MERCY
REGIONAL COLLEGE

Mercy Pathways

2026 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

HEALTH & PE

Health & PE
Athletic Football Codes

STEAM

STEAM

TECHNOLOGY

Product Design - Food
Product Design - Textiles
Product Design - Wood

MATHEMATICS

Maths

SCIENCES

Science
Agricultural Studies

HUMANITIES

Humanities
Money, Money, Money
FoodPrint: South West Victoria
GeoQuest: Fieldwork into Food, Land and the Environment

ART

Art & Design
Sound & Story

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.

CORE SUBJECTS

- English
- Humanities
- Mathematics
- Science
- Health & Physical Education
- Religious Education
- M.E.R.C.Y.

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ELECTIVE
SUBJECTS

In addition to the Core Curriculum subjects, students in Year 9 and 10 are able to select 4 elective subjects each year. These electives are designed to introduce students to new ideas and subjects they may not have fully explored before as well as provide students with an opportunity to spend some additional time in areas of particular interest. Furthermore, Year 10 electives have been designed to offer an introduction to many of the subjects and ideas the students will encounter in their senior VCE and VCE VM studies, and therefore have 8 class periods a cycle rather than the 6 at Year 9.

Next to each elective description you will find 'Year 9-12 Pathways' which will assist students to make their choice with a focus on their interests and future study options. The subjects of choice should be listed in preferential order on the subject selection sheet. Mercy Regional College will make every effort to ensure that students are placed in their preferred electives, however cannot guarantee that they will receive their top 4 selections.

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.

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Fitness
- Sport
- Health

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 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.

YEAR 9-12 PATHWAYS

Suits students who are interested in:

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

Students will

- Complete a range of practical design challenges
- Refine their understanding and use of HTML; CSS coding and Wordpress to create a website
- Use Micro-bit and Hummingbird technology to complete block coding and programming tasks
- Undertake a research project around key STEAM knowledge
- Use LEGO Mindstorms to complete a range of robotics activities
- Use CAD software to design and 3D print
- Use Python coding for programming

YEAR 9 ELECTIVES

TECHNOLOGY

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

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

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

SCIENCES

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

YEAR 9 ELECTIVES

HUMANITIES

MONEY, MONEY, MONEY!

What will students learn?
In this subject, students will learn about the best ways to manage money in an ever-increasing world of temptations, scams, get-rich-quick schemes and online shopping. Learn about the different types of debt: 'good' debt and 'bad' debt, borrowing money, interest rates, and how to find the best deal to get what you want. Students will also learn about what their rights are as consumers, how to advocate for yourself, when and how to get a refund. This subject addresses many concepts about money which are 'not usually taught at school', yet will be invaluable for your life as a teenager, young adult, and member of society.

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Economics
- Understanding of the world around them
- Critical thinking and creativity

Students will
- Explore enterprising behaviours and capabilities that are transferable into life
- Develop understanding of the ways society allocates limited resources to satisfy needs and wants
- Learn skills to apply economics and business concepts and theories

FOODPRINT: SOUTH WEST VICTORIA

What will students learn?
In this subject students will explore the critical aspects of maintaining a reliable food supply for cities like Melbourne. They will investigate the intricate processes involved in producing quality, safe, and accessible food, as well as the importance of fair pricing for both consumers and farmers. Special focus will be given to the city's fringe foodbowl, examining how agricultural production near urban areas contributes to food security.

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Geography
- Agriculture and Sustainability
- Urban Planning and food security

Students will
- Gain insights into the sustainable use of natural resources such as land, water, and energy, crucial for ensuring a stable food supply for urban populations.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology

YEAR 9 ELECTIVES

HUMANITIES

GEOQUEST: FIELDWORK INTO FOOD, LAND AND THE ENVIRONMENT

What will students learn?
In this elective, students will do hands-on fieldwork to explore how land is used in our local area, including farming and how it affects communities. Students will also look at different environments on Earth—like forests, deserts, rivers, and oceans—and learn how they help produce food. They will explore how humans are changing these natural systems and what that means for food security—making sure everyone has enough safe and healthy food to eat.

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Digital technology
- Hands on practical learning
- Agriculture and the Environment

Possible Pathways:
- VCE Geography
- VCE Agriculture and Horticulture
- VCE Food Studies
- RIST

Students will
- Complete hands on fieldwork in our local area
- Learn how to use maps, digital tools, and data to investigate real-world issues and suggest smart solutions

THE ARTS

ART & DESIGN

What will students learn?
Art & Design engages learners in a journey of discovery, experimentation and problem-solving and visual communication, utilising techniques, materials, technologies, practices to express their ideas. They develop Art & Design knowledge, skills, techniques and processes as they explore a range of forms, styles and contexts. Learners apply creative, critical and reflective techniques to generate ideas, visualise, research, develop, refine and present works to communicate ideas in relation to a specific purpose and audience. Art & Design supports students to view the world through various lenses and contexts to engage with artwork and designs, ideas, practices, histories and theories and their significance and contribution to society.

Students will
- Explore ideas and expressions through the creative design and inquiry process
- Use Art & Design techniques, materials, processes and technologies
- Develop confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with Art & Design making, interpreting and evaluating
- Use creative and innovative ways to communicate ideas and information
- Apply Art & Design elements and principles
- Use creative, critical, reflective and design thinking skills
- Acknowledge the diverse roles, innovations, practices, traditions, histories and cultural context of artists and designers

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Creative expression/ design
- Creative thinking
- Art; Design; Photomedia; Drawing; Painting; Sculpture; Printmaking; Media
- Visual Communication Design
- Creative production industries
- Hands-on, practical learning
- Innovative and emerging software and technology

YEAR 9 ELECTIVES

THE ARTS

SOUND & STORY

What will students learn?
In this elective students will explore and learn to play music from a variety of genres from across the world. Issues surrounding copyright and intellectual property will be discussed as well as strategies for arts advocacy. Students will have the opportunity to compose their own music (they may choose to do this with or without vocals). Classes will include lessons in music notation as well as strategies for learning by ear from things like recordings and other media. Techniques for both practicing and performing will be introduced. Students will have the opportunity to learn songs of their choice and perform by themselves or as part of a group.

This class is open to students who play any instrument. Students must provide their own instrument. This could include guitar, violin, piano, cello, drums or any other instrument.

Students will
- Learn to read and write in musical notation
- Compose music
- Develop skills for practicing and performing
- Learn and perform music alone or with a group
- Engage with music from a variety of cultures

YEAR 9-12 PATHWAYS

Suits students who are interested in:
- Musical Composition
- Musical Performance
- Hands on Practical Learning
- Independent Learning
- Students looking to expand their musical skills

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

YEAR 10 PROGRAMS

- Work Experience
- Careers

CROSS-CURRICULAR

People and the Environment
First Response

ENGLISH

- English

Literature: Beyond the Book

HUMANITIES

- Humanities

Legal Studies: You Be the Judge
The Bottom Line: How Entrepreneurs turn Demand into Dollars

HEALTH & PE

- Health & PE

Energy for Exercise
Health Insights
Good Food, Great Health

THE ARTS

Practical Performing Arts
Art & Design

SCIENCES

- Science

Paddock to Plate

MATHEMATICS

- Maths

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.

CORE SUBJECTS

- English
- Humanities
- Mathematics
- Sciences
- Health & Physical Education
- Religious Education
- M.E.R.C.Y.

YEAR 10 PROGRAMS

- Work Experience
- Careers

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ELECTIVE SUBJECTS AND/OR ACCELERATED PROGRAM

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

	A	B	C	D	E	F
YEAR 10	• Yr 10 Art and Design	• VET Furniture • VET Building and Construction	• Energy for Exercise • Health Insights • Good Food, Great Health • VET Sport and Rec • VET Health Assistance	• Legal Studies: You be the Judge	• Paddock to Plate	• People and the Environment • First Response

Next to each elective description you will find 'Year 9-12 Pathways' which will assist students to make their choice with a focus on their interests and future study options. The subjects of choice should be listed in preferential order on the subject selection sheet. Mercy Regional College will make every effort to ensure that students are placed in their preferred electives, however cannot guarantee that they will receive their top 4 selections.

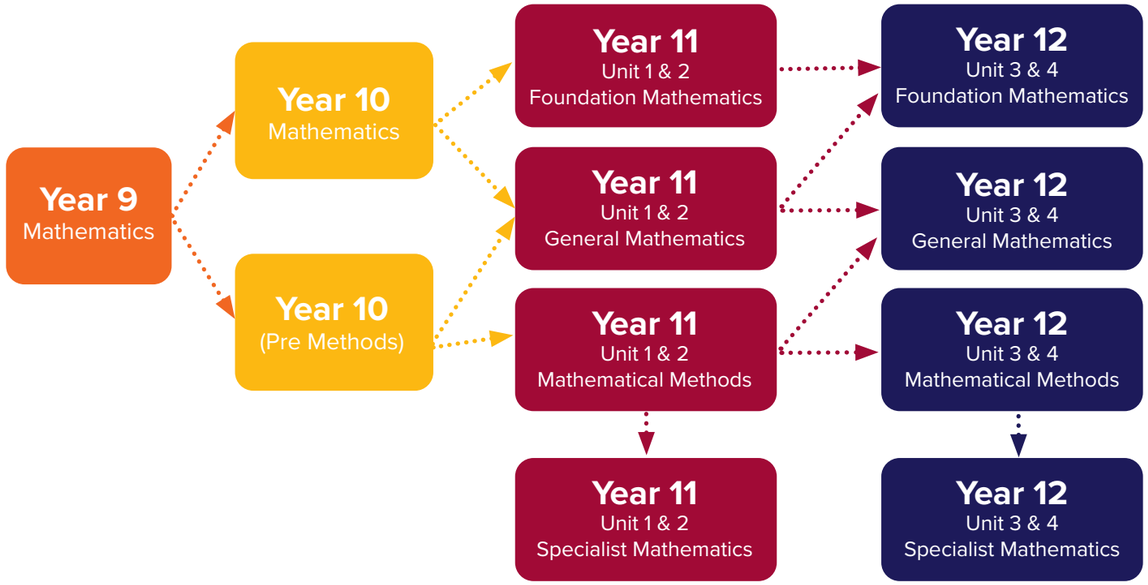
YEAR 10 ELECTIVES

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.

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.

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

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.

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

YEAR 10 PROGRAMS

CAREERS

WHAT IS CAREERS?

This subject 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.

CROSS-CURRICULAR

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:

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

Possible Pathways:

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

FIRST RESPONSE

What will students learn?

In this subject students will explore the skills and roles of First Responders in a variety of situations and events. They will investigate how disaster management plans mitigate risks for organisations both large and small. They will also investigate a global disaster and evaluate the effectiveness of the response.

Students will

- Develop First Aid skills (with accreditation TBC)
- Review the Fire Safety Plan at Mercy
- Research a global disaster and its long and short term impact

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Leadership
- Community
- First Responder Roles

Possible Pathways:

- VCE Geography
- VET Community Services

YEAR 10 ELECTIVES

ENGLISH

LITERATURE: BEYOND THE BOOK

What will students learn?

This elective is designed to ignite a deeper love of reading and critical thinking. Students will explore a range of classic and contemporary literature, from novels and poetry to short stories, examining how these texts reflect and challenge the values of their time. They will also study film and stage adaptations, analysing how stories transform across mediums. Through close reading and discussion, students will investigate the relationship between literature and society. The course encourages creative and analytical responses, helping students build confidence in interpretation, argument, and expression, while laying a strong foundation for VCE English and Literature.

Students will

- Engage with a variety of stories through different mediums
- Develop their higher level english literacy skills
- Write creatively and analytically in response to the world of a text

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Critical thinking
- Deeper reading of challenging texts
- Writing

Possible Pathways:

- VCE Literature
- VCE English

YEAR 10 ELECTIVES

HUMANITIES

LEGAL STUDIES: YOU BE THE JUDGE

What will students learn?

Students interested in learning about Victoria's legal system & common legal issues for young people will be informed of the rights, responsibilities and laws that govern their daily lives. The course explores laws relating to police powers, driving, relationships, the workplace, social profiling, body art, graffiti, and illicit substances. Topics covered include how the courts work, criminal & civil law, the roles of key personnel (police, judges, juries & lawyers), justice, rights, law-making & the Australian Constitution. Students will learn how to navigate the legal system, advocate for others and develop their critical thinking skills.

Students will

- Develop an understanding of the key principles of Victoria's legal system.
- Identify and analyse common legal issues affecting young people
- Investigate how the courts operate in Victoria
- Identify the differences between criminal and civil law

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Law
- The world around them
- Legal studies
- Current affairs
- Critical thinking

Possible Pathways:

- VCE Legal Studies
- VCE Australian & Global Politics
- VCE Health & Human Development
- VCE Psychology

THE BOTTOM LINE: HOW ENTREPRENEURS TURN DEMAND INTO DOLLARS

What will students learn?

In this elective, students will explore how businesses and the economy operate. They will learn how businesses make decisions, what affects prices, and how supply and demand shape the market. Students will also be introduced to basic accounting skills, such as tracking income and expenses and understanding financial records.

The course will also focus on entrepreneurship, where students will investigate how individuals develop new business ideas and bring them to life. They will explore how businesses use marketing and advertising to attract and keep customers.

Students will

- develop basic accounting skills
- design and pitch their own business idea
- develop their creativity, problem-solving, and teamwork skills through hands-on experience

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Managing a business
- Marketing
- Entrepreneurship

Possible Pathways:

- VCE Business Management
- VCE Accounting
- VET Business

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

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

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

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Health
- Psychology

Possible Pathways:

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

HEALTH & PE

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:

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

THE ARTS

PRACTICAL PERFORMING ARTS

What will students learn?

Students will be supported to creatively present their art form while exploring current issues relating to the performing arts. Topics will include Performing Arts Entrepreneurship ("How do I make a living doing what I love?"), Arts for Social Justice, Censorship and the Arts, Community & Regional Arts, and Arts in Marginalized Communities. A special emphasis will be placed on looking at opportunities for young people in arts and entertainment.

This class is open to all student performers: Dancers, Singers, Actors, and Instrumentalists. Musicians must provide their own instrument.

Students will

- Develop an understanding of the business of performance
- Explore performance as a community based activity
- Creatively explore their chosen art form

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Any of the performing arts. Including: Dance, Drama, and Music
- Project Based Learning
-

Possible Pathways:

- VCE Music
- VCE Drama
- VCE Performance Studies
- VCE Dance

YEAR 10 ELECTIVES

THE ARTS

ART & DESIGN

What will students learn?

Art & Design engages learners in a journey of discovery, experimentation and problem-solving and visual communication, utilising techniques, materials, technologies, practices to express their ideas. They develop Art & Design knowledge, skills, techniques and processes as they explore a range of forms, styles and contexts. Learners apply creative, critical and reflective techniques to generate ideas, visualise, research, develop, refine and present works to communicate ideas in relation to a specific purpose and audience. Art & Design supports students to view the world through various lenses and contexts to engage with artwork and designs, ideas, practices, histories and theories and their significance and contribution to society.

Students will

- Explore ideas and expressions through the creative design and inquiry process
- Use Art & Design techniques, materials, processes and technologies
- Develop confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with Art & Design making, interpreting and evaluating
- Use creative and innovative ways to communicate ideas and information
- Apply Art & Design elements and principles
- Use creative, critical, reflective and design thinking skills
- Acknowledge the diverse roles, innovations, practices, traditions, histories and cultural context of artists and designers

YEAR 9-12 PATHWAYS

Suits students who are interested in:

- Creative expression/ design
- Creative thinking
- Art; Design; Photomedia; Drawing; Painting; Sculpture; Printmaking; Media
- Visual Communication Design
- Creative production industries
- Hands-on, practical learning
- Innovative and emerging software and technology

Possible Pathways:

- VCE Art: Creative Practice
- VCE Visual Communication Design
- VCE Product Design & Technology
- VCE Media

SCIENCES

PADDOCK TO PLATE

What will students learn?
Students will explore local and distant agricultural and horticultural industries within Australia, with a focus on growing, processing and preserving food.
The subject focuses on growing food to feed the world despite overcoming challenges in production. Students will undertake practical activities to grow and produce their own food with a focus on sustainability, low food miles, and preparing things from scratch. A major assessment task sees students planning a meal they have to prepare at the end of the semester whereby they must plan for, grow, preserve and source as much food as possible for their dish and evaluate their successes and challenges along the way. As well as doing this, students will be given opportunities to connect with local producers to share their expertise and practices in a particular industry.

Students will
- Plan and prepare a meal encouraging them to identify and source all ingredients required
- Debate the importance of knowing where your food comes from
- Work in small groups and use design technologies to grow an array of food and store and preserve this for future use

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

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

YEAR 11 & 12

VCE • VCE-VM • VET

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 CERTIFICATE 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 has expanded to include the Vocational Major, a 2-year vocational and applied learning program.

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 pathway option includes 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.

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.

SENIOR PATHWAYS

Structure in 2025

The Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (Vocational Major) (VCE VM)

Vocational Education and Training (VET)
VCE VET Program, School Based Apprenticeship and Traineeship, Other VET Certificates

Structured Workplace Learning
(dependent on individual student)

Completion on Victorian Certificate of Education (VCE)

Completion on Victorian Certificate of Education (Vocational Major) (VCE VM)

Employment / Apprenticeship /Traineeship

TAFE Certificate II / III / IV, Diploma, Advanced Diploma

University

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.

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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

FOR MORE INFORMATION ABOUT VCE VISIT:

VTAC WEBSITE: www.vtac.edu.au
THE ATAR EXPLAINED: www.vtac.edu.au/results-offers/atar-explained.html
MRC CAREERS WEBPAGE: 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

HUMANITIES

- Accounting
- Business Management
- Modern History (Units 1 & 2)
- History: Revolutions (Units 3 & 4)
- Legal Studies

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

- VCE Art - Creative Practice
- 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.

The Year 11 Retreat is considered an important part of the Year 11 Religious Education course and, as such, attendance is compulsory. Any days missed will require make-up activities or tasks to ensure course completion.

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.

Seminar Days and the Year 12 Retreat are considered an important part of the Year 12 Religious Education course and, as such, attendance is compulsory. Any days missed will require make-up activities or tasks to ensure course completion.

YEAR 9-12 PATHWAYS

Suits students interested in:

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

Learn more about the study design

VCE STUDIES

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 multimodal 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.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Reading
- Public speaking
- Current affairs

Learn more about the study design

ENGLISH - Unit 3 & 4

Year 12

What will students learn?

In Unit 3, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing. They experiment with adaptation and individual creation, and demonstrate insight into ideas and effective writing strategies in their texts.

In Unit 4, students further sharpen their skills of reading and viewing texts. They apply reading and viewing strategies to engage with a text, and discuss and analyse the ways authors construct meaning. They also analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students then apply their understanding of the use of argument and language to create their own point of view text for oral presentation.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

The text list for 2025, detailing texts for VCE English and Literature, will be published in Term 3, with early order options available from Term 4.

HUMANITIES

ACCOUNTING - Unit 1 & 2

Year 11

What will students learn?

Unit 1 explores the establishment of a business and the role of accounting in the determination of business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

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?

Units 3 and 4 focus on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

In Unit 3 Students develop their understanding of the accounting processes for recording and reporting, and consider the effects of decisions made on the performance of the business.

In Unit 4, both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting processes, with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and the importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business and suggest strategies to improve business performance.

VCE STUDIES

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

Learn more about the study design

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

MODERN HISTORY - Unit 1 & 2

Year 11

What will students learn?

In Unit 1 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 World War One; the emergence of conflict; and the causes of World War Two. They 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. Students explore particular forms of cultural expression from the period.

In Unit 2 students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, and the consequences on people, groups and nations. Students consider the reasons for the end of this long-running period of ideological conflict and the collapse of the USSR in 1991, as well as exploring the legacy of communism and/or socialism in the post-Soviet era and the emergence of democracy in new nations.
Students also 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. They consider the extent to which ideas, values and political systems remained the same and/or change was resisted.

YEAR 9-12 PATHWAYS

Suits students interested in:

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

Learn more about the study design

- ***Modern History Units 1 & 2***
  Modern History examines the causes and consequences of conflict and change in the modern era.

VCE STUDIES

HUMANITIES

HISTORY: REVOLUTIONS - Unit 3 & 4

Year 12

What will students learn?

In Units 3 and 4 students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

Students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

Students study two revolutions across Units 3 & 4:

- ***Unit 3 - The Russian Revolution (1896– 1927)***
- ***Unit 4 - The Chinese Revolution (1912– 1976)***

YEAR 9-12 PATHWAYS

Suits students interested in:

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

Learn more about the study design

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.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Law making
- Justice
- Human rights

Learn more about the study design

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.

VCE STUDIES

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

Learn more about the study design

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

Learn more about the study design

GENERAL MATHEMATICS - Unit 3 & 4

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.

VCE STUDIES

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.

YEAR 9-12 PATHWAYS

Suits students interested in:

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

Learn more about the study design

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.

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'.

YEAR 9-12 PATHWAYS

Suits students interested in:

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

Learn more about the study design

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.

VCE STUDIES

SCIENCES

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

Learn more about the study design

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.

SCIENCES

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.

YEAR 9-12 PATHWAYS

Suits students interested in:

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

Learn more about the study design

CHEMISTRY - Unit 3 & 4 — Year 12

What will students learn?

In Unit 3, students investigate ways of producing chemical energy and materials through a sustainable and safe way for humans and the environment. Students analyse and compare fuel sources by looking at their chemical reactions, energy efficiencies and transformations, for galvanic cells, fuel cells, rechargeable and electrolytic cells. They explore food as energy for humans and consider factors that influence the rate and extent of chemical reactions. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

In Unit 4, students study the structure and reactions of organic molecules, including how they can be produced using the principles of green chemistry. Students learn how food is metabolised and how medicines act in the body. They explore how laboratory analysis and various instrumentation techniques can be used to analyse and identify organic compounds. Students conduct practical investigations related organic compounds, direct redox titrations, solvent extraction, and distillations.

VCE STUDIES

SCIENCES

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

Learn more about the study design

PHYSICS - Unit 3 & 4 — Year 12

What will students learn?

In Unit 3, Students use Newton's laws of motion to analyse relative, circular and projectile motion and evaluate the circumstances in which they can be applied. They explore relationships between force, energy and mass.
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, as well as analyse and evaluate an electricity generation and distribution system.

In Unit 4, Students should be able to apply wave and particle concepts to analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
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.

SCIENCES

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

Learn more about the study design

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.

VCE STUDIES

HEALTH & PE

HEALTH & HUMAN DEVELOPMENT - Unit 1 & 2

Year 11

What will students learn?

In Unit 1, students explore health and wellbeing as a concept with varied and evolving perspectives and definitions. As a foundation to their understanding of health, students investigate the World Health Organization's (WHO) definition and other interpretations. They also explore the fundamental conditions required for health as stated by the WHO, which provide a social justice lens for exploring health inequities. Students identify perspectives relating to health, and inquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islander Peoples. With a focus on youth, the unit equips students to consider their own health as individuals and as a cohort. They build health literacy by interpreting and using data in a research investigation into one youth health focus area, and by investigating the role of food.

In Unit 2, students investigate transitions in health and wellbeing, and human development, from lifespan and societal perspectives. They explore the changes and expectations that are integral to the progression from youth to adulthood. Students apply health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students investigate the Australian healthcare system from the perspective of youth and analyse health information. They investigate the challenges and opportunities presented by digital media and consider issues surrounding the use of health data and access to quality health care.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Social justice
- Nutrition
- Illness & disease

Learn more about the study design

HEALTH & HUMAN DEVELOPMENT - Unit 3 & 4

Year 12

What will students learn?

In Unit 3, students look at health and wellbeing, disease and illness as being multidimensional, dynamic and subject to different interpretations and contexts. They explore health and wellbeing as a global concept and take a broader approach to inquiry. Students consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. They extend this to health as a universal right, analysing and evaluating variations in the health status of Australians.
Students focus on health promotion and improvements in population health over time. They explore various public health approaches and the interdependence of different models.

In Unit 4, students examine health and human development in a global context. They use data to investigate health status and human development in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade, tourism, conflict and the mass movement of people. Students consider global action to improve health and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the priorities of the World Health Organization (WHO). They also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their own capacity to act.

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.

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

Learn more about the study 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.

VCE STUDIES

HEALTH & PE

PHYSICAL EDUCATION - Unit 1 & 2

Year 11

What will students learn?

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2 develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Fitness
- Training methods and practices
- Sports exercise

Learn more about the study design

PHYSICAL EDUCATION - Unit 3 & 4

Year 12

What will students learn?

Unit 3 introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes. Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during 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' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite). Performance improvements, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

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

Learn more about the study design

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.

VCE STUDIES

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.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Nutrition
- Food production
- Fractional properties of food

Learn more about the study design

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.

TECHNOLOGY

PRODUCT DESIGN & TECHNOLOGY - Unit 1 & 2

Year 11

What will students learn?

Unit 1 – Sustainable product redevelopment. Learners consider the sustainability of an existing product: the impact of sourcing materials, manufacture, distribution use and likely disposal. They consider how a product could be sustainably redeveloped and work through the product design process to redevelop an existing product.

Unit 2 – Collaborative Design. Learners work collaboratively to generate one design brief from a scenario based around a historical or contemporary design movement; music genre or fashion house. They investigate their theme for inspiration and work collaboratively through the stages of the product design process. Each learner uses the production processes to construct a product based on their team's theme.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Designing for purpose
- User centred design
- Product manufacturing
- Practical application of skills
- Textiles and fabrics

Learn more about the study design

PRODUCT DESIGN & TECHNOLOGY - Unit 3 & 4

Year 12

What will students learn?

Unit 3 – Applying The Product Design Process. Learners 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, create visualisations and design options.

Unit 4 – Product development and evaluation. Learners create their preferred design option and evaluate the quality of their product with reference to criteria and end-user feedback. Learners make judgments about further improvements and develop a care label that highlights the product's features.

VCE STUDIES

THE ARTS

VCE ART: CREATIVE PRACTICE - Unit 1 & 2

Year 11

What will students learn?

The Creative Practice process used in the conceptualisation, development and making of artworks. It comprises four components based on art practice and Experiential, Inquiry and Project-based learning. These components are: research and exploration; experimentation and development; refinement and resolution; reflection and evaluation. Through Making and Responding, and the presentation of artworks in different contexts, learners understand the role of visual art in past and present traditions, societies and cultures.

Unit 1 – Interpreting artworks and exploring the Creative Practice. Learners use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

Unit 2 – Interpreting artworks and developing the Creative Practice. Learners use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

YEAR 9-12 PATHWAYS

Suits students interested in:

- Creative expression/ design
- Creative thinking
- Art; Design; Photomedia; Drawing; Painting; Sculpture; Printmaking; Media
- Visual Communication Design
- Creative production industries
- Hands-on, practical learning
- Innovative and emerging software and technology

Learn more about the study design

VCE ART: CREATIVE PRACTICE - Unit 3 & 4

Year 12

What will students learn?

Unit 3 – Investigation, ideas, artworks and the Creative Practice. Learners develop a Body of Work. They use critical and creative thinking skills to explore ideas and experiment with materials, techniques and processes. They research issues that arise from their artworks. They view and discuss historical and contemporary artists to inform the basis of their investigation. Learners apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice.

Unit 4 – Interpreting, resolving and presenting artworks and the Creative Practice. Learners continue to develop their project-based art practice and build upon the ideas begun in Unit 3. They reflect on feedback from their critique to further refine and resolve a Body of Work that demonstrates the realisation of their personal ideas. They apply the Interpretive Lenses throughout the Creative Practice to analyse and interpret the meanings and messages of artworks created by the artists they study and resolve and refine their Body of Work for an audience. Documentation of the Creative Practice is carried throughout the refinement, resolution and presentation of the student's Body of Work.

THE ARTS

MEDIA - Unit 1 & 2

Year 11

What will students learn?

Unit 1 – Media forms, representations and Australian stories. Learners work in a range of media forms to produce representations in the characteristics of each media form, demonstrating how they use codes and conventions to construct and communicate meaning. They understand the influence and impact of creators on the construction of meaning, representation, narratives and the genre and style the audience engages with.

Unit 2 – Narrative across media forms. Learners develop an understanding of the concept of narrative in media products and forms in different contexts. They analyse the influence of new media developments, forms and technologies on individual engagement, distribution and society. Learners undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Creative expression
- Media production industries
- Film; Photomedia; Art; Design
- Entertainment industries
- Practical application of skills
- Emerging technologies

Learn more about the study design

MEDIA - Unit 3 & 4

Year 12

What will students learn?

Unit 3 – Media narratives and pre-production. Learners explore the use of media codes and conventions to structure meaning, and how this construction is influenced by the time, social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. They explore, reflect upon and document their investigation and experimentation with media technologies. They undertake pre-production processes with written and visual documentation to support the production and post-production of a media product for a specified audience.

Unit 4 – Media production and issues in the media. Learners focus on the production and post-production stages of the media production process, completing their media production design and documenting their refinement in response to feedback and reflection. Learners explore the relationship between the media and audiences and consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

VET STUDIES

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

Vocational education and training (VET) is an important part of many students' senior secondary education. They can do VET as part of the VCE, the VCE Vocational Major. VET develops industry-specific knowledge and skills, as well as general skills needed for employment, training, and further education.

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.

SCIENCES

Certificate II in Animal Care

HEALTH & PE

Certificate III in Health Services Assistance
Certificate III in Sport, Aquatics and Recreation

TECHNOLOGY

Certificate II in Building & Construction
Certificate II in Furnishing
Certificate II in Hospitality

EXTERNAL STUDIES

Certificate II & Certificate III in Agriculture
This course is provided at RIST (Rural Industries Skill Training) in Terang/Hamilton 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

RIST WEBSITE: www.rist.edu.au

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

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

SCIENCES

ANIMAL CARE

Certificate II in Animal Care - Years 1 & 2

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

Learn more about the study design

This is an unscored subject and cannot contribute to an ATAR

VET STUDIES

HEALTH & PE

HEALTH SERVICES

Certificate III in Health Services Assistance - Years 1 & 2

What will students learn?

This qualification reflects the role of a variety of workers who use a range of factual, technical and procedural knowledge to provide assistance to health professional staff for the care of clients. Health services assistance involves the worker in direct client contact under supervision.
Students will gain valuable industry specific practical exposure to a range of duties and tasks. This exposure will aid students in identifying areas they are passionate about and to continue their journey within Health Services.
A study score is available for students completing the Certificate III in Health Services Assistance. This consists of three coursework tasks, worth 66% of the overall study score, and an end-of-year examination which is worth 34% of the overall study score.

Learning areas include:

- Australian health care system
- Interpreting and applying medical terminology
- Healthy body systems
- Assisting with movement
- Communicating with clients
- Infection prevention and control

YEAR 9-12 PATHWAYS

Suits students interested in:

- Medicine
- Health care
- Hands-on learning

Possible Pathways:

- Environmental services
- Food services
- Patient Service Assistant
- Ward services
- Patient handling and transport

Learn more about the study design

This is a scored subject and can contribute to an ATAR

HEALTH & PE

SPORT, AQUATICS AND RECREATION

Certificate III in Sport, Aquatics and Recreation - Years 1 & 2

What will students learn?

Through the new Certificate III in Sport, Aquatics and Recreation, students thoroughly develop the skills and knowledge to deliver sport and recreation services. Students who complete this program develop the ability to work independently in the industry, using their judgement to effectively complete work activities. Selected units in IVET's Certificate III program cover various key areas within the industry, including recreation session delivery, coaching, technology, officiating, and working with diverse people. The skills and knowledge developed by completing these units provide students with a strong foundation for whichever direction they take in the industry. • Additionally, Year 2 of this program offers the opportunity to achieve a study score that contributes to a student's ATAR.

Students will gain experience in:

- Delivery of recreation sessions
- Workplace health and safety
- Conditioning for sport
- Officiating
- Technology in the sport, fitness and recreation industry
- Client service and working with diverse people
- First aid and responding to emergencies

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
- Activity operation officer
- Sport and recreation attendant
- Community activities officer
- Leisure services officer

Learn more about the study design

This is a scored subject and can contribute to an ATAR

VET STUDIES

TECHNOLOGY

BUILDING & CONSTRUCTION

Certificate II in Building & Construction (Pre-Apprenticeship) 22614VIC - 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

- *This is an unscored subject and cannot contribute to an ATAR*
- *RTO AIET 121314*
- *This program is delivered through AIET (121314)*
- *Delivered face to face at Mercy Regional College*
- *This subject incurs a course fee*
- *Work placements are aligned with this subject*

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.

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

This is a scored subject and can contribute to an ATAR

VET STUDIES

TECHNOLOGY

HOSPITALITY

Certificate II in Hospitality - Years 1 & 2

What will students learn?

This qualification offers individuals general Hospitality knowledge and a range of food and beverage service skills. The course is well-suited to students that enjoy practical learning. The course focuses on front of house Hospitality skills, such as barista skills, food hygiene, food advice, and financial transactions. Year 2 of this program offers the opportunity to achieve a study score that 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

This is a scored subject and can contribute to an ATAR

VCE-VM STUDIES

VCE- VM (Vocational Major) 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.

YOUR VCE-VM SUBJECT OPTIONS

To complete the VCE-VM, you need to successfully complete at least 16 units.
This needs to include:

- 3 VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 3 other Unit 3 and 4 sequences of your choice
- VET at a Certificate II level or above (180 nominal hours).

You could also spend time learning in a workplace as part of your VET. This is known as Structured Workplace Learning Recognition.

You can add other VCE studies to your VCE-VM program.

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

CORE SUBJECTS

- Literacy
- VCE Mathematics
- Work Related Skills
- Personal Development Skills
- Religious Education
- M.E.R.C.Y.

+

- Structured Workplace Learning (optional)

+

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

- Literacy

MATHEMATICS

- Numeracy

PRACTICAL SKILLS

- VCE-VM Work Related Skills
- VCE-VM Personal Development Skills

Compulsory subject for VCE - Vocational Major students.

VET STUDIES

ENGLISH

LITERACY

What will students learn?

VCE Vocational Major Literacy focuses on the development of the critical knowledge and skills required to be literate in Australia today. Literacy empowers students to understand, interpret and respond to the ways we read, write, speak and listen within different contexts. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, students learn how information can be shown through media texts, multimodal texts, texts used in daily interactions, and workplace and community texts from increasingly complex and unfamiliar settings. Students develop their understanding of audiences, purposes and contexts; including workplace, vocational and community contexts. This understanding helps students develop their own writing and oral communication, so that they become confident in their use of language and their ability to comprehend, respond to and create texts for a variety of settings.

Students will:

- Develop their everyday literacy 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 text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- 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
- 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:

- Digital Literacy Technology
- Workplace specific literacy
- Interpersonal communication
- Leadership and teamwork
- Structured workplace learning
- Critical thinking and problem solving skills
- Employability skills
- Workforce transition

Possible Pathways:

- School based apprenticeships
- Apprenticeship/ Traineeships
- Variety of future pathways
- Industry opportunities
- Further education

MATHEMATICS

NUMERACY

What will students learn?

In Units 1 and 2, students develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts. The units provide students with the fundamental mathematical knowledge, skills and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Units 3 and 4 provide students with a broad range of workplace, personal, further learning, and community settings relevant to contemporary society. The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

YEAR 9-12 PATHWAYS

Suits students interested in:

- Developing numeracy skills
- Practical application of trades

Learn more about the study design

FOUNDATION MATHEMATICS - Unit 1 & 2

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

Learn more about the study design

VCE-VM STUDIES

MATHEMATICS

GENERAL MATHEMATICS - Unit 1 & 2

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

Learn more about the study design

MATHEMATICAL METHODS - Unit 1 & 2

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.

YEAR 9-12 PATHWAYS

Suits students interested in:

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

Learn more about the study design

PRACTICAL SKILLS

VCE-VM WORK RELATED SKILLS

What will students learn?

VCE-VM (Vocational Major) Work Related Skills (WRS) 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; providing young people with the tools they need to succeed in the future. 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 skills
- Employability skills
- Workforce transition

Possible Pathways:

- School based apprenticeships
- Apprenticeship/ Traineeships
- Variety of future pathways
- 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
- Apprenticeship/ Traineeships
- Variety of future pathways
- Industry opportunities
- Further education

VCE STUDY SUMMARIES

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 42.
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.	**Search for Meaning** 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.	**Mercy in Action** 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.	**Mercy beyond the doors of MRC** 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**		

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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	• A personal response to a set text	• Two student-created texts such as: short stories, speeches, essays, podcasts, poetry/songs, feature articles (including a series of blog postings) and memoirs • A description of writing processes	• An analytical response to a set text • A set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features	• An analysis of the use of argument and persuasive language and techniques in text(s) • An oral presentation of a point of view text.	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)**			

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VCE LITERATURE - UNIT 3-4

	Year 12			
	Unit 3		Unit 4	
Areas of Study	**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?	Students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. 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. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.	Students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text. 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.	Students focus on the imaginative techniques used for creating and recreating a literary work. 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. 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.	Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. 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.
Assessment	- A written interpretation of a text, supported by close textual analysis, using a key passage. (20 marks) - An analysis of how textual form influences meaning. (30 marks) Students may: - Compare a dramatised version of a scene or scenes from a text with the original text - Compare a print text with the text's adaptation into another form.	Part A: An initial interpretation of the text's views and values within its historical, social and cultural context. Part B: A written response that ompares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text. (50 marks)	A creative response to a text. (40 marks) 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)	A close analysis of a text, supported by an examination of textual details, based on a selection of passages. (40 marks)
Exam	**End of year exam (worth 50% of marks for Unit 3&4 English)**			

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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 and managing 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 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)**			

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VCE HISTORY - UNIT 1-2

MERCY REGIONAL COLLEGE

	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; • a historical inquiry • an essay • evaluation of historical sources • short-answer questions • extended responses • a multimedia presentation				Students complete at least 4 of the following types of assessment; • a historical inquiry • an essay • evaluation of historical sources • short-answer questions • extended responses • a multimedia presentation				Students complete at least 4 of the following types of assessment; • a historical inquiry • an essay • evaluation of historical sources • short-answer questions • extended responses • a multimedia presentation			
Exam	**Unit 1 Exam**		**Unit 2 Exam**		**Unit 1 Exam**		**Unit 2 Exam**		**Unit 1 Exam**		**Unit 2 Exam**	

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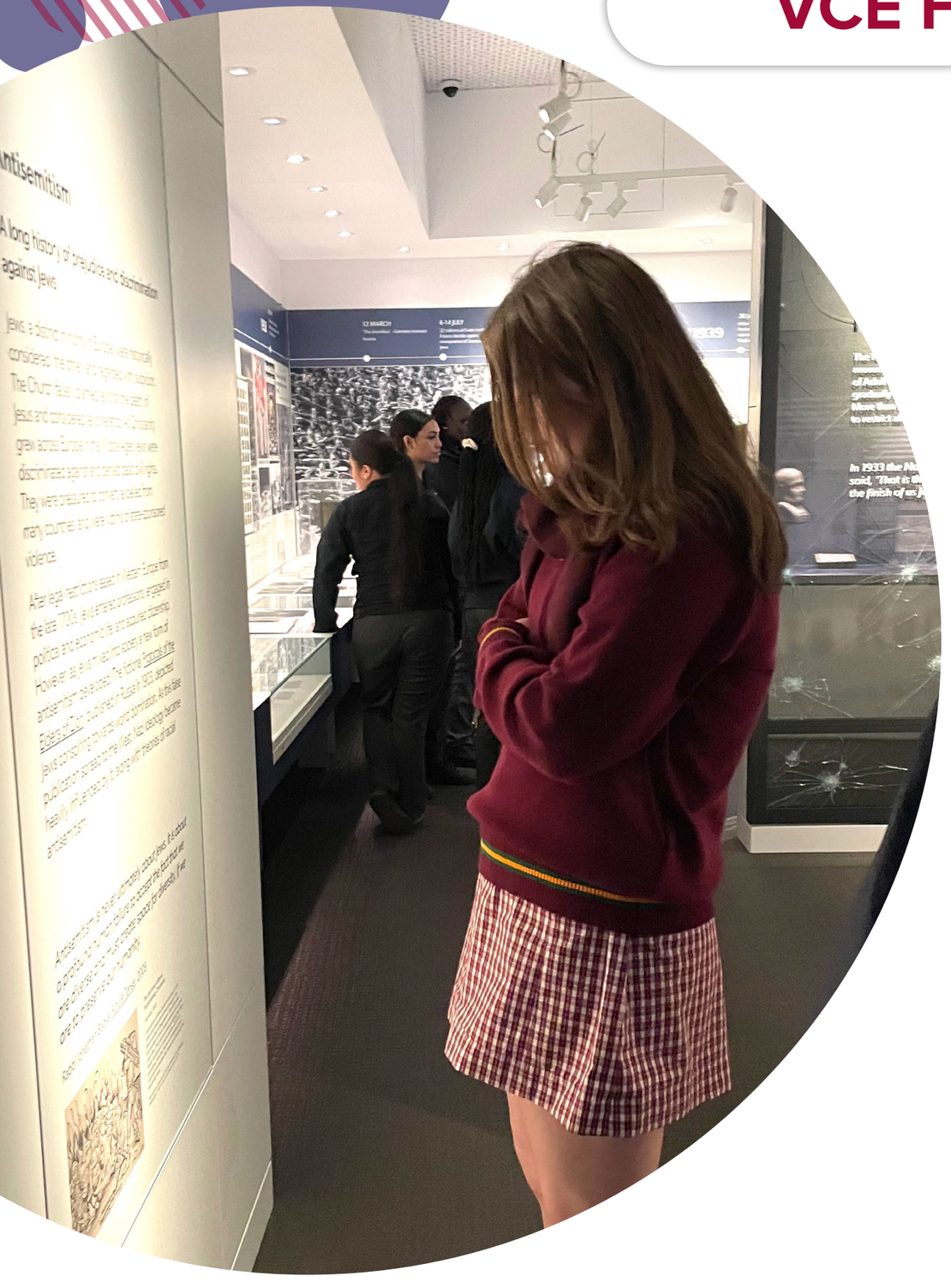
VCE HISTORY: REVOLUTIONS - UNIT 3-4



	Year 12: Revolutions			
	Unit 3: The French Revolution		Unit 4: The Russian Revolution	
Areas of Study	**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?	The French Revolution from 1774 to 4 August 1789 (Accession of Louis XVI to the throne to the night of the 4 August 1789). 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	The French Revolution from 5 August 1789 to 1795 (August Decrees to the dissolution of the Convention Year III). 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.	The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917). 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	The Russian Revolution from 26 October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP). 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.
Assessment	Each of the following four assessment tasks must be completed over Units 3 and 4: • a historical inquiry • evaluation of historical sources • extended responses • an essay			
Exam	**End of year exam (worth 50% of marks for Unit 3&4 Revolutions)**			

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VCE BUSINESS MANAGEMENT - UNIT 1-4

MERCY REGIONAL COLLEGE

	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 (in a nutshell)?	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)**				

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VCE LEGAL STUDIES - UNIT 1-4

MERCY REGIONAL COLLEGE

	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)**			

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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 measu rement 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 • 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. • 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. • 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.								For students to • Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts. • 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. • 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.			
Assessment	• Assignments • Tests • Problem-solving tasks • Mathematical investigations				• Assignments • Tests • Problem-solving tasks • Mathematical investigations				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

MERCY REGIONAL COLLEGE

	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, transformations 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...)	**Outcome 1** Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures **Outcome 2** 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. **Outcome 3** 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.								**Outcome 1** Define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures. **Outcome 2** 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. **Outcome 3** 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	**Outcome 1** Demonstration of achievement of Outcome 1 is based on the student's performance on a selection of the following assessment tasks: • assignments • tests • solutions to sets of worked questions • summary notes or review notes **Outcome 2** Demonstration of achievement of Outcome 2 is based on the student's performance on a selection of the following assessment tasks: • modelling tasks • problem-solving tasks • mathematical investigations **Outcome 3** 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.								**UNIT 3: (24%)** **SAC 1 - contributes 16% to the study score** The application task is to be of 4–6 hours' duration over a period of 1–2 weeks. **SAC 2 - 8%** The Modelling or problem-solving task 1 is to relate to **Recursion and financial modelling.** The modelling or problem-solving task is to be of 2–3 hours' duration over a period of 1 week.		**UNIT 4: (16%)** **SAC 3 - 8%** A modelling or problem-solving task related to **Matrices.** The modelling or problem-solving task is to be of 2–3 hours' duration over a period of 1 week. **SAC 4 - 8%** A modelling or problem-solving task related to **Networks and decision mathematics.** The modelling or problem-solving task is to be of 2–3 hours' duration over a period of 1 week.	
Exam	**Unit 1 Exam** 90 minutes in June Comprised of a multiple-choice, short answer and extended response style questions.				**Unit 2 Exam** 90 minutes in November Comprised of a multiple-choice, short answer and extended response style questions.				**Exam 1** (30%): 90 minutes, multiple-choice questions covering all areas of study **Exam 2** (30%): 90 minutes, short answer, and analysis questions on all area of study			

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VCE MATHEMATICAL METHODS - UNIT 1-4

MERCY REGIONAL COLLEGE

	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, presente 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-differentiatio n 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: • define and explain key concepts from the areas of study and apply a range of related mathematical routines and procedures. • 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. • 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.								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.			

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VCE SPECIALIST MATHEMATICS - UNIT 1-4

MERCY REGIONAL COLLEGE

	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 do I learn about? (in a nutshell)	Introduces the knowledge and skills of the stages in the design process of [illegible]erating ideas, [illegible]eloping [illegible]cepts 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.

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VCE BIOLOGY - UNIT 1-4

MERCY REGIONAL COLLEGE

	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 ?	Structure and functioning of **cells**: including **organelles**; how materials move into and the need for cells to multiply for growth/repair/ replacement; the **cell cycle**, **mitosis** and **stem cells**	**Specialisation** and **organisation** of plant and animal cells into tissues & organs. **Regulation of systems**; water balance, body temperature and blood sugar. **Malfunctions in homeostasis.**	**How to design, conduct and report on a practical investigation** related to Areas of study 1 and/or 2	Production of gametes in sexual reproduction **(meiosis)**; nature of chromosomes, interpret **patterns of inheritance** and predict outcomes of **genetic crosses**.	Advantages and disadvantages of **asexual** and **sexual** reproduction and applications of **reproductive cloning technologies**. Explore the biological importance of genetic diversity and adaptations that enable species to survive.	Explore a contemporary **bioethical issue** relating to the application of **genetic knowledge**, **reproductive science**, **inheritance** or **adaptations** and interdependencies beneficial for survival.	Relationship between nucleic acids and proteins; examine the **biological consequences** of manipulating the DNA molecule and applying **biotechnologies**.	Examine how **biochemical pathways** involve many steps that are controlled by **enzymes**. Investigate factors that affect the rate of cellular reactions and explore applications of biotechnology.	Immune response to pathogens; antigens and how they elicit an **immune response**, the nature of **immunity** and the role of **vaccinations** in providing immunity. How **immunotherapies** can be applied to the treatment of other diseases.	Changes to **genetic material** over time; consequences of changes in allele frequencies; how isolation and divergence are required for speciation. Evidence for major trends in hominin evolution.	**Student-designed scientific investigation.** 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)**				

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VCE CHEMISTRY - UNIT 1-4

MERCY REGIONAL COLLEGE

	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 design and innovation help to optimise chemical processes?		Unit 4: How are carbon-based compounds designed for purpose?		
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 current and future options for supplying energy?**	**AOS 2: How can the rate and yield of chemical reactions be optimised?**	**AOS 1: How are organic compounds categorised and synthesised?**	**AOS 2: How are organic compounds analysed and used?**	**AOS 3: How is scientific inquiry used to investigate the sustainable production of energy and/or materials?**
What will I	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.	Fossil fuels and biofuels, and carbohydrates, proteins and lipids. Energy and stoichiometric calculations for chemical reactions. Sustainable and safe production of energy. Practical techniques, and their design.	Rate and yield of equilibrium and electrolytic reactions. Le Chatelier's principle and Faraday's Laws. Sustainability of different options for producing materials. Practical techniques, their application, and modeling.	The structure, naming, properties and reactions of carbon compounds. Metabolism of food. How compounds can be produced more sustainably. Practical techniques and modeling.	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 chemicals and/or the analysis or synthesis of compounds, inspired by a contemporary chemical challenge or issue.
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 primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.	For students to experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.	For students to analyse the general structures and reactions of major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.	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, and present methodologies, findings and conclusions in a scientific poster, as well as maintaining a logbook throughout the process.
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 an 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 of the following tasks for each AOS: • comparing and evaluating practical activities • analysing and evaluating data • problem-solving a real world context • analysing and evaluating chemical literature. (Each task equates to 50% of Unit 3 SAC mark).		One of the following tasks for each AOS: • comparing and evaluating practical activities • analysing and evaluating data • problem-solving a real world context • analysing and evaluating chemical literature. (Each task equates to 33% of Unit 4 SAC mark).		A structured scientific poster of 600 words or less with accompanying logbook. (This task equates to 33% of Unit 4 SAC mark).
Exam	**Unit 1 Exam**			**Unit 2 Exam**			**End of Year Exam (50% of the marks for Unit 3&4)**				

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VCE PHYSICS - UNIT 1-4

MERCY REGIONAL COLLEGE

	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 physicists explain motion in two dimensions?**	**AOS 2: How do things move without contact?**	**AOS 3: How are fields used in electric generation?**	**AOS 1: How has understanding about the physical world changed?**	**AOS 3: Practical Investigation**
What will I	Investigate **thermodynamic principles** and examine environmental impacts of **Earth's thermal systems** due to human activities.	Analyse **electrical phenomena** and undertake practical investigations of **circuit components**.	Explore the nature of **matter**; consider the origins of **atoms**, **time** and **space** and how **energy** is derived from the nucleus.	Observe **motion** and explore the effects of balanced and unbalanced **forces**. Analyse motion using concepts of **energy**.	The likelihood of **life beyond the Solar** System, methods used to find suitable **habitable planets** and how the search is conducted.	**How to design, conduct and report on a practical investigation** related to Areas of study 1 and/or 2	**Newton's laws of motion** to analyse linear motion, circular motion and projectile motion	Examine the similarities and differences between three fields: **gravitational, electric** and **magnetic**.	Explain how **electricity** is produced and delivered to homes using **models** of **electric**, **magnetic** and **electromagnetic** effects.	Analyse and apply models that explain the nature of **light** and **matter**, and use **special relativity** to explain observations made when objects are moving at speeds approaching the speed of light.	**How to design, conduct and report on an experiment/ practical investigation** 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-operate d 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 use Newton's laws of motion to analyse relative, circular and projectile motion and evaluate the circumstances in which they can be applied. They explore relationships between force, energy and mass.	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 should be able to apply wave and particle concepts to analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.	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 (20%SAC marks)	Analysis and evaluation of stimulus material related to an electrical generation and supply system (20%SAC marks)	A task (teacher's choice of format) where students investigate motion and related energy transformations (20%SAC marks)	A task (teacher's choice of format) where students apply wave concepts to explain behaviour of (20%SAC marks)	Poster from prac investigation (see above) (20%SAC marks)
Exam	**Unit 1 Exam**			**Unit 2 Exam**			**End of Year Exam (50% of marks for Unit 3&4 Physics)**				

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VCE PSYCHOLOGY - UNIT 1-4

MERCY REGIONAL COLLEGE

	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? (in a nutshell)	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 after 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)**			

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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: Concepts of health**	**AOS 2: Youth health and wellbeing**	**AOS 3: Health and nutrition**	**AOS 1: Developmental transitions**	**AOS 2: Youth health literacy**	**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 w?	Influences of age, culture, religion, gender and socioeconomic status have on the health of youth are studied. Measurable indicators of population health and health status in Australia will be explored. There is a focus on youth and variations in inequalities, health status and behaviours at this stage of the lifespan.	Identification of major health inequalities impacting Australia's youth and reflect on the causes. Inquire into how governments and organisations develop and implement youth health programs.	Explore food and nutrition as foundations for good health. Investigate the roles and sources of major nutrients and the use of food selection models and other initiatives to promote healthy eating.	Explore how people develop and change as they move from youth to adulthood. Identify what helps support healthy development in the early stages of life, including before birth and during early childhood. Also look at how health and wellbeing can be passed on and influenced across different generations.	The health system in Australia is explored from the perspective of youth and their rights and responsibilities. Inquire into the equity of access to health services. Examine different entities and the role they play in the health system in Australia.	Explore health and wellbeing, and illness as complex, dynamic and subjective concepts. Develop an understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations in health status between different groups.	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 multiple 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 interpret data to identify key areas for improving youth health and wellbeing and analyse one youth health in detail.	Students should be able to apply nutrition information, food selection models initiatives to evaluate nutritional information.	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 explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.	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)**			

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VCE OUTDOOR & ENVIRONMENTAL STUDIES - UNIT 1-4

MERCY REGIONAL COLLEGE

	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	• Brochure- Codes of Conduct • Structured questions- Planning a trip	• Outdoor Environment poster • Natural systems task • Food webs poster	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)**			

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VCE PHYSICAL EDUCATION - UNIT 1-4

MERCY REGIONAL COLLEGE

	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 sport and exercise		Unit 4: Training to improve performance		
Areas of Study	**AOS 1: How does the musculoskeletal system work to produce movement?**	**AOS 2: What role does the cardiorespiratory system play in movement?**	**AOS 1: How do Physical Activity, sport and exercise contribute to healthy lifestyles?**	**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?**	**AOS 3: Integrated movement experiences.**
What do we learn about (in a nutshell)?	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.	The role of physical activity, sport and exercise in developing and promoting healthy lifestyles across the lifespan. Examine sociocultural factors and opportunities and barriers to participation. Conduct a Functional Movement assessment (FMA).	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	Biomechanical and skill-acquisition principles that can be applied when analysing and improving skill for participation and perfromance.	The various systems and mechanisms associated with the production of energy required for human movement. The role of the cardiovascular, respiratory and muscular systems in supplying oxygen and creating energy. The 3 energy systems and how they work to produce energy.	The foundation of an effective training program. Undertake and collect data from an activity and justify specific physiological requirements of an activity. Relevant factors that affect each of the fitness components and implementation of testing protocols and procedures.	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.	Students reflect on their participation in practical activity and use primary data collected to demonstrate their integration of theory and practice across the units.
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.	Particpate and explain different types of movement experiences. Describe the physical activity and sedentary behaviour guidelines across the lifespan. Justify an appropriate FMA for targeted groups/individuals.	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 data. Participate and describe and develop coaching strategies to enhance participation and performance. Analyse interpret and apply graphical, visual and physical representations of biomechanical principles to improve movement skills.	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.	Students will be required to; reflect on primary data from participation in a practical activity. Use primary data to demonstrate integration of theory and practice and analyse interrelationships between skill acquisition, biomechanics, energy production and training.
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.	Task 1 - Structured Questions.	Task 1 - Laboratory report.	Task 1 - A written report.	Task 1- A case study.T Task 2 - One of the following (case study, data analysis or structured questions)	Task 1 - Extended response.
Exam	**Unit 1 Exam**		**Unit 2 Exam**		**End of Year Exam (50% of the marks for Unit 3&4 Physical Education)**				

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VCE AGRICULTURAL & HORTICULTURAL STUDIES - UNIT 1-4

MERCY REGIONAL COLLEGE

	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 adding 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**					

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VCE FOOD STUDIES - UNIT 1-4

MERCY REGIONAL COLLEGE

	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? (in a nutshell)	Explore the **origins** and **cultural roles** of food, from **early civilisations** 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 I**ndigenous** foods and foods introduced by **immigrants** and the development of **food production industries** in Australia.	Focus on **commercial food production** in Australia, and the **retail** and **food service sectors**. In the practical, creating new food products using design briefs.	Explore food production, focusing on **domestic** and **small-scale food production**. Design and adapt recipes, looking at **dietary requirements** commonly encountered by the food service sector and within families.	Investigate **food appreciation**, **physiology** and **macronutrients**. Investigate **food allergies** and i**ntolerances**. Exploration of **dietary needs** and gut health.	Focus on **patterns of eating in Australia** and the influences on the food we eat, including **social factors**, **emotional** and **psychological factors**. Develop a repertoire of healthy meals suitable for children and families.	Focus on food information, the **development of food knowledge, skills and habits**. Study food fads, trends and diets and the **Australian Dietary Guidelines** and **the Australian Guide to Healthy Eating** and produce foods reflecting these models.	Address debates concerning Australian and global food systems, relating to **issues on the environment, ethics, technologies, food access, food safety,** and **the use of agricultural resources**. 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)**			

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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: CREATIVE PRACTICE - UNIT 1-4

MERCY REGIONAL COLLEGE

	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 do I learn about (in a nutshell)?	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%**					

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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? (in a nutshell)	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.**				

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VET CERTIFICATE II IN ANIMAL CARE

Year 1

Units	ACMGEN201 Work in the animal care industry	ACMGEN309 Provide Basic Animal First Aid	ACMGEN203 Feed and water animals	ACMSPE316 Provide general care of domestic dogs	ACMWHS201 Participate in workplace health and safety processes	BSBCMM211 Apply communication skills
Application	This unit of competency **describes the skills and knowledge required to provide daily care of animals, including the cleaning of animal housing, and grooming or cleaning of animals**. This unit applies to entry level workers in the animal care industry who undertake routine work under supervision.	This unit of competency describes the skills and knowledge required to provide essential first aid for animals. The first aider is not expected to deal with complex cases or incidents, but to provide an initial response where first aid is required. The unit applies to individuals working in the animal care and management industry in a range of small to large facilities who may be required to apply animal first aid. They work under broad direction, typically in a team environment, and are required to take responsibility for their own work, including carrying out assigned tasks, organising processes, solving routine problems and working to schedules.	This unit of competency **describes the skills and knowledge required to prepare, present and distribute food and water for animals according to animal dietary requirements**. This unit applies to entry level workers in the animal care industry who undertake routine work under supervision.	This unit of competency describes the skills and knowledge required to identify dogs and their behavioural and physical needs, and provide daily care requirements. This unit applies to individuals working in the animal care industry where domestic dogs are bred, reared, trained, cared for or housed. This may include animal shelters, pet shops, breeding or boarding kennels, companion animal training or grooming establishments or similar workplaces. This unit applies to individuals who work under broad supervision and provide and communicate solutions to a range of predictable problems. All work must be carried out to comply with workplace procedures according to Commonwealth and state/territory health and safety and animal welfare regulations, legislation and standards that apply to the workplace.	This unit of competency **describes the skills and knowledge required to work safely and participate in work health and safety processes in an animal care environment**. This unit applies to individuals who require knowledge of work, health and safety to carry out their own work under routine supervision.	This unit **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**.
Outcomes	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: • identified a total of 10 common species or breeds covering the following groups: • companion animals • livestock • wildlife/native animals • declared pest animals • documented a brief description, including unique features of an animal, for two species • 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: • set up of animal bedding or housing • cleaning and maintenance of animal housing and/or facility work areas, including the removal of animal waste and soiled bedding materials • feeding and watering animals • enrichment • interacted with and/or handled at least three different animals in a humane manner using low stress techniques • communicated effectively with supervisor and team members using industry-appropriate terminology	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: • identified the animal and hazards, and assessed and minimised risks to self, other people, injured animal and other animals for two separate incidents • provided basic first aid for at least two animals with different first aid needs, including: • approached, secured and handled each animal safely using low stress techniques and following workplace health and safety procedures • updated supervisor or relevant personnel of animal condition • accurately recorded and maintained records for each animal.	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: • 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) • recorded information relating to animal feeding using workplace format	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: • identified the specific characteristics and needs of domestic dogs for three different breeds covering two different life stages selected from puppy, adult, or senior • provided general care for a minimum of two dogs of different breeds or different life stages, including for each: • demonstrated appropriate restraint and safe, low stress handling techniques • evaluated appropriate housing to ensure the welfare of the dogs • prepared and provided food • assisted with health care needs • maintained feed and husbandry records for each dog.	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: • followed workplace instructions to carry out a minimum of three animal care tasks safely, including: • identified hazards, including the transfer of disease from the animal to humans • controlled risks related to own safety • supported others to work safely • reported risks to supervisor • used appropriate personal protective equipment (PPE) • contributed to a minimum of two workplace health and safety activities • identified requirements for a minimum of two types of emergency situations that may occur in an animal care environment	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: • use verbal and non-verbal skills to seek and convey information in face-to-face situations on at least three occasions • draft written documents and confirm that the documents meet organisational requirements on at least three occasions
Assessment	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. Assessment of the skills in this unit of competency must take place under the following conditions: • physical conditions: an animal care workplace • resources, equipment and materials: ○ live animals for the animal care activities specified in the performance evidenc; ○ photos/videos of real animals where access to the range of animal species required for identification in the performance evidence is limited; ○ equipment and resources appropriate to work undertaken in an animal care environment • Specifications: animal care workplace policies and procedures related to tasks specified in the performance evidence • Relationships: supervisor and team members	Assessment of the skills in this unit of competency must take place under the following conditions: • physical conditions: • an animal care workplace or an environment that accurately represents workplace conditions • resources, equipment and materials: • live animals or animal models/replicas specified in the performance evidence – live animals can only be used where first aid is undertaken as part of routine workplace activity and the animal's welfare is not compromised • PPE for handling animals • animal first aid equipment specified in the performance evidence • relationships: • supervisor.	Assessment of the skills in this unit of competency must take place under the following conditions: • physical conditions: an animal care facility or an environment that accurately reflects a real workplace setting • resources, equipment and materials: ○ live animals specified in the performance evidence ○ equipment, tools and resources for feeding and watering tasks specified in the performance evidence • specifications: workplace policies and procedures for feeding and watering animals; animal feeding plans • relationships: supervisor	Assessment of the skills in this unit of competency must take place under the following conditions: • physical conditions: • an animal care workplace or an environment that accurately represents workplace conditions • resources, equipment and materials: • live domestic dogs of different breeds as required in the performance evidence • equipment and resources typically available in an animal care environment, including personal protective equipment • specifications: • organisational policies and procedures, current legislation and relevant codes of practice • relationships: • supervisor.	Assessment of skills must take place under the following conditions: • physical conditions: a workplace or simulated environment that accurately reflects work undertaken in a real workplace setting • resources, equipment and materials: equipment and resources appropriate to work being undertaken in an animal care environment • specifications: relevant organisational policies and procedures and current workplace health and safety legislation and regulations • relationships: supervisor	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: • workplace policies and procedures relating to communication

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* All VET certificates in Year 1 can be offered to Year 10 students.

VET CERTIFICATE II IN ANIMAL CARE

Year 2

Units	ACMGEN202 Complete animal care hygiene routines	ACMGEN204 Assist in health care of animal	ACMSUS201 Participate in environmentally sustainable work practices	ACMVET201 Assist with vet nursing reception duties	ACMVET203 Provide enrichment for animals	ACMSPE317 Provide general care of domestic cats
Application	This unit of competency describes the skills and knowledge required to provide daily care of animals, including the cleaning of animal housing, and grooming or cleaning of animals. This unit applies to entry level workers in the animal care industry who undertake routine work under supervision.	This unit of competency 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.	This unit of competency 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	This unit of competency describes the skills and knowledge required to compile patient (animal) histories including client details, maintain records and consult the veterinarian as required. This unit applies to new entrants to the veterinary industry who carry out basic veterinary reception duties working under supervision of a qualified veterinary nurse or registered veterinarian, in a veterinary practice. Legislative and regulatory requirements apply to the performance of veterinary tasks (or work). These vary according to state/territory jurisdictions and users must check with the relevant regulatory authority before training delivery.	This unit of competency describes the skills and knowledge required to provide enrichment to stimulate, replenish and maintain appropriate behavioural patterns of all animals, including those housed short-term or long-term in an animal care facility. The unit applies to individuals working in the animal care industry where it is necessary to provide enrichment programs for animals. They work under broad direction, typically in a team environment, and are required to take responsibility for their own work, including carrying out assigned tasks, organising processes, solving routine problems and working to schedules.	This unit of competency describes the skills and knowledge required to identify domestic cats and their behavioural and physical needs, and provide daily care requirements. This unit applies to individuals working in the animal care industry where domestic cats are bred, reared, trained, cared for or housed. This may include animal shelters, pet shops, catteries, or grooming establishments or similar workplaces. This unit applies to individuals who work under broad supervision and provide and communicate solutions to a range of predictable problems. All work must be carried out to comply with workplace procedures according to Commonwealth and state/territory health and safety and animal welfare regulations, legislation and standards that apply to the workplace.
Outcomes	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: • completed a total enclosure/housing clean out, including the removal of animal waste, soiled bedding materials and food that is no longer required • completed daily routine cleaning of animal housing and related facilities, including removal of animal waste • washed or brushed animals according to their individual requirements • monitored animals and maintained animal comfort and health during hygiene routines • reported and documented animal care duties, including animal welfare or animal housing issues as required according to workplace procedures	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: • used safe, low stress and humane handling techniques • observed vital signs of animal body functions • assisted in treating the animal • documented the treatment and care • completed post-treatment routines, including cleaning and sanitising the equipment and area used for treating the animals	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: • identified and complied with a range of environment/sustainability legislation and procedural requirements relevant to daily responsibilities • identified and reported on current resource usage measurements and identified inefficiencies and suggested opportunities for improvements • followed organisation information to participate in and support an improved resource efficiency process and reported as required • identified and reported environmental hazards/risks in the workplace and suggested opportunities for improvements	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: ▪ compiled histories for a minimum of two new patients of different species, including: ▪ obtained client details ▪ identified patient according to species, breed and permanent identification features ▪ maintained a minimum of two patient and client records, as directed ▪ handled and restrained two different animals in a safe, humane and calm manner ▪ communicated effectively with the supervisor and with clients, using appropriate industry terminology.	An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: ▪ observe and record animal behaviour ▪ prepare an enrichment program ▪ implement enrichment programs	
Assessment	Assessment of the skills in this unit of competency must take place under the following conditions: • physical conditions: an animal care facility • resources, equipment and materials: ○ live animals specified in the performance evidence ○ equipment, tools and resources for the animal care, cleaning and hygiene tasks specified in the performance evidence • specifications: workplace procedures for cleaning animals, animal care environments and animal housing • relationships: supervisor	Assessment of the skills in this unit of competency must take place under the following conditions: • physical conditions: an animal care facility • resources, equipment and materials: ○ live animals specified in the performance evidence ○ equipment, tools and resources for the animal care health tasks specified in the performance evidence • relationships: supervisor	Assessment of this unit of competency must take place under the following conditions: • physical conditions: skills must be demonstrated in a workplace setting or an environment that accurately represents workplace conditions. • specifications: environmental legislation and regulations	Assessment of skills must take place under the following conditions: ▪ physical conditions: ▪ a workplace or an environment that accurately represents a veterinary clinic ▪ resources, equipment and materials: ▪ a range of real, live animals ▪ equipment and resources typically available in a veterinary practice ▪ specifications: ▪ organisational policies and procedures, current legislation, regulations and relevant codes of practice ▪ relationships (internal and/or external): ▪ interactions with team members ▪ interactions with a registered veterinarian or minimum of Certificate IV qualified veterinary nurse.	Assessment of skills must take place under the following conditions: ▪ physical conditions: ▪ in the workplace or an environment that accurately reflects a veterinary clinic ▪ resources, equipment and materials: ▪ a range of real animals ▪ equipment and resources typically available in a veterinary hospital ▪ specifications: ▪ access to organisational policies and procedures, current legislation, regulations and relevant codes of practice ▪ relationships (internal and/or external): ▪ interactions with a registered veterinarian or minimum of Certificate IV qualified veterinary nurse. Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.	

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VET CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

Year 1 - Unit 1 & 2

Units	BSBWOR301 Organise personal work priorities and development	HLTWHS001 Participate in workplace health and safety	CHCCOM005 Communicate and work in health or community services	CHCDIV001 Work with diverse people	BSBTEC201 Use business software applications	BSBINS302 Organise workplace information	HLTINF006 Apply basic principles and practices of infection prevention and control	CHCCCS010 Maintain a high standard of service	CHCCCS020 Respond effectively to behaviours of concern	HLTAID011 Provide First Aid	CHCCCS002 Assist with movement
Application	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 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 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.	This unit describes the skills and knowledge required to select and use software and organise electronic information and data. The unit applies to those who use a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility.	This unit describes the skills and knowledge required to receive, collect, organise and apply workplace information in the context of an organisation's work processes, record managing and knowledge management systems. The unit applies to those who perform a defined range of skilled operations in various work contexts. They may exercise discretion and judgement using appropriate knowledge of information management to provide technical advice and support to a team.	This unit describes the performance outcomes, skills and knowledge required to apply basic infection prevention and control principles in work settings including implementing standard and transmission-based precautions and responding to risks. This unit applies to individuals working in a range of industry and work setting 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 respond effectively to behaviours of concern of people. Skills are associated with handling difficult incidents rather than managing ongoing behaviour difficulties. The unit applies to workers in any context exposed to difficult and challenging behaviour.	This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies. The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.	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.
Outcomes	Evidence of the ability to: • prepare a work plan according to organisational requirements and work objectives • use business technology to schedule, prioritise and monitor completion of tasks in a work plan • assess and prioritise own work load and deal with contingencies • monitor and assess personal performance against job role requirements by seeking feedback from colleagues and clients • identify personal development needs and access, complete and record skill development and learning.	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures: • contributed to a WHS meeting or inspection in workplace • conducted a workplace risk assessment and recorded the results • consistently applied workplace safety procedures in the day-to-day work activities required by the job role • followed workplace procedures for reporting hazards • followed workplace procedures for a simulated emergency situation.	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has: • demonstrated effective communication skills in 3 different work situations • clarified workplace instructions and negotiated timeframes with 2 colleagues • responded appropriately to 3 different situations where communication constraints were present • completed 2 written or electronic workplace documents to organisation standards	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has: • undertaken a structured process to reflect on own perspectives on diversity • recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations: • selected and used appropriate verbal and non verbal communication • recognised situations where misunderstandings may arise from diversity and formed appropriate responses	The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to: • select and use at least three business software applications on two occasions each. In the course of the above, the candidate must: • select and use technology safely and according to organisational requirements • identify and address faults according to requirements.	The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to: • gather, assess, organise and distribute three pieces of workplace information. In the course of the above, the candidate must: • provide information according to organisational policies and procedures • use business technology to coordinate information • communicate with relevant stakeholders to obtain and check workplace information • monitor, review and modify information organisation processes.	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: • implement precautions for infection prevention and control according to national standards and guidelines on three different occasions, each responding to a different identified infection risk, including: • carrying out hand hygiene procedures as relevant to the infection risk • selecting and using correct Personal Protective Equipment (PPE) • using correct cleaning and waste management procedures • respond to three instances of exposure to infection risk, including: • at least one instance that involves management of exposure to blood or body fluids • documenting and reporting the incident and response • identifying and managing clean and contaminated zones.	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has: • delivered services to 3 different people using appropriate verbal and non-verbal communication styles in a non-discriminatory, supportive and inclusive manner	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has: • effectively dealt with at least 5 different behaviours of concern	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting. There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures: • managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise • managed, in line with ARC guidelines, the unconscious, non-breathing adult, including: • performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor • following the prompts of an automated external defibrillator (AED) to deliver at least one shock • demonstrating a rotation of single rescuer operators with minimal interruptions to compressions • responding appropriately in the event of regurgitation or vomiting • managed, in line with ARC guidelines, the unconscious, non-breathing infant, including: • performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface • managed casualties, with the following: • anaphylaxis • asthma • non-life-threatening bleeding • choking • envenomation, using pressure immobilisation • fractures, dislocations, sprains and strains, using appropriate immobilisation techniques • minor wound cleaning and dressing • nosebleed • shock • responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including: • identifying the casualty's illness or injury through history, signs and symptoms • using personal protective equipment (PPE) as required • providing appropriate first aid treatment • conveying incident details to emergency services or advising casualty on any required post incident action • providing an accurate verbal and written report of the incident • reviewing the incident.	The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has: • provided assistance with moving a person in at least 6 of the following situations: • assisting a person up off the floor • assisting a person to be weighed on chair weighing scales • assisting a person to change position in bed • assisting a person to use crutches or other walking aids • assisting a person or co-worker to use a hoist or mechanical lifter for transfers • moving a person to a seated position • moving a person by wheelchair or trolley • moving a person between wheelchair or trolley and bed • moving a person to a standing position • transfers from wheelchair to shower chair and toilet • assisting a person who is falling
Assessment	Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to: • office equipment and resources • work schedules and performance improvement plans • workplace documentation and resources • case studies and, where possible, real situations • interaction with others.	Skills must be demonstrated: • in the workplace OR • in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge. Assessment must ensure use of: • current workplace policies and procedures for WHS • PPE relevant to the workplace and job role of the worker	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.	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: • workplace equipment and resources • electronic files, information and data • workplace documentation.	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: • organisational policies and procedures relevant to workplace information • examples of information documents found in the workplace.	Skills must be demonstrated in the work setting with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the work setting or may occur only rarely. Assessment must ensure use of suitable facilities, equipment and resources, including: • national standards and guidelines for infection prevention and control and hand hygiene • relevant Commonwealth state or territory legislation and industry frameworks • hand hygiene facilities and equipment • personal protective equipment • waste and waste disposal equipment • areas, equipment and supplies for cleaning • organisational policies and procedures.	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modeling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.	Skills must be demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit: • use of suitable facilities, equipment and resources including organisation policies and procedures in relation to reporting behaviours of concern • modelling of industry operating conditions and contingencies, including scenarios that reflect different behaviours of concern	Each candidate to demonstrate skills in an environment that provides realistic in-depth, scenarios and simulations to assess candidates' skills and knowledge. Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment. Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures. Assessment must ensure access to: • adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures • adrenaline auto-injector training device • AED training devices • workplace first aid kit • placebo bronchodilator and spacer device • different types of wound dressings and bandages • blankets and items to treat for shock • personal protective equipment (PPE) • workplace injury, trauma or illness record, or other applicable workplace or site incident report form. Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace or community environment.	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit: • use of suitable facilities, equipment and resources, including: • individualised plans • equipment relevant to the persons mobility requirements • workplace health and safety manual • infection control manual • manual handling and lifting/no-lift policies of the organisation • equipment manufacturer's instructions • modelling of industry operating conditions, including: • using real people when using equipment • scenarios that reflect standard operating procedures and contingencies relevant to service

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VET CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

Year 2 - Unit 3 & 4				
Units	**CHCPRP005 - Engage with health professionals and the health system**	**CHCCCS009 - Facilitate responsible behaviour**	**HLTAAP001 - Recognise healthy body systems**	**BSBMED301 - Interpret and apply medical terminology appropriately**
Application	This unit describes the skills and knowledge required to work within the health care system and engage effectively with other health professionals, including writing referral reports. This unit applies to individuals working in health or community services who work autonomously with clients in the provision of services.	This unit describes the skills and knowledge required to monitor individuals, respond to behaviours of concern, deal with conflict and support responsibility for behaviour management and change. This unit applies to workers who work directly with people in a range of community service contexts.	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 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.

Outcomes	The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. Includes knowledge of:
	• structure, function and interrelationships of the Australian health care system
	• health care professions and allied health services, how they interrelate and their relationship to specific area of practice
	• scope of own practice and limitations of own role within the health system
	• health system funding and financial structures, and implications for practice and clients
	• public and private systems
	• health fund eligibility
	• current and emerging health industry issues
	• other services to which the practitioner may refer clients
	• referral reports:
	  ○ what information they should include
	  ○ how they should be structured
	  ○ limitations of information and/or recommendations
		The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:
		
		legal and ethical considerations related to addressing behaviours of concern and how these are applied in an organisation and individual practice, including:
		• duty of care
		• individual rights and equality
		• constraint
		• imprisonment
		• abuse
		• types of behaviours of concern, underlying reasons and appropriate ways to respond
		• cultural practices and customs of the service users' population and their impact on behaviour in the particular environment
		• principles of effective communication for conflict management
		• principles of responding to human behaviour relating to violence, aggression and suicide
		• reporting procedures for incidents and accidents
		• specific statutory requirements related to treatment of people with special needs and requiring special support
		• specialist services and referral options
		• critical incident procedures
			The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:
			
			basic structure and functions of the body systems and associated components, including:
			• cells, tissues and organs
			• cardiovascular system
			• respiratory system
			• musculo-skeletal system
			• endocrine system
			• digestive system
			• urinary system
			• reproductive system
			• integumentary system
			• lymphatic system
			• nervous system, including sensory systems – eye and ear
			• the special senses – smell, taste, vision, equilibrium and hearing
			• immune system
			• processes, conditions and resources required by the body to support healthy functioning
			• body regulation including:
			• maintenance of body temperature
			• fluid and electrolyte (including PH) balance
			• elimination of wastes from the body
			• maintenance of blood pressure
			• protection from infection
			• physical activity – active and passive
				To complete the unit requirements safely and effectively, the individual must:
				• outline medical terminology relevant to the practice, including the fundamental word structure used in medical terms
				• outline the relevant policies and procedures
				• identify sources of information available to check on medical terminology.

Assessment	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit: • use of suitable facilities, equipment and resources • modelling of industry operating conditions, including presence of situations that allow interactions with individuals and organisations	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit: • interactions with people with a range of needs • typical workplace reporting processes • links to other services	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit: • use of suitable facilities, equipment and resources, including client health information • modelling of industry operating conditions, including integration of problem solving activities	Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the medical services administration field of work and include access to: • office equipment and resources • examples of documentation • case studies and, where possible, real situations.

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VET CERTIFICATE III IN SPORT, AQUATICS & RECREATION

MERCY REGIONAL COLLEGE

	Year 11 - Unit 1 & 2 *									
Units	**BSBWOR301 - Organise Personal Work Priorities and Development**	**HLTWHS001 - Participate in Workplace Health and Safety**	**SISXCAI003 - Conduct Non-Instructional Sport, Fitness or Recreation Sessions**	**HLTAID003 - Provide First Aid**	**SISXEMR001 - Respond to Emergency Situations**	**ICTWEB201 - Use Social Media Tools For Collaboration and Engagement**	**SISSPAR009 - Participate in Conditioning For Sport**	**SISXCCS001 - Provide Quality Service**	**SISXCAI001 - Provide Equipment For Activities**	**SISXIND006 - Conduct Sport, Fitness or Recreation Events**
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, AQUATICS & RECREATION

Year 2 - Unit 3 & 4

Units	BSBWHS308: Participate in WHS hazard identification, risk assessment and risk control processes	SISSSCO001: Conduct sport coaching sessions with foundation level participants	SISXPLD002: Deliver recreation sessions	SISXPLD004: Facilitate groups
Application	This unit describes the skills and knowledge required to participate in the processes of work health and safety (WHS) hazard identification, risk assessment and risk control. It includes participating in worker consultation and support to contribute to a healthy and safe workplace. The unit applies to those who assist with identifying workplace hazards and assessing and controlling WHS risks as part of their 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.	This unit describes the performance outcomes, skills and knowledge required to prepare for and lead recreational activities of a non-instructional nature according to predesigned session plans which may have been developed by self or others. This unit covers skills to adjust session plans and modify planned activities to suit participant needs. Skills for leading instructional programs are covered in other units for fitness, aquatics, coaching and outdoor recreation. This unit applies to any type of recreation organisation including commercial, not-for-profit, community and government organisations. It applies to activity leaders who work independently using discretion and judgement to manage session logistics and solve routine problems within organisational guidelines. The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.	This unit describes the performance outcomes, skills and knowledge required to facilitate the effective functioning of a group of people participating in a sport, fitness, aquatic or recreation activity. This unit applies to any type of sport, fitness, aquatic or recreation organisation including commercial, not-for-profit, community and government organisations. It applies to individuals working independently with groups in a range of roles including swim teachers, activity leaders and coaches. The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.
Outcomes	The candidate must demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit. This includes knowledge of: • work health and safety (WHS) legislative requirements, regulations, codes of practice and standards relating to: • WHS hazard identification, risk assessment and risk control • WHS hazard communication, consultation and participation • identifying duty holders • recordkeeping • specific hazard identification, risk assessment and control methods • internal and external sources of WHS information and data, and procedures for accessing them • concept of hazards, risks and risk factors • basic principles of incident causation and injury processes WHS organisational policies and procedures relating to identifying hazards, and assessing and controlling risks: • WHS hazards that may be present in the workplace, the harm they can cause and how this harm occurs • types of hazard and risk registers • responding to WHS issues, including risk control options for different hazards and work situations, and suitable risk assessment methods • workplace communication processes for reporting and recording, and plans for sharing information about hazard identification, risk assessment and risk control.	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: • organisational policies and procedures applicable to conducting sport coaching sessions with foundation level participants • tactical and technical fundamentals of a specific sport for foundation level participants • organisational layout of sport-specific activities Sport-specific equipment and resources: • safe set-up and lay-out • safe condition • safe use • safe pack-up Sport-specific safe participation requirements: • obeying the rules • use of protective equipment • hydration • coaching communication styles for foundation level participants: • instruction • demonstration • active listening • open and closed questions • non verbal communication • giving and receiving feedback • tone and level of voice • terminology and language Behaviours expected of an assistant coach: • promoting positive interaction and participation • using acceptable language • arriving on time • using self reflection to identify areas for improvement Methods to: • instruct safe use of equipment and techniques • instruct safe sport techniques • instruct warm-up, skill development and cool-down activities • establish behaviour standards • promote cooperation and good relationships • demonstrate techniques • encourage interaction and participation • give and receive feedback • respond to questions • report problems to supervisor • sport-specific session plan elements • methods for self reflection.	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: • organisational record keeping procedures for session delivery and evaluation • different types of recreational sessions typically offered by the recreation sector and how leadership of activities varies from teaching, training and coaching for skills acquisition: • non-instructional, non-competitive physical activity programs for leisure • games-based activities • after-school and holiday care programs • creative programs • social interaction programs • roles and responsibilities of different activity leaders and support staff Environmental factors that may impact session delivery and how to respond: • noise • indoor venue climate control and ventilation • exposure to uncomfortable or extreme weather conditions outdoors Safety considerations for recreational activity sessions and importance of clear and accurate briefing information: • hazards in outdoor locations, and safety measures used to manage these • risks associated with activity resources and equipment • safety procedures and how participants can signal difficulties • Appropriate spacing for group numbers and activity types Established phases of activity sessions and their underpinning rationale: • introduction and safety briefing • activity • wrap-up Participant considerations for session delivery, and ways of adjusting planned session activities: • age • physical capabilities, injuries and medical conditions • level of experience in the recreation activity • older people including how to meet the physical, emotional and motivational needs • people with disability including how to focus on capabilities and consult to identify needs and preferences for assistance during sessions • demonstration and instruction techniques suitable for leading recreation activities Ways of varying instruction and modifying activities: • to meet the needs different participant characteristics within a group • to cater for individual abilities within a group Communication techniques used for the following, and how they may vary depending on participant profile: • establishing rapport with group • maintaining group cohesion and control • providing clear instructions and demonstrations in a group environment • motivating and encouraging participants of different abilities to keep them engaged and challenged • providing constructive feedback and positive reinforcement Factors to consider in session evaluation: • suitability of physical environment and availability of suitable resources • structure and timing • suitability of activities and resources for session objectives • participant feedback • leader communication.	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: basic principles of group formation and stages of group development: • forming • norming • storming • performing • adjourning • leadership styles, categories and types, appropriate to sport, fitness, aquatic and recreation activity situations Facilitation techniques to assist groups to obtain the best outcomes: • providing clear, unambiguous information • using active listening • answering questions promptly and positively • eliciting ideas and feedback • negotiating solutions to group difficulties and individual differences • key principles of group dynamics • techniques used to manage positive group dynamics and negative interactions that influence the attitudes and behaviours of others Barriers to effective group cohesion and how to respond: • conflict between individual and group goals • personality clashes • poor communication skills • lack of commitment to goals • poorly defined group boundaries, roles and responsibilities Techniques to build group cohesion and collaboration: • defining objectives of sessions and negotiating group goals • defining group boundaries, roles and responsibilities while allowing for group decision making • focusing the group on shared activities • encouraging individuals to assist other group members Encouraging optimum interaction between group members by: • rotating partners and sub-groups for different activities • allocating tasks to group participants and rotating tasks • signs, stages and levels of conflict within groups, and techniques used to resolve at each stage of escalation.
Assessment	Assessment must comply with WHS laws, and WHS legal responsibilities and duty of care required for this unit. It must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities undertaken by individuals carrying out WHS duties in the workplace, and must include access to: • organisational policies, standard operating procedures and plans required for the performance evidence • WHS laws relevant to hazard identification, risk assessment and risk control • relevant WHS data files • opportunities for interaction with others • workplace equipment and resources required to demonstrate the performance evidence. Assessors of this unit must satisfy the assessor requirements in applicable vocational education and training legislation, frameworks and/or standards.	Skills must be demonstrated in: a community based sport environment. This can be a workplace or simulated environment. Assessment must ensure access to: • first aid kit • drinking water • sport-specific rules, regulations and policies • sport-specific facilities, equipment and resources • organisational safety, emergency response and first aid procedures for the specific sport. Assessment must ensure use of: • a sport-specific session plan • a supervisor and foundation level participants to be coached.	Skills must be demonstrated in an environment specific to the type of recreation activity. This can be: • a workplace, or • a simulated industry environment set up for the purposes of skills assessment. The following resources must be available to replicate industry conditions of operation: • first aid equipment • communications equipment for emergency response. • Assessment must ensure use of: • interaction with activity participants; these can be: • participants in an industry workplace, or • individuals who participate in simulated activities used for the purpose of skills assessment • activity-specific resources and equipment • predesigned session plans for activity sessions • template evaluation reports • organisational record keeping procedures for session delivery and evaluation.	Skills must be demonstrated in a sport, fitness, aquatic or recreation environment. This can be: • a workplace, or • a simulated industry environment set up for the purposes of skills assessment. Assessment must ensure the use of: interaction with group participants; these can be: • group participants in an industry workplace, or • group participants who participate in simulated activities used for the purpose of skills assessment

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VET CERTIFICATE II IN BUILDING AND CONSTRUCTION

Year 11 - Unit 1 & 2									
Units	**VU22014: Prepare for work in the construction industry.**	**CPCCOHS2001A: Apply OHS requirements, policies and procedures in the construction industry**	**CPCCCM1012A: Work effectively and sustainably in the construction industry**	**CPCCCM1014A: Conduct workplace communication**	**VU22022: Identify and handle carpentry tools and equipment**	**VU22015: Interpret and apply basic plans and drawings**	**CPCCCM1015A: Carry out measurements and calculations**	**CPCCCM2006: Apply basic levelling procedures**	**VU22016: Erect and safely use working platforms**
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 3Setting out a building site 4Clean 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

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VET CERTIFICATE II IN FURNISHING

Year 1 - Unit 1 & 2 *								
Units	**MSMENV272: Participate in environmentally sustainable work practices**	**MSMPCI103: Demonstrate care and apply safe practices at work**	**MSFFP2002: Develop a career plan for the furnishing industry**	**MSFFP2006: Make simple timber joints**	**MSFFP2005: Join furnishing materials**	**MSFFM2003: Select and apply hardware**	**MSFFP203: Prepare surfaces**	**MSFFP2004: Apply domestic surface coatings**
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.
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
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

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VET CERTIFICATE II IN FURNISHING

Year 2 - Unit 3 & 4

Units	MSFFP2014: Use basic finishing techniques on timber surfaces	MSFFM2013: Use furniture making hand and power tools	MSFFM2019: Assemble furnishing products	MSFFP2020: Undertake a basic furniture making project	MSFGN2001: Make measurements and calculations
Application	This unit describes the skills and knowledge required to perform basic furniture finishing tasks on timber furniture items such as tables, chairs and stools. It includes preparation and hand or spray coating of surfaces using a limited range of tools, equipment and finishing techniques. Learners with his competency have basic skills to support further study or entry-level work in furnishing and furniture making industries. This unit is usually delivered within a pre-employment training program.	This unit describes the skills and knowledge required to select and use hand and power tools to perform common furniture making tasks such as cutting, joining, planning and sanding wood and other materials. It includes tool safety and basic tool sharpening. Workers with this competency complete routine tasks in industries such as cabinet and furniture making and wood machining.	This unit describes the skills and knowledge required to use basic construction skills to assemble furnishing products. Products may be fitted or freestanding pieces of furniture or components made of timber, manufactured board or other material. Workers with this competency complete routine tasks in industries such as cabinet and furniture making.	This unit describes the skills and knowledge required to plan and undertake a project to make a basic item of furniture. Learners with his competency have basic skills to support further study or entry-level work in furnishing and furniture making industries. This unit is usually delivered within a pre-employment training program.	This unit of competency describes the skills and knowledge required to identify the measuring equipment required in work task, and make and record accurate measurements and calculations. It includes identifying and responding to routine and non-routine problems with the process. The unit applies to any individual taking measurements and making calculations as part of their job role.
Outcomes	There must be evidence the candidate has knowledge of: characteristics and safe handling of coating materials commonly used in furniture finishing common types of stains, including: • water stain • pigment oil stain • lacquer-based wiping stain • common types of wood grain fillers, including: • oil-based filler • polyurethane (plastic) filler • water-based filler Common types of finishing materials, including: • oil varnish • marine varnish • lacquer and sanding sealer Common types of lubricating oils, including: • linseed oil • paraffin oil • teak oil Common surface faults and their required repair techniques, including at least 5 of the following: • machine marks • bruising • pencil marks • grease • cross-sanding marks • scratches • glue marks • dirt marks • insect and termite holes • holes • knots • blisters Coating application tools and techniques, including at least 6 of the following: • filler blades • brushes • spray equipment • sandpapers • skinning in • bodying up and spiriting out rubbers • mop brush • blender • swooge and scrapers • personal protective equipment (PPE) required for timber surface finishing • work health and safety requirements.	There must be evidence the candidate has knowledge of: • workplace health and safety procedures • general use, maintenance and safety requirements for hand and power tools used in furniture production • personal protective equipment (PPE) requirements for hand and power tools used in furniture production.	There must be evidence the candidate has knowledge of: Workplace procedures for: • work health and safety Quality assurance: • squareness, alignment and wind • hardware, fittings and attachments • functionality and tolerances • conformity to specifications • reporting of machinery faults and material defects • how to interpret production drawings Components of common furnishing products, including: • cabinets • tables • doors • drawers • frames • shelves • how characteristics of timber and manufactured board affect the assembly process • tools, materials and equipment, including personal protective equipment (PPE), commonly used to assemble furniture and cabinets • types and characteristics of hardware used in furniture and cabinets Storage considerations for assembled items: • avoidance of damage • compatibility of items for storage • environmental conditions.	There must be evidence the candidate has knowledge of: • basic online research techniques and sources of information on furnishing projects, materials and components • furnishing drawing practices • tools and equipment, including personal protective equipment (PPE), commonly used in furniture making • safe work practices and procedures in a furniture making environment, including use of PPE • methods of joining timber and engineered board.	There must be evidence the candidate has knowledge of: purpose for measuring and calculating in workplace context mathematical principles and problem-solving strategies to make basic measurements and calculations uses and limitations of the following measuring equipment: • calculators • calipers • computers • laser or equivalent technology • rulers • squares • tapes measures • weighing scales Workplace procedures and protocols relating to: • handling materials and products while undertaking measurement to minimise damage • recording and reporting outcomes of measurement and calculation • reporting non-routine problems • quality standards • requirements of working with others in a team
Assessment	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit: use of suitable facilities, equipment and resources, including: • job documentation • coating materials, timber components or furnishings requiring finishing, and cleaning materials required for performance evidence • PPE • procedures for work health and safety.	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit: • use of suitable facilities, equipment and resources, including: • hand and power tools required for performance evidence • materials on which tools are used • ancillary holding equipment • PPE • power sources • workplace procedures.	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit: • use of suitable facilities, equipment and resources, including: • furniture products or component parts for assembly • tools, equipment and materials required for performance evidence • PPE • workplace procedures.	Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit: • use of suitable facilities, equipment and resources, including: • tools, equipment and materials, including PPE, required for performance evidence • procedures for work health and safety.	Assessment must occur in the workplace, or in a simulated environment that reflects workplace conditions and contingencies. Access is required to: • project plans and briefs • measuring and calculating equipment specified in the knowledge evidence • recording equipment required to demonstrate the performance evidence • quality standards and enterprise procedures.

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VET CERTIFICATE II IN HOSPITALITY

Year 1 - Unit 1 & 2 *									
Units	**SITXFSA005: Use hygiene practices for food safety.**	**SITXWHS005: Participate in safe work practices.**	**SITHCCC023: Use food preparation equipment.**	**SITHCCC024: Prepare and present simple dishes.**	**SITHIND007: Use hospitality skills effectively**	**SITXCCS011: Interact with customers.**	**SITXCOM007: Show social and cultural sensitivity**	**SITHIND006: Source and use information on hospitality industry.**	**BSBTWK201: Work effectively with others.**
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 provide effective hospitality service to customers during service periods.	This unit describes the performance outcomes, skills and knowledge required to deliver fundamental customer service to both internal and external customers. It requires the ability to greet and serve customers, and respond to a range of basic customer service enquiries, including routine customer problems.	This unit describes the performance outcomes, skills and knowledge required to be socially aware when serving customers and working with colleagues. It requires the ability to communicate with people from a range of social and cultural groups with respect and sensitivity, and to address cross-cultural misunderstandings should they arise.	This unit describes the performance outcomes, skills and knowledge required to source and use current and emerging information on the hospitality industry. This includes industry structure, technology, laws and ethical issues specifically relevant to the hospitality industry. Hospitality personnel integrate this essential knowledge on a daily basis to work effectively in the industry.	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 food Contamination. 4. Prevent cross-contamination by washing hands.	1. Work Safely. 2. Follow procedures for emergency situations. 3. Participate in organisational health, safety and security practices.	1. Select food preparation equipment. 2. Use equipment to prepare food. 3. Clean and maintain food preparation equipment.	1. Prepare for service. 2. Prepare food. 3. Present and store food in a clean work area.	1. Prepare for service. 2. Provide service. 3. Complete organisational tasks. 4. Complete end of shift duties.	1. Greet and serve customers. 2. Work with others to deliver service. 3. Provide feedback on customer service.	1. Communicate with customers and colleagues from diverse backgrounds. 2. Address cross-cultural misunderstandings.	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. Improve workgroup processes 3. Resolve 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

Year 2 - Unit 3 & 4

Units	SITHFAB024: Prepare and serve non-alcoholic beverages	SITHFAB027: Serve food and beverage	SITHFAB036: Provide advice on food	SITXFIN007: Process financial transactions	SITHFAB022: Clean and tidy bar areas
Application	This unit describes the performance outcomes, skills and knowledge required to prepare and serve a range of teas, non-espresso coffees and other non-alcoholic beverages. It requires the ability to select ingredients and equipment and to use a range of methods to make and present drinks. It does not include making espresso coffee beverages, which is covered in SITHFAB025 Prepare and serve espresso coffee. This unit applies to any hospitality organisation that serves coffee, tea and other non-alcoholic beverages, including cafes, restaurants, bars, clubs, and function and event venues. The unit applies to kitchen staff and operational food and beverage attendants who work with very little independence and under the guidance of others.	This unit describes the performance outcomes, skills and knowledge required to serve food and beverages to customers in a casual dining setting. It covers the fundamental technical skills required to prepare the outlet for the service period, interact with customers to take orders, serve and clear food and beverage, and complete end of service tasks. Higher order service techniques required by senior food and beverage attendants are covered by the unit SITHFAB034 Provide table service of food and beverage. This unit applies to hospitality organisations that operate food and beverage outlets, including hotels, clubs, cafes and coffee shops. Beverages may include alcohol but as many casual dining settings do not serve alcohol it is not a requirement of this unit. The unit applies to operational food and beverage attendants who work with very little independence and under close supervision.	This unit describes the performance outcomes, skills and knowledge required to provide accurate information and advice on different menu options. It requires the ability to evaluate organisational menu items, provide advice to customers on their menu selection, contribute to menu design, and continuously extend personal product knowledge of food and cuisines. The unit applies to hospitality organisations that serve food, including hotels, restaurants, cafes, wineries, fine food outlets and clubs. It applies to food and beverage attendants who operate with some level of independence and under limited supervision to provide advice to others about menu selection.	This unit describes the performance outcomes, skills and knowledge required to accept and process payments for products and services, and reconcile takings at the end of the service period or day. The unit applies to all tourism, travel, hospitality and event sectors. This unit mainly applies to frontline sales and operations personnel who operate with some level of independence and under limited supervision. It does, however, describe a fundamental operational function and those people who work with very little independence under close supervision would also use this skill.	This unit describes the performance outcomes, skills and knowledge required to clean bars and public areas, clear and clean glasses, and safely dispose of waste. The unit applies to any hospitality organisation that operates a bar, including hotels, restaurants, clubs, cafes and wineries. It applies to people who work with very little independence and under close supervision, including those commonly known as 'bar usefuls'. The unit can also apply to bar attendants.
Outcomes	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: major types and characteristics of non-alcoholic beverages specified in performance evidence culinary terms for and characteristics of ingredients commonly used to produce non-alcoholic beverages specified in the performance evidence Preparation methods for non-alcoholic beverages: • blending • brewing • juicing • mixing • plunging • shaking Organisational procedures for beverages specified in the performance evidence in relation to: • glassware and service-ware used for presentation • garnishes and accompaniments used to enhance beverages • options to meet specific customer preferences relating to: • brand of beverage or ingredient • dietary requirements • garnishes • glassware • ice • mixers • strength • temperature • safe operational practices using essential functions and features of equipment used to produce the non-alcoholic beverages specified in the performance evidence • dangers of inert gases used in post-mix dispensing systems and the measures required to ensure worker and customer safety.	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: Specific organisation food and beverage features: • workflow structure for food and beverage service • electronic and non-electronic ordering systems and procedures • workflow between kitchen and front of house areas • service procedures • set-up procedures • end of shift procedures for: • clearing, cleaning and dismantling furniture • cleaning equipment • participating in debriefing sessions and quality service reviews • placing equipment and furniture in allocated storage areas • preparing for next service period Common styles of food and beverage service: • bar • bistro • café • counter • espresso coffee bar • plate service • table Techniques for: • carrying and placing plates containing meals • clearing and carrying multiple used plates and other service-ware • key features of food and beverage items on the menu Common organisational procedures used when processing accounts: • cash • credit card • room charge • electronic systems • correct and environmentally sound disposal methods for food and beverage waste.	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: Major food types and their characteristics: • appetisers • cheeses • fruits and vegetables • meat, fish and seafood • salads • sauces and accompaniments • soups • sweets and desserts Information relating to the above major food types: • ingredients • major suppliers • methods of preparation, cooking and production • origins and cultural background and issues • presentation styles • service styles • suitability for different customers • typical or suitable accompaniments and garnishes Past, current and emerging trends in the Australian food industry: • contemporary eating habits • cultural and ethnic influences • media influence • seasonal and popular influences Current information on: • food and beverage festivals Organisation: • menus and specials • promotional activities • trends • typical foods and wines of the local area Meaning of: • drug-food interactions • food allergy • food intolerance • genetically modified foods Organisational activities for which knowledge of major food types is required: • conducting product tastings • providing product advice and selling food to customers • selecting or assisting with selection of products from suppliers • writing or providing input into menus Groups that have specific dietary requirements to be considered: • infants, children and adolescents • older people • people from specific cultural or religious groups • people with particular nutritional requirements Business considerations in the provision of information and advice on food: • current stock • profitability requirements • responsible service of alcohol • formal and informal research methods to extend and update knowledge • key health and legal consequences of failing to address special dietary requirements • primary components of Australian Dietary Guidelines including those for children, adolescents and older Australians.	To Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: • types of financial transactions that commonly take place in tourism, travel, hospitality and event organisations • payments • deposits • refunds • split billing • vouchers Methods for accepting payments: • cash • electronic Procedures for processing and recording different types of transactions: • complying with financial institution documents and procedures Process for taking payment and providing receipts and invoices to customers: • electronic • cash • handling customer claims of short change • securing credit card authorisations • managing petty cash • features and functions of point-of-sale software Role and importance of the reconciliation process to organisational financial management system: • processes for completing reconciliation records • designated times for completing reconciliations • security procedures for securing cash floats, cash and other payments: • how and where large sums of cash should be counted • maintaining low levels of cash in tills • obtaining receipts or sign-off for takings handed over to financial personnel • separating and securing cash floats • transporting takings to back-office areas and internal cashiers • transporting takings to the bank and obtaining receipts or sign-off • securing takings in the event of a hold-up • products and services that attract GST.	Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit: types of cleaning agents and chemicals for bar areas and equipment: • automatic dishwasher liquids, powders or tablets • bleach • cleaning agents for specialised surfaces • deodorisers • dishwashing liquids • disinfectants • floor cleaners • glass cleaners • pesticides • stainless steel cleaners and polishes • window cleaners Common commercial bar equipment: • beer, wine and post-mix service points • blenders • cash register and related equipment • coffee machines • dishwashers • food containers for garnishes and chips • glass washers • glassware • ice machines • refrigeration equipment • service counters • utensils Safe practices for using and storing hazardous substances: • chemicals • cleaning agents Appropriate disposal methods for recyclables: • glass bottles and jars • plastics • paper and cardboard • content of safety data sheets (SDS) for cleaning agents and chemicals and of workplace documents or diagrams that interpret the content of those SDS Cleaning sanitising and disinfecting methods for: • bar floors, shelves and walls • bar equipment, service-ware and utensils Correct use of the following personal protective equipment when cleaning the areas and equipment specified in the performance evidence: • face masks • gloves • goggles • rubber aprons Safe manual handling techniques for cleaning bar and public areas: • bending • lifting • carrying heavy equipment • potential dangers associated with inert gases used in beverage dispensing systems, and their impact on staff members and customers • appropriate signage to be used for areas of restricted access Environmentally sound methods for using cleaning agents, chemicals, water and energy when cleaning bar surfaces, public areas and equipment: • their impact on the environment, and minimal impact practices to reduce their use Disposal methods for the following bar waste: • general bar waste • hazardous substances • recyclable glass, plastic bottles and containers • safe operational practices using essential functions and features of equipment used to clean bars, public areas and equipment.
Assessment	Skills must be demonstrated in an operational food and beverage outlet. This can be: • an industry workplace; or • a simulated industry environment set up for the purposes of assessment. • Assessment must ensure access to: • fixtures and large and small equipment: • refrigerator • blender • juicer • milkshake machine • standard range of glassware and service-ware for the service of non-alcoholic beverages specified in the performance evidence • equipment used to prepare non-alcoholic beverages • stock: • condiments, garnishes and accompaniments • ice • commercial range of non-alcoholic beverages • cleaning materials and equipment • organisational specifications: • equipment manufacturer instructions • beverage menus • standard recipes for non-alcoholic beverages • price lists • retail promotional materials • individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation	Skills must be demonstrated in an operational food and beverage outlet. This can be: • an industry workplace; or • a simulated industry environment set up for the purposes of assessment. Assessment must ensure access to: • fixtures and large and small equipment • ordering system • minimum of 15 chairs • minimum of five tables • point-of-sale system • restaurant service desk • docket books • food service-ware • glassware for beverages • linen or table dressing • service trays, platters and lids • service utensils • tea and coffee service-ware Stock: • freshly prepared meals to be served • wide commercial range of beverages • cleaning materials and equipment • organisational specifications: • equipment manufacturer instructions • commercial food and beverage menus currently used by the hospitality industry • promotional materials • wine baskets • wine lists Kitchen staff with whom the individual can interact and an industry-realistic ratio of service staff to customers. These can be: kitchen staff and customers in an industry workplace during the assessment process; or individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation	Skills must be demonstrated in an operational restaurant or food and beverage outlet. This can be: • an industry workplace; or • a simulated industry environment set up for the purposes of assessment. Assessment must ensure access to: • Australian Dietary Guidelines • organisational specifications: • current food information in recipes and menus • information databases and computerised information sources Kitchen staff with whom the individual can interact and an industry-realistic ratio of service staff to customers. These can be: • kitchen staff and customers in an industry workplace during the assessment process; or • individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.	Skills must be demonstrated in an operational business environment. This can be: • an industry workplace; or • a simulated industry environment set up for the purposes of assessment. Assessment must ensure access to: • point-of-sale equipment and software currently used to process and reconcile financial transactions • current commercial procedures and documentation for the processing of financial transactions • cash and other forms of payment customers from whom the individual can take payments and with whom they can interact. These can be: • customers in an industry workplace who are assisted by the individual during the assessment process; or • individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.	Skills must be demonstrated in an operational commercial bar. This can be: • an industry workplace; or • a simulated industry environment, such as a training bar, café or restaurant serving customers. Assessment must ensure access to: • fixtures and large and small equipment • bar service area • small equipment and utensils • signage used for areas of restricted access • cleaning materials and equipment to clean bars, public areas and equipment • personal protective equipment • separate hand basin and antiseptic liquid soap dispenser for hand washing Organisational specifications: • standards of presentation for the premises • cleaning schedules • equipment manufacturer instructions • SDS for cleaning agents and chemicals or plain English workplace documents or diagrams that interpret the content of SDS.

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