced to the basic vocabulary of visual communication through practical exercises in advertising, typography, layout, rendering and computer work. They will learn fundamental technical skills in the creative industry standard Adobe software applications Photoshop, Illustrator and InDesign.

The course will cover the design process from start to finish. A variety of practical and analysis activities will explore and improve student understanding of the design elements and design principles.

#### Students will

- Produce a visual folio that showcases their creative work
- Design a poster for a film
- Create a logo and apply visual communications
- Explore technical drawings
- Complete a design analysis



#### YEAR 9-12 PATHWAYS

##### Suits students who are interested in:

- Design and creativity
- Working with different mediums
- Independent and self-directed work

##### Possible Pathways:

- Focus on Folio
- VCE Studio Arts
- VCE Visual Communication Design
- VCE Product Design Technology
- VCE Media



# YEAR 10 ELECTIVES

## ACCELERATED PROGRAM



Mercy Regional College is committed to providing a learning environment where students can excel. We recognise that students have individual needs in order to achieve both academically and socially. Individual goal tracking is designed to meet the needs of all our students.

The Year 10 Accelerated Program is designed to challenge and extend the knowledge and skills of high-achieving students. The broad aim of the program is to develop high-order thinking skills so that our students can gain a deeper understanding of topics.

We cater to students who have displayed particular strengths in lateral thinking and problem-solving tasks while providing them with the chance to work with like-minded peers. Our students are given frequent opportunities to reach their full potential.

All students applying for the program will be interviewed to discuss their subject selections. Final acceptance into the Accelerated Program may also be affected by class sizes and time constraints.

**The Year 10 Accelerated Program available at MRC includes:**



### VCE

Victorian Curriculum of  
Education

LEARN MORE



### VET

Vocational Education  
Training

LEARN MORE





# UNDERSTANDING VCE, VCE-VM & VET

At Mercy Regional College, students can achieve the Senior School Certificate. This certificate could be either the Victorian Certificate of Education (VCE) or Victorian Certificate of Education - Vocational Major (VCE-VM). It is imperative when deciding a pathway for a student that the student's needs are considered.

## VICTORIAN CURRICULUM OF EDUCATION - VCE

The Victorian Certificate of Education (VCE) is a senior certificate of education within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

## VCE VOCATIONAL MAJOR - VCE-VM

The VCE is expanding to include the Vocational Major, a 2-year vocational and applied learning program. It will replace the Senior and Intermediate VCAL from 2023.

The VCE Vocational Major will develop students' personal and practical life skills. It will help to prepare them for the next important stage of their lives. The new pathway option will build on the best elements of VCAL including flexible applied learning approaches, while delivering enhanced curriculum design to equip students with the 21st century capabilities and in-demand skills for the future world of work.

Students who started studying VCAL in 2022 will continue with the current qualification in 2023.

## VOCATIONAL EDUCATION TRAINING - VET

Students may include Vocational Education and Training (VET) in their VCE and VCE-VM program. Students can undertake nationally recognised training through a VCAA approved VCE VET program as an apprenticeship or traineeship or any other VET qualification and receive credit towards their VCE or VCE-VM.

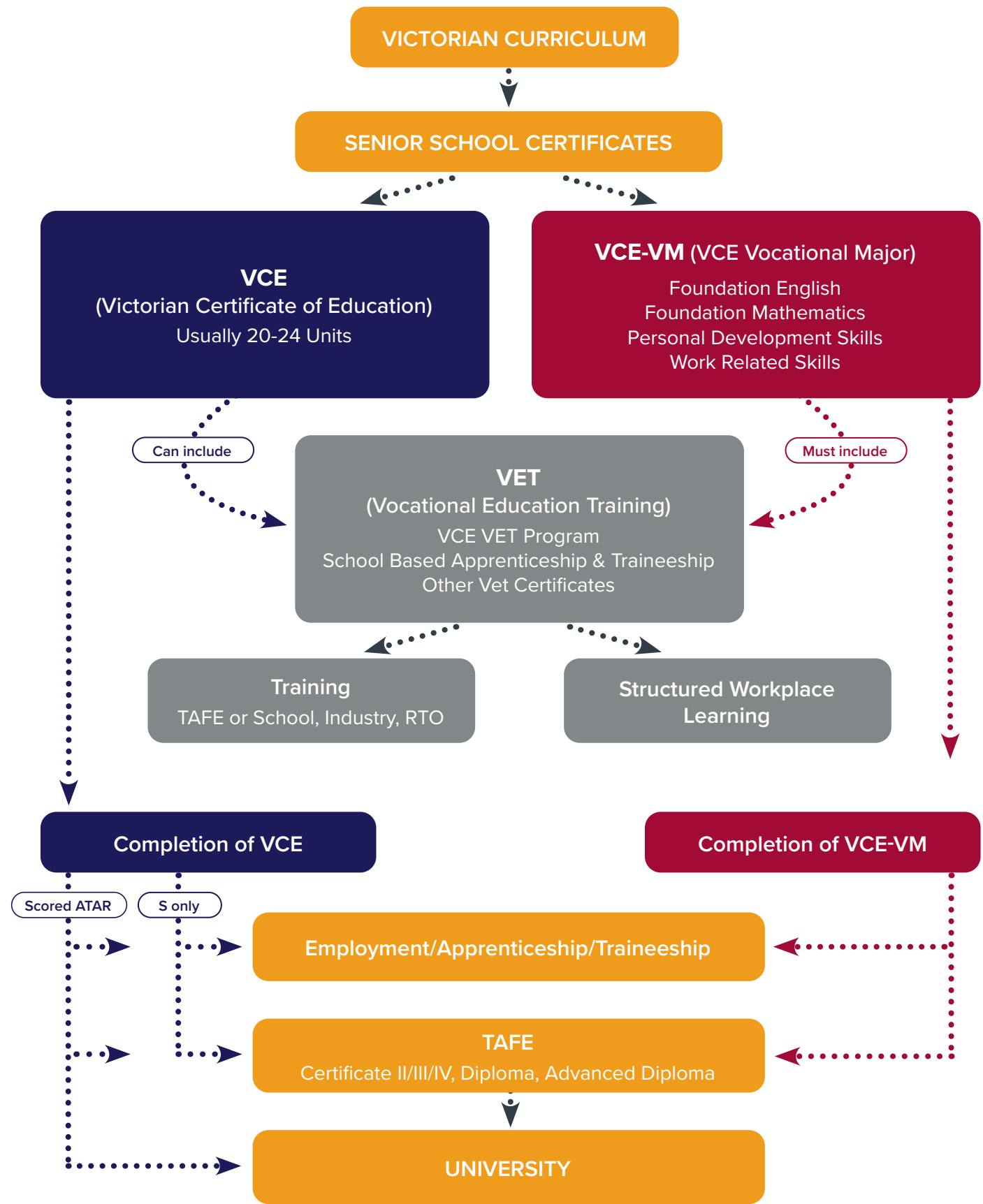
# YEAR 11 & 12

VCE • VCE-VM • VET



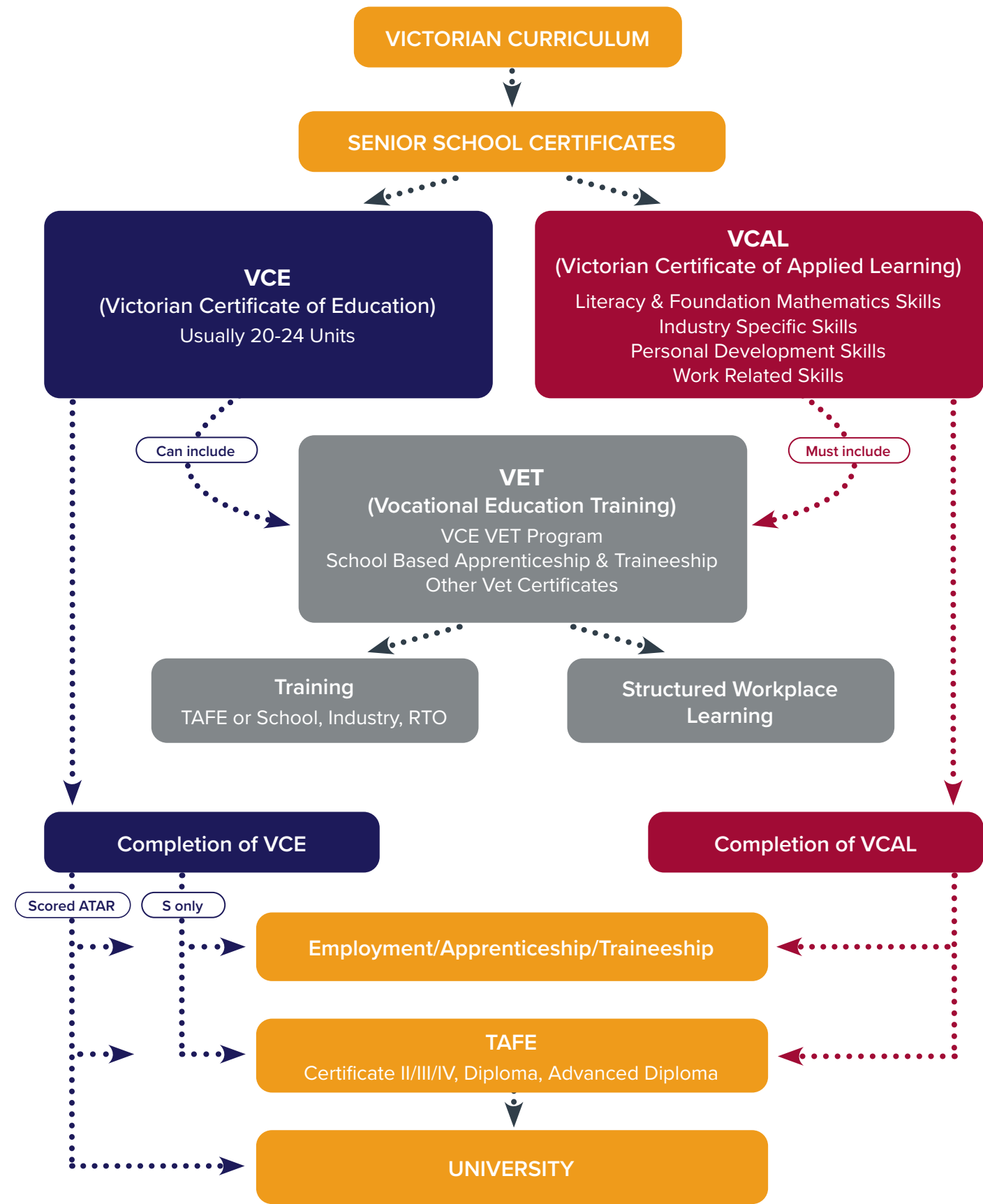
# SENIOR PATHWAYS

Introduced for Year 11 2023.



# SENIOR PATHWAYS

Only relevant for VCAL Year 12 students 2023.



# VCE STUDIES

The Victorian Certificate of Education (VCE) is a 2-year course of study. The Victorian Curriculum and Assessment Authority (VCAA) implements and manages the VCE.

A VCE program includes a number of different VCE studies (or subjects), with the majority consisting of four units that can be completed over the two years (a unit represents one Semester or half a year of work). Units 1 & 2 are typically taken in Year 11, while Units 3 & 4 are usually completed in Year 12. Mercy Regional College provides the opportunity for students to study Units 1 & 2 of some VCE studies in Year 10 and Units 3 & 4 in Year 11.

## WHAT WILL I STUDY IN YEAR 11?

Students in Year 11 complete a minimum of 6 VCE studies. In addition to the Core subjects students will need to select FOUR elective subjects.

### CORE SUBJECTS



- 1 subject from the English Domain
- 1 subject from the Mathematics Domain
- Religious Education
- M.E.R.C.Y.



4

**ELECTIVE**  
SUBJECTS  
(VCE or VET)

## WHAT WILL I STUDY IN YEAR 12?

Students in Year 12 complete a minimum of 5 VCE studies. In addition to the Core subjects students will need to select FOUR elective subjects.

### CORE SUBJECTS



- 1 subject from the English Domain
- Religious Education
- M.E.R.C.Y.



4

**ELECTIVE**  
SUBJECTS  
(VCE or VET)

# VCE ACCELERATED PROGRAMS

Students who are identified as being more capable in their studies have the opportunity to extend their learning and thinking skills by being involved in an appropriate accelerated program.

- Year 10 students may undertake VCE/VET Unit 1 & 2 subjects
- Year 11 students may undertake VCE/VET Units 3 & 4 subjects
- Year 12 students who are successful in VCE studies may apply to participate in Higher Education Studies offered through the appropriate universities. Normally this is the Deakin Accelerate Program.

## DEAKIN ACCELERATE PROGRAM

The Deakin Accelerate Program is mainly offered for students who are high achievers and who can cope with a more demanding workload. Students apply directly to the university that offers the study of their choice and should seek the advice of the Careers Coordinator before beginning an extension study.

In the Deakin Accelerate Extension program students complete two units of a first-year university subject at the same time as their Year 12 studies. There are 14 study areas on offer ranging from Accounting, Health Practice and Research, Psychology and Sports Management. For some of these study areas there are prerequisites.

### WHY CHOOSE DEAKIN ACCELERATE?

Students get the same benefits as studying a fifth or sixth VCE subject while gaining university credit and reducing the cost of their future degree.

### FOR MORE INFORMATION ABOUT DEAKIN ACCELERATE VISIT:

**DEAKIN UNIVERSITY WEBSITE:** [www.deakin.edu.au/student-life-and-services/support-for-high-school-students/deakin-accelerate-program](http://www.deakin.edu.au/student-life-and-services/support-for-high-school-students/deakin-accelerate-program)

### FOR MORE INFORMATION ABOUT VCE VISIT:

**VTAC WEBSITE:** [www.vtac.edu.au](http://www.vtac.edu.au)  
**THE ATAR EXPLAINED:** [www.vtac.edu.au/results-offers/atar-explained.html](http://www.vtac.edu.au/results-offers/atar-explained.html)  
**MRC CAREERS WEBPAGE:** [www.mercy.vic.edu.au/learning/careers/](http://www.mercy.vic.edu.au/learning/careers/)



# VCE

## STUDY INDEX

This is an interactive menu. Click on the subject name to jump to its description.

### RELIGIOUS EDUCATION

✓ Religious Education

### ENGLISH

✓ English  
✓ Literature

### HUMANITIES

Accounting  
Business Management  
History (Units 1 & 2)  
History: Ancient History (Units 3 & 4)  
History: Revolutions (Units 3 & 4)  
Legal Studies  
Religion & Society (Units 3 & 4)

### MATHEMATICS

✓ Foundation Mathematics  
✓ General Mathematics  
✓ Mathematical Methods  
⌚ Specialist Mathematics

### SCIENCES

Biology  
Chemistry  
Physics  
Psychology

### HEALTH & PE

Health & Human Development  
💰 Outdoor Education & Environmental Studies  
Physical Education

### TECHNOLOGY

Agricultural & Horticultural Studies  
Food Studies  
Product Design & Technology

### THE ARTS

Art Making & Exhibiting  
Media  
Visual Communication Design

### EXTERNAL STUDIES

A range of VCE studies are available to MRC students externally and virtually

✓ Compulsory subject. Students must choose at least one subject with the ✓ sign per domain. In the English Domain, students can choose both English and Literature.

⌚ To study Specialist Mathematics, students need to study Mathematical Methods

💰 Subject involves additional costs

# VCE STUDIES

## RELIGIOUS EDUCATION

### RELIGION & SOCIETY - Unit 2

Year 11 ✓

#### What will students learn?

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

#### Year 11 Retreat

Students explore the idea of leadership from guest speakers. This is embedded in the Catholic identity of Mercy Regional College.

### AWAKENINGS

Year 12 ✓

#### What will students learn?

In this unit students investigate a deliberate Christian response to the call for responsible action for justice on behalf of creation. They identify those they consider to be marginalised and vulnerable, both locally and globally; then articulate ways in which Catholic social teaching addresses their right to flourish. Students compare ways in which the spiritual life of people from different religious traditions and worldviews offers pathways for meaning and purpose in life and may be enriched through prayer.

#### Year 12 Seminar Days

Students participate in a number of seminar days that enrich their understanding of mercy within and outside of our school, Mercy Regional College. The days encourage students to consider what role they play in local and global social justice issues.



#### YEAR 9-12 PATHWAYS

#### Suits students interested in:

- Religious traditions
- Cultures & societies
- History
- Community work



Learn more about the study design

## ENGLISH

### ENGLISH - Unit 1 & 2

Year 11

#### What will students learn?

VCE English focuses on how the English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types for analysis of argument. VCE English is intended to meet the needs of students with a wide range of expectations and aspirations in a variety of career pathways for further study and/or employment.

In Unit 1, students focus on reading, exploring and crafting texts with a focus on personal connections with the story, to engage with and develop an understanding of effective and cohesive writing. Students will be supported by a variety of mentor texts to serve as examples of excellent writing and help them to shape and develop their own writing skills.

In Unit 2, students develop and deepen their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. This is supported by the exploring of arguments and how they are constructed and delivered through written and oral forms.

### ENGLISH - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students will study the language of the media, learn more about current issues, and become informed critics. Students will also study a variety of texts, including print, multimedia, and film. Students will develop creative ideas relating to a nominated text as well as write a sustained and carefully constructed text response to another nominated text.

In Unit 4, students demonstrate skills associated with oral language analysis. Students will also study two texts with a view to constructing a comparative analysis. The End of Year exam provides students with an opportunity to showcase their English skills in three areas: using language to persuade, comparative analysis, and reading and responding.



The text list for 2023, detailing texts for VCE English and Literature, will be published in Term 3, with early order options available from Term 4.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Reading
- Public speaking
- Current affairs



Learn more  
about the study  
design

## ENGLISH

### LITERATURE - Unit 1 & 2

Year 11

#### What will students learn?

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts. In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:

- An ability to offer an interpretation of a whole text (or a collection of texts)
- An ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text
- An ability to understand and explore multiple interpretations of a text
- An ability to respond creatively to a text

In Units 1 and 2, students engage with 5-6 texts, including novels, film, poetry and short stories from a variety of Australian and international creators.

In Unit 1, students consider how language, structure and stylistic choices are used in different literary forms and types of text. Students continue to explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.

In Unit 2, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators; and focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

### LITERATURE - Unit 3 & 4

Year 12

#### What will students learn?

In VCE Literature Units 3 and 4, students engage with 5-6 texts including an adaptation, novels, film, poetry and short stories from a variety of Australian and international creators.

In Unit 3, students focus on how the form of a text contributes to its meaning. They explore the form of a set text by constructing a close analysis of that text and reflect on the extent to which adapting the text to a different form affects its meaning. Students also explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

In Unit 4, students focus on the imaginative techniques used for creating and recreating a literary work and on a detailed scrutiny of the language, style, concerns and construction of texts.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Reading
- Thinking critically
- Writing creatively



Learn more  
about the study  
design



## HUMANITIES



### ACCOUNTING - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students explore the establishment of a business and the role of accounting in the determination of business success or failure. Students also begin to record, analyse, interpret and evaluate the performance of the business using financial and non-financial information and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on analysing and evaluating the performance of a business relating to inventory, accounts receivable, accounts payable and non-current assets. Students use relevant financial and other information to predict, budget for and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner, strategies to improve business performance.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Financial management
- Business management
- Budgeting



Learn more  
about the study  
design

### ACCOUNTING - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students focus on financial accounting for a trading business owned by a sole proprietor and highlight the role of accounting as an information system. Students use the double entry system of recording financial data to prepare and evaluate accounting reports while using the accrual basis of recording. Students will also record inventory in inventory cards using the First-In, First Out (FIFO) and Identified Cost methods, in addition to applying appropriate internal control procedures to protect business assets and suggesting strategies to improve the performance of a business.

In Unit 4, students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. Students consider the impact of decisions made on the performance of the business and interpret reports and information to suggest strategies to the owner to improve the performance of the business.

## HUMANITIES



### BUSINESS MANAGEMENT - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students examine the concepts of innovation and entrepreneurship as factors that influence business ideas, as well as the influence of the market, technology and changing customer needs. Students explore the internal and external environments of business and consider how each environment influences the way the business operates. Students learn about business structure, location, planning, decision-making and SWOT analysis, corporate social responsibility and global considerations.

In Unit 2, students examine the legal and financial requirements that must be satisfied to establish a business. Students investigate basic financial record-keeping and compliance policies and procedures, strategies involved in effectively marketing a business and the importance of public relations strategies. Students also explore the concepts of staffing a business and managing the needs of employees to maximise success.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Marketing
- Business operations, change and strategic planning
- Human Resources
- Real-life business case studies
- Collaboration with peers



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### BUSINESS MANAGEMENT - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, 'Managing a Business', students explore the types of businesses in Australia, characteristics of key stakeholders and key styles and skills used by managers. Students learn about specific areas of management responsibility including Human Resource Management and Operations Management, to develop a complex understanding of how businesses are managed to meet objectives. Students examine a range of theories and strategies for improving performance and optimising business operations.

In Unit 4, 'Transforming a Business', students develop an understanding of why businesses need to change by evaluating performance indicators. Students learn about, apply and evaluate a range of change management theories and strategies to contemporary business situations, to explore how businesses can (and do) manage change effectively.

## HUMANITIES



### HISTORY - Unit 1 & 2

Year 11

#### What will students learn?

History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present.

At MRC, VCE History Units 1 & 2 is a dynamic course that adapts to the specialties of the teacher and interests of the cohort.

The course for study in 2023 will be confirmed in late 2022 following consultation with interested students. Options could include a combination of:

- **Ancient History Units 1 & 2**  
Ancient History investigates individuals and societies (Mesopotamia, Egypt, and or China) across three millennia.
- **Empires Units 1 & 2**  
Empires explores the ideas and power relations accompanying the growth of empires in the early modern period (Venetian and British Empires 13-18th centuries).
- **Modern History Units 1 & 2**  
Modern History examines the causes and consequences of conflict and change in the modern era.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Problem solving
- Understanding links between past and present



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## HUMANITIES



### HISTORY: ANCIENT HISTORY - Unit 3 & 4

Year 12

#### What will students learn?

Ancient History investigates individuals and societies - Mesopotamia, Egypt, Greece, Rome and China - across three millennia.

In Unit 3, students investigate the features of life during the Archaic Period of Greece. They explore social, political and economic features of Athens and Sparta to 454 BCE. Students investigate the Peloponnesian War (460–404 BCE) and how it reveals a different form of crisis.

In Unit 4, students focus on the features and the early development of Rome. Students investigate how the interests and actions of individuals led to the demise of the Republic and the rise of imperial interests.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Mediterranean culture and history
- Critical thinking and evaluation
- Understanding links between past and present



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### HISTORY: REVOLUTIONS - Unit 3 & 4

Year 12

#### What will students learn?

In VCE Revolutions Units 3 & 4, students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society.

Students study two revolutions across Units 3 & 4:

- **Unit 3 - The French Revolution (1774– 1789)**
- **Unit 4 - The Russian Revolution (1896– 1927)**



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Global events and politics
- Colonial legacies
- Critical thinking and evaluation
- Problem solving
- Understanding links between past and present



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## HUMANITIES



### LEGAL STUDIES - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students develop an understanding of the different types and sources of law. Students learn key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

In Unit 2, students examine the methods that may be used to determine a criminal case or resolve a civil dispute, including the purposes, types and effectiveness of sanctions and remedies. Students develop an understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

### LEGAL STUDIES - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3 students develop an understanding of the rights of the accused and of victims in the criminal justice system. They will examine and analyse the factors considered when initiating a civil claim, and discuss the institutions and methods used in resolving civil disputes. Students learn about the principles of justice: fairness, equality and justice and evaluate the ability of the legal system in achieving these principles.

In Unit 4, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. Students investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Law making
- Justice
- Human rights



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## RELIGION & SOCIETY



### RELIGION & SOCIETY - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents.

In Unit 4, students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more than one of the following: Buddhism, Christianity, Hinduism, Islam, Judaism.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Religious traditions
- Cultures
- History



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## MATHEMATICS



### FOUNDATION MATHEMATICS - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. Topics covered in Unit 1 include 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems. The topics covered in Unit 1 are built upon and extended to provide for the continuing mathematical development of students' knowledge with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Developing numeracy skills
- Practical application of trades



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### FOUNDATION MATHEMATICS - Unit 3 & 4

Year 12

#### What will students learn?

VCE Foundation Mathematics Unit 3 & 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

The topics studied in Unit 3 & 4 are an extension of the topics covered in Unit 1 & 2 - 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'. All four areas of study are explored over the two units with content equivalent to two areas of study covered in each unit.

## MATHEMATICS



### GENERAL MATHEMATICS - Unit 1 & 2

Year 11

#### What will students learn?

VCE General Mathematics Unit 1 & 2 cater for a range of students' mathematical interests.

In Unit 1, students will focus on the topics of 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', 'Functions, Relations and Graphs' and 'Space and Measurement'. Students will apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology.

In Unit 2, students will deepen their knowledge of the topics covered in Unit 1, further developing their skills and understanding of major mathematical concepts.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Networks
- Financial maths
- Using CAS in solving problems



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### GENERAL MATHEMATICS - Unit 1 & 2

Year 12

#### What will students learn?

VCE General Mathematics Unit 3 & 4 focus on real-life application of mathematics and consist of the areas of study 'Data Analysis, Probability and Statistics' and 'Discrete Mathematics'. Students continue building upon the knowledge and skills they develop in Unit 1 & 2.

In Unit 3 & 4, students cover the topics of 'Data Analysis', 'Recursion and Financial Modeling', 'Matrices' and 'Networks and Decision Mathematics'. They apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs.



## MATHEMATICS

### MATHEMATICAL METHODS - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students are introduced to the study of simple algebraic functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. There is a large focus on graphs - writing functions, sketching, analysing and interpreting.

In Unit 2, students study simple transcendental functions, the calculus of polynomial functions and related modelling applications. This unit focuses on extending and building upon the concepts covered in Unit 1.

### MATHEMATICAL METHODS - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. This unit includes the areas of study 'Functions, Relations and Graphs' and 'Algebra, Number and Structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

In Unit 4, students cover the remaining content from 'Functions, Relations and Graphs', 'Algebra, Number and Structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data Analysis, Probability and Statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- High level algebra and calculus
- Practical & theoretical maths contexts
- Science & Engineering
- Business & Economics
- Surveying
- Medicine




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## MATHEMATICS

### SPECIALIST MATHEMATICS - Unit 1 & 2

Year 11

 *To study Specialist Mathematics, students need to study Mathematical Methods.*

#### What will students learn?

In Unit 1, students will study mathematics in-depth, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. Students will cover the 'Algebra, Number and Structure' and 'Discrete Mathematics' areas of study.

In Unit 2, students will broaden their mathematical knowledge through the study of 'Data Analysis, Probability and Statistics', 'Space and Measurement' and 'Functions, Relations and Graphs'.

### SPECIALIST MATHEMATICS - Unit 3 & 4

Year 12

#### What will students learn?

VCE Specialist Mathematics Unit 3 & 4 consist of the areas of study: 'Algebra, Number and Structure', 'Calculus', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', 'Functions, Relations and Graphs', and 'Space and Measurement'.

In undertaking their studies, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.



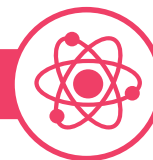
YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- High level algebra and calculus
- Practical & theoretical maths contexts



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### BIOLOGY - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

In Unit 2, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Health/medical skills
- Gene technology
- Ecology



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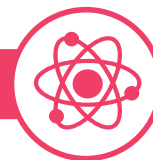
### BIOLOGY - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

In Unit 4, students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.



### CHEMISTRY - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers, and are introduced to ways that chemical quantities are measured. Students consider how innovations in manufacturing lead to more sustainable products by using renewable materials and moving towards a circular economy. A student-directed research investigation into the sustainable production or use of a selected material is undertaken as part of the unit.

In Unit 2, students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students design or adapt and undertake an investigation that is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water as part of this unit.

Throughout each unit, students conduct practical investigations involving the reactivity of metals, chromatography, precipitation reactions, heat capacity of water, acid-base and redox reactions, solubility and volumetric analysis, to name a few topics.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Engineering
- Medicine/pharmacy
- Biomedical science
- Forensics
- Laboratory research



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### CHEMISTRY - Unit 3 & 4

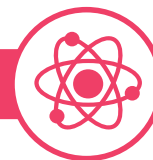
Year 12

#### What will students learn?

In Unit 3, students compare and evaluate different sources of chemical energy, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion, energy released and quantities needed within these reactions. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells and analyse industrial reactions with reference to reaction rate and extent.

In Unit 4, students study the ways in which organic molecules are represented and named. They process data from a variety of analytical techniques to determine structure and concentrations of organic molecules. Students investigate and design reaction pathways to produce particular compounds. They look at key food molecules and the role of enzymes in facilitating chemical reactions and use calorimetry to determine the energy released in the combustion of foods. A student-led practical investigation is undertaken in either Unit 3 or 4, or across both Units 3 and 4, and is assessed within Unit 4.





### PHYSICS - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

In Unit 2, students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. They will investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation. A student-designed scientific investigation is undertaken in this unit.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Engineering
- Mathematics
- Space & astrophysics
- Robotics & AI
- Climate science & meteorology



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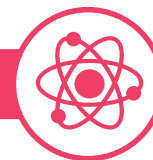
### PHYSICS - Unit 3 & 4

Year 12

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### PSYCHOLOGY - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. They examine the contribution that classical and contemporary knowledge from Western and non-Western societies has made to an understanding of psychological development. Students investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

In Unit 2, students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. They explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander peoples' experiences within Australian society and how these experiences may affect psychological functioning. They will examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- The world around us
- Mental health
- Human behaviour



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### PSYCHOLOGY - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. They also investigate how learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

In Unit 4, students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and sleep across the lifespan. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning. Students consider ways in which mental wellbeing may be defined and conceptualised. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They further explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors.

## HEALTH & PE



### HEALTH & HUMAN DEVELOPMENT - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students explore the various definitions of health and wellbeing, while investigating the health status of Australia's youth through the use of current data. They consider the various factors that influence their own health and wellbeing including the role of nutrition and food selection in promoting short and long term health and wellbeing. Students will apply research skills to conduct an independent research project on a focus health issue relating to youth.

In Unit 2, students examine the developmental transition from youth to adulthood and gain an insight into the human lifespan. Students investigate the factors that influence development during the prenatal and early childhood stages of the lifespan. A key focus of this unit is to analyse the role of healthy and respectful relationships in achieving optimal health and well being. Australia's health care system is explored and students are given the opportunity to research health services in their local community.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Social justice
- Nutrition
- Illness & disease



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### HEALTH & HUMAN DEVELOPMENT - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students begin to explore health and wellbeing as a global concept and consider the benefits of optimal health and wellbeing and its importance as an individual and collective resource. Their thinking extends to health as a universal right and looks at the prerequisites for health as determined by the World Health Organization (WHO). They will look at health promotion and improvements in population health over time and analyse variations in health status of population groups within Australia.

In Unit 4, students examine health and wellbeing, and human development in a global context. They explore factors that contribute to health inequalities between and within countries and study the key concepts of sustainability and human development. They will consider the health implications of increased globalisation and investigate the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students will reflect on their own capacity to take action to improve health and wellbeing and human development.

## HEALTH & PE



### OUTDOOR & ENVIRONMENTAL STUDIES - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students examine 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. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived.

Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. health services in their local community.

In Unit 2, students focus on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. They develop the practical skills required to minimise the impact of humans on outdoor environments.

Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Sustainability
- Tourism
- Resource management



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design

### OUTDOOR & ENVIRONMENTAL STUDIES - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students investigate the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia

In Unit 4, 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 relating to the capacity of outdoor environments to support the future needs of the Australian population.

## HEALTH & PE



### PHYSICAL EDUCATION - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1 students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

In Unit 2 students develop an understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They explore a range of factors that influence and facilitate participation in regular physical activity and collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### PHYSICAL EDUCATION - Unit 3 & 4

Year 12

#### What will students learn?

Unit 3 introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

In Unit 4 students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Fitness
- Training methods and practices
- Sports exercise



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## TECHNOLOGY



### AGRICULTURAL/HORTICULTURAL STUDIES - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students develop their understanding of Australia's agricultural and horticultural industries and research the opportunities and practical realities of working in the sector. They consider sources of food and fibre indigenous to Victoria prior to European settlement, and current and past perceptions of Australian agricultural and horticultural industries.

In Unit 2, students research plant and animal nutrition, growth and reproduction. They develop an understanding of the conditions in which plants and animals grow and reproduce, and of related issues and challenges. They evaluate the effectiveness and sustainability of agricultural or horticultural practices.



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Interaction between science and farming
- Agricultural innovation



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### AGRICULTURAL/HORTICULTURAL STUDIES - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students examine the role of research and data, innovation and technology in Australia's food and fibre industries. They also look at practices that mitigate risk and protect the viability of these industries. Innovation is considered in the context of problem solving and finding solutions to challenges faced by food and fibre producers in Australia and globally. Students research Australia's past responses to such challenges, analysing responses leading to successful outcomes as well as those with unforeseen consequences.

In Unit 4, students examine sustainability in terms of land management, as well as its role in food and fibre industries. Sustainability is a holistic concept with environmental, economic and social dimensions. Students research the effects of climate change on food and fibre production through case studies of effective responses to this and other environmental challenges. Students investigate environmental degradation and approaches to sustainable land management and rehabilitation. They study ecosystems, the importance of biodiversity and the applicability of environmental modification techniques.



## TECHNOLOGY



### FOOD STUDIES - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students look at food from a historical and cultural perspective. Students investigate the origins and roles of food through time and across the world, with a focus on Australian cuisine. The practical component of the study explores the use of ingredients available today that were used in earlier cultures. Australian indigenous foods are investigated and we see how food patterns have changed through the influence of food production, processing and manufacturing industries. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine.

In Unit 2, students investigate food systems in Australia, looking at both commercial food production and domestic and small scale food production. Students gain insight into the significance of food industries to the Australian economy and investigate how the food industry provides safe, high quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and compare their foods to commercial products. Students create new food products using the design principles of research, design, product testing, production, evaluation and marketing and explore a range of dietary requirements in their design tasks.

### FOOD STUDIES - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students investigate the many roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They investigate the science of food including food appreciation, physiology and digestion and the role of gut health. The Australian Dietary Guidelines and the Australian Guide to Healthy Eating are analysed. A focus on influences on food choices is explored with students inquiring about the role of food in shaping and expressing identity and connectedness. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. Students plan and prepare food to cater for various dietary needs through the production of everyday foods.

In Unit 4, students examine debates about Australia's food systems as part of the global food system and describe key issues relating to food insecurity globally. They explore the relationship between food security, food sovereignty and food citizenship. Food information and misinformation regarding labeling and marketing will be looked at along with the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Food beliefs, food trends, food fads and diet will be evaluated. Students focus on the development and application of technologies, the challenges of food security, food safety, food wastage, the use and management of water and land and ethical food issues. Practical activities provide the opportunity for students to consider how food selections and food choice can optimise human and planetary health.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Nutrition
- Food production
- Fractional properties of food



Learn more  
about the study  
design

## TECHNOLOGY



### PRODUCT DESIGN & TECHNOLOGY - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution use and likely disposal. They consider how a product could be sustainably redeveloped. Students work through the product design process to redevelop an existing product.

In Unit 2, students will work in a design team to generate one design brief collaboratively from a scenario based around a historical or contemporary design movement or a music genre or fashion house. They collaboratively investigate their theme for inspiration and work through the stages within the product design process. All students will use production processes to construct a product based on their team's theme.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Drawing & product manufacturing
- Practical application of skills



Learn more  
about the study  
design

### PRODUCT DESIGN & TECHNOLOGY - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students work as designers and apply the product design process to meet the requirements of an end-user. They identify specific needs of the end-user by referring to the product design factors and conduct appropriate research, visualisations and design options.

In Unit 4, students create the preferred design option and evaluate the quality of their product with reference to criteria and end-user feedback. Students make judgements about further improvements and they develop a care label that highlights the products features.

## THE ARTS



### ART MAKING AND EXHIBITING - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students explore materials, techniques and processes in a range of art forms. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. The students' exploration and experimentation with materials and techniques stimulate ideas, inspire different ways of working and enable a broad understanding of the specific art forms. Their exploration and experimentation will be documented in both visual and written form in a Visual Arts journal.

In Unit 2, students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. Students progressively develop their own theme and ideas and plan and make finished artworks. Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

### ART MAKING AND EXHIBITING - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students are actively engaged in art making using materials, techniques and processes. They explore influences, sources of inspiration, contexts, subject matter and ideas to develop artworks in imaginative and creative ways. Students use their Visual Arts journal to record their art making. Artworks will be made at any stage during this unit, reflecting the students' own ideas and their developing style. Students will present a critique of their artworks, visit an exhibition and research the exhibition of artworks in the space and the role of a curator.

In Unit 4, students consolidate and extend their ideas and art making to further refine and resolve artworks in specific art forms. They articulate the development of their subject matter, ideas, aesthetics and use of materials, make decisions on how their final artwork/s will be displayed and also present a critique of their final artworks and receive and reflect on feedback. Students will visit an exhibition and review the considerations involved in the presentation, conservation and care of artworks.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Developing artworks
- Creative thinking



Learn more  
about the study  
design

## THE ARTS



### MEDIA - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students gain an understanding of audiences as producers and consumers of media products. They will work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

In Unit 2, students further develop an understanding of the concept of narrative in media products and forms in different contexts. They will analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.

### MEDIA - Unit 3 & 4

Year 12

#### What will students learn?

In Unit 3, students explore stories that circulate in society through media narratives. They consider how construction is influenced by the social, cultural ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. They will use the pre-production stage of the media production process to design the production of a media product for a specified audience.

In Unit 4 students focus on the construction stages of the media production process. They refine their media production in response to feedback and through personal reflection. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They will also explore the capacity of the media to be used by governments, institutions and audience.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Critical analysis
- Media production
- Design & creativity



Learn more  
about the study  
design

# VCE STUDIES

## THE ARTS



### VISUAL COMMUNICATION DESIGN - Unit 1 & 2

Year 11



YEAR 9-12  
PATHWAYS

#### What will students learn?

Within Unit 1 design folios, students apply design thinking and drawing skills to create visual messages, ideas and design concepts. They practice their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. They create drawings for different purposes using a range of drawing methods, media and materials and select and apply design elements and design principles to create visual communications for specific purposes. They describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

Within Unit 2 design folios, students focus on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications that meet specific purposes in designated design fields. The folio will include presentation drawings that incorporate relevant technical drawing conventions and information and ideas for a selected design field.

Students will manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright, and apply stages of the design process to create an appropriate final presentation to a given brief.

#### Suits students interested in:

- Design and creativity
- Hands-on learning
- Software application design



Learn more  
about the study  
design

### VISUAL COMMUNICATION DESIGN - Unit 3 & 4

Year 12

#### What will students learn?

Students will gain an understanding of the processes designers undertake that structure their design thinking and how they communicate ideas with clients, target audiences, other designers and specialists. They explore a range of existing visual communications and create a body of work (folio) based on each of the 3 design fields:

- Communication Design (examples are; posters and packaging)
- Environmental Design (examples are; Architectural/ built environments and interior design)
- Industrial design (examples are; auto design, fashion accessories and electrical goods)

They investigate the practices of contemporary designers whom are employed in each of the design fields and how they apply design processes and factors that influence their work and specific field. Students will write a brief that for a client and undertake research and generate a range of drawn ideas for their folio which are relevant to the brief.

Students create a folio that focuses on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief (created in Unit 3). They apply the design process twice to meet each of the stated communication needs. While undertaking the folio they annotate their work and use a range of materials and media (including IT such as Photoshop) to generate design options and to refine their design solutions.

# VET STUDIES

Vocational Education & Training (VET) programs provide students with the opportunity to combine both their vocational interests and general education.

On successful completion of study students are awarded their VCE as well as a VET Certificate. This certificate is at level two in the Australian Qualification Framework and is recognised nationally. Students are eligible to apply for an ATAR (Australian Tertiary Admissions Rank) and are also granted credit towards other VET certificate and diploma courses.

## VET OPTIONS

Mercy Regional College offers options for combining hands-on industry learning and VET studies in Years 10, 11 & 12. This allows students to gain practical skills and explore a possible future career pathway.

### VET + Structured Workplace Learning (SWL)

Structured Workplace Learning is on-the-job training that allows students to develop work skills and understand workplace expectations. SWL allows students to build and improve skills, apply practical industry knowledge and expand employment opportunities. SWL needs to be aligned with a VET certificate completion.

### VET + School-Based Apprenticeship or Traineeship

Both School Based Apprenticeship and Traineeship offer students the opportunity to combine part time paid work and training while still at school. Both programs need to be aligned with a VET certificate completion.

With any questions about these options please refer to:

Rose Henry  
Senior School Administrator  
rhenry@mercy.vic.edu.au



# VET

## STUDY INDEX

This is an interactive menu. Click on the names of MRC subjects to jump to their descriptions.

### HUMANITIES



Certificate III in Business

### SCIENCES



Certificate II in Animal Care

### HEALTH & PE



Certificate III in Allied Health Assistance  
Certificate III in Sport and Recreation

### TECHNOLOGY



Certificate II in Building & Construction  
Certificate II in Furnishing  
Certificate II in Hospitality & Kitchen Operations  
Certificate III in Information, Digital Media & Technology

### EXTERNAL STUDIES



**Certificate II & Certificate III in Agriculture**  
*This course is provided at RIST (Rural Industries Skill Training) and at South West TAFE, Warrnambool/Glenormiston*

**Certificate III in Music**  
*This course is provided at Emmanuel College, Warrnambool*

**South West TAFE VETDSS Courses**  
*VETDSS stands for Vocational Education & Training Delivered to Secondary Students.*

#### FOR MORE INFORMATION VISIT:

**VET PROGRAM VIDEO LIBRARY:** [www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx](http://www.vcaa.vic.edu.au/studentguides/getvet/Pages/VETProgramVideoLibrary.aspx)

**RIST WEBSITE:** [www.rist.edu.au](http://www.rist.edu.au)

**SOUTH WEST TAFE WEBSITE:** <https://www.swtafe.edu.au>

**SOUTH WEST TAFE VETDSS WEBPAGE:** <https://vetdss.swtafe.edu.au>

# VET STUDIES

## HUMANITIES



### BUSINESS

Certificate III in Business - Year 1

#### What will students learn?

Students will explore varied roles of individuals across different industry sectors who apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. Students will develop and build teamwork, interpersonal skills and organisational capabilities which can be used to further strengthen their employability skills post-secondary schooling. The importance of digital literacy in the workforce will be addressed, and students will gain a deeper understanding of its importance to their work lives.

Students will improve their skills in:

- Planning, preparation and time management
- Teamwork and workplace etiquette
- Effective and inclusive work habits
- Common digital technologies
- Business software applications
- Presentation and communication skills
- Safe and sustainable work practices
- Stress management and personal wellbeing
- Critical thinking and basic problem solving



**YEAR 9-12  
PATHWAYS**

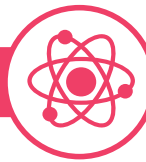
#### Suits students interested in:

- Accounting
- Office work
- Planning and prioritisation

#### Possible Pathways:

- Accounts Clerk
- Junior Personal Assistant
- Office Assistant
- Receptionist

## SCIENCES



### ANIMAL CARE

Certificate II in Animal Care - Year 1

#### What will students learn?

This entry level qualification supports roles in the animal care and management industry, where workers provide care for animals in workplaces such as animal shelters, boarding/day care facilities, sanctuaries, and veterinary clinics. The work activities are routine, performed under supervision and within clearly defined guidelines.

Students will learn how to:

- Work in the animal care industry
- Complete animal care hygiene routines
- Feed and water animals
- Assist in health care of animal
- Participate in environmentally sustainable work practices
- Participate in workplace health and safety processes



**YEAR 9-12  
PATHWAYS**

#### Suits students interested in:

- Animal Care
- Wildlife
- The Environment

#### Possible Pathways:

- Animal care attendant
- Animal shelter attendant
- Kennel hand
- Cattery attendant
- Pet shop attendant
- Assistant dog groomer



Learn more  
about the study  
design

## HEALTH & PE



### ALLIED HEALTH

Certificate III in Allied Health Assistance - Years 1 & 2

#### What will students learn?

This hands-on course provides students with the knowledge and skills required to support allied health professionals in a variety of health care settings. Working in this industry may involve treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional.

Students in this course will be able to:

- Gain a nationally accredited qualification in the health sector
- Gain experience in a health profession e.g. physiotherapy, occupational therapy, dietetics or speech pathology
- Explore options available within the community health and hospital environments
- Gain the skills and knowledge required to work as an allied health assistant in a diverse range of health fields

Study focuses on topics such as infection control, assisting with movement and therapy programs, communication, occupational health and safety, medical terminology and working with diverse people.

Year 2 of VET Allied Health Assistance also offers Scored Assessment which contributes to a students ATAR.



**YEAR 9-12  
PATHWAYS**

#### Suits students interested in:

- Medicine
- Health care
- Hands-on learning

#### Possible Pathways:

- Therapy assistant
- Physiotherapy assistant
- Occupational therapy assistant
- Podiatry assistant
- Speech pathology assistant
- Allied health assistant



Learn more  
about the study  
design

## HEALTH & PE



### SPORT AND RECREATION

Certificate III in Sport and Recreation - Years 1 & 2

#### What will students learn?

This course provides students with the skills and knowledge to work in the sport and recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs. Unit 3 & 4 design offers scored assessment and includes core units such as 'Plan and Conduct Programs', 'Risk Assessment', and 'Conduct Coaching with Foundation Level Participants'.

Students will gain experience in:

- Customer support in recreation and community sport contexts
- Sport coaching and sport administration
- Running sport and recreation sessions
- Officiating games or competitions
- Conducting warm-up and cool-down activities
- Managing risk and safety in sport

**Note:** The Unit 3 & 4 sequence of SIS30115 Certificate III in Sport and Recreation is not designed as a stand-alone study. It is strongly advised that students undertake the Unit 3 & 4 sequence after completing Unit 1 & 2 of Certificate III.



#### YEAR 9-12 PATHWAYS

#### Suits students interested in:

- Sport
- Recreation activities
- Hands-on learning

#### Possible Pathways:

- Recreation officer
- Sport and recreation attendant
- Community activities organiser
- Leisure services officer



Learn more about the study design

## TECHNOLOGY



### BUILDING & CONSTRUCTION

Certificate II in Building & Construction - Years 1 & 2

#### What will students learn?

This hands-on course is an introduction to the building and construction industry and provides you with skills and training in carpentry and a range of building trades.

Students will gain experience in:

- Workplace safety
- Workplace procedures for environmental sustainability
- Basic first aid
- Levelling
- Safe handling and use of power tools
- Workplace documents and plans
- Building structures
- Calculations for the building industry
- Quality principles for the building industry
- Basic demolition of timber structures



#### YEAR 9-12 PATHWAYS

#### Suits students interested in:

- Project-based learning
- Hands-on learning

#### Possible Pathways:

- Metal trades
- Wood trades



Learn more about the study design

## TECHNOLOGY



### FURNITURE MAKING

Certificate II in Furnishing - Years 1 & 2

#### What will students learn?

Students will learn to make furniture through 'hands-on' training while studying a course that makes them very employable. Year 2 also offers Scored Assessment which contributes to a students ATAR.

Students will gain experience in:

- Hand and Power tools
- Drawing and calculations
- Static machinery
- Assembly of furniture components
- Selecting and applying hardware
- Finishing surfaces
- Sustainable practices



#### YEAR 9-12 PATHWAYS

#### Suits students interested in:

- Designing and creating
- Hands-on learning

#### Possible Pathways:

- Metal trades
- Wood trades
- Architecture / drawing



Learn more about the study design



# VET STUDIES

## TECHNOLOGY



### HOSPITALITY

Certificate II in Hospitality & Kitchen Operations - Years 1 & 2

#### What will students learn?

Students will gain education and training in preparing and presenting a range of food items while working in a simulated commercial kitchen environment. Year 1 focuses on hygiene practices, kitchen and food safety and team work. Students will explore a range of basic cookery methods and food preparation techniques and complete a number of food service periods. In Year 2, students will focus on preparing appetisers and salads, preparing stocks, soups and sauces, preparing vegetable, fruit and farinaceous dishes and preparing poultry dishes. Year 2 offers Scored Assessment which contributes to a student's ATAR.

Students will gain experience in:

- Simulated kitchen practices
- Food preparation
- Food service periods
- Menu development
- Risk assessment



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Food preparation
- Nutrition

##### Possible Pathways:

- Commercial chef / cook
- Kitchen hand
- Baker / pastry chef
- Event manager / consultant



Learn more about the study design

## TECHNOLOGY



### INFORMATION TECHNOLOGY

Certificate III in Information, Digital Media & Technology (partial completion) - Years 1 & 2

#### What will students learn?

This program is to provide students with the foundation knowledge and skills to achieve competencies which will enhance their employment prospects within the Information Technology industry. It provides knowledge and skills in the advanced use of software applications.

Students will gain experience in:

- Operating application software packaging
- Run standard diagnostic tests
- Installing and optimising operating system software
- Providing ICT advice to clients
- Maintaining equipment and software
- Working and communicating effectively in an ICT environment



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Programming and coding
- Developing digital games and apps

##### Possible Pathways:

- IT administrator/ technician
- Coder / programmer
- Web designer



Learn more about the study design

# VCE-VM STUDIES (FORMERLY VCAL STUDIES)

VCE Vocational Major (VCE-VM) will be introduced in Victorian schools in 2023 to replace the Victorian Certificate of Applied Learning (VCAL).







**VCE Vocational Major (VCE-VM)** is a two-year vocational and applied learning program that enables successful transitions into apprenticeships, traineeships, further education and training, or directly into employment. VCE-VM takes an applied learning approach; incorporating skills and knowledge in the context of 'real life' experiences outside the classroom. Students apply their learning by doing, experiencing and relating acquired skills to the real world. Experiential learning requires students to solve problems, implement projects and participate in the workforce. VCE-VM recognises students' individual differences in ways of learning, nurturing the personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning and post-educational experiences.

Students who started their VCAL studies in 2022 will continue with the current qualification in Year 12.


## WHAT WILL I STUDY IN VCE-VM - YEARS 11 & 12?

### CORE SUBJECTS



-  Foundation English
-  Foundation Mathematics
-  Work Related Skills
-  Personal Development Skills
-  Religious Education
-  M.E.R.C.Y.



-  Structured Workplace Learning



## 1 ELECTIVE VET SUBJECT

All students are to complete a VET subject which needs to align with their work placement of Structured Workplace Learning (SWL) or School Based Apprenticeship (SBA)

# VCE-VM

## STUDY INDEX

This is an interactive menu. Click on the subject name to jump to its description.

### ENGLISH

Foundation English

### MATHEMATICS

Foundation Mathematics

### PRACTICAL SKILLS

VCE-VM Work Related Skills

VCE-VM Personal Development Skills

Compulsory subject for VCE - Vocational Major students.

# VCE-VM STUDIES

## ENGLISH

### FOUNDATION ENGLISH

#### What will students learn?

Foundation English focuses on the development of the critical knowledge and skills required to understand, interpret and respond to the ways we read, write, speak and listen within different contexts. Students will engage with a wide range of text types and content drawn from a range of local and global cultures, forms and genres. They learn how information can be shown through media texts, multi-modal texts, texts used in daily interactions, and workplace and community texts from increasingly complex and unfamiliar settings.

Students will:

- Develop their English skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- Participate in discussion, exploration and analysis of the purpose, audience and language of various texts
- Discuss and debate the ways in which values of workplace, community and person are represented in different texts
- Present ideas in a thoughtful and reasoned manner



**YEAR 9-12  
PATHWAYS**

#### Suits students interested in:

- Workplace specific literacy
- Interpersonal communication
- Structured workplace learning
- Critical thinking and problem solving
- Developing employability skills
- Workforce transition

#### Possible Pathways:

- School based apprenticeships
- Apprenticeships/ Traineeships
- Industry opportunities
- Further education

## MATHEMATICS



### FOUNDATION MATHEMATICS - Unit 1 & 2

Year 11

#### What will students learn?

In Unit 1, students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. Topics covered in Unit 1 include 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'.

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems. The topics covered in Unit 1 are built upon and extended to provide for the continuing mathematical development of students' knowledge with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

### FOUNDATION MATHEMATICS - Unit 3 & 4

Year 12

#### What will students learn?

VCE Foundation Mathematics Unit 3 & 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

The topics studied in Unit 3 & 4 are an extension of the topics covered in Unit 1 & 2 - 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'. All four areas of study are explored over the two units with content equivalent to two areas of study covered in each unit.



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Digital numeracy technologies
- Organisation and project management
- Budgeting for specific contexts
- Structured workplace learning
- Critical thinking and problem solving
- Developing employability skills
- Workforce transition

#### Possible Pathways:

- School based apprenticeships
- Apprenticeships/ Traineeships
- Industry opportunities
- Further education

## PRACTICAL SKILLS



### VCE-VM WORK RELATED SKILLS

#### What will students learn?

VCE Vocational Major Work Related Skills (WRS) helps students gain experience in workplace environments and the future of work and education as they engage in practical planning and decision-making for a successful transition to their desired pathway. Students develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio. Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).

#### Students will:

- Understand and apply concepts and terminology related to the workplace
- Understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- Understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- Develop effective communication skills to enable self-reflection and self-promotion
- Apply skills and knowledge in a practical setting



YEAR 9-12  
PATHWAYS

#### Suits students interested in:

- Effective communication
- Leadership and teamwork
- Project planning and management
- Structured workplace learning
- Occupational health and safety
- Critical thinking and problem solving
- Developing employability skills
- Workforce transition

#### Possible Pathways:

- School based apprenticeships
- Apprenticeships/ Traineeships
- Industry opportunities
- Further education



# VCE-VM STUDIES

## PRACTICAL SKILLS



### VCE-VM PERSONAL DEVELOPMENT SKILLS

#### What will students learn?

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing and community engagement providing a framework through which students seek to understand and optimise their individual potential and as members of their community. It allows students to explore influences on their identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Students will:

- Develop a sense of identity and self-worth
- Understand and apply concepts that support individual health and wellbeing
- Access, critique, synthesise and communicate reliable information
- Explain the role of community and the importance of social connectedness
- Practise the rights and responsibilities of belonging to a community
- Recognise and describe the attributes of effective leaders and teams
- Set and work towards the achievement of goals
- Work independently and as part of a team to understand and respond to community need
- Evaluate and respond to issues that have an impact on society
- Develop capacities to participate in society as active, engaged and informed citizens



#### YEAR 9-12 PATHWAYS

##### Suits students interested in:

- Health and wellbeing
- Project planning and management
- Leadership
- Achievement of goals
- Citizenship
- Community links
- Critical thinking and problem solving
- Developing employability skills
- Workforce transition

##### Possible Pathways:

- School based apprenticeships
- Apprenticeships/ Traineeships
- Industry opportunities
- Further education

# VCAL STUDIES

Only applies to Year 12 VCAL students 2023.

## ENGLISH



### VCAL LITERACY

#### What will students learn?

The focus of literacy is to develop student knowledge, skills and attributes relevant to reading and writing, and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include reading and writing for:

- Self-expression
- Practical purposes
- Knowledge
- Public debate

## MATHEMATICS



### FOUNDATION MATHEMATICS - Unit 3 & 4

#### What will students learn?

VCE Foundation Mathematics Unit 3 & 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society.

The topics studied in Unit 3 & 4 are an extension of the topics covered in Unit 1 & 2 - 'Algebra, Number and Structure', 'Data Analysis, Probability and Statistics', 'Discrete Mathematics', and 'Space and Measurement'. All four areas of study are explored over the two units with content equivalent to two areas of study covered in each unit.

## PRACTICAL SKILLS



### VCAL WORK RELATED SKILLS

#### What will students learn?

Students develop the skills, knowledge and attributes that are valued within community and work environments as a preparation for employment. They also focus on the development of career goals.

Students will gain experience in:

- Critical thinking skills that apply to problem solving in work-related contexts
- Planning and work-related organisational skills
- Occupational Health and Safety awareness and understanding

### VCAL PERSONAL DEVELOPMENT SKILLS

#### What will students learn?

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement.

Students will learn:

- Family, social, community and environmental responsibilities
- Resilience, self-esteem and efficacy
- Health and wellbeing
- Valuing participation in a democratic society





# VCE STUDY SUMMARIES


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## VCE STUDY SUMMARIES

The summary tables of VCE studies provide an overview of the study design and assessment tasks across Years 11 and 12. Students are encouraged to familiarise themselves with the VCE Study Summaries to understand the bigger picture.

The Study Summaries will be presented to students and discussed at the Mercy Regional College Senior Studies Expo.


### TIPS ON HOW TO USE STUDY SUMMARIES

1. The order of the VCE Subject Summaries corresponds with the VCE Study Index on page 37.
2. Each VCE Subject Summary page has a hyperlink to the VCE study description and the VCE Study Index. The hyperlink is marked by  symbol.
3. Some VET studies have separate tables for Years 11 & 12. Be sure to check the following page to view study summary of Year 12.



# VCE RELIGION & SOCIETY - UNIT 2

## AWAKENINGS

	Year 11			Year 12		
	Unit 2: Religion and Ethics			Awakenings		
Areas of Study	AOS 1: Ethical decision making and moral judgements	AOS 2: Religion and Ethics	AOS 3: Ethical Issues in Society	Term 1	Term 2	Terms 3-4
What do I learn about?	In this area of study students are introduced to the nature of ethical decision-making in societies where multiple worldviews coexist. Ethical decision-making involves the selection of methods that have guiding concepts, principles and theories. Students explore concepts that underpin ethical decision-making and influences on practical moral judgment.	Students explore religious ethical perspectives and other influences on the formation of moral judgments of at least two spiritualities, religious traditions and/or religious denominations, in societies where multiple worldviews coexist. Other aspects of religion – in particular beliefs, texts and sacred stories – inform the decision-making process for religious traditions.	In this area of study students build on the knowledge explored in Areas of Study 1 and 2. Focusing on two or more ethical issues, students apply this knowledge to an examination of debates about ethical issues conducted in the public arena of societies in which multiple religious and non-religious worldviews coexist.	<b>Search for Meaning</b>  Students examine and discuss what is important and gives meaning to their life so far. Students describe and analyse a range of ultimate questions and investigate the response that the Christian tradition provides to questions and human decision making.	<b>Mercy in Action</b>  Students explore how Christians are called to be aware of and active against social injustices across communities, nations and the world. Within the context of Catholic Social Teaching students examine what mercy in action looks like in relation to contemporary personal and social issues within our community, nation and the world.	<b>Mercy beyond the doors of MRC</b>  In this area of study students build on their knowledge of Mercy from Term 2 and reflect on how their memories of MRC have helped shape them as a person. Students consider how this will impact the type of person they will become when they leave MRC because of their experiences.
Assessment	Students discuss and investigate an ethical issue of their choice, evaluating its possible outcomes through at least two different decision making methods.	Students apply the ethical decision making approach of at least two different religious traditions to an ethical issue that is introduced to them.	Students explore an issue in society that has multiple viewpoints that coexist; and discuss how this occurs; and reasons that underpin these approaches.	Students watch Sam Clear's documentary "Road to Adolfo" exploring his return to Panama to find a man he met on his journey walking around the globe. They are to respond to set questions for each of the four episodes. The film and questions explore Sam's search for personal meaning.	Students view 'Slave or Servant', a documentary that explores the experiences of several women of the Stolen Generation. Students then respond to questions about the effect of the experience on the women, how it relates to the United Nations Declaration of Human Rights and principles of Catholic Social Teaching.	Students reflect on their learning from the year and respond to how the impact of experiences shape us.
Exam	No exam			No exam		

# VCE ENGLISH - UNIT 1-4



	Year 11				Year 12			
	Unit 1		Unit 2		Unit 3		Unit 4	
Areas of Study	AOS 1: Reading and exploring texts	AOS 2: Crafting texts	AOS 1: Reading and exploring texts	AOS 2: Exploring argument	AOS 1: Reading and creating texts	AOS 2: Analysing arguments	AOS 1: Reading and comparing texts	AOS 2: Presenting argument
What do I learn about?	Students engage in reading and viewing texts with a focus on personal connections with the story. Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. Students develop their own thinking and engage with the ideas of others to extend their understanding of a text.	Students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing.	Students engage in reading and viewing texts with a focus on personal connections with the story. Students' exploration of texts involves understanding and appreciating the role of vocabulary, text structures and language features in creating story and meaning. Students develop their own thinking and engage with the ideas of others to extend their understanding of a text.	Students consider the way arguments are developed and delivered in many forms of media. Students read, view and listen to a range of texts that attempt to position an intended audience. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.	Students will develop an understanding of the world of a text and the explicit and implied values it expresses. Students look at the ways authors create meaning and build the world of the text and respond to different contexts, audiences and purposes.	Students will analyse and compare the use of argument and language in texts that debate a topical issue. They read and view media texts in a variety of forms. They develop an understanding of the way in which.	Students will explore meaningful connections between 2 texts. They will analyse texts including the interplay between character and setting, voice and structure and how ideas, issues and themes are conveyed. Students explain and analyse the choices made by authors to convey particular perspectives.	Students will build their understanding of both analysis and construction of texts that attempt to influence the audience. They will use their understanding or argument and language as the basis for the development of an oral presentation of their points of view.
Assessment	<ul style="list-style-type: none"> <li>A personal response to a set text</li> </ul>	<ul style="list-style-type: none"> <li>Two student-created texts such as: short stories, speeches, essays, podcasts, poetry/songs, feature articles (including a series of blog postings) and memoirs</li> <li>A description of writing processes</li> </ul>	<ul style="list-style-type: none"> <li>An analytical response to a set text</li> <li>A set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features</li> </ul>	<ul style="list-style-type: none"> <li>An analysis of the use of argument and persuasive language and techniques in text(s)</li> <li>An oral presentation of a point of view text.</li> </ul>	An analytical interpretation of a selected text (30 marks)  A creative response to a different selected text (30 marks)	An analysis and comparison (written) of argument and use of perspective language in 2-3 texts that present a point of view on an issue (40 marks)	A detailed comparison in written form of how 2 selected texts present ideas, issues and themes (60 marks)	A point of view presented orally using sound arguments and persuasive language (30 marks)  A written statement of intention (10 marks)
Exam	Unit 1 Exam		Unit 2 Exam		End of year exam (worth 50% of marks for Unit 3&4 English)			

# VCE LITERATURE - UNIT 1-4



	Year 11				Year 12			
	Unit 1		Unit 2		Unit 3		Unit 4	
Areas of Study	AOS 1: Reading practices	AOS 2: Exploration of literary movements and genres	AOS 1: Voices of Country	AOS 2: The text in its context	AOS 1: Adaptations and transformations	AOS 2: Developing interpretations	AOS 1: Creative responses to texts	AOS 2: Close analysis of texts
What do I learn about?	<p>Students consider how language, structure and stylistic choices are used in different literary forms and types of text.</p> <p>They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.</p> <p>Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.</p>	<p>Students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres.</p> <p>Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.</p> <p>Students must study at least one complete text alongside multiple samples of other texts from the selected movement or genre.</p>	<p>Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators.</p> <p>They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.</p> <p>Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s).</p>	<p>Students focus on the text and its historical, social and cultural context.</p> <p>Students reflect on representations of a specific period and/or culture within a text.</p> <p>Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.</p> <p>Students develop the ability to analyse language closely, recognising that words have historical and cultural import.</p>	<p>Students focus on how the form of a text contributes to its meaning.</p> <p>Students explore the form of a set text by constructing a close analysis of that text.</p> <p>They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.</p> <p>By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.</p>	<p>Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.</p> <p>Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. Students also consider their own views and values as readers.</p>	<p>Students focus on the imaginative techniques used for creating and recreating a literary work.</p> <p>Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts.</p> <p>Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.</p>	<p>Students focus on a detailed scrutiny of the language, style, concerns and construction of texts.</p> <p>Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text.</p> <p>Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.</p>
Assessment	<ul style="list-style-type: none"> <li>- A close analysis of one of more selected passages</li> <li>- An essay (comparative or analytical)</li> <li>- Reading journal entries</li> <li>- A creative response to a text(s) studied</li> <li>- An oral or a written review</li> </ul>	<ul style="list-style-type: none"> <li>- A close analysis of one of more selected passages</li> <li>- An essay (comparative or analytical)</li> <li>- Reading journal entries</li> <li>- A creative response to a text(s) studied</li> <li>- An oral or a written review</li> </ul>	<ul style="list-style-type: none"> <li>- A close analysis of one of more selected passages</li> <li>- An essay (comparative or analytical)</li> <li>- Reading journal entries</li> <li>- A creative response to a text(s) studied</li> <li>- An oral or a written review</li> </ul>	<ul style="list-style-type: none"> <li>- A close analysis of one of more selected passages</li> <li>- An essay (comparative or analytical)</li> <li>- Reading journal entries</li> <li>- A creative response to a text(s) studied</li> <li>- An oral or a written review</li> </ul>	<ul style="list-style-type: none"> <li>- A written interpretation of a text, supported by close textual analysis, using a key passage. (20 marks)</li> <li>- An analysis of how textual form influences meaning. (30 marks)</li> <li>Students may: <ul style="list-style-type: none"> <li>- Compare a dramatised version of a scene or scenes from a text with the original text</li> <li>- Compare a print text with the text's adaptation into another form.</li> </ul> </li> </ul>	<p>Part A: An initial interpretation of the text's views and values within its historical, social and cultural context.</p> <p>Part B: A written response that compares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text. (50 marks)</p>	<p>A creative response to a text. (40 marks)</p> <p>A close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text. (20 marks)</p>	<p>A close analysis of a text, supported by an examination of textual details, based on a selection of passages. (40 marks)</p>
Exam	Unit 1 Exam		Unit 2 Exam		End of year exam (worth 50% of marks for Unit 3&4 English)			



# VCE ACCOUNTING - UNIT 1-4



	Year 11					Year 12			
	Unit 1: The role of Accounting in business		Unit 2: Accounting and decision-making for a trading business			Unit 3: Financial accounting for a trading business		Unit 4: Recording, reporting, budgeting and decision-making	
Areas of Study	AOS 1: The role of accounting	AOS 2: Recording financial data and reporting accounting information for a service business	AOS 1: Accounting for Inventory	AOS 2: Accounting for and managing accounts receivable and accounts payable	AOS 3: Accounting for and managing non-current assets	AOS 1: Recording and analysing financial data	AOS 2: Preparing and interpreting accounting reports	AOS 1: Extension of recording and reporting	AOS 2: Budgeting and decision-making
What will I learn about?	Reasons for establishing and factors that lead to success or failure of business. Develop an understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.	Investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions.	Investigate use of both First-In, First-Out (FIFO) and Identified Cost inventory methods to record and report the movement of inventory through the business.	Record and report transactions relating to accounts receivable and payable. Examine strategies for managing credit transactions and use indicators to analyse decisions related to these areas.	Develop an understanding of the accounting processes for non-current assets. Calculate and apply depreciation using the straight line method and undertake recording and reporting of depreciation	Focus on identifying and recording financial data for a business. Use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations.	Look at accounting processes and complete those processes applicable to the reporting period for a trading business. Apply the accrual method of accounting reports and draw a distinction between cash and profit, considering the implications of these differences when using reports to make decisions	General journal and general ledger by focusing on balance-day adjustments and alternative methods of depreciating for non-current depreciable assets. Students prepare accounting reports using manual and ICT.	Prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business. Discuss and evaluate the ethical considerations associated with business decision-making and business improvement.
Outcomes (what your teacher is looking for...)	students should be able to describe the resources required to establish and operate a business and select and use accounting reports and other information to discuss the success or otherwise of the business	Students should be able to identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.	Students should be able to record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.	Students should be able to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations	Students should be able to record and report for non-current assets and depreciation	Students should be able to record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations	Students should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.	Students should be able to record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports	Students should be able to prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business
Assessment	A folio of exercises	A folio of exercises  Preparations of Journals	A folio of exercises  Recording in special journals and inventory cards	Recording for credit transactions  Reporting for accounts receivable and payable	A folio of exercises  Reporting for depreciation, NCA valuation  Managing NCA	Structured Questions under test conditions	Structured Questions under test conditions.	Structured Questions under test conditions.	Structured Questions under test conditions.
Exam	Unit 1 Exam		Unit 2 Exam			End of Year Exam (50% of Marks for Unit 3&4 Accounting)			

# VCE HISTORY - UNIT 1-2



	Year 11: Ancient History				Year 11: Empires				Year 11: Modern History			
	Unit 1: Ancient Mesopotamia		Unit 2: Ancient Egypt		Unit 1: Venetian Empire (1300–1797)		Unit 2: British Empire (1583-1788)		Unit 1: Change and Conflict		Unit 2: The Changing World Order	
Areas of Study	AOS 1: Discovering Civilisation	AOS 2: Ancient Empires	AOS 1: Egypt- The Double Crown	AOS 2: Middle Kingdom Egypt- Power and Propaganda	AOS 1: The Rise of Empires	AOS 2: Encounters, challenge and change	AOS 1: The Rise of Empires	AOS 2: Encounters, challenge and change	AOS 1: Ideology and conflict	AOS 2: Social and Cultural Change	AOS 1: Causes, course and consequences of the Cold War	AOS 2: Challenge and change
What do I learn about?	In this area of study students focus on how the invention of agriculture and the subsequent emergence of the first cities in Mesopotamia came into existence around 3500 BCE. This includes the Early Dynastic Period (2900 BCE) and concludes at the end of the Ur III Period (2004 BCE).	In this area of study students focus on the First Babylonian Dynasty, the Assyrian Empire and the fall of Nineveh at the end of Neo-Assyrian Period (612 BCE).	In this area of study students focus on kingship in Old Kingdom Egypt from the Early Dynastic Period (2920 BCE) concluding at the end of the First Intermediate Period (2040 BCE).	In this area of study students focus on the use and representation of power in Middle Kingdom Egypt and the Second Intermediate Period (2040 to 1550 BCE).  This study begins with the end of the First Intermediate Period and reunification of Egypt (2040 BCE) and concludes at the end of the Seventeenth Dynasty (1550 BCE).	In this area of study students focus on the features of empires and what contributed to their rise.  They analyse how the social, political, economic, cultural, religious, environmental and technological features and conditions shaped an empire's quest for expansion.	In this area of study students focus on the challenges and changes facing the empire in the age of imperialism.  Students explain how and why new colonies and new markets were established, and describe the empire's global power and why their influence prospered.	In this area of study students focus on the features of empires and what contributed to their rise.  They analyse how the social, political, economic, cultural, religious, environmental and technological features and conditions shaped an empire's quest for expansion.	In this area of study students focus on the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established, and describe the empire's global power and why their influence prospered.	Students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of the war; the emergence of conflict; and the causes of World War Two.	In this area of study students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period.	In this area of study students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR.	Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century.
Assessment	Students complete at least 4 of the following types of assessment; <ul style="list-style-type: none"> <li>a historical inquiry</li> <li>an essay</li> <li>evaluation of historical sources</li> <li>short-answer questions</li> <li>extended responses</li> <li>a multimedia presentation</li> </ul>				Students complete at least 4 of the following types of assessment; <ul style="list-style-type: none"> <li>a historical inquiry</li> <li>an essay</li> <li>evaluation of historical sources</li> <li>short-answer questions</li> <li>extended responses</li> <li>a multimedia presentation</li> </ul>				Students complete at least 4 of the following types of assessment; <ul style="list-style-type: none"> <li>a historical inquiry</li> <li>an essay</li> <li>evaluation of historical sources</li> <li>short-answer questions</li> <li>extended responses</li> <li>a multimedia presentation</li> </ul>			
Exam	Unit 1 Exam		Unit 2 Exam		Unit 1 Exam		Unit 2 Exam		Unit 1 Exam		Unit 2 Exam	

# VCE ANCIENT HISTORY AND VCE HISTORY: REVOLUTIONS - UNIT 3-4



	Year 12: Ancient History				Year 12: Revolutions			
	Unit 3: Ancient Greece (800-404 BCE)		Unit 4: Ancient Rome (753-23 BCE)		Unit 3: The French Revolution		Unit 4: The Russian Revolution	
Areas of Study	AOS 1: Living in an ancient society	AOS 2: People in power, societies in crisis.	AOS 1: Living in an ancient society	AOS 2: People in power, societies in crisis.	AOS 1: Causes of Revolution	AOS 2: Consequences of Revolution	AOS 1: Causes of Revolution	AOS 2: Consequences of Revolution
What do I learn about?	<p>Students investigate the features of life during the Archaic Period.</p> <p>They investigate social, political and economic features of Athens and Sparta to 454 BCE. They examine the causes and consequences of the conflict between Greece and Persia.</p>	<p>Students investigate the Peloponnesian War (460–404 BCE) and how it reveals a different form of crisis. The conflict was fought between the Athenian Empire and the Peloponnesian League, each pursuing their interests. At the start of the war, Athens was wealthy and powerful. By the end of the struggle, her power was broken.</p> <p>Students analyse the involvement of various individuals during the Peloponnesian War and what this reveals about the roles, motives and influence of these key individuals.</p>	<p>Students investigate the features and the early development of Rome. They investigate the social, political and economic features of Rome.</p> <p>They examine the causes and consequences of the conflict between Rome and Carthage.</p>	<p>Students investigate how the interests and actions of individuals led to the demise of the Republic, beginning with the elections of Tiberius Gracchus and later Gaius Gracchus as tribunes, their attempts at reform and their deaths.</p> <p>Students analyse the involvement of various individuals during the fall of the Republic and what this reveals about the different roles, motives and influence of these key individuals.</p>	<p>The French Revolution from 1774 to 4 August 1789 (Accession of Louis XVI to the throne to the night of the 4 August 1789).</p> <p>Students examine the events and conditions; the ideas and ideology; the significant individuals and the contributions of major movements, that contributed to the outbreak of revolution</p>	<p>The French Revolution from 5 August 1789 to 1795 (August Decrees to the dissolution of the Convention Year III).</p> <p>Students engage with the challenges that faced the new regime in its attempt to consolidate power; the changes and continuities in the society; the roles of individuals and experiences of various social groups; as well as the overall impact of the revolution on the society.</p>	<p>The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917).</p> <p>Students examine the events and conditions; the ideas and ideology; the significant individuals and the contributions of major movements, that contributed to the outbreak of revolution</p>	<p>The Russian Revolution from 26 October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP).</p> <p>Students engage with the challenges that faced the new regime in its attempt to consolidate power; the changes and continuities in the society; the roles of individuals and experiences of various social groups; as well as the overall impact of the revolution on the society.</p>
Assessment	<p>Each of the following four assessment tasks must be completed over Units 3 and 4:</p> <ul style="list-style-type: none"> <li>• a historical inquiry</li> <li>• evaluation of historical sources</li> <li>• extended responses</li> <li>• an essay</li> </ul>				<p>Each of the following four assessment tasks must be completed over Units 3 and 4:</p> <ul style="list-style-type: none"> <li>• a historical inquiry</li> <li>• evaluation of historical sources</li> <li>• extended responses</li> <li>• an essay</li> </ul>			
Exam	End of year exam (worth 50% of marks for Unit 3&4 Ancient History)				End of year exam (worth 50% of marks for Unit 3&4 Revolutions)			



# VCE BUSINESS MANAGEMENT - UNIT 1-4



	Year 11						Year 12				
	Unit 1 Planning a business.			Unit 2 Establishing a business			Unit 3 Managing a business			Unit 4 Transforming a business	
Areas of Study	AOS 1: The business idea	AOS 2: External environment & planning	AOS 3: Internal environment & planning	AOS 1: Legal requirements and financial considerations	AOS 2: Marketing a business	AOS 3: Staffing a business	AOS 1: Managing a Business	AOS 2: Human Resource Management	AOS 3: Operations management	AOS 1: Reviewing performance: the need for change	AOS 2: Implementing change
What will I learn about?	Investigate concepts of entrepreneurship, how business ideas are created, considerations when establishing a business the importance of businesses to the national economy and social wellbeing.	Consider factors from the external environment such as legal, political, social, economic, technological, global factors and effects these may have on the decision made when planning a business.	Explore the factors within the internal environment, such as business models, legal structures and staffing, and consider how planning decisions may have an effect on the ultimate success of a business.	A look at the legal and financial matters that are vital to establishing a business, and the implications for business if they are not met.	Analyse the importance of establishing a customer base and marketing presence to support business objectives	Staff are one of a business's greatest assets. Students will consider staffing requirements needed to meet business objectives, such as recruitment, selection and induction, and how staff can contribute to business productivity and effectiveness.	Students will be introduced to the key characteristics of businesses and their stakeholders. This will include examining types of business structure, business objectives, corporate culture and a range of management styles and skills.	Students will investigate aspects of the effective management of employees to ensure business objectives are met. Topics covered include motivation theories, performance management strategies, workplace relations, dispute resolution and the role of the Fair Work Commission.	The production of goods and services is a core objective of businesses. As such, students will examine the effective management of processes to transform inputs into outputs and consider the most responsible use of available resources in a competitive, global environment.	Businesses are under constant pressure to adapt to meet their objectives. Students will develop their understanding of the need for change, the importance of regular performance review against key indicators and both pro- and reactive approaches to change by management.	Students will explore how businesses lead and respond to evaluation data and the impact of this on strategies to bring about desired change on stakeholders. They will consider the principles of Senge's Learning Organisation and apply the Three Step Change Model (Lewin).
Outcomes (what your teacher is looking for...)	Students should be able to identify and describe a process for creating and developing a business idea, and explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing, by analysing contemporary case studies.	Students should be able to identify and describe the external environment of a business and explain the macro and operating factors that impact planning. This knowledge should be applied to analyse contemporary business case study.	Students should be able to identify, describe and apply concepts relating to the internal business environment and analyse how factors from within it may affect business planning in relation to contemporary case studies.	Students should be able to outline key legal requirements & financial record-keeping considerations, policies & procedures when establishing a business, and apply these to real world examples.	Students should be able to identify and explain the importance of establishing a customer base and marketing presence to achieve business objectives. This knowledge should be applied to contemporary examples of effective marketing and public relations strategies.	Students should be able to discuss the staffing needs of the business and evaluate the benefits and limitations of management strategies in this area from both an employer and an employee perspective.	Students should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills, applying this knowledge to contemporary case studies and examples.	Students should be able to identify and explain theories of motivation and aspects of workplace relations, applying them to a range of contemporary contexts. They should be able to analyse, propose and evaluate strategies related to the management of employees and link this to improved business performance.	Students should be able to analyse the relationship between business objectives and operations management, and propose and evaluate management strategies to improve business performance in relation to contemporary examples and case studies.	Students should be able to explain the concept of change and its link to key performance indicators, discuss the driving and restraining forces for change and evaluate key approaches to strategic management and improved business performance.	Students should be able to discuss and evaluate the importance and effectiveness of a range of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business. Knowledge will be applied to a range of contemporary case studies.
Assessment	Film Study and analysis  TEST - structured questions	Written Report - Corporate Social Responsibility	Case Study with questions	Case Studies  TEST - structured questions	Report and visual presentation	Interview & report	Case Study under test conditions	Structured Questions under test conditions.	Structured Questions under test conditions.	Structured Questions under test conditions.	Structured Questions under test conditions.
Exam	Unit 1 Exam			Unit 2 Exam			End of Year Exam (50% of Marks for Unit 3&4 Business Management)				


# VCE LEGAL STUDIES - UNIT 1-4



	Year 11						Year 12			
	Unit 1: Guilt and Liability			Unit 2: Sanctions, remedies and rights			Unit 3: Rights and justice		Unit 4: The people and the law	
Areas of Study	AOS 1: Legal Foundations	AOS 2: The presumption of innocence	AOS 3: Civil liability	AOS 1: Sanctions	AOS 2: Remedies	AOS 3: Rights	AOS 1: The Victorian criminal justice system	AOS 2: The Victorian civil justice system	AOS 1: The people and the Australian Constitution	AOS 2: The people, the parliament and the courts
What will I learn about?	The role of individuals, laws and the legal system in society: protection of rights, types of laws & their effectiveness, relationship between parliament and the courts, the court hierarchy and principles of justice – fairness, equality and access.	A study of this fundamental principle of law, where an accused is presumed innocent until proven guilty beyond reasonable doubt, including a study of criminal law, types of crimes, and impact on individuals and society.	The key concepts in civil law including liability and breaches, standard of proof, roles of the parties and examples of statute and common law.	How criminal cases are determined, the roles of institutions and the purpose and types of sanctions, as explored through recent case studies. Includes application of the principles of justice - fairness, equality and access.	Methods used to resolve civil disputes, the role of institutions in resolving civil disputes and the types and purposes of a range of remedies, as applied to recent case studies. Includes application of the principles of justice - fairness, equality and access.	The means of protecting human rights through the Australian Constitution, the Victorian Charter of Human Rights and statute and common law. Areas covered include racial and sex discrimination and equal opportunity, comparing with another country.	Key elements of criminal law in Victoria, including the principles of justice - fairness, equality and access, presumption of innocence, rights and roles of the parties, impact on victims of crime, roles of Legal Aid and the Courts, responsibilities of key personnel, purposes and types of sanctions and factors considered in sentencing.	Key elements of civil law in Victoria, including the principles of justice - fairness, equality and access, factors to consider when making a civil claim, a range of alternative methods for resolving civil disputes, roles of the parties and key personnel in a civil trial, judicial powers, types and purposes of a range of remedies, and factors that affect the civil justice system, including costs, time and accessibility.	Roles of the Crown and Parliament (Victorian & Commonwealth) in law-making, the division of Constitutional law-making powers, the significance of particular sections of the Australian Constitution, the role of the High Court of Australia and significance HC cases, the role of one referendum and the impact of international declarations and treaties.	The role of parliament as the supreme law-making body, including the roles and representative nature of the houses of parliament, political pressures and restrictions on parliament's law-making ability. The role of the courts in making, interpreting and applying law – statutes and common law – and factors that affect that ability of courts to make law through precedent, conservatism and activism,
Outcomes (what your teacher is looking for...)	Students should be able to describe the main sources and types of law, and assess the effectiveness of laws	Students should be able to explain the purpose and key elements of criminal law and culpability in a range of scenarios.	Students should be able to explain the purpose and key concepts of civil law and apply legal reasoning to a range of scenarios.	Students should be able to explain the key concepts in deciding a criminal case and apply the principles of justice to a range of criminal cases and sentencing approaches.	Students should be able to explain the key concepts of civil dispute resolution and relate them to the principles of justice,	Students should be able to evaluate ways in which rights are protected in Australia, compare this with another country and discuss the impact on individuals and the legal system.	Students should be able to explain the rights of accused and victims, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.	Students should be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.	Students should be able to discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.	Students should be able to discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these law-makers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.
Assessment	S/N result based on	S/N result based on	S/N result based on				Structured questions - 50% of Unit 3 SAC marks	Structured questions – 50% of Unit 3 SAC marks	Structured questions - 40% of Unit 3 SAC marks	Structured questions - 60% of Unit 3 SAC marks
Exam	Unit 1 Exam			Unit 2 Exam			End of year exam (worth 50% of marks for Unit3&4 SUBJECT)			

# VCE RELIGION & SOCIETY - UNIT 3-4



	Year 12				
	Unit 3: The search for meaning			Unit 4: Religion, challenge and change	
Areas of Study	AOS 1: Responding to the search for meaning	AOS 2: Expressing meaning	AOS 3: Significant life experience, religious beliefs and faith	AOS 1: Challenge and response	AOS 2: Interaction of religion and society
What will I learn about?	In this area of study students are introduced to the nature and purpose of religion in the human search for meaning. This includes a general study of the nature of religion. Students are introduced to the purpose of religion in societies in which multiple worldviews coexist through the study in detail of a range of beliefs of one religious tradition or religious denomination. Religious beliefs are ideas that answer the big questions of life according to a religious worldview. In this area of study students relate the beliefs to certain categories and explore the connection of the beliefs to each other.	In this area of study students build on the knowledge of religious beliefs from Area of Study 1. Beliefs are intended to achieve their full meaning when they are expressed through other aspects of religion. Students study how the meaning of beliefs are expressed through other aspects of religion. They consider the roles of the aspects of religion in general. Students then explore at least two beliefs studied in Area of Study 1, as they are expressed in other aspects of the selected religious tradition or religious denomination. They examine how the selected beliefs and their expression in each of the other aspects are intended by the selected religious tradition or religious denomination to support meaning.	In this area of study students focus on the interplay between religion and significant life experiences of members of religious traditions and religious denominations. Students consider the relationship between different types of significant life experiences and religious beliefs generally. They then undertake a detailed study of one particular significant life experience of a member of one selected religious tradition or religious denomination. The significant life experience may be a single event at a particular time or occur over an extended period. It has to be an experience that informed, reinforced or changed the person’s faith in and understanding of beliefs and their engagement with the expression of those beliefs. Students investigate what happens to an individual’s adherence to and understanding of the relevant religious beliefs and related expressions in the other aspects as a result of a significant life experience.	<p>In this area of study students investigate how and why religious traditions and religious denominations have taken steps from their inception to the present to respond to challenges in the categories of theology, ethics and continued existence.</p> <p>Students consider how some aspects of one religious tradition or religious denomination are more likely to be involved when taking a stance, such as distinctive beliefs, rituals, religious practices, the interpretation of texts, the application of ethical principles, the nature and role of authority, and the manner of participation within the social structure of a religious tradition or religious denomination. They develop an overview of challenges to the religious tradition or religious denomination. Three significant challenges are selected, and the stances and supporting responses taken by the religious tradition or religious denomination are studied. Each of the selected challenges should encompass one or more of the categories of theology, ethics and continued existence, but the student’s study as a whole should cover all categories.</p>	<p>Students examine in detail one significant challenge that has engaged or continues to engage a religious tradition or religious denomination and society.</p> <p>Students investigate the broader context leading to the challenge, the sources of the challenge, relevant aspects of religion, and the stances and supporting responses adopted by the religious tradition or religious denomination to the challenge. They also examine the influence of the responses on the religious tradition or religious denomination and, where appropriate, on wider society.</p>
Outcomes (what your teacher is looking for...)	Students should be able to analyse the nature and purpose of religion and religious beliefs	Students should be able to examine how beliefs and their expression through other aspects of religion are intended to respond to the search for meaning.	Students should be able to discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience.	Students should be able to analyse and compare stances and supporting responses taken by religious traditions or religious denominations as they are challenged.	Students should be able to discuss the interactions within a religious tradition or religious denomination and between a religious tradition or religious denomination and wider society in relation to a significant challenge, and evaluate the influence of the stances and responses on these interactions.
Assessment	School-assessed Coursework for Unit 3 contributes 25 per cent.			School-assessed Coursework for Unit 4 contributes 25 per cent.	
	Three outcomes need to be completed. These could be completed in a number of ways - report, structured questions, case study, essay, extended response or analytical exercises			Two outcomes need to be completed. These could be completed in a number of ways - report, structured questions, case study, essay, extended response or analytical exercises	
Exam	End of Year Exam (50% of marks for Unit 3&4 Religion and Society)				



# VCE FOUNDATION MATHEMATICS - UNIT 1-4



**MERCY**  
REGIONAL COLLEGE

	Year 11								Year 12			
	Unit 1				Unit 2				Unit 3 & 4			
Areas of Study	Algebra, number and structure	Data analysis, probability and statistics	Discrete mathematics	Space and measurement	Algebra, number and structure	Data analysis, probability and statistics	Discrete mathematics'	Space and measurement	Algebra, number and structure	Data analysis, probability and statistics	Discrete mathematics, Financial and consumer mathematics	Space and measurement
What will I learn about?	In this area of study students cover estimation, and the use and application of different forms of number and related calculations in practical, everyday and routine work contexts.	In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation.	In this area of study students cover the use and interpretation of different forms of numbers and calculations, and their application in relation to the understanding and management of personal, local and national financial matters.	In this area of study students cover time, and the use and application of the metric system and related measurements in a variety of domestic, societal, industrial and commercial contexts.	In this area of study students cover estimation and the use and application of the representation of generalisations and patterns in number, including formulas and other symbolic expressions, in everyday and routine work contexts.	In this area of study students cover the analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of data summaries.	In this area of study students cover the use and interpretation of different forms of numbers and calculations and their application in relation to the understanding and management of personal, local and national financial matters.	In this area of study students cover shape and location concepts, and their use and application in a variety of domestic, societal, industrial and commercial contexts.	In this area of study students cover estimation, the use and application of different forms of numbers and calculations, algorithmic and computational thinking, and the representation of formal mathematical expressions and processes including formulas and other algebraic expressions to solve practical problems in community, business and industry contexts.	In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries. This area of study incorporates the ability to critically reflect on statistical data and results, and to be able to communicate and report on the outcomes and any implications.	In this area of study students cover the use and application of different forms of numbers and calculations, relationships and formulae, and their application in relation to the analysis of, and critical reflection on, personal, local, national and global financial, consumer and global matters.	In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy, precision and error.
Outcomes (what your teacher is looking for...)	For students to <ul style="list-style-type: none"> <li>Use and apply a range of mathematical concepts, skills and procedures from selected areas of study to solve practical problems based on a range of everyday and real-life contexts.</li> <li>Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.</li> <li>Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.</li> </ul>								For students to <ul style="list-style-type: none"> <li>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 to solve practical problems from a range of everyday and real-life contexts.</li> <li>Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.</li> <li>Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.</li> </ul>			
Assessment	<ul style="list-style-type: none"> <li>Assignments</li> <li>Tests</li> <li>Problem-solving tasks</li> <li>Mathematical investigations</li> </ul>				<ul style="list-style-type: none"> <li>Assignments</li> <li>Tests</li> <li>Problem-solving tasks</li> <li>Mathematical investigations</li> </ul>				Unit 3 School-Assessed Coursework will contribute 40 % to the study score. Unit 4 School-Assessed Coursework will contribute 40 % to the study score.			
Exam	Unit 1 Exam				Unit 2 Exam				End of Year Exam (40% of marks for Unit 3&4 Subject)			




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# VCE GENERAL MATHEMATICS - UNIT 1-4



	Year 11								Year 12			
	Unit 1				Unit 2				Unit 3		Unit 4	
Areas of Study	AOS 1: Data analysis, probability, and statistics	AOS 2: Algebra, number, and structure	AOS 3: Functions, relations, and graphs	AOS 4: Discrete mathematics	AOS 1: Data analysis, probability, and statistics	AOS 2: Discrete mathematics	AOS 3: Functions, relations, and graphs	AOS 4: Space and measurement	AOS 1: Data Analysis	AOS 2: Recursion and Financial Modelling	AOS 3: Matrices	AOS 4: Networks and Decision Mathematics
What will I learn about?	Students cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data.	Students cover the concept arithmetic and geometric sequence and its representation by rule, table and graph and apply these as simple financial sequences.	Students cover linear function and relations, their graphs, modelling with linear functions, solving linear equations and simultaneous linear equations, line segment and step graphs and their applications.	Students cover the concept of matrices and matrix operations to model and solve a range of practical problems, including population growth and decay.	Students cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.	Students cover the use of graphs and networks to model and solve a range of practical problems, including connectedness, shortest path and minimum spanning trees.	Students cover direct and inverse variation, transformation s to linearity and modelling of some non-linear data.	Students cover units of measurement, accuracy, computations with formulas for different measures, similarity and scale in two and three dimensions, and their practical applications.	Students cover data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, times series, seasonality, smoothing and prediction.	Students cover the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities, and perpetuities.	Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.	Students cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation, and scheduling.
Outcomes (what your teacher is looking for...)	<p><b>Outcome 1</b></p> <p>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</p> <p><b>Outcome 2</b></p> <p>Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.</p> <p><b>Outcome 3</b></p> <p>Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.</p>								<p><b>Outcome 1</b></p> <p>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.</p> <p><b>Outcome 2</b></p> <p>Apply mathematical processes in non-routine contexts, including situations with some open-ended aspects requiring investigative, modelling, or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.</p> <p><b>Outcome 3</b></p> <p>Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.</p>			
Assessment	<p><b>Outcome 1</b></p> <p>Demonstration of achievement of Outcome 1 is based on the student's performance on a selection of the following assessment tasks:</p> <ul style="list-style-type: none"><li>• assignments</li><li>• tests</li><li>• solutions to sets of worked questions</li><li>• summary notes or review notes</li></ul> <p><b>Outcome 2</b></p> <p>Demonstration of achievement of Outcome 2 is based on the student's performance on a selection of the following assessment tasks:</p> <ul style="list-style-type: none"><li>• modelling tasks</li><li>• problem-solving tasks</li><li>• mathematical investigations</li></ul> <p><b>Outcome 3</b></p> <p>Demonstration of achievement of Outcome 3 is based on the student’s performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for computational thinking and the effective and appropriate use of technology.</p>								<p><b>UNIT 3: (24%)</b></p> <p><b>SAC 1 - contributes 16% to the study score</b></p> <p>The application task is to be of 4–6 hours’ duration over a period of 1–2 weeks.</p> <p><b>SAC 2 - 8%</b></p> <p>The Modelling or problem-solving task 1 is to relate to <b>Recursion and financial modelling</b>.</p> <p>The modelling or problem-solving task is to be of 2–3 hours’ duration over a period of 1 week.</p>		<p><b>UNIT 4: (16%)</b></p> <p><b>SAC 3 - 8%</b></p> <p>A modelling or problem-solving task related to <b>Matrices</b>.</p> <p>The modelling or problem-solving task is to be of 2–3 hours’ duration over a period of 1 week.</p> <p><b>SAC 4 - 8%</b></p> <p>A modelling or problem-solving task related to <b>Networks and decision mathematics</b>.</p> <p>The modelling or problem-solving task is to be of 2–3 hours’ duration over a period of 1 week.</p>	
Exam	<p><b>Unit 1 Exam</b></p> <p>90 minutes in June</p> <p>Comprised of a multiple-choice, short answer and extended response style questions.</p>				<p><b>Unit 2 Exam</b></p> <p>90 minutes in November</p> <p>Comprised of a multiple-choice, short answer and extended response style questions.</p>				<p><b>Exam 1 (30%):</b> 90 minutes, multiple-choice questions covering all areas of study</p> <p><b>Exam 2 (30%):</b> 90 minutes, short answer, and analysis questions on all area of study</p>			

# VCE MATHEMATICAL METHODS - UNIT 1-4



	Year 11								Year 12			
	Unit 1				Unit 2				Unit 3 & 4			
Areas of Study	AOS 1: Functions, relations and graphs.	AOS 2: Algebra, number and structure.	AOS 3: Calculus.	AOS 4: Data analysis, probability and statistics.	AOS 1: Functions, relations and graphs.	AOS 2: Algebra, number and structure.	AOS 3: Calculus.	AOS 4: Data analysis, probability and statistics.	AOS 1: Functions and graphs.	AOS 2: Algebra.	AOS 1: Calculus.	AOS 2: Probability and statistics.
What will I learn about?	Graphs of algebraic functions, including polynomial and power functions, and their key features.	The algebra of simple polynomial functions and transformations of the plane - this area of study runs across both Units 1 and 2 and supports other areas of study.	Constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts.	The concepts of trial, outcome, event, frequency, probability, and the representation of sample spaces and events in lists, grids, Venn diagrams and tables.	Graphical representation of circular, exponential and logarithmic functions of a single variable and the key features of these graphs.	The algebra of some simple transcendental functions and transformations of the plane - this area of study runs across both Units 1 and 2 and supports other areas of study.	Differentiation and antidifferentiation of polynomial functions, and related applications including the analysis of graphs.	The use of lists, tables and diagrams to calculate probabilities, including complementary, mutually exclusive, conditional and independent events; and rules to determine probabilities for compound events.	Students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain and range, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is to be explored.	Students cover the algebra of functions, including composition of functions, inverse functions and the solution of equations. They also solve equations, and systems of simultaneous equations, presented in various forms. Students also use inverse operations or factorisation, and the use of graphical and numerical approaches for problems.	Students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.	Students cover discrete and continuous random variables, their representation using tables, probability functions, the calculation and interpretation of central measures and measures of spread; and sample proportions. The focus is on understanding a random variable, related parameters, properties and application and interpretation for a given probability distribution.
Outcomes (what your teacher is looking for...)	For students to: <ul style="list-style-type: none"> <li>define and explain key concepts from the areas of study and apply a range of related mathematical routines and procedures.</li> <li>apply mathematical processes in different contexts, including situations with some open-ended aspects requiring investigative, modeling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.</li> <li>apply computational thinking and use different functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.</li> </ul>								Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines.  Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analyse and discuss these applications of mathematics.  to apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis			
Assessment	S/N result based on classwork; chapter questions; and assessments including assignments, tests and semester examinations.				S/N result based on classwork; chapter questions; and assessments including assignments, tests and semester examinations.				SACs consist of one Application task and two Problem solving tasks to determine their score for the internal component of their study score.			



# VCE SPECIALIST MATHEMATICS - UNIT 1-4




	Year 11						Year 12					
	Unit 1			Unit 2			Unit 3 & 4					
Areas of Study	AOS 1: Algebra, number and structure	AOS 2: Discrete mathematics	AOS 3: Data analysis	AOS 1: Space and measurement	AOS 5: algebra, number and structure	AOS 6: Functions, relations and graphs	AOS 1: Discrete mathematics	AOS 2: Functions, relations and graphs	AOS 3: Algebra, number and structure	AOS 4: Calculus	AOS 5: Space and measurement	AOS 6: Data analysis
What will I learn about?	Students cover the development of formal mathematical notation, definition, reasoning and proof applied to number systems, graph theory, sets, logic, and Boolean algebra, and the development of algorithms to solve problems.	Students cover the study of sequences, series, and first-order linear difference equations, combinatorics, including the pigeon-hole principle, the inclusion-exclusion principle, permutations and combinations, combinatorial identities, and matrices.	Students cover the study of linear combinations of random variables and the distribution of sample means of a population, with the use of technology to explore variability of sample means.	Study students cover trigonometry and identities, rotation and reflection transformations of the plane and vectors for working with position, shape, direction and movement in the plane and related applications.	Study students cover the arithmetic and algebra of complex numbers, including polar form, regions and curves in the complex plane and introduction to factorisation of quadratic functions over the complex field.	Students cover an introduction to partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations.	Students cover development of mathematical argument and proof. This includes techniques such as mathematical induction. Proofs involve concepts from topics such as: divisibility, inequalities, graph theory, sequences and series and related notations, complex numbers, matrices, vectors and calculus.	Students cover rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points and points of inflection and symmetry.	Students cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.	Students cover the advanced calculus techniques for analytical and numerical differentiation and integration of functions and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics, and modelling with differential equations.	Students cover the arithmetic and algebra of vectors; linear dependence and independence of a set of vectors; proof of geometric results using vectors; vector representation of curves in the plane and their parametric and cartesian equations; vector kinematics, parametric and cartesian equations of lines and planes.	Students cover the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals, and hypothesis testing for the mean using the distribution of sample means.
Outcomes (what your teacher is looking for...)	Students should be able to define and explain key concepts in relation to the topics from the selected area of study, and apply a range of related mathematical routines and procedures.  Students 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.  Students 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.						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, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.  apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving techniques or approaches.					
Assessment	S/N result based on classwork, chapter questions, topic assignments and topic tests.						SACs consist of one Application task and two Problem solving tasks to determine their score for the internal component of their study score.					
Exam	Unit 1 Exam			Unit 2 Exam			Unit 3 / 4 Exams (1 * 20% and 1 * 40%)					

# VCE BIOLOGY - UNIT 1-4

	Year 11						Year 12				
	Unit 1 How do organisms regulate their functions?			Unit 2 How does inheritance impact diversity?			Unit 3 How do cells maintain life?		Unit 4 How does life change and respond to challenges?		
Areas of Study	AOS 1: How do cells function?	AOS 2: How do plant and animal systems function?	AOS 3: How do scientific investigations develop understanding of how organisms regulate their functions?	AOS 1: How is inheritance explained?	AOS 2: How do inherited adaptations impact diversity?	AOS 3: How do humans use science to explore and communicate contemporary bioethical issues?	AOS 1: What is the role of nucleic acids and proteins in maintaining life?	AOS 2: How are biochemical pathways regulated?	AOS 1: How do organisms respond to pathogens?	AOS 2: How are species related over time?	AOS 3: How is scientific inquiry used to investigate cellular processes and/or biological change?
What will I learn about?	Structure and functioning of <b>cells</b> ; including <b>organelles</b> ; how materials move into and the need for cells to multiply for growth/repair/replacement; the <b>cell cycle</b> , <b>mitosis</b> and <b>stem cells</b>	<b>Specialisation</b> and <b>organisation</b> of plant and animal cells into tissues & organs. <b>Regulation of systems</b> ; water balance, body temperature and blood sugar. <b>Malfunctions in homeostasis</b> .	<b>How to design, conduct and report on a practical investigation</b> related to Areas of study 1 and/or 2	Production of gametes in sexual reproduction ( <b>meiosis</b> ); nature of chromosomes, interpret <b>patterns of inheritance</b> and predict outcomes of <b>genetic crosses</b> .	Advantages and disadvantages of <b>asexual</b> and <b>sexual</b> reproduction and applications of <b>reproductive cloning technologies</b> . Explore the biological importance of genetic diversity and adaptations that enable species to survive.	Explore a contemporary <b>bioethical issue</b> relating to the application of <b>genetic knowledge, reproductive science, inheritance</b> or <b>adaptations</b> and interdependencies beneficial for survival.	Relationship between nucleic acids and proteins; examine the <b>biological consequences</b> of manipulating the DNA molecule and applying <b>biotechnologies</b> .	Examine how <b>biochemical pathways</b> involve many steps that are controlled by <b>enzymes</b> . Investigate factors that affect the rate of cellular reactions and explore applications of biotechnology.	Immune response to pathogens; antigens and how they elicit an <b>immune response</b> , the nature of <b>immunity</b> and the role of <b>vaccinations</b> in providing immunity. How <b>immunotherapies</b> can be applied to the treatment of other diseases.	Changes to <b>genetic material</b> over time; consequences of changes in allele frequencies; how isolation and divergence are required for speciation. Evidence for major trends in hominin evolution.	<b>Student-designed scientific investigation</b> . The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges
Outcomes (what your teacher is looking for...)	Students should be able to explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.	Students should be able to explain and compare how cells are specialised and organised in plants and animals, and analyse how specific systems in plants and animals are regulated.	Students should be able to adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.	Students should be able to explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.	Students should be able to analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.	Students should be able to identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.	Students should be able to analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.	Students should be able to analyse the structure and regulation of biochemical pathways and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.	Students should be able to analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.	Students should be able to analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.	Students design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges. Present an aim, methodology and methods, results, discussion and a conclusion in a scientific poster.
Assessment	S/N result based on practical reports, assignments, classwork, semester 1 exam etc.	S/N result based on practical reports, assignments, classwork, semester 1 exam etc.	A report of a student-designed scientific investigation using a selected format such as a scientific poster, a practical report etc.	S/N result based on practical reports, assignments, classwork, semester 2 exam etc.	S/N result based on practical reports, assignment, classwork, semester 2 exam etc.	An investigation into a bioethical issue relating to genetics or reproductive science.	A task (teacher's choice of format) Tools and techniques in DNA manipulation. (50% of Unit 3 SAC marks)	A task (teacher's choice of format) Regulation of biochemical pathways. (50% of Unit 3 SAC marks)	A task (teacher's choice of format) The immune response and immunity. (33% of Unit 4 SAC marks)	A task (teacher's choice of format) Genetic changes in species over time. (33% of Unit 4 SAC marks)	Poster from prac investigation (see above) (33% of Unit 4 SAC marks)
Exam	Unit 1 Exam			Unit 2 Exam			End of Year Exam (50% of marks for Unit 3&4 Biology)				

# VCE CHEMISTRY - UNIT 1-4



	Year 11						Year 12				
	Unit 1: How can the diversity of materials be explained?			Unit 2: How do chemical reactions shape the natural world?			Unit 3: How can chemical processes be designed to optimise efficiency?		Unit 4: How are organic compounds categorised, analysed and used?		
Areas of Study	AOS 1: How do the chemical structures of materials explain their properties and reactions?	AOS 2: How are materials quantified and classified?	AOS 3: How can chemical principles be applied to create a more sustainable future?	AOS 1: How do chemicals interact with water?	AOS 2: How are chemicals measured and analysed?	AOS 3: How do quantitative scientific investigations develop our understanding of chemical reactions?	AOS 1: What are the options for energy production?	AOS 2: How can the yield of a chemical product be optimised?	AOS 1: How can the diversity of carbon compounds be explained and categorised?	AOS 2: What is the chemistry of food?	AOS 3: Practical Investigation
What will I learn about?	Elements and the periodic table; metals, covalent and ionic compounds.	The mole concept; hydrocarbon (organic) compounds; and polymers.	The sustainable production or use of a selected material.	Structure, properties and reactions of water; acid-base and redox reactions.	Solubility and concentration; stoichiometry; ideal gas equation and analysis of salts.	How to design, report and conduct a practical investigation related to gases, acid-base or redox reactions, or salts in water.	Analyse and compare fossil fuels, biofuels, galvanic cells and fuel cells as energy resources; energy calculations of combustion reactions; and the electrochemical series.	Rate of reaction, collision theory and thermochemical equations; equilibrium, Le Chatelier’s Principle and yield of reactions; and electrolytic cells, rechargeable cells and Faraday’s Laws.	Carbon compounds including structural features, isomers and how they are represented; properties of organic compounds and reaction pathways; and identification of compounds based on spectroscopic techniques.	Organic compounds in food that provide us with energy and how they are broken down chemically by the body; as well as cellular respiration and calorimetry.	How to design, report and conduct a practical investigation related to energy and/or food ((AOS1 and/or AOS2 as determined by teacher).
Outcomes (what your teacher is looking for...)	For students to explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.	For students to calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.	For students to investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.	For students to compare fuels with reference to products and energy, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells.	For students to experimentally analyse chemical systems to predict rate and extent, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials.	For students to draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation.	For students to compare fuels quantitatively, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources.	For students to apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.	For students to compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.	For students to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of food including the role of enzymes, and calculate the energy content of food using calorimetry.	For students to design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.
Assessment	S/N result based on any or all of the following - chapter questions, classwork, experiments, topic assessments, Semester 1 exam.	S/N result based on any or all of the following - chapter questions, classwork, experiments, topic assessments, Semester 1 exam.	A response to a question involving the production or use of a selected material, including reference to sustainability.	S/N result based on any or all of the following - chapter questions, classwork, experiments, topic assessments, Semester 2 exam.	S/N result based on any or all of the following - chapter questions, classwork, experiments, topic assessments, Semester 2 exam.	A report of a student-adapted or designed investigation using a selected format, such as a poster, an article, a practical report, an oral presentation, a multimedia presentation or a visual representation.	One task selected by the teacher - response to stimulus material, report on lab investigation, comparison of cells or reflective learning journal (50% of Unit 3 SAC marks).	At least one task selected by the teacher - report of 2 pracs or investigation, research task, data analysis, media response, graphic organiser of chemical process, analysis of electrolytic cell or response to structured questions (50% of Unit 3 SAC marks).	At least one task selected by the teacher - report of 2 pracs or investigation, data analysis, media response, response to structured questions or reflective learning journal (33% of Unit 4 SAC marks).	One task selected by the teacher - response to stimulus material, report on lab investigation, comparison of food molecules or reflective learning journal (33% of Unit 4 SAC marks).	A structured scientific poster according to the VCAA standard template.
Exam	Unit 1 Exam			Unit 2 Exam			End of Year Exam (60% of the marks for Unit 3&4)				



# VCE PHYSICS - UNIT 1-4



	Year 11						Year 12					
	Unit 1: How is energy useful to society?			Unit 2: What do experiments reveal about the physical world?			Unit 3: How do fields explain motion and electricity?			Unit 4: How can two contradictory models explain both light and matter?		
Areas of Study	AOS 1: How can thermal effects be explained?	AOS 2: How do electric circuits work?	AOS 3: What is matter and how is it formed	AOS 1: How can motion be described and explained?	AOS 2: Is there life beyond Earth's Solar System?	AOS 3: Practical investigation	AOS 1: How do things move without contact?	AOS 2: How are fields used to move electrical energy?	AOS 3: How fast can things go?	AOS 1: How can waves explain the behaviour of light?	AOS 2: How are light and matter similar?	AOS 3: Practical Investigation
What will I learn about?	Investigate <b>thermodynamic principles</b> and examine environmental impacts of <b>Earth's thermal systems</b> due to human activities.	Analyse <b>electrical phenomena</b> and undertake practical investigations of <b>circuit components</b> .	Explore the nature of <b>matter</b> ; consider the origins of <b>atoms, time</b> and <b>space</b> and how <b>energy</b> is derived from the nucleus.	Observe <b>motion</b> and explore the effects of balanced and unbalanced <b>forces</b> . Analyse motion using concepts of <b>energy</b> .	The likelihood of <b>life beyond the Solar System</b> , methods used to find suitable <b>habitable planets</b> and how the search is conducted.	<b>How to design, conduct and report on a practical investigation</b> related to Areas of study 1 and/or 2	<b>Gravitational, magnetic and electric</b> fields and interactions. The effects of fields and application of field concepts.	Explain how <b>electricity</b> is produced and delivered to homes using <b>models of electric, magnetic and electromagnetic</b> effects.	<b>Newton's Laws of motion</b> to analyse relative, circular and projectile motion. Compare Newton's and Einstein's explanation of motion.	<b>Wave theory</b> ; describe transfer of energy; explaining <b>reflection, refraction, interference</b> and <b>polarisation</b> .	<b>Light and matter</b> ; similarities in wave-like and particle-like properties.	<b>How to design, conduct and report on an experiment/practical investigation</b> related to theory covered in Unit 3 and/or 4.
Outcomes (what your teacher is looking for...)	Students should be able to apply thermodynamic principles to analyse, interpret and explain changes in thermal energy in selected contexts, and describe the environmental impact of human activities with reference to thermal effects and climate science concepts.	Students should be able to investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.	Students should be able explain the origins of atoms, the nature of subatomic particles and how energy can be produced by atoms.	Students should be able to investigate, analyse and mathematically model the motion of particles and bodies.	Students should be able to apply concepts of light and atomic physics to describe and analyse the search for life beyond Earth's Solar System.	Students should be able to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.	Students should be able to analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.	Students should be able to analyse and evaluate an electricity generation and distribution system.	Students use Newton's laws of motion to analyse relative, circular and projectile motion. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore relationships between force, energy and mass.	Students should be able to apply wave concepts to analyse, interpret and explain the behaviour of light.	Students should be able to provide evidence for the nature of light and matter and analyse the data from experiments that supports this evidence.	Students should be able to design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.
Assessment	S/N result based on practical reports, assignments, chapter questions, classwork, semester 1 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 1 exam etc.		S/N result based on practical reports, assignments, chapter questions, classwork, semester 2 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 2 exam etc.	.	A task (teacher's choice of format) where students analyse different fields to explain the operation of motors and particle accelerators (33% of unit 3 SAC marks)	Analysis and evaluation of stimulus material related to an electrical generation and supply system (33% of unit 3 SAC marks)	A task (teacher's choice of format) where students investigate motion and related energy transformations (33% of Unit 3 SAC marks)	A task (teacher's choice of format) where students apply wave concepts to explain behaviour of light (32% of Unit 4 SAC marks)	Response to stimulus material related to the nature of light and matter (32% of Unit 4 SAC marks)	Poster from prac investigation (see above) (36% of Unit 4 SAC marks)
Exam	Unit 1 Exam			Unit 2 Exam			End of Year Exam (60% of marks for Unit 3&4 Physics)					

# VCE PSYCHOLOGY - UNIT 1-4



	Year 11						Year 12			
	Unit 1: How are behaviour and mental processes shaped?			Unit 2: How do external factors influence behaviour and mental processes?			Unit 3: How does experience affect behaviour and mental processes?		Unit 4: How is Wellbeing supported and maintained?	
Areas of Study	AOS 1: What influences psychological development?	AOS 2: How are mental processes and behaviour influenced by the brain?	AOS 3: How does contemporary psychology conduct and validate psychological research?	AOS 1: How are people influenced to behave in particular ways?	AOS 2: What influences a person's perception of the world?	AOS 3: How do scientific investigations develop understanding of influences on perception and behaviour?	AOS 1: How does the nervous system enable psychological functioning?	AOS 2: How do people learn and remember?	AOS 1: How does sleep affect mental processes and behaviour?	AOS 2: What influences mental wellbeing?
What will I learn about?	The interactions between biological, psychological and social factors in psychological development. They explore how these factors influence different aspects of a person's psychological development, recognising that individuals can grow and change psychologically across their lives.	How brain structures and functions change over time. They will consider the influence of different approaches and contributions to understanding the role of the brain. Students consider how the brain changes with age and experience, and subsequently how mental functions adapt.	Investigate how science is used to explore and validate contemporary psychological research questions. Making connections between the research of others and their own learning.	The psychological and social factors that shape the identity and behaviour of individuals and groups. Students consider how factors such as person perception, attributions, attitudes and stereotypes can be used to explain the cause and dynamics of individual and group behaviours.	How human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. Students study the role of attention in making sense of the world around them and consider two aspects of human perception – vision and taste.	Students adapt or design and then conduct a scientific investigation into the internal or external influences on perception and/or behaviour. They generate appropriate qualitative and/or quantitative data, organise and interpret the data, and research a conclusion in response to the research question.	Students explore the role of the nervous system in enabling a person to respond to the world around them. They also evaluate the ways in which stress can affect mental wellbeing.	Students evaluate models to explain learning and apply their knowledge of learning to everyday experiences and contemporary social issues. Students also explore the role the brain plays in processing, encoding and storing memories.	Students focus on sleep as an example of an altered state of consciousness and different demands humans have for sleep across the lifespan. They also analyse the effects of sleep deprivation on psychological functioning.	Students explore mental wellbeing in terms of social and emotional wellbeing, levels of functioning, and resilience to cope with and manage change and uncertainty.
Outcomes (what your teacher is looking for...)	On completion of this unit the student should be able to discuss the complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.	Students should be able to analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.	Students should be able to identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.	On completion of this unit the student should be able to analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.	Students should be able to explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.	Students should be able to adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.	Students should be able to analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.	Students should be able to apply different approaches to explain learning and discuss memory as a psychobiological process.	Students should be able to analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.	Students should be able to discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
Assessment	Multiple Choice and Short Answer Test	Folio of Activities	Scientific Research Report	Multiple Choice and Short Answer Test	Media Analysis of a Film	Scientific Research Poster	Visual Presentation Structured test	Folio Annotation	Test	Test
Exam	Unit 1 Exam			Unit 2 Exam			End of year exam (worth 50% of marks for Unit3&4 SUBJECT)			

# VCE HEALTH & HUMAN DEVELOPMENT - UNIT 1-4



	Year 11					Year 12			
	Unit 1: Understanding health and wellbeing			Unit 2: Managing health and development		Unit 3: Australia's health in a globalised world	Unit 4: Health and human development in a global context		
Areas of Study	AOS 1: Health perspectives and influences	AOS 2: Health and nutrition	AOS 3: Youth health and wellbeing	AOS 1: Developmental transitions	AOS 2: Healthcare in Australia	AOS 1: Understanding health and wellbeing	AOS 2: Promoting health and wellbeing	AOS 1: Health and wellbeing in a global context	AOS 2: Health and Sustainable Development Goals
What do we learn about?	Dimensions of health and wellbeing, different measures of health status and reasons for variation and inequalities in health. Influence of age, culture, religion, gender and socioeconomic status has on the health of youth.	Investigate the roles and sources of major nutrients and use the food selection models to promote healthy eating. Consequences to health and wellbeing of dietary imbalance in youth.	Identify major health inequalities among Australia's youth and reflect on the causes. Find out what young people are most focused on and concerned about with regard to health and wellbeing. How governments and organisations develop and implement youth health programs. How youth health and wellbeing can be promoted and improved.	The developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors. Perceptions of youth and an adult and investigate the expected physical and social changes. Transition from youth to adulthood and later health status. Parenthood as a potential transition in life.	The health system in Australia. Equity of access to health services, rights and responsibilities. Research health services in local communities. Issues associated with the use of new and emerging health procedures and technologies such as artificial intelligence, robotics, three-dimensional printing of body parts and use of stem cells.	Explore the dimensions of health and wellbeing including prerequisites for health. Interpret data on Australia's health status, focusing on variations within population groups and reasons for these variations. Groups include Indigenous, rural and remote, low SES, males & females	Study improvements in Australia's health over time. Describe public health approaches in improving Australia's health. Evaluate health promotion strategies; QUIT and Indigenous health strategies	Explore similarities and differences in health between developing and developed countries. Study factors that contribute to health status and wellbeing in different countries. Such as poverty, discrimination, safe water & sanitation	Describe key features of the UN's SDGs and how they can improve health and wellbeing globally. Focus on the work of the World Health Organisation. Describe different types of aid and evaluate programs which promote health and wellbeing and human development.
Outcomes (what your teacher is looking for...)	Students should be able to explain the dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.	Students should be able to apply nutrition knowledge and tools to the selection of food and evaluate nutritional information.	Students should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.	Students should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan. Explain health and wellbeing as an intergenerational concept.	Students should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.	Students should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status	Students should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health-promotion strategies	Students should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing	Students should be able to analyse relationships between the Sustainable Development Goals and their role in the promotion of health and human development and evaluate the effectiveness of global aid programs
Assessment	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 1 exam etc.)	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 1 exam etc.)	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 1 exam etc.)	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 2 exam etc.)	S/N result based on learning activities and assessment tasks (outcome, chapter questions, classwork, semester 2 exam etc.)	Two tasks (2 *25 marks) which contributes 25% of Unit 3 SAC marks	One task (50 marks) which contributes 25% of Unit 3 SAC marks	Two tasks (2 *25 marks) which contributes 25% of Unit 4 SAC marks	One task (50 marks) which contributes 25% of Unit 4 SAC marks
Exam	Unit 1 Exam			Unit 2 Exam		End of Year Exam (50% of marks for Unit 3&4 HHD)			



# VCE OUTDOOR & ENVIRONMENTAL STUDIES - UNIT 1-4



	Year 11				Year 12			
	Unit 1: Exploring outdoor experiences		Unit 2: Discovering outdoor environments		Unit 3: Relationships with outdoor environments		Unit 4: Sustainable outdoor relationships	
Areas of Study	AOS 1: Motivations for outdoor experiences	AOS 2: Influences on outdoor experiences	AOS 1: Investigating outdoor environments	AOS 2: Impacts on outdoor environments	AOS 1: Historical relationships with outdoor environments	AOS 2: Relationships with Australian environments since 1990	AOS 1: Healthy outdoor environments	AOS 2: Sustainable outdoor environments
What will I learn about?	Motivations for seeking outdoor experiences. Knowing, experiencing & responding to outdoor environments and safe participation in the outdoors.	Influence of media portrayals, codes of conduct and planning interactions with the outdoor environments. Technologies and risks in the outdoors	Characteristics of outdoor environments, recreational users understandings and scientific understandings of Outdoor Environments. Artistic, indigenous Australian and historical understanding of specific outdoor environments.	The impacts of conservation, commercial and recreational activities on outdoor environments. Community based environmental action to promote positive impacts on humans on outdoor environments. The direct & indirect impact of technologies, urbanisation and changing lifestyles on the outdoor environment .	How Australians have understood and interacted with the unique Australian environment over time. How environmental and political movements have changed relationships with outdoor environments.	Relationships between humans and outdoor environments since 1990 and the ways they are depicted in different media. Relationships between humans and their environment including the social, cultural, economic and political factors that influence these relationships.	The contemporary state of outdoor environments in Australia and the importance of outdoor environments for individuals and society. The concept of sustainability and observations to evaluate the health of outdoor environments. Current and potential damage to outdoor environments and the subsequent impacts.	The sustainability of environments to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Examples of conflicts over the use of outdoor environments and methods to resolve these conflicts.
Outcomes (what your teacher is looking for...)	Students should be able to plan for & reflect on a range of practical outdoor experiences. Define & describe relevant terms and analyse motivations and ways people know, experience and respond to outdoor environments. Demonstrate practical skills for safe participation.	Students should be able to plan for & reflect upon a range of practical sustainable outdoor experiences and analyse relevant information collected during these experiences. Describe & analyse specific examples of codes of conduct. Explain the effects of technologies and describe risk & explain factors that affect access to outdoors.	Students should be able to describe, compare and contrast different characteristics of different outdoor environments. Analyse a range of understandings of the use of and relationship to outdoor environments and plan for and reflect upon a range of practical sustainable outdoor experiences and collect relevant information.	Students should be able to plan for and reflect upon a range of practical sustainable outdoor experiences. Identify and evaluate the impacts of different types of activities on outdoors environments. Identify and apply practices for promoting positive impacts on outdoor environments. Analyse direct, indirect, urbanisation and changing lifestyles in outdoor environments.	Students should be able to explain the characteristics of the Australian environment before humans. Describe the relationships by specific Indigenous communities. Describe and analyse the changing relationships with Australian outdoor environments since European settlement. Evaluate environmental and political movements. Plan for and reflect upon a range of practical sustainable outdoor experiences.	Students plan for and reflect upon a range of practical sustainable outdoor experiences. Compare different societal relationships with outdoor environments. Analyse and evaluate factors influencing relationships with environments. Analyse environmental politics in Australia.	Plan for and reflect upon a range of practical sustainable outdoor experiences. Analyse definitions of sustainability and sustainable development Evaluate the health of outdoor environments and the contemporary state of Australian outdoor environments. Identify and predict the potential impact of significant threats on society and on outdoor environments.	Plan for and reflect upon a range of practical sustainable outdoor experiences. Explain conflicts and methods used to influence decisions as well as specific actions and management strategies to sustain healthy environments. Evaluate processes relating to conflicting interests over the use of outdoor environments
Assessment	Journal	<ul style="list-style-type: none"> <li>Brochure- Codes of Conduct</li> <li>Structured questions- Planning a trip</li> </ul>	<ul style="list-style-type: none"> <li>Outdoor Environment poster</li> <li>Natural systems task</li> <li>Food webs poster</li> </ul>	Multi-media presentation (oral presentation).	At least one task from the following: case study, multimedia presentation/ podcast or a written report. (40 marks) & Journal (10 marks)	At least one task from the following: data analysis or structured questions (40 marks) and Journal (10 marks)	At least one task from the following: data analysis, structured questions or written report. (40 marks) and Journal (10 marks)	At least one task from the following: case study or structured questions and Journal (10 marks)
Exam	Unit 1 Exam		Unit 2 Exam		End of Year Exam (50% of the marks for Unit 3&4 OE)			

# VCE PHYSICAL EDUCATION - UNIT 1-4



	Year 11				Year 12			
	Unit 1: The Human Body in motion		Unit 2: Physical activity, sport and society		Unit 3: Movement skills and energy for physical activity		Unit 4: Training to improve performance	
Areas of Study	AOS 1: How does the musculoskeletal system work to produce movement?	AOS 2: How does the cardiorespiratory system function at rest and during physical activity?	AOS 1: What are the relationships between physical activity, sport, health and society?	AOS 2: What are the contemporary issues associated with physical activity and sport?	AOS 1: How are movement skills improved?	AOS 2: How does the body produce energy?	AOS 1: What are the foundations of an effective training program?	AOS 2: How is training implemented effectively to improve fitness?
What will I learn about?	Anatomical movements Bones and joints Muscle anatomy Preventing musculoskeletal injuries legal and illegal methods that enhance the musculoskeletal system	The Cardiovascular system and respiratory system structure and function. Factors affecting the systems. Legal and illegal methods that enhance the cardiorespiratory system.	Physical activity concepts. All health related benefits and risks of inactivity. Sociocultural influences. Social-ecological model. Promotion of PA and reducing sedentary behaviour.	The role of the social-ecological model and/or the Youth Physical Activity Promotion Model in evaluating physical activity promotion and sedentary behaviour reduction initiatives and strategies .Individual, social, policy and environmental influences on participation in physical activity and/or sport in reference to the selected issue	Classification of movement skills including fundamental movement skills.Direct and constraints based coaching, stages of learning and practice strategies and feedback.  Biomechanical principles for analysis of human movement; including kinetic concepts of human movement, and kinematic concepts of human movement.	Characteristics of the three energy systems; ATP-PC, anaerobic glycolysis and aerobic glycolysis. Interplay of the energy systems. Oxygen uptake at rest, during exercise and in recovery. Acute physiological responses to exercise in the cardiovascular, respiratory and muscular systems.	Activity analysis. Fitness components; aerobic power, agility, anaerobic capacity, balance, body composition, coordination, flexibility, muscular endurance, power and strength, reaction time and speed. Fitness testing, appropriate fitness testing regime and suitable tests for fitness components.	Implementation and evaluation of training principles and methods from a practical and theoretical perspective. Psychological strategies used to enhance performance and aid recovery. Chronic adaptations of the cardiovascular, respiratory and muscular systems to aerobic, anaerobic and resistance training.
Outcomes (what your teacher is looking for...)	Being able to apply the correct anatomical terminology to the musculoskeletal system.Describe and implement the correct application of techniques and physiological strategies in a variety of sporting activities .	Label the structure and explain the function of the cardiovascular system, including the structure and function of the heart and blood vessels and blood flow around the body at rest and during exercise. Discuss Actual and perceived benefits and potential harms of illegal drugs in sport.	Participate in and reflect on a variety of different forms of physical activity, including a variety of culturally diverse physical activities. Collect, analyse and interpret primary and secondary data related to trends in participation . Apply the SEM model.	Students should be able to analyse the historical, current and future implications of an identified issue. Draw informed conclusions and report in a suitable format on the socio-cultural and environmental influences that impact participation on PA and/or sport based on research findings.	Students should be able to collect and analyse information, and participate in a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.	Students should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.	Students should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.	Students should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.
Assessment	S/N result based on practical reports, assignments, chapter questions, classwork, semester 1 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 1 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 2 exam etc.	S/N result based on practical reports, assignments, chapter questions, classwork, semester 2 exam etc.	Two tasks: Tests ( SAC 1 -20% of unit 3 SAC marks) (SAC 2 -30% of unit 3 SAC marks)	Two tasks -Lab Report - (25% of Unit 3 SAC marks) Test SAC -. (25% of Unit 3 SAC marks)	One task -Written Report - (30% of Unit 4 SAC marks)	Three tasks -Reflective Folio -. (25% of Unit 4 SAC marks) Written report - (25% of Unit 4 SAC marks) Test SAC - (20% of Unit 4 SAC marks)
Exam	Unit 1 Exam		Unit 2 Exam		End of Year Exam (50% of the marks for Unit 3&4 Physical Education)			

# VCE AGRICULTURAL & HORTICULTURAL STUDIES - UNIT 1-4



	Year 11				Year 12					
	Unit 1: Agricultural and horticultural operations		Unit 2: Production		Unit 3: Technology, innovation and business practices			Unit 4: Sustainable management		
Areas of Study	AOS 1: Influences on agricultural and horticultural systems	AOS 2: Agricultural and horticultural operations	AOS 1: Biological and environ. factors	AOS 2: Production systems and processes	AOS 1: Current management techniques	AOS 2: New or emerging technology	AOS 3: Business design	AOS 1: Sustainability in agriculture and horticulture	AOS 2: Resource management and maintenance	AOS 3: Business plan and implementation and evaluation
What will I learn about?	Animal and plant structure and function. Animal and plant growth and nutrition. Physical resources and their impact on systems.	The components of small business including planning, potential budgets, operation and evaluation	Anatomy and physiology of reproductive systems in plants and animals. The role of hormones. Assisted reproductive strategies and pest and diseases and their impacts	Sustainable production and marketing processes and how is value added influenced by and have an impact on the environment	Investigate techniques used by business operators to modify specific aspects of the growing environment. Integrated management practices.	Focus on new or emerging technologies and explore the drivers for the adoption of new and emerging technologies	Design a small business project including production, marketing, financial planning. They explore OHS, quality standards and cash flow, and outputs	Focus on environmental sustainability and how they relate to productivity. Identify, rectify and prevent environmental degradation.	Consider sustainable resource management practices. Learn about property management plans. Explore resources that assist sustainable operations	Continue to operate the small business project they commenced in Unit 3
Outcomes (what your teacher is looking for...)	Describe a range of biological, physical and human resources and their influence on systems in the local area	Plan, implement and evaluate management and production activities to operate a small business	Describe the nutritive and reproductive processes of plants and animals, and their application	Plan, implement, monitor and evaluate production processes and marketing and demonstrate how value can be added and how to manage risks	Analyse and evaluate a range of techniques used in business. Explain the reasons and selection and application of technology.	Describe and analyse a range of new technologies and evaluate sustainability of the innovation on business	Design, implement and report on a small commercial business that involves the management and care of living plants or animals	Explain and evaluate sustainable resource management practices and analyse responses to climate change	Analyse management techniques that promote the economic, social and environmental sustainability of agricultural, horticultural businesses	Monitor the progress of and compete the operation of their small business project, evaluating the business plan and the adherence to sustainability concepts
Assessment	Model & reports	Enterprise report	Genetics assignment Scientific report	Enterprise maintenance report	A task (teacher's format of choice) contributes 30 marks	A task (teacher's format of choice) contributes 20 marks	Extended coursework task Part 1 contributes 50 marks	A task (teacher's format of choice) contributes 25 marks	A short report or test contributes 25 marks	Extended coursework task Part 2 contributes 50 marks
Exam	Unit 1 Exam		Unit 2 Exam		End of year exam (worth 34% of marks for Unit 3&4 Agricultural Horticultural Studies)					




# VCE FOOD STUDIES - UNIT 1-4



	Year 11				Year 12			
	Unit 1 Food Origins		Unit 2 Food Makers		Unit 3 Food in daily life		Unit 4 Food issues, challenges and future	
Areas of Study	AOS 1: Food around the world	AOS 2: Food in Australia	AOS 1: Australia's food systems	AOS 2: Food in the home	AOS 1: The science of food	AOS 2: Food choices, health and wellbeing	AOS 1: Navigating food information	AOS 2: Environment and ethics
What will I learn about?	Explore the <b>origins</b> and <b>cultural roles</b> of food, from <b>early civilisations</b> through to today's industrialised and global world. Explore the use of ingredients available today that were used in earlier cultures.	Focus on the history and culture of food in Australia. Including <b>Indigenous</b> foods and foods introduced by <b>immigrants</b> and the development of <b>food production industries</b> in Australia.	Focus on <b>commercial food production</b> in Australia, and the <b>retail</b> and <b>food service sectors</b> . In the practical, creating new food products using design briefs.	Explore food production, focusing on <b>domestic</b> and <b>small-scale food production</b> . Design and adapt recipes, looking at <b>dietary requirements</b> commonly encountered by the food service sector and within families.	Investigate <b>food appreciation</b> , <b>physiology</b> and <b>macronutrients</b> . Investigate <b>food allergies</b> and <b>intolerances</b> . Exploration of <b>dietary needs</b> and gut health.	Focus on <b>patterns of eating in Australia</b> and the influences on the food we eat, including <b>social factors</b> , <b>emotional</b> and <b>psychological factors</b> . Develop a repertoire of healthy meals suitable for children and families.	Focus on food information, the <b>development of food knowledge, skills and habits</b> . Study food fads, trends and diets and the <b>Australian Dietary Guidelines</b> and the <b>Australian Guide to Healthy Eating</b> and produce foods reflecting these models.	Address debates concerning Australian and global food systems, relating to <b>issues on the environment, ethics, technologies, food access, food safety, and the use of agricultural resources</b> . Research one selected debate in depth.
Outcomes (what the teacher is looking for)	Students should be able to analyse major factors in the development of a globalised food supply. In practical activities students critique the uses and adaptations of selected food from earlier cuisines in contemporary recipes.	Students should be able to describe patterns of change in Australia's food industries and cultures, and through practical activities critique contemporary uses of foods Indigenous to Australia.	Students should be able to analyse relationships, opportunities and challenges within Australia's food systems, and respond to design briefs that produce a food product and demonstrate the application of commercial food production principles.	Students should be able to use a range of measures to evaluate food products prepared in different settings for a range of dietary requirements, and create a food product that illustrates potential adaptations in a commercial context.	Students should be able to explain the processes of eating and digesting food, and the utilisation of macronutrients, and justify the science behind the development of the Australian Dietary Guidelines, and apply the principles of nutrition in practical activities to examine specific dietary needs.	Students should be able to analyse factors affecting food behaviours of individuals through examining relationships between food access, values, beliefs and choices and demonstrate practical skills to evaluate factors affecting planning and preparing healthy meals for children and families.	Students should be able to analyse food information by applying principles of evidence-based research, healthy eating recommendations to evaluate a selected food trend, fat or diet, and claims on food packaging and advertisements. Practical activities need to meet the Dietary Guidelines.	Students should be able to critique issue affecting food systems in terms of ethics, sustainability and food sovereignty and through practical activities proposing future solutions that reflect sociocultural, sustainable and ethical food values and goals.
Assessment	S/N result based on a range of practical activities that use ingredients found in earlier cultures and a research inquiry report or historical timeline	S/N result based on a range of practical activities that use ingredients Indigenous to Australia and/or ingredients introduced through migration and a research inquiry report or historical timeline	S/N result based on a practical food solution to an opportunity or a need in the food industry or school community	S/N result based on a practical food solution in response to an opportunity or a need in a domestic or small-scale setting	A written report or media analysis or research inquiry or structured questions or case study analysis and a range of practical activities and records of two practical activities and one written task (50% of Unit 3 SAC marks)	A written report or media analysis or research inquiry or structured questions or case study analysis and a range of practical activities and records of two practical activities and one written task (50% of Unit 3 SAC marks)	Structured questions task and a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating (40% of Unit 4 SAC marks)	A written report on a selected food related topic related to environment, ethics and/or equity and records of two practical activities related to sustainable and/or ethical food choices (60% of Unit 4 SAC marks)
Exam	Unit 1 Exam		Unit 2 Exam		Final Examination (40% of the marks for Unit 3 & 4 Food Studies)			

# VCE PRODUCT DESIGN & TECHNOLOGY - UNIT 1-4



	Year 11				Year 12					
	Unit 1: Sustainable product redevelopment		Unit 2: Collaborative design		Unit 3: Applying the product design process			Unit 4: Product development and evaluation		
Area of Study	AOS 1: Sustainable redevelopment of a product	AOS 2: Producing and evaluating a redeveloped product	AOS 1: Designing within a team	AOS 2: Producing and evaluating within a team	AOS 1: Designing for end-user/s	AOS 2: Product development in industry	AOS 3: Designing for others	AOS 1: Product analysis and comparison	AOS 2: Product manufacture	AOS 3: Product evaluation
What will I learn about?	How to redevelop an existing product; the sustainability of materials; Intellectual Property. How to write a Design Brief; develop evaluation criteria; and test and trial materials and joins. How to develop visualisations; presentation and working drawings; a scheduled production plan, conduct a risk assessment; and develop a cutting list.	How to use their working drawings and scheduled production plan and a range of techniques and processes safely to make a redeveloped product. How to record and reflect on their progress. How to use criteria to evaluate the success of their design. Students develop practical skills and implement their risk management for the use of tools.	How to work as a team to apply the product design process to produce a group product. How to develop a product that demonstrates an understanding of user-centred design factors. How to investigate an historical or a contemporary design movement or style for inspiration.	Students continue to develop their knowledge, skills, and techniques developed in Unit1 to make their product. Students record their production process including any modifications. They evaluate their work and final product, including evaluating how well it meets the requirements of the design brief and End-user.	Using a design scenario, students identify product design factors and write a design brief. In this brief, students outline the context and the requirements as Constraints and Considerations. They develop evaluation criteria, identify areas for research and outline design ideas from the brief.	Students examine how companies meet their end-users’ needs. They look at market research; sustainability; use of computer-aided design (CAD) and computer-aided manufacture (CAM); develop an understanding of Sustainable manufacturing frameworks (LCA, DFD, C2C); research and development; and obsolescence.	Students work as designers using the Product Design Process. They produce a Design Folio which includes the needs of their end-user/s; research; visualisation, presentation and working drawings; and end-user/s’ feedback to select a design for their product. Students use creative and critical design thinking techniques.	Students examine design factors that influence the success of commercially available products. Products are also analysed and evaluated in terms of sustainability. Students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods.	Students draw on the skills, production techniques and processes needed to make their product. They continue to implement their production plan, apply risk management to be safe, and complete the product to specified standards of quality. They record their progress including any modifications	Students evaluate their product against their criteria developed in Unit3 and collate feedback from their End-user. They also develop and produce user instructions or care labels that may include methods of caring for the product to prolong its life, and operational, assembly and repair instructions
Outcomes	Complete a Design Folio to plan the redevelopment of a product with consideration of sustainability issues.	Construct a redesigned product; record production progress; and evaluate using pre-written criteria.	Complete a Design Folio based on a real world End-user and need (school based). Feedback and end-user consultation collected and used in all stages of the design process.	Students use appropriate production processes to make a product safely; and evaluate their teamwork and final product.	Students should be able to investigate and define a design problem; use the design process to develop product designs.	Explain and analyse influences on the design, development and manufacture of products within industrial settings, including new and emerging technologies.	Students use the product design process used to create a Design Folio that meets the needs of their end-user/s; and commence production of their product.	Students should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors including sustainability.	Apply a range of production skills and processes safely to make the product designed in Unit 3; manage time and resources effectively; and record their production	Evaluate the finished product through testing and feedback against the criteria, create end-user/s’ instructions or care labels and recommend improvements to future products
Assessment	S/N result based on Design Folio; Design Scenarios; Research Tasks; Written Assignments	S/N result based on completed product; Production Record; Evaluation report; written tasks.	S/N result based on Design Brief; surveys and feedback collected from End-User; Self-evaluation of individual contribution to team; Research Task.	S/N based on performance in Group Project; Self-evaluation; Production Records; Finished Product	A written task responding to a Design Scenario (6% of Unit 3&4 SAC marks)	A written report based on research into manufacturers (6% of Unit 3&4 SAC mark)	A Design Folio (Contributes to 50% of Unit 3&4 SAT Mark)	Compare, analyse and evaluate similar commercial products (8% of Unit 3&4 SAC Mark)	A functional product that satisfies the needs of their End-user. A written Evaluation Report using evaluation criteria developed in Unit 3 and a care label for end-users. (Contributes to 50% of Unit 3&4 SAT Mark)	
Exam	Unit 1 Exam		Unit 2 Exam		End of Year Exam (30% of Marks for Units 3&4 Product Design and Technology)					




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# VCE ART MAKING & EXHIBITING - UNIT 1-4



	Year 11						Year 12					
	Unit 1: Explore, expand and investigate			Unit 2: Understand, develop and resolve			Unit 3: Collect, extend and connect			Unit 4: Consolidate, present and conserve		
Areas of Study	AOS 1	AOS 2	AOS 3	AOS 1	AOS 2	AOS 3	AOS 1	AOS 2	AOS 3	AOS 1	AOS 2	AOS 3
What will I learn about?	Students explore and experiment with materials and techniques to stimulate ideas. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.	Students are guided through an inquiry process to develop subject matter and represent ideas based on a set theme that they then refine.	Students investigate the artworks of Australian artists from different contexts, and how these contexts have influenced the artists’ ideas and process.	Students investigate artists and artworks in a thematic exhibition and consider the display, design and aesthetics such as lighting and hanging of works.	Students learn about the elements and principles of art and aesthetic qualities to develop subject matter and ideas in their own art making.	Students develop skills in a specific art form, explore their selected theme and further develop their personal style and aesthetic qualities.	Students select three artists to research and use as inspiration throughout their art making.	Students learn to apply inspirations and influences of other artists, techniques and processes to develop an individual style in their artworks.	Students learn about how artworks are selected and presented for exhibition and the role of the curator in a range of exhibition spaces	Students learn about how artists refine and resolve artworks.	Students learn to present and critique their finished artworks.	Students learn about the role conservation and care have in the presentation of artworks.
Outcomes (what the teacher is looking for)	Show exploration of the characteristics of materials and demonstrate how they can be manipulated to develop individual subject matter and ideas in art making.	Students make and present at least one finished artwork and document their art making in a Visual Arts journal.	On completion of this unit the student should be able to research Australian artists and present information about them in a format appropriate for a proposed exhibition.	Select a total of six artworks from an exhibition and other sources to design their own thematic exhibition.	Students present visual and written documentation of the art elements, art principles and aesthetic qualities to make a range of experimental artworks based on a selected theme.	Students should present visual and written documentation of the development and resolution of subject matter and ideas and produce one finished artwork.	Present a collection of information from artists and artworks in a specific art form and develop individual ideas and subject matter.	Present a range of artworks in a specific art form and prepare and present a critique, and reflect on feedback.	On completion of this unit the student should be able to research and plan an exhibition of the artworks of the three artists they studied in AOS 1.	On completion of this unit the student presents at least one refined and resolved artwork in a specific art form with the supporting documentation.	On completion of this unit the student should be able to display and critique.at least one finished artwork.	Students complete a case study demonstrating how conservation and care methods have been used in an artwork selected from an exhibition and a finished artwork of their own.
Assessment	S/N based on a written and visual material in a Visual Arts journal.	S/N based on at least one finished artwork in a specific art form.	S/N based on research featuring three Australian artists, including at least one Aboriginal or Torres Strait Islander artist.	S/N based on researched design of a thematic exhibition of six artworks.	S/N based on documented written and visual material in a Visual Arts journal.	S/N based on one finished artwork, with accompanying documentation of the development and refinement process.	SAT School Assessed Task 30%	School Assessed Coursework 5%		SAT School Assessed Task 30%	School Assessed Coursework 5%	
Exam	End of Year Exam						End of Year Exam, 30%					



# VCE MEDIA - UNIT 1-4



	Year 11						Year 12				
	Unit 1			Unit 2			Unit 3			Unit 4	
Areas of Study	AOS 1: Media Representations.	AOS 2: Media Forms in Production.	AOS 3: Australian Stories.	AOS 1: Narrative, Style and Genre.	AOS 2: Narratives in Production.	AOS 3: Media and Change.	AOS 1: Narrative and Ideology.	AOS 2: Media Production and Development.	AOS 3: Media Production Design.	AOS 1: Media Production.	AOS 2: Agency and Control in and of the Media.
What will I learn about?	Focus on how the media shapes society's values through the representation of different groups/individuals.	Students engage with the media production process as well as explore how media products engage audiences.	Learners dive into the world of Australian cinema, investigating the style of particular media creators.	Students dissect the intentions of media creators and the influence of narratives on audiences.	Learners use the media production process to create narratives as well as investigating their legal/ethical obligations as producers.	Students research the nature and forms of new media technologies, how audiences engage with them and their social influence.	Focus on the construction of media narratives and the influence of ideology.	How to hone an idea for a media product and develop specific technical skills.	Students learn how to put together a detailed plan for a media product.	Focus on the creation and resolution of a media product.	Students investigate the power and influence the media is claimed to have over audiences.
Outcomes (what the teacher is looking for)	Students analyse how meaning is constructed through representation, the social values implicit in media products and how identity is constructed through different codes and conventions.	Learners familiarise themselves with the media production process, including pre-production, production and post-production. In addition, students explain the characteristics of various media representations.	Students should understand the structure of Australian narratives, the individual style of particular directors, the impact of politics on stories and the different factors affecting audience engagement and reception.	Examination of how narratives construct realities for audiences as well as how codes and conventions can be manipulated to build meaning.	Successful completion involves the development and realisation of a media product.	Students can explain the characteristics of digital audiences, the influence of technological development and the relationship between new and old media.	Analyse how the director/s have used codes and conventions to construct their narratives, how audiences from different periods of time engage and read these media products differently, the influence of ideology and how institutions impact on the production, distribution, consumption and reception of media products.	Learners research different aspects of their chosen media form (radio, photography, film, digital journalism etc.) as well as conduct experiments with media technology. All of this is documented on Google Slides/Documents.	In this pre-production task, students will create a "Production Design", including an intention, audience statement, a break down of codes and conventions, references to style and genre, a visual overview of production processes	Students need to produce a media product, refine it through online surveys and reflect on the media production process. Media products will include: film, animation, radio, photography, digital journalism or a hybridised media product.	Analyse the changing nature of media audiences, the power of media over consumers, debates about media regulation, how the media is used to influence the public and other ethical and legal issues in the production, distribution, consumption and reception of media products.
Assessment	Serenity Analysis Task.	Media Production.	End of Semester Exam.	Analysis Task: Elements in Media. Podcast Task/Styles of Media.	Media Production.	End of Semester Exam.	75-minute Test (worth 10 per cent of study score).	Online 'Portfolio' and 'Experiments' (worth 8 percent of study score).	'Design Brief' (worth 8 percent of study score).	'Media Production and Post Production' (worth 24 percent of study score).	75-minute Test (worth 10 per cent of study score).
Exam	Unit 1 Exam			Unit 2 Exam			Final Examination (worth 40 percent of the study score). Total for School Assessed Task (SAT): 40 percent of study score.				

# VCE VISUAL COMMUNICATION DESIGN - UNIT 1-4



	Year 11						Year 12				
	Unit 1: Introduction to visual communication design			Unit 2: Applications of visual communication within design fields			Unit 3: Visual communication design practices			Unit 4: Visual communication design development, evaluation and presentation	
Areas of Study	AOS 1:	AOS 2:	AOS 3:	AOS 1:	AOS 2:	AOS 3:	AOS 1:	AOS 2:	AOS 3:	AOS 1:	AOS 2:
What will I learn about?	Introduces the knowledge and skills of the stages in the design process of generating ideas, developing concepts and refinement of visual communications.	Experiment with design elements and design principles, using manual and digital drawing and methods to visualise ideas and concepts.	Explore how visual communications have been influenced by social and cultural factors of past and contemporary visual communication practices.	Explore drawing skills that incorporate the use of technical drawing conventions	Develop knowledge and skills in manipulating type and images when communicating ideas and concepts.	Respond to a given brief addressing communication, environmental or industrial fields of design that outlines the messages or information to be conveyed to a target audience.	Explore a range of existing visual communications and create visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials.	Investigate how the design process is applied in industry to create visual communications.	Gain an understanding of three stages of the design process: development of a brief, research and the generation of ideas.	Explore the design process stages of the development of concepts and refinement for each of the communication needs of the brief established in Unit 3.	Focuses on the final stage in the design process, the resolution of two final presentations. These are the refinements of the concepts developed in Outcome 1 Unit 4.
Outcomes (what the teacher is looking for)	Students should be able to create drawings for different purposes using a range of drawing methods, media and materials.	Students should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.	Students should be able to describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.	Students should be able to create presentation drawings that incorporate relevant technical drawing conventions	Students should be able to manipulate type and images to create visual communications.	Students should be able to apply stages of the design process to create a visual communication appropriate to a given brief.	Students should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.	Students should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.	Students should be able to prepare a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.	Students should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.	Students should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.
Assessment	S/N result based on a folio of observational, visualisation and presentation drawings created using manual and/or digital methods.	S/N result based on a folio of work focusing on the design process, elements of design and principles of design.	S/N result based on a written task focusing on a design field being influenced by a variety of factors.	S/N result based on a folio of technical drawings created using manual and digital methods	S/N result based on a folio of typography and image ideas and concepts created using manual and digital methods	S/N result based on a folio demonstrating the design process using manual and digital methods responding to a brief.	S/N result based on the analysis and creation of visual communications for different contexts, purposes and audiences.	S/N result based on a written report on the practices of a contemporary designer from each of the design field	S/N result based on a written brief and the generation of ideas responding to their brief.	S/N result based on folio of conceptual developments for each need	S/N result based on folio of Two distinct final presentations in two separate presentation formats that fulfil the communication needs of the client as detailed in the brief developed in Unit 3.
Exam	Unit 1 Exam			Unit 2 Exam			Unit 3 Coursework (worth 25% of marks for Unit3&4 Visual		SAT Folio Unit 3 Outcome 1, Unit 4 Outcome 1 & 2 (worth 40% of marks). End of year exam (worth 35% of marks		

# VET CERTIFICATE II IN ANIMAL CARE

Year 11 - Unit 1 & 2*							
Units	ACMGEN201 Work in the animal care industry	ACMGEN202 Complete animal care hygiene routines	ACMGEN203 Feed and water animals	ACMGEN204 Assist in health care of animal	ACMSUS201 Participate in environmentally sustainable work practices	ACMWSH201 Participate in workplace health and safety processes	BSBCMM211 Apply communication skills
Application	This unit of competency <b>describes the skills and knowledge required to provide daily care of animals, including the cleaning of animal housing, and grooming or cleaning of animals.</b> This unit applies to entry level workers in the animal care industry who undertake routine work under supervision.	This unit of competency <b>describes the skills and knowledge required to provide daily care of animals, including the cleaning of animal housing, and grooming or cleaning of animals.</b> This unit applies to entry level workers in the animal care industry who undertake routine work under supervision.	This unit of competency <b>describes the skills and knowledge required to prepare, present and distribute food and water for animals according to animal dietary requirements.</b> This unit applies to entry level workers in the animal care industry who undertake routine work under supervision.	This unit of competency <b>describes the skills and knowledge required to provide assistance to experienced staff in the handling and securing of animals for assessment and the preparation, application and documentation of health care treatments and first aid.</b>	This unit of competency <b>describes the skills and knowledge required to measure current resource use effectively, and to carry out improvements, including those that will reduce the negative impacts of work practices on the environment</b>	This unit of competency <b>describes the skills and knowledge required to work safely and participate in work health and safety processes in an animal care environment.</b> This unit applies to individuals who require knowledge of work, health and safety to carry out their own work under routine supervision.	This unit <b>describes the skills and knowledge required to apply basic communication skills in the workplace, including identifying, gathering and conveying information along with completing assigned written information.</b>
Outcomes	<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>identified a total of 10 common species or breeds covering the following groups: <ul style="list-style-type: none"> <li>companion animals</li> <li>livestock</li> <li>wildlife/native animals</li> <li>declared pest animals</li> </ul> </li> <li>documented a brief description, including unique features of an animal, for two species</li> <li>followed task instructions and workplace procedures to safely complete at least two routine animal care work activities for live animals in an animal care workplace, selected from the following: <ul style="list-style-type: none"> <li>set up of animal bedding or housing</li> <li>cleaning and maintenance of animal housing and/or facility work areas, including the removal of animal waste and soiled bedding materials</li> </ul> </li> <li>feeding and watering animals</li> <li>enrichment</li> <li>interacted with and/or handled at least three different animals in a humane manner using low stress techniques</li> <li>communicated effectively with supervisor and team members using industry-appropriate terminology</li> </ul>	<p>There must be evidence that the individual has completed animal care hygiene routines for at least three different live animals in an animal care facility. The three animals must cover two different species and two different life stages. In doing the above, the individual must have:</p> <ul style="list-style-type: none"> <li>completed a total enclosure/housing clean out, including the removal of animal waste, soiled bedding materials and food that is no longer required</li> <li>completed daily routine cleaning of animal housing and related facilities, including removal of animal waste</li> <li>washed or brushed animals according to their individual requirements</li> <li>monitored animals and maintained animal comfort and health during hygiene routines</li> <li>reported and documented animal care duties, including animal welfare or animal housing issues as required according to workplace procedures</li> </ul>	<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>fed and watered at least three different animals according to the animal's feeding plan (the three animals must cover two different species and two different life stages)</li> <li>recorded information relating to animal feeding using workplace format</li> </ul>	<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>used safe, low stress and humane handling techniques</li> <li>observed vital signs of animal body functions</li> <li>assisted in treating the animal</li> <li>documented the treatment and care</li> <li>completed post-treatment routines, including cleaning and sanitising the equipment and area used for treating the animals</li> </ul>	<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>identified and complied with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities</li> <li>identified and reported on current resource usage measurements and identified inefficiencies and suggested opportunities for improvements</li> <li>followed organisation information to participate in and support an improved resource efficiency process and reported as required</li> <li>identified and reported environmental hazards/risks in the workplace and suggested opportunities for improvements</li> </ul>	<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>followed workplace instructions to carry out a minimum of three animal care tasks safely, including: <ul style="list-style-type: none"> <li>identified hazards, including the transfer of disease from the animal to humans</li> </ul> </li> <li>controlled risks related to own safety</li> <li>supported others to work safely</li> <li>reported risks to supervisor</li> <li>used appropriate personal protective equipment (PPE)</li> <li>contributed to a minimum of two workplace health and safety activities</li> <li>identified requirements for a minimum of two types of emergency situations that may occur in an animal care environment</li> </ul>	<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>use verbal and non-verbal skills to seek and convey information in face-to-face situations on at least three occasions</li> <li>draft written documents and confirm that the documents meet organisational requirements on at least three occasions</li> </ul>
Assessment	<p>Credit in the VCE or VCAL: recognition of up to three VCE VET units at Units 1 and 2 level, and a VCE VET Units 3 and 4 sequence.</p> <p>Assessment of the skills in this unit of competency must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>physical conditions: an animal care workplace</li> <li>resources, equipment and materials: <ul style="list-style-type: none"> <li>live animals for the animal care activities specified in the performance evidence;</li> <li>photos/videos of real animals where access to the range of animal species required for identification in the performance evidence is limited;</li> <li>equipment and resources appropriate to work undertaken in an animal care environment</li> </ul> </li> <li>Specifications: animal care workplace policies and procedures related to tasks specified in the performance evidence</li> <li>Relationships: supervisor and team members</li> </ul>	<p>Assessment of the skills in this unit of competency must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>physical conditions: an animal care facility</li> <li>resources, equipment and materials: <ul style="list-style-type: none"> <li>live animals specified in the performance evidence</li> <li>equipment, tools and resources for the animal care, cleaning and hygiene tasks specified in the performance evidence</li> </ul> </li> <li>specifications: workplace procedures for cleaning animals, animal care environments and animal housing</li> <li>relationships: supervisor</li> </ul>	<p>Assessment of the skills in this unit of competency must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>physical conditions: an animal care facility or an environment that accurately reflects a real workplace setting</li> <li>resources, equipment and materials: <ul style="list-style-type: none"> <li>live animals specified in the performance evidence</li> <li>equipment, tools and resources for feeding and watering tasks specified in the performance evidence</li> </ul> </li> <li>specifications: workplace policies and procedures for feeding and watering animals; animal feeding plans</li> <li>relationships: supervisor</li> </ul>	<p>Assessment of the skills in this unit of competency must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>physical conditions: an animal care facility</li> <li>resources, equipment and materials: <ul style="list-style-type: none"> <li>live animals specified in the performance evidence</li> <li>equipment, tools and resources for the animal care health tasks specified in the performance evidence</li> </ul> </li> <li>relationships: supervisor</li> </ul>	<p>Assessment of this unit of competency must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>physical conditions: skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions.</li> <li>specifications: environmental legislation and regulations</li> </ul>	<p>Assessment of skills must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>physical conditions: a workplace or simulated environment that accurately reflects work undertaken in a real workplace setting</li> <li>resources, equipment and materials: equipment and resources appropriate to work being undertaken in an animal care environment</li> <li>specifications: relevant organisational policies and procedures and current workplace health and safety legislation and regulations</li> <li>relationships: supervisor</li> </ul>	<p>Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. This includes access to:</p> <ul style="list-style-type: none"> <li>workplace policies and procedures relating to communication</li> </ul>



# VET CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

Year 11 - Unit 1 & 2*									
Units	<b>HLTWHS001</b> Participate in Workplace Health and Safety	<b>HLTINF001</b> Comply with infection control policies and procedures	<b>CHCCCS020</b> Respond effectively to behaviours of concern	<b>CHCCOM005</b> Communicate and work in health or community services	<b>BSBWOR301</b> Organise personal work priorities and development	<b>CHCCCS010</b> Maintain a high standard of service	<b>CHCCCS002</b> Assist with movement	<b>HLTAHA001</b> Assist with an allied health program	<b>CHCDIV001</b> Work with diverse people
Application	This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others. The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.	This unit describes the skills and knowledge required to follow organisational infection prevention and control procedures, including implementing standard and transmission-based precautions and responding to infection risks. This unit applies to individuals working in health and direct client care contexts.	This unit describes the skills and knowledge required to respond effectively to behaviours of concern of people. Skills are associated with handling difficult incidents rather than managing ongoing behaviour difficulties.	This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management and other industry providers. This unit applies to a range of health and community service contexts where workers may communicate face-to-face, in writing or using digital media and work with limited responsibility under direct or indirect supervision.	This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence. This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts.	This unit describes the skills and knowledge to deliver and maintain a high standard of service. This unit applies to workers in a range of community services and health contexts where direct support services are provided. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.	This unit describes the skills and knowledge required to support people who require assistance with basic physical movement which may be due to incapacity. This unit applies to workers in a range of community services or health contexts who provide front line support services within the context of an established individualised plan.	This unit describes the skills and knowledge required to provide basic assistance to an allied health professional. This unit applies to allied health assistants working in a health or community context. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular (direct, indirect or remote) supervision of an allied health professional.	This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people. This unit applies to all workers.
Outcomes	1. Follow safe work practices 2. Implement safe work practiceS 3. Contribute to safe work practices in the workplace and procedures in own work area 4. Reflect on own safe work practices	1. Follow standard and additional precautions for infection prevention and control 2. Identify infection hazards and assess risks 3. Follow procedures for managing risks associated with specific hazards	1. Identify behaviour and plan response 2. Apply response 3. Report and review incidents	1. Communicate effectively with people 2. Collaborate with colleagues 3. Address constraints to communication 4. Report problems to supervisor	1. Organise and complete own work schedule 2. Monitor your own work performance. 3. Coordinate personal skill development and learning	1. Establish and maintain an appropriate relationship with people accessing service 2. Act in a respectful manner at all times. 3. Evaluate own work to maintain a high standard of service	1. Prepare to assist a person with movement 2. Assist with movement 3. Complete assistance with movement	1. Provide relevant information to clients 2. Prepare for therapy session 3. Provide assistance with therapy session 4. Use therapy equipment correctly and safely 5. Feedback appropriate therapy information to supervising	1. Reflect on own perspectives 2. Appreciate diversity and inclusiveness, and their benefits 3. Communicate with people from diverse backgrounds and situations 4. Promote understanding across diverse groups
Assessment	1. Written Questions 2. Quizz 3. Case Studies  C/NYC	1. Direct observation 2. Written Questions 3. Case studies 4. Product 5. Workplace Assessment  C/NYC	1. Case studies 2. Written questions 3. Direct observation  C/NYC	1. Case studies 2. Written questions 3. Direct observation  C/NYC	1. Case study 2. Written questions  C/NYC	1. Quizz 2. Written Questions 3. Direct Observation  C/NYC	1. Direct observation 2. Written Questions  C/NYC	1. Product 2. Workplace assessment	1. Written questions 2. Case study 3. Product

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# VET CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

Year 12 - Unit 3 & 4				
Units	HLTAAP001 Recognise healthy body systems	HLTHPS001 Take clinical measurements	BSBMED301 Interpret and apply medical terminology appropriately	Structured Workplace Learning (SWL)
Application	This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body. This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.	This unit describes the skills and knowledge required to prepare for, obtain and record simple clinical measurements. This unit applies to individuals who work under the direct or indirect supervision of a health professional.	This unit describes the skills and knowledge required to understand and respond to instructions; to carry out routine tasks and communicate with a range of internal/external clients in a medical environment; as well as use appropriate medical terminology. It applies to individuals who apply a broad range of competencies in various medical administration contexts. They may exercise discretion and judgment using appropriate knowledge to provide technical advice and support to a team	Structured Workplace Learning (SWL) Structured Workplace Learning (SWL) involves on-the-job training where students are required to master a designated set of skills and competencies related to the program. SWL complements the training undertaken and can be undertaken in Year 1 or 2 of the program.
Outcomes	1. Work with information about the human body 2. Recognise and promote ways to support healthy functioning of the body	1. Prepare for clinical measurement 2. Obtain clinical measurements 3. Finalise clinical measurement process	1. Respond appropriately to instructions which contain medical terminology 2. Carry out routine tasks 3. Use appropriate medical terminology in oral and written communication	SWL provides students with: <ul style="list-style-type: none"> <li>• enhanced skill development</li> <li>• practical application of industry knowledge</li> <li>• assessment of units of competency</li> <li>• increased employment opportunities</li> </ul>
Assessment	<b>VCAL</b> (non-scored assessment) 1. Written Questions  <b>VCE</b> (scored assessment available) 1. Direct observation 2. Written questions 3. Product 4. Quizz 5. Case study  C/NYC	<b>VCAL</b> (non-scored assessment) & <b>VCE</b> (scored assessment available) 1. Written questions 2. Case study 3. Direct Observation  C/NYC	<b>VCAL</b> (non-scored assessment) 1. Written Questions 2. Case study 3. Direct observation <b>VCE</b> (scored assessment available) 1. Direct observation 2. Written questions 3. Case study  C/NYC	Workplace assessment  C/NYC

# VET CERTIFICATE III IN SPORT AND RECREATION

## Year 11 - Unit 1 & 2 \*

Units	<b>BSBWOR301 - Organise Personal Work Priorities and Development</b>	<b>HLTWHS001 - Participate in Workplace Health and Safety</b>	<b>SISXCAI003 - Conduct Non-Instructional Sport, Fitness or Recreation Sessions</b>	<b>HLTAID003 - Provide First Aid</b>	<b>SISXEMR001 - Respond to Emergency Situations</b>	<b>ICTWEB201 - Use Social Media Tools For Collaboration and Engagement</b>	<b>SISSPAR009 - Participate in Conditioning For Sport</b>	<b>SISXCCS001 - Provide Quality Service</b>	<b>SISXCAI001 - Provide Equipment For Activities</b>	<b>SISXIND006 - Conduct Sport, Fitness or Recreation Events</b>
Applications	This unit describes the skills and knowledge required to organise own work schedules, to monitor and obtain feedback on work performance and to maintain required levels of competence. This unit applies to individuals who exercise discretion and judgement and apply a broad range of competencies in various work contexts	This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others. The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.	This unit describes the performance outcomes, skills and knowledge required to plan and conduct non-instructional sport, fitness or recreation sessions. It requires the ability to develop session plans, resource sessions, ensure the welfare and satisfaction of participants, and develop and maintain group cooperation and interaction. This unit applies to assistants under direct supervision in a range of roles and settings in the sport, fitness or recreation industries.	This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.	This unit describes the performance outcomes, skills and knowledge required to recognise and respond appropriately in emergency situations, such as those caused by fire, accident or weather. It requires the ability to maintain participant welfare when responding to emergency situations. This unit applies to individuals who work in a range of roles and settings in the sport, fitness or recreation industries.	This unit describes the skills and knowledge required to establish a social networking presence, using social media tools and applications. It includes the requirement to review, compare, and use different types of social networking tools and applications. It applies to information and communications technology (ICT) personnel who need to develop a social networking web presence for a small or large office environment, using social media tools and applications.	This unit describes the performance outcomes, skills and knowledge required to participate in strength and conditioning to physically prepare for competition in a specific sport. This unit applies to athletes in the Australian sport industry competing in a sport at a local, state or national level. Those undertaking this unit work with the support of a coach.	This unit describes the performance outcomes, skills and knowledge required to address needs and expectations of clients and colleagues, promote programs, services and facilities, and respond to conflict and client complaints. This unit applies to individuals working in a range of customer service roles in the sport, fitness or recreation industries. This includes individuals working in gyms, aquatic centres, community centres or indoor activity centres, as well as those working as instructors, trainers or guides and volunteers in indoor and outdoor settings.	This unit describes the performance outcomes, skills and knowledge required to prepare, demonstrate, use and store equipment for activities. This unit applies to assistants under direct supervision in a range of roles and settings in the sport, fitness or recreation industries. This includes assistants in after-school or holiday care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.	This unit describes the performance outcomes, skills and knowledge required to organise and conduct a sport, fitness or recreation event. It requires the ability to plan, set up and conduct an event, supervise the event team, and monitor and evaluate the event outcomes. Event team members may be paid employees or volunteers. It applies to event organisation and coordination requirements at a single site or venue.
Outcomes	1. Organise and complete own work schedule 2. Monitor own work performance 3. Coordinate personal skill development and learning	1. Follow safe work practices 2. Implement safe work practices 3. Contribute to safe work practices in the workplace 4. Reflect on own safe work practices	1. Identify participant needs and expectations 2. Plan the session 3. Prepare for the session 4. Conduct the session. 5. Evaluate the session	1. Respond to an emergency situation 2. Apply appropriate first aid procedures 3. Communicate details of the incident 4. Evaluate the incident and own performance	1. Apply workplace emergency procedures 2. Respond to an emergency situation 3. Coordinate and monitor participant response	1. Describe the different types of social media tools and applications 2. Compare different types of social media tools and applications 3. Set up and use, popular social media tools and applications	1. Prepare for sport specific strength and conditioning 2. Participate in training for sport specific strength and conditioning 3. Review sport specific strength and conditioning outcomes	1. Address client needs and expectations 2. Provide quality service experience 3. Resolve customer complaints	1. Identify equipment requirements 2. Issue and set up equipment. 3. Dismantle and check equipment 4. Store equipment	1. Identify event scope 2. Plan the event 3. Coordinate implementation of the event 4. Evaluate the event
Assessment	1. Knowledge questions 2. Projects 3. Observation  C/NYC	1. Knowledge questions 2. Project: hazard identification 3. Demonstration C/NYC	1. Knowledge questions 2. Project 3. Demonstrations  C/NYC	1. Knowledge questions 2. Demonstrations  C/NYC	1. Knowledge questions 2. Project 3. Demonstrations  C/NYC	1. Knowledge questions 2. Project 3. Demonstration  C/NYC	1. Knowledge questions 2. Project 3. Demonstration  C/NYC	1. Knowledge questions 2. Demonstrations  C/NYC	1. Knowledge questions 2. Projects  C/NYC	1. Knowledge questions 2. Project  C/NYC

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# VET CERTIFICATE III IN SPORT AND RECREATION



## Year 12 - Unit 3 & 4

Units	<b>SISXCAI004 Plan and conduct programs</b>	<b>SISXCAI006 Facilitate Groups</b>	<b>SISXRES002 Educate user groups</b>	<b>BSBWHS303 Participate in WHS hazard identification, risk assessment and risk control</b>	<b>SISSCO001 Conduct sport coaching with foundation level participants</b>
Applications	This unit describes the performance outcomes, skills and knowledge required to plan and conduct a range of non-instructional programs in a variety of contexts for diverse needs and situations. This unit applies to individuals who work autonomously in a range of roles and settings in the sport, fitness or recreation industries. This includes program staff working in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.	This unit describes the performance outcomes, skills and knowledge required to establish and facilitate the effective functioning of a group of people participating in an activity.  This unit applies to individuals who work autonomously in a range of roles and settings in the sport, fitness or recreation industries. This includes program staff working in after-school or holiday-care programs, those assisting with coaching activities, or undertaking a support role in fitness activities, indoor and outdoor recreation activities such as camps and other guided activities.	This unit describes the performance outcomes, skills and knowledge required to identify and address issues in the use of facilities and activity resources. It requires the ability to develop resources for education for target user groups. This unit applies to those working as a program staff with supervisory responsibilities in a range of locations or with a range of user groups in aquatic programs, sport programs or recreation leisure centres, including gyms. They work autonomously and according to relevant legislation and organisational policies and procedures.	This unit describes the skills and knowledge required to maintain a healthy and safe workplace through participation in the process of identifying work health and safety (WHS) hazards and assessing and controlling the WHS risks, and the promotion and support of worker consultation. It applies to individuals who assist with the identification of workplace hazards and the assessment and control of WHS risks as part of the WHS responsibilities, which are in addition to their main duties.	This unit describes the performance outcomes, skills and knowledge required to prepare for and conduct sport coaching sessions with foundation level participants in a specific sport. This unit applies to individuals working under supervision in community-based assistant coaching roles in the Australian sport industry. This includes individuals working and volunteering in sport clubs and organisations.
Outcomes	<ol style="list-style-type: none"> <li>1. Identify participant needs and expectations</li> <li>2. Plan the program</li> <li>3. Prepare for the program</li> <li>4. Conduct the program</li> <li>5. Conclude and evaluate the program</li> </ol>	<ol style="list-style-type: none"> <li>1. Plan for group establishment</li> <li>2. Develop group commitment and cooperation</li> <li>3. Facilitate group processes and performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop education strategies</li> <li>2. Plan and conduct educational programs</li> <li>3. Evaluate programs</li> </ol>	<ol style="list-style-type: none"> <li>1. Participate in workplace hazard identification</li> <li>2. Participate in WHS risk assessment</li> <li>3. Promote and support worker consultation and participation in hazard identification and risk assessment</li> <li>4. Participate in developing, selecting and implementing WHS risk controls</li> <li>5. Support effective worker consultation and participation in the risk control process</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare for sport-specific sessions with foundation level participants</li> <li>2. Conduct sport-specific sessions with foundation level participants</li> <li>3. Complete sport-specific sessions with foundation level participants</li> <li>4. Review sport specific sessions</li> </ol>
Assessment	1. Knowledge questions 2. Project: 3. Demonstration: <b>*Scored assessment available</b>  C/NYC	1. Project 2. Demonstration <b>*Scored assessment available</b>  C/NYC	1. Knowledge questions 2. Project 3. Demonstration <b>*Scored assessment available</b>  C/NYC	1. Project 2. Demonstration <b>*Scored assessment available</b>  C/NYC	1. Knowledge questions 2. Project <b>*Scored assessment available</b>  C/NYC
<b>Exam 34% of Study Score</b> <b>Coursework 66% of Study Score</b>					

# VET CERTIFICATE II IN BUILDING AND CONSTRUCTION

## Year 11 - Unit 1 & 2 \*

Units	<b>VU22014: Prepare for work in the construction industry.</b>	<b>CPCCOHS2001A: Apply OHS requirements, policies and procedures in the construction industry</b>	<b>CPCCCM1012A: Work effectively and sustainably in the construction industry</b>	<b>CPCCCM1014A: Conduct workplace communication</b>	<b>VU22022: Identify and handle carpentry tools and equipment</b>	<b>VU22015: Interpret and apply basic plans and drawings</b>	<b>CPCCCM1015A: Carry out measurements and calculations</b>	<b>CPCCCM2006: Apply basic levelling procedures</b>	<b>VU22016: Erect and safely use working platforms</b>
Application	This unit of competency describes the outcomes required to prepare to work in the building and construction industries. It requires the ability to determine opportunities and pathways, take responsibility for own workplace learning and skill development and apply for work in the building and construction industries.	This unit of competency specifies the outcomes required to carry out OHS requirements through safe work practices at any on or off-site construction workplace. It requires the performance of work in a safe manner through awareness of risks and work requirements, and the planning and performance of safe work practices with concern for personal safety and the safety of others.	This unit of competency specifies the outcomes required to prepare for and sustain effective work within the construction industry. It covers the identification and clarification of the construction industry work context, scope and employment conditions, responsibility required to be accepted by the individual, working in a team, individual career path improvement activities and sustainable work practices and techniques.	This unit of competency specifies the outcomes required to communicate effectively with other workers in a construction workplace environment. It includes gathering, conveying and receiving information through verbal and written forms of communication.	This unit of competency specifies the outcomes required to identify and safely handle carpentry hand and power tools and plant and equipment. It does not include the maintenance of tools and equipment. It includes the ability to plan for, prepare and handle tools and equipment, clean up after use, and report on faulty tools and equipment	This unit of competency specifies the outcomes required to read, interpret and produce basic plans and drawings used for building construction.	This unit specifies the skills and knowledge required to carry out measurements and perform simple calculations to determine task and material requirements for a construction industry task.  It includes carrying out measurements to calculate material quantities.	This unit of competency specifies the outcomes required to carry out levelling in a single plane for the purpose of establishing correct and accurate set-out of building components. It includes the set-up, testing and use of levelling devices, and establishing and transferring heights using a range of levelling equipment.	This unit of competency specifies the outcomes required to erect and safely use restricted height working platforms, that includes trestles and planks, step and extension ladders and mobile and modular scaffolds of up to four metres.
Outcomes	1. Identify the building and construction industries 2. Identify future career opportunities 3. Develop a plan for a career pathway 4. Develop a resume 5. Practice interview skills	1. Identify and assess risks. 2. Identify hazardous materials and other hazards on work sites. 3. Plan and prepare work practices. 4. Apply safe work practices. 5. Follow emergency procedures.	1. Identify industry structure, occupations, job roles and work conditions 2. Accept responsibility for own workload 3. Work in a team 4. Identify own development needs. 5. Identify current resource use and identify opportunities to improve resource efficiency	1. Gather, convey and receive information. 2. Carry out face-to-face routine communication 3. Apply visual communication 4. Participate in simple on-site meeting processes.	1. Plan to handle tools and equipment 2. Identify and prepare tools 3. Handle tools. 4. Select and use plant and equipment 5. Clean up	1. Interpret plans and drawings 2. Apply drawings and plan techniques	1. Obtain Measurement 2. Perform calculation.	1. Plan for setting out 2. Prepare for basic setting out 3. Setting out a building site 4. Clean up	1. Plan and prepare. 2. Set up and use levelling device 3. Clean up
Assessment	1. Questions 2. Direct Observation  C/NYC	1. Questions 2. Direct Observation  C/NYC	1. Questions 2. Direct Observation  C/NYC	1. Questions 2. Direct Observation  C/NYC	1. Product 2. Direct Observation  C/NYC	1. Product 2. Questions  C/NYC	1. Product 2. Questions 3. Direct Observation C/NYC	1. Product 2. Questions 3. Direct Observation C/NYC	1. Product 2. Questions 3. Direct Observation C/NYC

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# VET CERTIFICATE II IN BUILDING AND CONSTRUCTION

Year 12 - Unit 3 & 4									
Units	VU22030: Carry out basic demolition of timber structures	VU22023: Perform basic setting out	VU22031: Construct basic formwork for concreting	VU22024: Construct basic sub-floor	VU22025: Construct basic wall frames	VU22026: Construct a basic roof frame	VU22028: Install basic window and door frames	VU22027: Install basic external cladding	VU22029: Install interior fixings
Application	This unit of competency specifies the outcomes required to carry out basic setting out for a building site.	This unit of competency specifies the outcomes required to carry out basic setting out for a building site.	This unit of competency specifies the outcomes required to construct basic formwork for concreting.	This unit of competency specifies the outcomes required to apply basic sub-floor framing skills for a rectangular shaped building.	This unit of competency specifies the outcomes required to construct basic wall frames for a building.	This unit of competency specifies the outcomes required to construct a basic hip and gable end roof frame.	This unit of competency specifies the outcomes required to install basic windows and door frames to parts of a building.	This unit of competency specifies the outcomes required to install basic timber or manufactured external cladding.	This unit of competency specifies the outcomes required to prepare, cut and install standard interior fixings.
Outcomes	1.Plan for setting out 2.Prepare for basic setting out 3.Setting out a building site 4.Clean up	1 Plan for setting out 2 Prepare for basic setting out 3 Setting out a building site 4 Clean up	1 Plan for construction of formwork 2 Prepare for formwork construction 3 Set out formwork 4 Construct formwork for concrete. 5 Clean up	1 Plan for sub-floor framing 2 Prepare for sub-floor framing 3 Construct sub-floor framing 4 Clean up	1. Plan for wall framing 2. Prepare for wall framing 3. Construct wall framing 4. Clean up	1 Plan for roof framing 2 Prepare for roof framing. 3 Set out and construct roof 4 Complete roof frames 5 Clean Up	1 Plan for window and door frame installation 2 Prepare for window and door frame installation. 3 Fit and install window frame 4 Install external door frame 5 Clean up	1 Plan for external cladding 2 Prepare for external cladding 3 Prepare external wall 4 Prepare, cut and fix weatherboards 5 Clean up	1 Plan for interior fixing 2 Prepare for interior fixing 3 Install hinged door unit 4 Install window architraves and furniture 5 Install lining boards and mouldings 6 Fit and fix skirting 7 Clean up
Assessment	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation 3.Product C/NYC	1.Questions 2.Direct Observation 3.Product C/NYC	1.Product 2.Direct Observation 3.Questions C/NYC	1. Product 2.Questions 3 Direct Observation C/NYC	1.Product 2.Questions 3.Direct Observation C/NYC	1.Product 2.Questions 3.Direct Observation C/NYC	1.Product 2.Questions 3.Direct Observation C/NYC



# VET CERTIFICATE II IN FURNISHING

Year 11 - Unit 1 & 2*									Year 12 - Unit 3 & 4			
Units	<b>MSMENV272: Participate in environmentally sustainable work practices</b>	<b>MSMPCI103: Demonstrate care and apply safe practices at work</b>	<b>MSFFP2002: Develop a career plan for the furnishing industry</b>	<b>MSFFP2006: Make simple timber joints</b>	<b>MSFFP2005: Join furnishing materials</b>	<b>MSFFM2003: Select and apply hardware</b>	<b>MSFFP203: Prepare surfaces</b>	<b>MSFFP2004: Apply domestic surface coatings</b>	<b>MSFFM2001 Use furniture making sector hand and power tools</b>	<b>MSFFM2002 Assemble furnishing components</b>	<b>MSFGN2001 Make measurements and calculations</b>	<b>MSFFP2001 Undertake a basic furniture making project</b>
Application	This unit of competency covers the skills and knowledge required to effectively find out current resource use and carry out improvements, in own work area, including those that reduce the negative environmental impacts of work practices.	This unit of competency covers the knowledge and skills needed to understand, apply and satisfy safe work practices in an industry. It includes identifying and following work procedures for hazards and risks, monitoring and maintaining cleanliness and tidiness at work, and reporting hazards and risks in appropriate ways. It applies to work health and safety (WHS) requirements and internal workplace policies and procedures.	This unit specifies the competency required to research careers, training and career path options in the furnishing industry. It involves research into the range of activities available in the industry to develop a career plan.	This unit specifies the competency required to make simple timber joints by hand operations. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit covers the competency required to join furnishing materials using a variety of joining techniques. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers selecting and applying hardware to new and refurbished furniture. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit specifies the competency required to prepare a range of surfaces for the application of surface coatings. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit specifies the competency required to apply domestic surface coatings by hand using a range of application methods. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers using hand and power tools in applications relating to furniture making. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers assembling of timber components to produce furniture frames or furniture. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers taking measurements and making calculations for furnishing tasks undertaken in a variety of sites and locations. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.	This unit of competency covers preparing, assembling and finishing a basic furnishing project. It is designed for use in a pre-employment skills introduction program and is suitable for use in institutional-based vocational programs. Skills development will take place under direct supervision.
Outcomes		1.Follow workplace OHS procedures 2.Maintain personal wellbeing in the workplace 3.Identify and report on safety of self and others 4.Take action in emergency situations	1.Research furnishing occupations 2.Develop a career plan Review plan	1.Determine job requirements 2.Plan and prepare for work 3.Make simple joint 4.Check work area and maintain equipment	1.Determine job requirements 2.Plan and prepare for work 3.Lay out and prepare materials 4.Join materials 5.Check work area and maintain equipment	1.Plan and prepare work 2.Apply and/or fit and finish 3.Finalise operation and maintain equipment	1.Determine job requirements 2.Plan and prepare for work 3.Prepare surfaces 4.Check work area and maintain equipment	1.Determine job requirements 2.Plan and prepare for work 3.Prepare surfaces 4.Check work area and maintain equipment	1 Identify hand and power tools 2 Select and use hand tools 3 Select and use power tools 4 Clean-up work area and tools	1 Prepare for assembly 2 Assemble components 3 Clean work area and maintain equipment	1 Identify appropriate measurements and equipment 2 Perform measurements 3 Perform calculations 4 Record measurements and calculations 5 Recognise routine and non-routine problems	1 Research furnishing materials and components 2 Develop a furnishing-based project 3 Determine drawing requirements 4 Create project drawings 5 Plan the manufacture of the product 6 Manufacture the product 7 Complete work requirements
Assessment	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation  C/NYC	1.Questions 2.Direct Observation 3.Product  C/NYC	1.Product 2.Direct Observation 3.Questions  C/NYC	1. Product 2.Questions 3.Direct Observation  C/NYC	1.Product 2.Questions 3.Direct Observation  C/NYC	1.Product 2.Questions 3.Direct Observation  C/NYC	1.Product 2.Direct Observation 3.Questions  C/NYC	1.Product 2.Direct Observation 3.Questions  C/NYC	1.Direct Observation 2.Questions  C/NYC	1.Product 2.Direct Observation 3.Questions  C/NYC

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# VET CERTIFICATE II IN HOSPITALITY & KITCHEN OPERATIONS

Year 11 - Unit 1 & 2*									
Units	<b>SITXFSA001: Use hygiene practices for food safety.</b>	<b>SITXWHS001: Participate in safe work practices.</b>	<b>SITHCCC001: Use food preparation equipment.</b>	<b>SITHCCC002: Prepare and present simple dishes.</b>	<b>SITHKOP001: Clean kitchen premises and equipment.</b>	<b>SITHCCC005: Prepare dishes using basic methods of cookery.</b>	<b>SITXINV002: Maintain the quality of perishable items.</b>	<b>SITHIND002: Source and use information on hospitality industry.</b>	<b>BSBWOR203: Work effectively with others.</b>
Application	This unit describes the performance outcomes, skills and knowledge required to use personal hygiene practices to prevent contamination of food that might cause food-borne illnesses. It requires the ability to follow predetermined organisational procedures and to identify and control food hazards.	This unit describes the performance outcomes, skills and knowledge required to incorporate safe work practices into own workplace activities. It requires the ability to follow predetermined health, safety and security procedures and to participate in organisational work health and safety (WHS) management practices.	This unit describes the performance outcomes, skills and knowledge required to safely use commercial kitchen equipment to prepare a range of different food types.	This unit describes the performance outcomes, skills and knowledge required to prepare and present a limited range of simple menu items following standard recipes. While some cooking may be involved, there is no requirement to use the full range of basic cookery methods.	This unit describes the performance outcomes, skills and knowledge required to clean food preparation areas, storage areas, and equipment in commercial kitchens to ensure the safety of food. It requires the ability to work safely and to use resources efficiently to reduce negative environmental impacts.	This unit describes the performance outcomes, skills and knowledge required to use a range of basic cookery methods to prepare dishes.	This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for food and beverage, commercial cookery or catering operations. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.	This unit describes the performance outcomes, skills and knowledge required to maintain the quality of perishable supplies for food and beverage, commercial cookery or catering operations. It requires the ability to store perishable supplies in optimum conditions to minimise wastage and avoid food contamination.	This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.
Outcomes	1. Follow hygiene procedures and identify food hazards. 2. Report any personal health issues. 3. Prevent Contamination. 4. Prevent cross-contamination by washing hands.	1. Work Safely. 2. Follow procedures for emergency situations. 3. Participate in organisational W.H.S practices	1. Select food preparation equipment. 2. Use equipment to prepare food. 3. Clean and maintain food preparations equipment.	1. Prepare for service. 2. Prepare food. 3. Present and store food in a clean work area.	1. Clean and sanitise kitchen equipment. 2. Clean service ware and utensils. 3. Clean and sanitise kitchen premises. 4. Work safely and reduce negative environmental impacts.	1. Select ingredients. 2. Select, prepare and use equipment. 3. Portion and prepare ingredients. 4. Cook dishes. 5. Present and store dishes.	1. Store supplies in appropriate conditions. 2. Maintain perishable supplies at optimum quality. 3. Check perishable supplies and dispose of spoilt stock.	1. Source and use industry information. 2. Source and use compliance information. 3. Source and use information on hospitality technology. 4. Update personal and organisational knowledge of hospitality industry.	1. Develop effective workplace relationships. 2. Contribute to workgroup activities. 3. Deal effectively with issues, problems and conflict.
Assessment	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing

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# VET CERTIFICATE II IN HOSPITALITY & KITCHEN OPERATIONS

Year 12 - Unit 3 & 4					
Units	Prepare Appetisers and Salads.	Prepare Vegetables, Fruit, Eggs and Farinaceous Dishes.	Prepare Poultry Dishes.	Prepare Stocks, Sauces and Soups.	Use Cookery Skills Effectively.
Application	This unit describes the performance outcomes, skills and knowledge required to prepare appetisers and salads following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods. The unit applies to cooks working in hospitality and catering organisations. This could include restaurants, educational institutions, health establishments, defence forces, cafeterias, kiosks, cafes, residential caterers, in flight and other transport caterers, and event and function caterers.	This unit describes the performance outcomes, skills and knowledge required to prepare and cook various vegetable, fruit, egg and farinaceous dishes following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment, cookery and food storage methods.	This unit describes the performance outcomes, skills and knowledge required to prepare and cook a range of poultry dishes following standard recipes. It requires the ability to select, prepare and portion poultry, and to use relevant equipment, cookery and food storage methods.	This unit describes the performance outcomes, skills and knowledge required to prepare various stocks, sauces and soups following standard recipes. It requires the ability to select and prepare ingredients, and to use relevant equipment and cookery and food storage methods.	This unit describes the performance outcomes, skills and knowledge required to use a range of cookery skills during service and production periods. The unit integrates key technical and organisational skills covered in individual units and focuses on the way these must be applied in a commercial kitchen.
Outcomes	<ol style="list-style-type: none"> <li>1. Select ingredients.</li> <li>2. Select, prepare and use equipment.</li> <li>3. Portion and prepare ingredients.</li> <li>4. Prepare appetisers and salads.</li> <li>5. Present and store appetisers and salads.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select ingredients for vegetable, fruit, eggs and farinaceous dishes.</li> <li>2. Select, prepare and use equipment.</li> <li>3. Portion and prepare ingredients.</li> <li>4. Cook vegetable, fruit, egg and farinaceous dishes.</li> <li>5. Present and store vegetable, fruit, egg and farinaceous dishes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select ingredients.</li> <li>2. Select, prepare and use equipment.</li> <li>3. Portion and prepare ingredients.</li> <li>4. Cook poultry dishes.</li> <li>5. Present poultry dishes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Select ingredients.</li> <li>2. Select, prepare and use equipment.</li> <li>3. Portion and prepare ingredients.</li> <li>4. Prepare stocks, sauces and soups.</li> <li>5. Present and store stocks, sauces and soups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Organise and prepare for food service or production.</li> <li>2. Cook menu items for food service or production.</li> <li>3. Complete end of shift requirements.</li> </ol>
Assessment	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing



# VET CERTIFICATE III IN INFORMATION, DIGITAL MEDIA & TECHNOLOGY

Year 11 - Unit 1 & 2 *								Year 12 - Unit 3 & 4				
Units	<b>BSBXTW301: Work in a Team</b>	<b>ICTICT213: Use Computer Operating Systems and Hardware</b>	<b>ICTICT214: Operate Application Software Packages</b>	<b>ICTSAS308: Run Standard Diagnostic Tests</b>	<b>BSBXCS303 : Securely Manage Personally Identifiable Information</b>	<b>BSBCRT301: Develop and Extend Critical and Creative Thinking</b>	<b>ICTPRG302: Apply Introductory Programming Techniques</b>	<b>ICTSAS310: Install, configure and secure a small office or home office network</b>	<b>ICTSAS305: Provide ICT advice to clients</b>	<b>ICTSAS309: Maintain and repair equipment and software</b>	<b>ICTSAS304: Provide basic system administration</b>	<b>ICTICT313: Identify IP, ethics and privacy policies in ICT environments</b>
Application	This unit describes the skills and knowledge required to work effectively as part of permanent or project based teams in a workplace within an industry.	This unit describes the skills and knowledge required to select, install, configure and use computer operating systems and basic computer hardware. This involves configuring the operating system to work with a variety of hardware peripherals and types of information and communications technology (ICT) equipment.	This unit describes the skills and knowledge required to identify, select and operate commercial software packages, including a word-processing and a spreadsheet application package.	This unit describes the skills and knowledge required to troubleshoot problems, identify and implement preventative maintenance techniques, and conduct diagnostic tests on a range of platforms.	This unit describes the skills and knowledge required to securely manage personally identifiable information (PII) and workplace information.	This unit describes skills and knowledge required to develop the habit of thinking in a more creative way through looking at things differently, musing, testing, experimenting and challenging existing thought patterns. It applies to individuals who need to develop and extend their critical and creative thinking skills to different issues and situations and have a range of problem solving, evaluation and analysis skills.	This unit describes the skills and knowledge required to create simple applications through introductory programming techniques.	This unit describes the skills and knowledge required to identify available network components and client requirements and to install, configure and secure those components as part of a Small Office or Home Office (SOHO) network.	This unit describes the skills and knowledge required to provide information and communications technology (ICT) advice and support to clients, including the communication of comprehensive technical information.	This unit describes the skills and knowledge required to carry out maintenance and fault repair according to organisational procedures, in order to keep Information and Communications Technology (ICT) equipment and software operating.	This unit describes the skills and knowledge required to implement components of systems backup, restore, security and licensing in a stand-alone or client server environment.	This unit describes the skills and knowledge required to assist with the protection and lawful use of intellectual property (IP) and observing relevant organisational ethics and privacy policies.
Outcomes	1. Identify individual work tasks within a team 2. Contribute effectively to team goals 3. Work effectively with team members 4. Communicate effectively with team leaders	1. Identify operating system and hardware components 2. Install and configure operating system, application software and hardware components 3. Optimise operating system and hardware components and seek feedback	1. Prepare to operate software packages 2. Use word-processing software 3. Use spreadsheet software 4. Use third application software package	1. Identify common symptoms and preventative maintenance techniques for ICT software and hardware 2. Operate system diagnostics 3. Monitor and remove system viruses	1. Handle PII and workplace information responsibly 2. Store and share PII and workplace information securely 3. Apply information protection protocols	1. Develop a questioning mindset 2. Generate ideas and responses 3. Challenge, test and re invent ideas 4. Enhance creative thinking skills	1. Establish application task 2. Apply language syntax and layout 3. Apply control structures 4. Code using standard programming algorithms 5. Test code 6. Create a simple application and seek feedback	1. Confirm client requirements and identify required network equipment 2. Install and configure hardware and software 3. Test network 4. Secure network 5. Finalise network installation and configuration	1. Review client support issues 2. Provide advice on software, hardware or network 3. Obtain client feedback	1. Determine and undertake required equipment maintenance 2. Diagnose and repair faults 3. Update documentation and make recommendations for future maintenance	1. Record security access 2. Record software licences 3. Carry out system backup 4. Restore system backup 5. Apply security access controls	1. Identify principles underpinning organisational IP, ethics and privacy policy procedures 2. Understand and apply principles underpinning organisational IP, ethics and privacy policy procedures 3. Assist with non-compliance incident identification and recommendations
Assessment	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing	C/NYC Direct Observation Product Folio Testing

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