

# MERCY COLLEGE

YEAR 12

CURRICULUM HANDBOOK

2019





**MERCY COLLEGE**  
760 Sydney Road  
COBURG NORTH VIC 3058

T: + 61 3 9319 9299  
F: + 61 3 9354 9232

**ABN** 48 146 301 765

CRICOS No. 02227J

# From the Principal

## Ms Lila McInerney

Mercy College is committed to providing pathways that allow our students a comprehensive range of studies within the Victorian Certificate of Education (VCE), Vocational Educational and Training (VET) and Victorian Certificate of Applied Learning (VCAL). This provides them with a broad range of pathway options, allowing a wide engagement with the Victorian Curriculum. At Mercy College we aim to provide opportunities for every student to achieve success through the core subjects, as well as exploring personal strengths through the diverse curriculum opportunities.

Senior studies at Mercy College provide the flexibility to cater for a variety of student interests and career pathways. Students may choose to complete only VCE units, VCE units combined with VET modules, or VCAL. They can also include University studies (called Extension Studies) within their VCE program.

In Years 11 and 12, students have the flexibility to study a course that suits their own interests and needs. Our emphasis is on students being able to access subjects that best suit their needs and abilities.

Before selecting a program for Years 12, students are urged to carefully read the requirements to satisfactorily complete their studies and assessment procedures.

Understanding all the choices on offer, the subject selection process and the satisfactory completion requirements are all vital in putting together an appropriate program. It is important for students to reflect seriously about their abilities and aspirations.

Subject Teachers, Homeroom Teachers and Level Leaders are available to clarify the choices available and advise students. It is important to make use of the experience and advice of these people.

Career and Pathways Co-ordinators have a wealth of experience to share and should be consulted by students and their families for further advice and assistance. They are able to answer any questions about future career and pathways options.

The Year 12 Curriculum Handbook enables students and their families to make informed decisions about the appropriate senior program for their final years at the College.

Further to the programs contained within this handbook, the College has an extensive co-curricular program in which we encourage students to be involved. Our Co-curricular programs include the Arts, Sport, Social Justice and many more activities.

We look forward to working with you as together we prepare our students to realise their potential and maximise the achievement of future pathway goals.

I wish each of our students every success in their learning journey and assure you that as a College young people are embraced and celebrated for their worth and 'who they are'.

***"Effort is one of those things that gives meaning to life. Effort means you care about something, that something is important to you and you are willing to work for it. "***

***Carol Dweck***

# Table of Contents

Glossary of Terms.....	5	Food Studies.....	29
Which Program is Best for Me? .....	6	Health and Human Development .....	31
VCE/VCAL Unit Sequences for Year 12 2019 .....	7	History – Revolutions .....	33
Drafting a Program.....	8	Legal Studies .....	34
Victorian Certificate of Education.....	9	Literature.....	35
Summary of VCE Units Offered for 2019.....	12	Languages – Italian.....	36
Which Maths Should I Do? .....	13	Further Mathematics.....	37
VCE Baccalaureate .....	13	Mathematical Methods.....	38
Sample Year 12 VCE Selection Grid .....	14	Specialist Mathematics .....	39
Victorian Certificate of Applied Learning (VCAL).....	15	Physics .....	40
VCAL Graduation Requirements.....	15	Product Design and Technology .....	42
Sample VCAL Selection Grid.....	16	Psychology .....	43
Vocational Education and Training (VET).....	17	Studio Arts.....	44
Sample VET Selection Grid .....	18	Visual Communication Design .....	45
My Senior Studies Pathway – Year 12 2019.....	20	VCAL .....	46
Religion and Society: Unit 2 .....	21	VCAL Numeracy .....	48
English .....	22	VET for VCE / VCAL .....	49
English as an Additional Language (EAL) .....	23	VET Courses Offered.....	50
Accounting .....	24	VET Certificate II Active Volunteering (VCAL students only) .....	51
Biology.....	25	Extension Studies.....	52
Business Management .....	26		
Chemistry .....	27		
Drama.....	28		

# Glossary of Terms

<b>Area of Study</b>	Topics identified by the study design to be covered in each Unit. Each Area of Study has an outcome which must be met in order to satisfactorily complete the Unit. Each Area of Study will outline the key knowledge and key skills for that topic.
<b>Australian Tertiary Admission Rank (ATAR)</b>	The overall ranking on a scale of zero to 99.95 that a student receives based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
<b>General Achievement Test (GAT)</b>	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in a VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.
<b>Graded Assessment</b>	All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.
<b>Outcomes</b>	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit. Each Area of Study for each Unit will have an Outcome.
<b>Study Design (VCE)</b>	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs. These can be found on the VCAA website.
<b>Study Score</b>	A score from 0 to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.
<b>Units (VCE)</b>	The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, Units 1,2,3,4.
<b>Units (VCAL)</b>	VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.
<b>Victorian Certificate of Applied Learning (VCAL)</b>	An accredited senior secondary school qualification undertaken by students in Years 11 and 12.
<b>VCAL or VCE Certificate</b>	The certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE.
<b>VCAL Learning Program</b>	A program of accredited curriculum that leads to the award of a VCAL Certificate.
<b>Victorian Certificate of Education (VCE)</b>	An accredited senior secondary school qualification.
<b>Vocational Educational and Training (VET)</b>	Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.
<b>VCE VET</b>	VET certificates developed into full programs of study within the VCE and contributing to a satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.
<b>Victorian Tertiary Admissions Centre (VTAC)</b>	VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR)

# Which Program is Best for Me?

Before choosing a course, students need to carefully think about a number of issues that will affect the studies they choose:

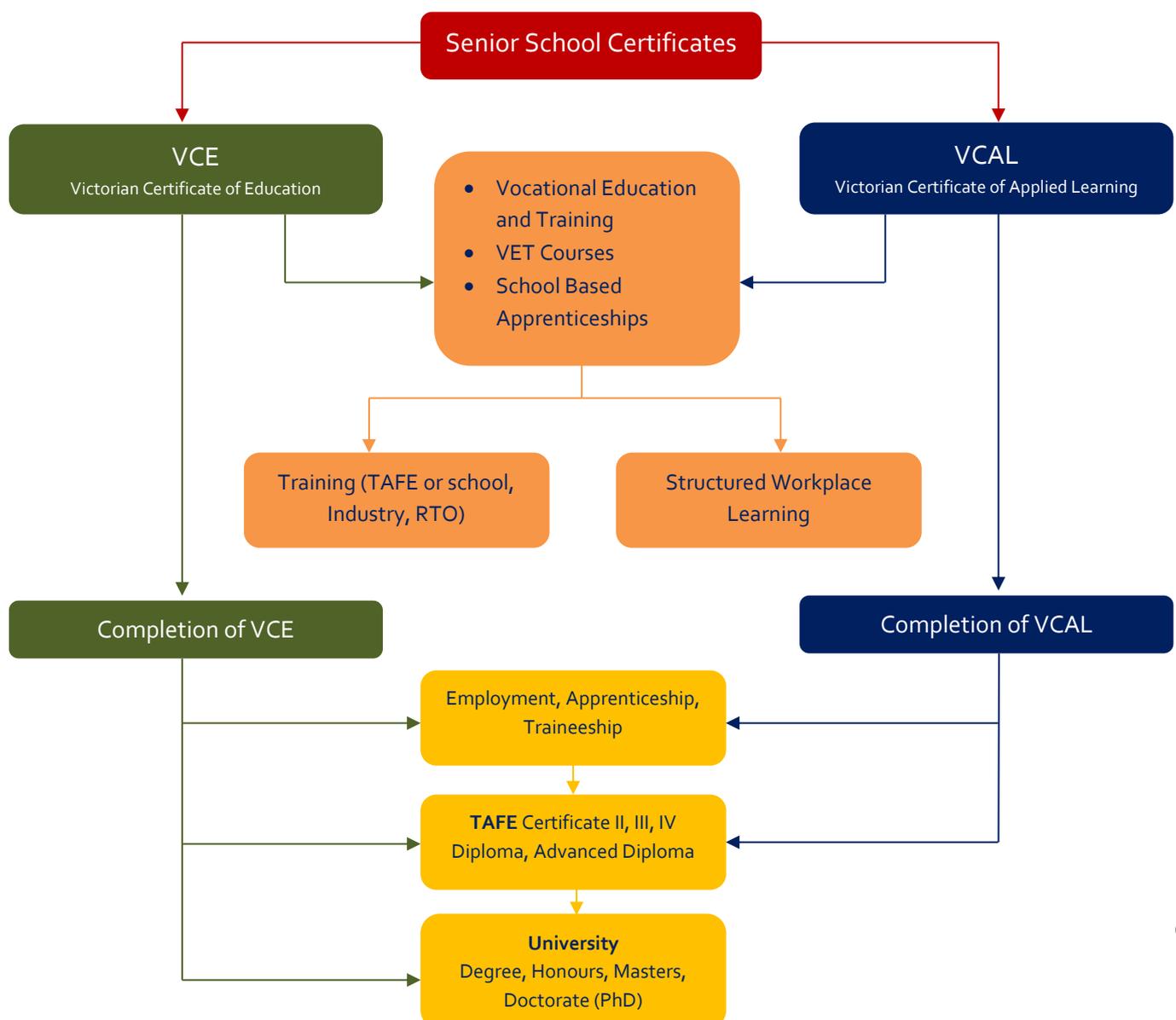
- What subjects am I good at?
- What subjects do I enjoy?
- What are my career interests?
- Do I want or need to do a tertiary course?
- What tertiary course am I interested in?
- What prerequisites do I need to enrol in this course?
- What subjects are done in the first year of this course?
- Would I be best to get some background in these in Years 11 and 12?
- What are the abilities and skills required in the subjects I may choose?
- Do I want to enter the workforce soon?
- What skills do I need? What units does Mercy College offer?

- What are the requirements to complete my VCE/VCAL?
- Should I consider a VET course?

Once students have identified career interests and have a realistic idea of abilities, each student needs to make up a program which meets with study requirements. Students choose whether they want to work towards VCE or VCAL.

The Victorian Certificate of Education (VCE)	The Victorian Certificate of Applied Learning (VCAL)
<ul style="list-style-type: none"> <li>• VCE Units</li> <li>• Vocational Educational Training (VET) Units</li> <li>• University Extension Studies</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Units</li> <li>• VET school-based and external</li> <li>• Work Placement</li> </ul>

## Learning Pathways



# VCE/VCAL Unit Sequences for Year 12 2019

The table below outlines the VCE/VCAL subjects and unit sequences available for selection.

All subjects are Units 1 – 4 sequences, except where noted with an\*.

UNITS	KEY LEARNING AREA
* Religion and Society Unit 2	Religious Education
English	English
Accounting	Humanities
Biology	Science
Business Management	Humanities
Chemistry	Science
Product Design and Technology	Technology
Drama	The Arts
Food Studies	Technology
Health and Human Development	Health and Physical Education
* History Revolutions Units 3 and 4	Humanities
Legal Studies	Humanities
Literature	English
Languages: Italian	Languages
Mathematical Methods	Mathematics
Specialist Mathematics	Mathematics
* Further Mathematics Units 3 and 4	Mathematics
Media	The Arts
Physics	Science
Physical Education	Health and Physical Education
Psychology	Science
Studio Arts	The Arts
Visual Communication Design	The Arts
<b>VOCATIONAL EDUCATION and TRAINING (VET)</b>	
VET Allied Health	VET
VET Active Volunteering	VCAL
VET Hospitality	VET
<b>VCAL</b>	
<b>VET COURSES:</b> Children's Services, Hair and Beauty, Fitness/Outdoor Recreation, Hospitality and Textiles Design and Development (VCAL students have the option to complete an external VET subject where they attend the TAFE for a whole day) These are some of the options but the VCAL students' area of interest opens possibilities of further options.	
<b>EXTENSION STUDIES</b>	
<b>ACU UNI STEP-UP:</b> Faculty of Health Sciences: School of Nursing, Midwifery and Paramedicine Faculty of Education and Arts	

# Drafting a Program

Drafting a senior pathway program requires students to consider a number of key points:

1. Consider whether to choose to do VCE, VCE with a VET option or VCAL in conjunction with a VET program (with a holiday work placement each year).
2. Consult with Careers Teachers, Heads of Learning, Year Level Leaders, Subject Teachers and Homeroom Teachers to assist with final selection of subjects for the two years of senior studies.
3. Draft preliminary subject selections on the templates provided in this booklet. This needs to be checked by Students, Parent/Guardians and Homeroom Teachers **prior** to completing online subject selections.
4. Consider whether to include a university extension unit. If students choose to undertake a university extension unit, an application form must be submitted prior to online course selections to the Director of Learning and Teaching. This application form can be found at the back of this book.
5. When considering Mathematics subject choices it is recommended that students consider the mathematics pathways suggested by the student's current Mathematics Teacher.



There are a number of different learning pathways available to students. The Victorian Certificate of Education (VCE) is only one pathway – not the only pathway.

# Victorian Certificate of Education

VCE is one way for students to complete their senior studies over two years. It provides a pathway to further study at university or TAFE and to the world of work.

At Mercy College it is compulsory to study English and Religious Education at both Year 11 and Year 12. The usual total of 24 VCE Units over two years is then filled with elective choices. Mercy College offers the following VCE units in three broad categories.

## Arts/Humanities

Accounting  
 Business Management  
 Drama  
 English  
 Health and Human Development  
 History – 20<sup>th</sup> Century  
 History – Revolutions  
 Legal Studies  
 Literature  
 Languages - Italian  
 Media  
 Physical Education  
 Studio Arts  
 Texts and Traditions  
 Visual Communication Design

## Mathematics/Science/Technology

Biology  
 Chemistry  
 Product Design and Technology  
 Food Studies  
 General Mathematics (Further)  
 Mathematical Methods  
 Specialist Mathematics  
 Further Mathematics  
 Physics  
 Psychology

## Choice of RE Units

At Year 11:  
 Texts and Traditions Unit 1  
 Texts and Traditions Units 3 and 4

At Year 12:  
 Religion and Society Unit 2

Mercy College is a Catholic school and therefore it is required that all students complete units in Religious Education.

A VCE program at Mercy College is made up of Units which are studied for a semester.

Year 11	Year 12
<ul style="list-style-type: none"> <li>Year 11 students study Units 1 and 2</li> <li>Must study Unit 1 Texts and Traditions</li> <li>Must study Units 1 and 2 English</li> <li>Undertake five other Units each semester of Unit 1 (Semester 1) and Unit 2 (Semester 2)</li> <li>May include a Unit 3 and 4 sequence or VET study</li> </ul>	<ul style="list-style-type: none"> <li>Year 12 students study Units 3 and 4</li> <li>Must study Unit 2 Religion and Society</li> <li>Must study Units 3 and 4 English/EAL</li> <li>Undertake four other Units each semester of Unit 3 (Semester 1) and Unit 4 (Semester 2)</li> <li>May include extension studies or VET study</li> </ul>

## VCE Assessment

<b>Satisfactory completion of a Unit</b>	Each Unit has a set number of Outcomes that must be achieved in order to satisfactorily complete the Unit. The required skills and knowledge of each Outcome need to be demonstrated for satisfactory completion of the Unit.
<b>Units 1 and 2</b>	School based assessment tasks appear on school reports but are not part of the official statement of results provided by VCAA. These tasks may, however, result in a non-satisfactory completion of a Unit which will be reported on the official statement of results.
<b>Units 3 and 4</b>	Results are based on: <ul style="list-style-type: none"> <li>School Assessed Coursework (SACs): set and marked by the school</li> <li>School Assessed Tasks (SATs): set and marked by the school. These do not apply to all subjects.</li> <li>End-of-year examination: externally set and marked</li> </ul>

# Attendance

Mercy College has its own study requirements, which are consistent with Victorian Curriculum Assessment and Authority (VCAA) requirements. Attendance requirements are determined by VCAA. If student attendance falls below 80% of scheduled classes, a student will usually not have been exposed to enough classroom teaching for satisfactory completion of a unit of study. Special consideration is given in cases such as serious illness or bereavement.

## What is the GAT?

The General Achievement Test (GAT) is a test of general knowledge and skills in written Communication, Mathematics, Science and Technology, Humanities, The Arts and Social Sciences. Each of these broad areas represent a body of general knowledge and skills that students are likely to have built up through their school years.

Students will already have done preparation for the GAT in past study of subjects like English, Mathematics, Science and History, where they have developed general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested.

All students enrolled in one or more VCE or VCE/VET/VCAL Unit 3 and 4 sequence must sit the GAT. Achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high on their school assessments and examinations.

Clearly, some GAT questions relate more closely to achievement in particular studies. The VCAA takes this into account when it calculates students' expected achievements in each study for each school.

### Why the GAT matters

Since no special study is required for the GAT, because it does not come from any particular subject area, and because it does not count directly to any study score, it is easy to dismiss the importance of the test.

It is, however, important to take the GAT seriously and to do as well as possible in all sections. There are three important reasons why:

1. VCAA ensures that coursework assessments are comparable across the state. GAT scores and exam scores can be used in this 'statistical moderation' process. A low GAT score can mean classwork scores are moderated downwards.
2. The GAT is used to check the assessment of School Assessed Tasks (SATs) in most Arts and Technology subjects. If SAT scores are significantly higher or lower than GAT scores, VCAA will review the school assessments.

3. GAT scores are used in the calculation of Derived Examination Scores (which are developed when a student is affected by illness, accident or personal trauma at exam time)

## How are Results Reported?

If students are taking Units 1 and 2 only, they will receive a Statement of Results through their school. If students are taking Units 3 and 4, the Statement of Results will be mailed to the student by VCAA in December.

The Statement of Results will indicate whether or not the student gained an 'S' (Satisfactory) or 'N' (Not Satisfactory) for every unit they are enrolled in – Units 1, 2, 3 and 4. Student assessments for School-assessed Coursework, School-assessed Tasks and the examinations will be reported as a grade from A+ to E or UG (Ungraded, meaning that the score was too low to be assigned a grade). NA (Not Assessed) indicates the Graded Assessment was not undertaken or submitted.

If a student achieves two or more graded assessments and receives 'S' for both Units 3 and 4 in a study, they will receive a study score. The study score is calculated on a scale of 0-50 and is a measure of how well they performed in relation to all others who took the study. For studies with large enrolments (1000 or greater), the following figures show the approximate proportion of students who achieve a Study Score higher than the stated values.

Study Score					
45	40	35	30	25	20
Proportion of students above this position (approx.)					
2%	9%	26%	53%	78%	93%

For studies with fewer enrolments, the proportions may vary slightly. Study Scores lower than 20 are reported as <20.

## VCE Graduation Requirements

In order to graduate with their VCE, the VCAA requires that a student must satisfactorily complete a total of no fewer than 16 units. These units must include:

- Three units from the English Group (English/English as an Additional Language Units 1 to 4) and must include Units 3 and 4.
- Three sequences of Units 3 and 4 studies other than English. These can be other VCE studies and/or VCE/VET programs.

# Australian Tertiary Admission Rank (ATAR)

The VCAA calculates a study score from the three graded assessments in each Unit 3 and 4 study. The maximum score for each study is 50.

The Victorian Tertiary Admissions Centre (VTAC) uses the study scores to calculate your Australian Tertiary Admission Rank, or ATAR. This rank replaces the ENTER, which was in use in 2009. VCE/VET programs and Extension Studies (VTAC refers to them as Enhancement Studies) can also be used to calculate a student's ATAR.

The ATAR is used as the primary source of selection in almost 50 per cent of tertiary courses. The remaining course selection authorities use a range of criteria that may include the ATAR and folio presentations, auditions, interviews etc.

The ATAR is developed by comparing students across all of their studies and involves a statistical treatment (or scaling) of study scores, converting them to ATAR subject scores.

This means that all studies are treated equally, allowing them to be added together to derive an aggregate, that is then converted into an ATAR.

For further information about scaling or the ATAR, see the Director of Learning and Teaching.

**ATAR equals English**  
+  
**Next best three subjects**  
+  
**10% of any 5<sup>th</sup> and 6<sup>th</sup> subjects.**

## Extension Studies

Extension Studies are university subjects taken with the VCE, usually in Year 12. If a student is a high achiever and looking for an additional challenge, Extension Studies are a great way to extend a student's interest in a subject a step beyond the VCE. They are not VCE units and cannot be counted as part of the 16 units needed for satisfactory completion of a student's VCE.

### Who can do extension studies?

Extension Studies are meant for high achieving students who have shown outstanding results. About 2 per cent of VCE students each year will be eligible.

Students should seek advice at school before beginning an Extension Study. Mercy College will have the guidelines that are set by the universities which help to ensure that selected

students are capable of completing their VCE and an Extension Studies program. All Extension Studies programs are at least 20 per cent of a full-time first-year program at university.

A key to selection is a student's achievement in the VCE 'preparatory study' for the Extension Studies program they want to do. The preparatory study will give the student the necessary background for the university subject in the Extension Studies program. Normally a student needs to have completed a Unit 3 and 4 sequence in a preparatory study that gives them the necessary background for the university subject.

Applications are due to be submitted to the Director of Learning and Teaching by the due date (13 August 2018). Application form is attached to the back of the handbook.

### What are the benefits?

If you successfully complete an Extension Study the results will be reported on your Statement of Results and may contribute to your ATAR (see Statement of Results in 'How are my Results Reported to me?') as a sixth VCE study. It may gain you an additional 4.0, 5.0 or 5.5 points to the aggregate in the calculation of your ATAR, depending on your results in the Extension Study. If you pass an Extension Studies program you will ordinarily be able to take up your subject at second year level at university if you are selected for the course to which the subject belongs. You must remember that enrolling in an Extension Study means that you will have a bigger workload as well as more advanced work but the rewards are also great.

### What should you do next?

If a student thinks that this program is for them, they should make initial contact with the Career Advisors/Director of Learning and Teaching to find out more details of the Extension Studies that they offer.

The subjects being offered by each university and their mode of availability may change from year to year. It is important that the student realises this, if and when they make the decision to enrol in the Extension Studies program. As an example, students have undertaken ACU Health Studies at Mercy College, in Units 3 and 4.

Mercy College can access Extension Studies at Australian Catholic University (ACU), Monash University and the University of Melbourne.

Remember, students need to be a high achievers, highly motivated, self-directed in their learning and a hard worker! Please see the Director of Learning and Teaching for more information.



# Summary of VCE Units Offered for 2019

A number of subjects, in theory, can be studied at Units 3 and 4 without experience at Units 1 and 2. However, completing Units 1 and 2 may assist students with their understanding of the subject.

The following is a list of Unit 1 - 4 sequences offered for VCE 2019. Subjects where it is not recommended for students to study Units 3 and 4 without completing Units 1 and 2 in Year 11 are shaded.

Key Learning Area	Subject	Units 1 and 2	Units 3 and 4
<b>English</b>	English/EAL	✓	✓
	Literature	✓	✓
<b>Health and Physical Education</b>	Health and Human Development	✓	✓
	Physical Education	✓	✓
<b>Humanities</b>	Accounting	✓	✓
	Business Management	✓	✓
	History: 20 <sup>th</sup> Century	✓	
	History: Revolutions		✓
	Legal Studies	✓	✓
<b>Languages</b>	Italian	✓	✓
<b>Mathematics</b>	General Mathematics (Further)	✓	
	Further Mathematics		✓
	Mathematical Methods	✓	✓
	Specialist Mathematics	✓	✓
<b>Religious Education</b>	Texts and Traditions	✓ Unit 1 Year 11	
	Religion and Society		✓ Unit 2 Year 12
<b>Science</b>	Biology	✓	✓
	Chemistry	✓	✓
	Psychology	✓	✓
	Physics	✓	✓
<b>Technology</b>	Food Studies	✓	✓
	Product Design and Technology	✓	✓
<b>The Arts</b>	Drama	✓	✓
	Media	✓	✓
	Studio Arts	✓	✓
	Visual Communication Design	✓	✓
<b>VET Certificates</b>	Certificate III in Allied Health Assistance	✓	✓
<b>Extension Studies</b>	ACU Step-up		✓

# Which Maths Should I Do?

Individuals vary according to how much and which Mathematics they choose to do in VCE. Teacher's advice should be taken but the usual way is to do the highest level of Mathematics of which a student is capable and which they will need for course or career interests.

The options are summarised below:

YEAR 10	YEAR 11	YEAR 12
<b>Mathematics</b>	General Mathematics (Further) Units 1 and 2	Further Mathematics Units 3 and 4
	Mathematical Methods Units 1 and 2	Further Mathematics Units 3 and 4 OR Mathematical Methods Units 3 and 4
	Mathematical Methods Units 1 and 2 AND Specialist Mathematics Units 1 and 2	Further Mathematics Units 3 and 4
		Mathematical Methods Units 3 and 4
		Further Mathematics Units 3 and 4 AND Mathematical Methods Units 3 and 4
		Mathematical Methods Units 3 and 4 AND Specialist Mathematics Units 3 and 4
<b>Advanced Mathematics (Methods Units 1 and 2)</b>	Further Mathematics Units 3 and 4	
	Specialist Mathematics Units 1 and 2 AND/OR Mathematical Methods Units 3 and 4 AND/OR Further Mathematics Units 3 and 4	Mathematical Methods Units 3 and 4
		Further Mathematics Units 3 and 4 AND Mathematical Methods Units 3 and 4
		Mathematical Methods Units 3 and 4 AND Specialist Mathematics Units 3 and 4

## VCE Baccalaureate

The VCE (Baccalaureate) has been designed to provide an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. The VCE (Baccalaureate) is contained within the VCE and is not another senior secondary credential. To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematical Methods (CAS) and/or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language (more than one VCE Language can be studied)
- at least two other Units 3 and 4 sequences

Tertiary institutions have indicated that they strongly support initiatives that encourage students to study a higher level mathematics and a language in the final years of schooling.

# Sample Year 12 VCE Selection Grid

## COURSE SELECTION SHEET 2019

YEAR 12

NAME: <i>A. Student</i>	CLASS: <i>SMG1</i>
-------------------------	--------------------

Office Use - Barcode
----------------------

YR	R.E.*	ENGLISH**	OTHER SUBJECT CHOICES (include VET units)			
11	Texts and Traditions Unit 1	English Units 1 and 2	Mathematical Methods Units 1 and 2	Chemistry Units 1 and 2	Physics Units 1 and 2	Biology Units 3 and 4
12	Religion and Society Unit 2	English/EAL Units 3 and 4	Mathematical Methods Units 3 and 4	Chemistry Units 3 and 4	Physics Units 3 and 4	Literature Units 3 and 4

VCE Units 3 and 4 studied in Year 11 (if applicable)	<i>Biology</i>
--	----------------

Year 12	
Additional Subject Choice #1	<i>Physical Education Units 3 and 4</i>
Additional Subject Choice #2	<i>Studio Arts Units 3 and 4</i>
Additional Subject Choice #3	<i>Food Technology Units 3 and 4</i>

\* Students may be asked to **choose again** if class numbers are too small and/or if subjects chosen clash on the timetable

*"There's always a lot of pressure come subject selection time. Throughout my schooling I found myself enjoying all subjects, achieving considerably well in each of them. So when it came to VCE subject selection time I had no clear vision. I could have based my decision on subjects that would scale, or 'boost', my ATAR or subjects I genuinely enjoyed. I believe you will excel in subjects you enjoy studying, not subjects you have forced yourself into. Eventually I decided to go with my strengths, selecting subjects that I liked and I knew I could do well in. I was happy with my decision in the end because I knew my VCE experience would be suited to both my needs and wants.*

*I highly suggest careful deliberation about your VCE studies; choose what you love to do, what you excel in and think about challenging yourself. I can promise this will lead to a happy and less stressful schooling experience throughout the next two incredibly significant years of your life!"*

- Tania

# Victorian Certificate of Applied Learning (VCAL)

Just like the VCE, the Victorian Certificate of Applied Learning, or VCAL for short, is an accredited senior secondary school qualification undertaken in Years 11 and 12.

It is nationally recognised and transferable into TAFE qualifications. VCAL is based on 'hands on' learning, also known as applied learning.

VCAL gives practical and work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Each VCAL unit successfully completed contributes one credit towards the VCAL at the appropriate award level. These units are available at the three VCAL award levels – Foundation, Intermediate and Senior – to care for the different needs, abilities and experiences of students.

The course is made up of units from four strands:

- Literacy and Numeracy
- Industry skills
- Work-Related skills
- Personal Development Skills

At Mercy College, Work Related Skills and Personal Development Skills are combined.

VCAL offers students the chance to complete a recognised qualification while at the same time gaining practical experience in a range of industry areas.

VCAL includes either a School-Based Apprenticeship (ASBA) or a Vocational Education and Training (VET) program, plus one day per week at a work placement (usually completed in blocks during school holidays).

VCAL could offer a new way forward. It aims to place students into paid work. It has a strong work preparation and vocational education focus. More likely destinations are further training at TAFE, apprenticeships, traineeships and full-time work.

## VCAL Graduation Requirements

To be awarded the VCAL, students must successfully complete a learning program which contains a minimum of ten credits.

Six credits must be at the award level or above that the student is enrolled in, including one Literacy unit credit, one Numeracy unit credit and one VCAL Personal Development Skills unit credit.

The other four credits can be drawn from the same award level that the student is enrolled in or selected from a higher or lower award level. However credits at a Foundation level cannot contribute to a Senior Level.

Students who commence VCAL but do not complete it will receive a Statement of Results at the end of each year of study. Upon successful completion of the requirements for a VCAL, students will receive a VCAL certificate and a Statement of Results. Additional Statements of Attainment or certificates will be provided by the Registered Training Organisation (RTO) for successful completion of VET or ASBA curriculum. It is possible for students to transfer from VCE into VCAL during the year if they are struggling with the academic/theoretical nature of the VCE course if they have undertaken a VET unit as part of their VCE.

"The VCAL program at Mercy College provides hands on opportunities for students to pursue different careers in an industry of their choice – it gives you many pathways and different options to choose from. It gives students the opportunity to learn skills and get ready for the future. I started Year 11 as well as completing TAFE VET once a week. I'm currently attending Victoria University once a week undertaking a VET course in Beauty Services Certificate III, which goes into Year 12. I was interested in Beauty, mainly in makeup, but I wanted to start by knowing everything about Beauty. I am currently finishing my first unit in Beauty which is nails and moving on to makeup, waxing and massage. I chose to do Beauty Services because it allows more pathways into different jobs. When I finish Beauty Services I'm moving on to do a Diploma in Specialist Makeup, which is based around special effects makeup for TV and stage which is the pathway I'm currently looking at. I know I'm good at it and I enjoy doing it.

VCAL is an option for students who learn better 'hands on'. Rather than doing SACs or tests we do placement and projects."

-Cara

# Sample VCAL Selection Grid

VCAL SELECTION SHEET 2019

YEAR 12

NAME: *A. Student* CLASS: *SMQ1*

Office Use - Barcode

YR	LITERACY	RELIGIOUS EDUCATION	NUMERACY	PERSONAL DEVELOPMENT	WORK RELATED	INTERNAL VET	EXTERNAL VET
11	FOUNDATION or INTERMEDIATE  <b>ENGLISH UNITS 1 and 2</b>	Texts and Traditions Unit 1	FOUNDATION or INTERMEDIATE  <b>VCAL Numeracy</b>	Includes RE VCE T&T Unit 1  FOUNDATION or INTERMEDIATE	FOUNDATION or INTERMEDIATE	<b>VET Business</b>	Choice based on student's interest  ie. Hospitality/ Childcare
12	INTERMEDIATE or SENIOR  <b>ENGLISH/EAL UNITS 3 and 4</b>	Religion and Society Unit 2	INTERMEDIATE or SENIOR  <b>VCAL Numeracy</b>	Includes RE VCE RAS Unit 2  INTERMEDIATE or SENIOR	INTERMEDIATE or SENIOR	<b>VET Active Volunteering</b>	Continuation of External VET Certificate (however there is room for discussion if changes are needed)



VCAL is an alternative qualification. It gives a more 'hands on' education, with a focus on Literacy, Numeracy, Industry and Work Skills and Personal Development.

# Vocational Education and Training (VET)

VET (Vocational Education and Training) in the VCE/VCAL program combines general VCE/VCAL studies with vocational training and experience in the workplace.

VET in the VCE/VCAL is designed to provide a more vocational VCE/VCAL; to expand opportunities for senior secondary students; to link schools to industry and training providers; to help meet the needs of industry and to prepare young people for the workplace of the future.

Successful completion of a VET subject in the VCE/VCAL program provides students with:

- Two qualifications: a Victorian Certificate of Education or Victorian Certificate of Applied Learning issued by the Victorian Curriculum and Assessment Authority and a VET Certificate issued by a Registered Training Organisation (RTO).
- Two Statements of Results are issued by the Victorian Curriculum and Assessment Authority giving details of units completed in the VCE/VCAL and modules/units of competence completed in VET.
- A credit towards a VCE student's Australian Tertiary Admission Rank (ATAR) which can improve access to higher education.
- The ability to move into further vocational education and training courses.
- Workplace experience including structured workplace training.

Delivery of a program is undertaken by a Registered Training Organisation (RTO), (TAFE institute, private provider or school), or at Mercy College under the auspice of an RTO.

Structured Work Placement (SWL) is a requirement of all 'VET in the VCE' programs and VCAL programs. It allows students to develop an understanding of workplace ethos and to acquire skills and knowledge appropriate to training within an industry setting.

## The Value of VET

Students value the VET in VCE program because it:

- Allows them to combine general and vocational studies which, for many, provides a practical learning experience.
- Gives them direct experience of business and industry, which employers' value in selection.

Employers value the VET in VCE program because it:

- Contributes to the development of entry level skills for industry.
- Provides students with a practical and focused introduction to workplace requirements.
- Enables employers to use the program for selection purposes.
- Enables industry to influence educational programs in schools.
- Provides useful training and supervisory experience for existing employees.
- Enables industry to participate in local community networks.

*"I made the decision to undertake a VET course whilst still completing Year 12. Studying the Hair and Beauty course at Victoria University allowed me to gain heaps of industry experience as well as successfully completing units which will reduce the time of my apprenticeship or full time course after Year 12. This course has also allowed me to gain hands on experience through placements. By doing VCAL at Mercy it allows me to complete a VET course as well as studying VCE units which means if I do decide to go to university I have successfully completed units that will be recognised. For me it was a great choice as it has really fast-tracked me to get where I want to be."*

- Jessica

# Sample VET Selection Grid

COURSE SELECTION SHEET 2019

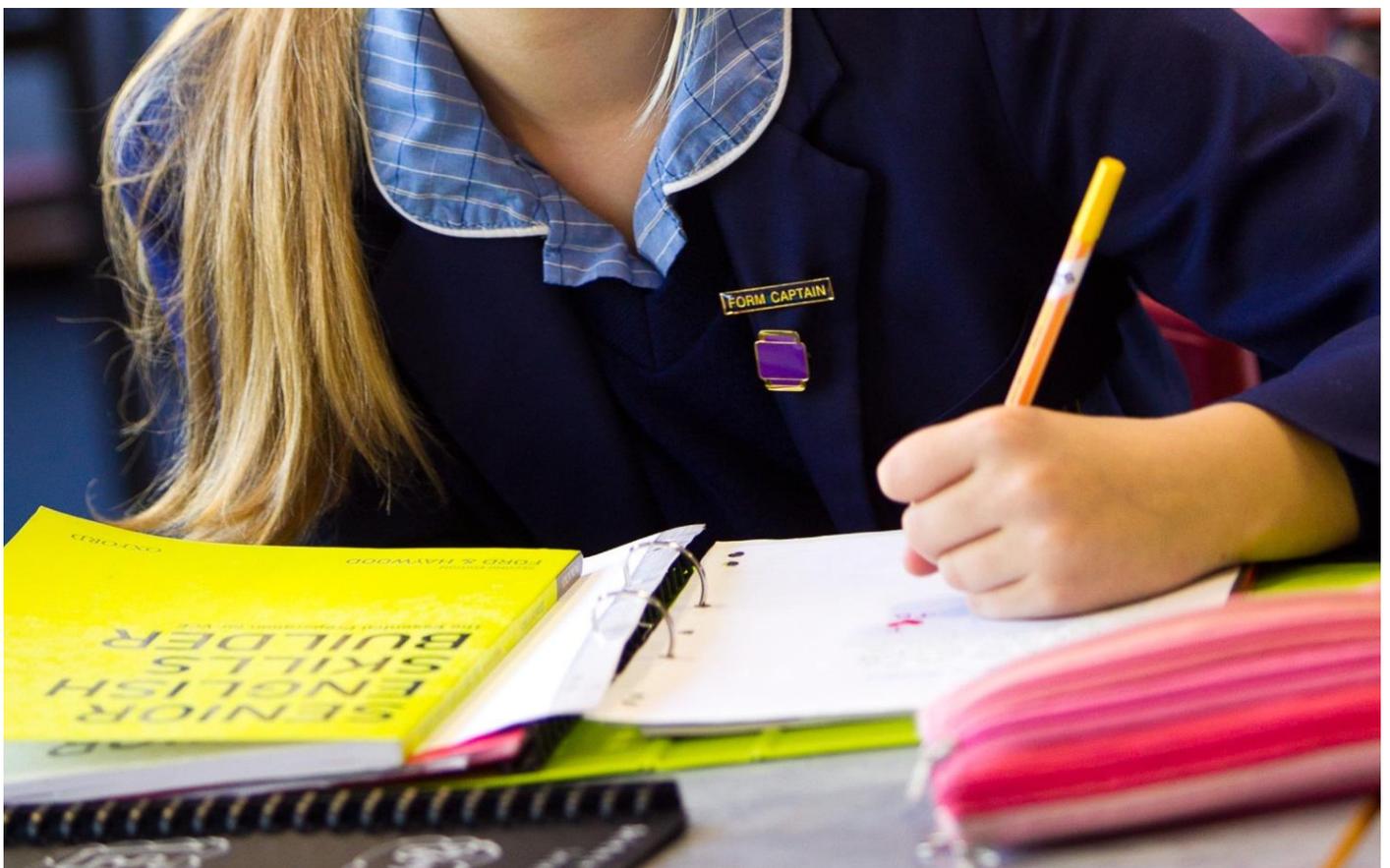
YEAR 12

NAME: A. Student CLASS: 10A

Office Use – Barcode

YR	R.E.*	ENGLISH**	OTHER SUBJECT CHOICES (include VET units)			
11	Texts and Traditions Units 1	English Units 1 and 2	Mathematical Methods Units 1 and 2	Chemistry Units 1 and 2	Psychology Units 1 and 2	Allied Health Cert III
12	Religion and Society Unit 2	English/EAL Units 3 and 4	Mathematical Methods Units 3 and 4	Chemistry Units 3 and 4	Psychology Units 3 and 4	Allied Health Cert III

\* Students may be asked to **choose again** if class numbers are too small and/or if subjects chosen clash on the timetable



# Where to Get More Information

There are many ways a student can find out more about the units that might interest them:

- Check the VCE Subject/VCAL/VET Summaries which are attached.
- Attend the VCE/VCAL Parent and Student Information Session and Subject Expo on Thursday 9 August at 7.30pm.
- Subject Summaries can also be found on the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)
- Lots of other information about VCE, VET and VCAL can also be found on the VCAA website.
- Talk to teachers, other students and Parents / Guardians. Make time to talk with the Pathways Facilitator or Year Level Leader.
- Talk to Careers Advisors.
- Parent/Guardians might find this website useful: <http://vcaa.vic.edu/vce/studies/index.html>
- Read the 'Where To Now?' Guide (for Year 10 students). This is the booklet from the VCAA distributed at school for all students. It explains the VCE, VCAL and VET courses. The 2019 Guide is also available on the VCAA website: [www.vcaa.vic.edu.au/vce/publications/WhereToNow/index.html](http://www.vcaa.vic.edu.au/vce/publications/WhereToNow/index.html)
- See the Mercy College teachers who specialise in the units of interest.
- Use Parent/Guardian/Student/Teacher meetings as an opportunity to clarify ideas about choices.
- See the latest copy of the Tertiary Planner for the year the student intends to go to university to find out about entry requirements. This is available from the Careers Advisors.

Remember the key people in the subject selection process. Talk to any of them about combinations of subjects, specific programs or work and education goals.

# Mission and Vision

## Mission statement

Mercy College is a Catholic secondary college for young women, committed to handing on the teachings of Christ and His Church, and to living out those teachings. At Mercy College, personal growth is fostered and diversity celebrated. We strive for excellence as a learning community which is student centred, curriculum focused, community oriented and culturally enriched. We are committed to maintaining a child safe environment. In the Mercy spirit, love, compassion and service underpin all we are and do.

## Vision statement

At Mercy College we endeavour to empower students to engage in authentic learning within a global context. We focus on the literacies required for collaborative learning in a knowledge based society.

With an emphasis on developing a socially just and environmentally aware consciousness, we provide a basis for the individual to contribute with purpose to their world community as a confident, articulate and self-aware young woman. Inspired by Catherine McAuley and the tradition of Mercy, we aim to do this within a faith based, nurturing and educationally challenging environment.



# My Senior Studies Pathway – Year 12 2019

Use the following chart to plan your VCE/VCAL course of study. Your Homeroom Teacher will provide you with another copy to submit to them.

Name:	Homeroom:	Homeroom Teacher:
-------	-----------	-------------------

	Compulsory	RE Choice (please circle)	Selected Subjects				
<b>Year 11</b> (indicate the subjects you studied in 2018 here)	English Units 1 and 2	Texts and Traditions Unit 1 (all year) OR Texts and Traditions Units 3 and 4					
<b>Year 12</b>	English/EAL Units 3 and 4	Religion and Society Unit 2 (all year)					

All students are required to select two additional subjects that they would study in Year 12 should their initial selections not be available:

	Additional Subject Choice #1	Additional Subject Choice #2	Additional Subject Choice #3
<b>Year 12</b>			

SIGNATURES: Student \_\_\_\_\_ Parent/Guardian \_\_\_\_\_ Homeroom Teacher \_\_\_\_\_

**PLEASE GIVE A COPY OF THIS TO YOUR HOMEROOM TEACHER BEFORE MONDAY 13 AUGUST, PRIOR TO YOUR ONLINE SELECTION.**

# Religion and Society: Unit 2

---

## Unit 2 Description: Ethics

Ethics investigates morality. It involves reflection on what 'right' and 'wrong' and what 'good' and 'bad' mean when applied to human decisions. How do people make decisions in situations where it is unclear what is good or not good? This study examines moral decision-making and the principles that guide people when it comes to an ethical issue. An emphasis is placed on understanding a Christian approach to decision-making. Contemporary ethical issues are explored and ethical perspectives and moral viewpoints from other religious traditions are investigated.

### Areas of Study

1. Ethical decision-making and moral judgement
2. Religion and ethics
3. Ethical issues in society

### Outcomes

1. Analyse the ideas and principles that are associated with ethics and moral decision making in a pluralist society.
2. Explore ethical perspectives and moral viewpoints upheld by two or more religious traditions.
3. Explain two or more debates on ethical issues in societies in which multiple worldviews coexist.

# English

---

## Unit 3 Description

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

### Areas of Study

1. Reading and creating texts
2. Analysing argument

### Outcomes

1. On completion of this unit, the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. On completion of this unit, the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

## Unit 4 Description

In this unit, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

### Areas of Study

1. Reading and comparing texts
2. Presenting argument

### Outcomes

1. On completion of this unit, the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. On completion of this unit, the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year examination 50%

# English as an Additional Language (EAL)

---

Please note that in order to complete EAL English at Year 12, students need to satisfy the VCAA requirements to be registered as an EAL candidate.

## Unit 3 Description

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. They also develop and refine their listening skills.

### Areas of Study

1. Reading and creating texts
2. Analysing argument
3. Listening to texts

### Outcomes

1. On completion of this unit, the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. On completion of this unit, the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
3. On completion of this unit, the student should be able to comprehend a spoken text.

## Unit 4 Description

In this unit, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

### Areas of Study

1. Reading and comparing texts
2. Presenting argument

### Outcomes

1. On completion of this unit, the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
2. On completion of this unit, the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year examination 50%

# Accounting

---

## Unit 3 Description: Financial Accounting for a Trading Business

This unit focuses 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. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

### Areas of Study

1. Recording and analysing financial data
2. Preparing and interpreting accounting reports

### Outcomes

1. 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.
2. On completion of this unit the student should be able to record transactions and prepare, interpret and analyse accounting reports for a trading business.

## Unit 4 Description: Recording, Reporting, Budgeting and Decision-Making

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

### Areas of Study

1. Extension of recording and reporting
2. Financial planning and decision-making

### Outcomes

1. Record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
2. Prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year examination 50%

# Biology

---

## Unit 3 Description: How do Cells Maintain Life?

The cell is a dynamic system of interacting molecules that define life. In this unit, students will investigate the workings of the cell from several perspectives. They will explore the importance of the plasma membrane in water and its control over the movement of substances into and out of the cell. They will study the synthesis, structure and function of DNA and proteins as key molecules in cellular processes. Students will realise that cells communicate with each other using a variety of signalling molecules. At this molecular level, students will study the human immune system and the interactions between its components to provide immunity against pathogens.

### Areas of Study

1. How do cellular processes work?
2. How do cells communicate?

### Outcomes

1. Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
2. Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

## Unit 4 Description: How does Life Change and Respond to Challenges Over Time?

In this unit, students will consider the continual change and challenges to which all life on Earth has been subjected. They will investigate the relatedness between species and the impact of various change events on populations of organisms. They will examine evolutionary change using evidence from palaeontology, biogeography, developmental biology and structural morphology. Students will explore how technological developments in the fields of comparative genomics, molecular biology and bioinformatics have strengthened evidence for the evolution of species, with a detailed focus on humans.

### Areas of Study

1. How are species related?
2. How do humans impact on biological processes?
3. Practical investigation

### Outcomes

1. Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
2. Describe how tools and techniques can be used to manipulate DNA; explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
3. Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 16%
- Unit 4 School-assessed Coursework 24%
- End-of-year examination 60%

# Business Management

---

## Unit 3 Description: Managing a Business

In this unit, students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. They examine the different types of businesses and their respective objectives. Students consider corporate culture, management styles, management skills and the relationship between each of these. They investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

### Areas of Study

1. Business foundations
2. Managing employees
3. Operations management

### Outcomes

1. Discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. Analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

## Unit 4 Description: Transforming a Business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

### Areas of Study

1. Reviewing performance – the need for change
2. Implementing change

### Outcomes

1. Explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year examination 50%

## Unit 3 Description: How can Chemical Processes be designed to Optimise Efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit, students will explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. They will compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They will analyse manufacturing processes with reference to factors that influence their reaction rates and explain the conditions that will improve the efficiency and yield of chemical processes.

### Areas of Study

1. What are the options for energy production?
2. How can the yield of a chemical product be optimised?

### Outcomes

1. Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells, and evaluate energy resources based on energy efficiency, renewability and environmental impact.
2. Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised, and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

## Unit 4 Description: How are Organic Compounds Categorised, Analysed and Used?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that make up living tissues, fuels, foods, medicines and many of the materials we use in everyday life. In this unit, students will investigate the structural features, bonding, reactions and uses of the major families of organic compounds including those found in food. They will investigate key food molecules through an exploration of their chemical structures, the reactions in which they are broken down and rebuilt to form new molecules. They will use experimental techniques to determine the energy released from food during the digestion process.

### Areas of Study

1. How can the diversity of carbon compounds be explained and categorised?
2. What is the chemistry of food?
3. Practical investigation

### Outcomes

1. Compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data, and design reaction pathways for the synthesis of organic molecules.
2. Distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes, and calculate the energy content of food using calorimetry.
3. Design and undertake a practical investigation related to energy and/or food, and present methodologies, findings and conclusions in a scientific poster.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 16%
- Unit 4 School-assessed Coursework 24%
- End-of-year examination 60%

# Drama

---

## Unit 3 Description: Ensemble Performance

In this unit, students collaborate to develop and present a non-naturalistic performance based on a diverse range of contemporary and/or cultural performance traditions. Non-naturalistic performance styles, theatrical conventions and dramatic and stagecraft elements are explored in the creation, development and presentation of an ensemble piece. Students also analyse a performance from a prescribed playlist.

### Areas of Study

1. Devising and presenting non-naturalistic performance.
2. Responding to devised ensemble performances.
3. Analysing non-naturalistic performance.

### Outcomes

1. Develop and present character/s within a non-naturalistic ensemble performance
2. Analyse play-making techniques used to construct and present ensemble works.
3. Analyse and evaluate a non-naturalistic performance from the prescribed playlist.

## Unit 4 Description: Solo Performance

In this unit, students use stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students also analyse and evaluate the creation of character/s within their solo performance.

### Areas of Study

1. Working with stimulus material
2. Devising a non-naturalistic solo performance
3. Analysing devised non-naturalistic solo performance

### Outcomes

1. Create and present a short solo performance based on stimulus material and evaluate the processes used.
2. Create, develop and perform a character or characters within a solo performance in response to a prescribed structure.
3. Describe, analyse and evaluate the creation, development and presentation of a solo performance.

### Percentage contributions to study score:

- |  |     |
|--|-----|
| • Units 3 and 4 School-assessed Coursework | 40% |
| • End-of-year performance examination      | 35% |
| • End-of-year written examination          | 25% |

# Food Studies

---

## Unit 3 Description: Food in Daily Life

In this unit, 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. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Students focus on the influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### Areas of Study

1. The science of food
2. Food choice, health and wellbeing

### Outcomes

1. Explain the processes of eating and digesting food and absorption of macronutrients, explain causes and effects of food allergies, food intolerances and food contamination, analyse food selection models, and apply principles of nutrition and food science in the creation of food products.
2. Explain and analyse factors affecting food access and choice, analyse the influences that shape an individual's food values, beliefs and behaviours, and apply practical skills to create a range of healthy meals for children and families.

# Food Studies

---

## Unit 4 Description: Food Issues, Challenges and Futures

In this unit, students examine debates about global and Australian food systems. They focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. They focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices.

Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

### Areas of Study

1. Environments and ethics
2. Navigating food information

### Outcomes

1. Explain a range of food systems issues, respond to a selected debate with analysis of problems and proposals for future solutions, apply questions of sustainability and ethics to the selected food issue and develop and create a food repertoire that reflects personal food values and goals.
2. Explain a variety of food information contexts, analyse the formation of food beliefs, evaluate a selected food trend, fad or diet and create food products that meet the Australian Dietary Guidelines.

### Percentage contributions to study score:

- |                                     |     |
|-------------------------------------|-----|
| • Unit 3 School-assessed Coursework | 30% |
| • Unit 4 School-assessed Coursework | 30% |
| • End of year examination           | 40% |

# Health and Human Development

---

The study of Health and Human Development presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

## Unit 3 Description: Australia's Health in a Globalised World

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### Areas of Study

1. Understanding health and wellbeing
2. Promoting health and wellbeing

### Outcomes

1. 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.
2. Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

# Health and Human Development

---

## Unit 4 Description: Health and Human Development in a Global Context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease 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 build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

Students consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students 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 capacity to take action.

### Areas of Study

1. Health and wellbeing in a global context
2. Health and the Sustainable Development Goals

### Outcomes

1. Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.
2. Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year examination 50%

# History – Revolutions

---

In Unit 3, Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a persuasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

## Unit 3 Description: The Russian Revolution from 1896 to 192

Tension between the people of Russia and the Tsarist state existed for many years before the revolution in February and October of 1917. The influence of Marxist ideas and revolutionary groups, such as the Bolsheviks and Mensheviks, led to the call for reform and revolution. The failure of the Tsarist regime to manage the empire during World War One, led to the overthrow of Tsar Nicholas II in February 1917. The Provisional Government's failure to withdraw from World War One and appeal to the masses, led to the Bolshevik's successful coup d'état in October 1917. Once in power the Bolsheviks faced significant challenges from various enemies. A series of measures including War Communism and the Red Terror were introduced to win the Civil War and consolidate their power.

### Areas of Study

1. Causes of revolution
2. Consequence of revolution

### Outcomes

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

## Unit 4 Description: The French Revolution from 1744 to 1795

Many factors caused the French Revolution in 1789. France was facing a financial crisis, which led to a fiscal crisis and ultimately led to a political crisis. The influence of enlightenment thinking, combined with the actions of individuals, such as Louis XVI, and events, such as the calling of the Estates-General, led to revolutionary action of the October Days. Once the revolution was achieved in 1789, the new regime faced challenges to maintain power, eventually resulting in the compromise of revolutionary ideals and the adoption of the policy of 'terror until peace'.

### Areas of Study

1. Causes of revolution
2. Consequence of revolution

### Outcomes

1. Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.
2. Analyse the consequences of revolution and evaluate the extent of change brought to society.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year examination 50%

# Legal Studies

---

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

## Unit 3 Description: Rights and Justice

In this unit, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommend reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical situations.

### Areas of Study

1. The Victorian criminal justice system
2. The Victorian civil justice system

### Outcomes

1. Explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.
2. 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.

## Unit 4 Description: People and the Law

In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They 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. Throughout this unit, students apply legal reasoning and information to actual scenarios.

### Areas of Study

1. The people and the Australian Constitution
2. The people, the parliament and the courts

### Outcomes

1. 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.
2. 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.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year examination 50%

# Literature

---

## Unit 3 Description: Form and Transformation

In this unit, students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Students develop their skills in communicating ideas in both written and oral forms.

### Areas of Study

1. Adaptations and transformations
2. Creative responses to texts

### Outcomes

1. Analyse the extent to which meaning changes when a text is adapted to a different form.
2. Respond creatively to a text and comment on the connections between the text and the response.

## Unit 4 Description: Interpreting Texts

In this unit, students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

### Areas of Study

1. Literary perspectives
2. Close analysis

### Outcomes

1. Produce an interpretation of a text using different literary perspectives to inform their view
2. Analyse features of texts and develop and justify interpretations of texts.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year examination 50%

# Languages – Italian

---

The study of Italian develops students' ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

## Unit 3 and 4 Description

These units are designed to extend students' knowledge and skills in understanding, speaking and writing the language. Students are required to produce an original piece of writing, respond to spoken and written texts in writing and participate in an oral activity paying attention to pronunciation, intonation and phrasing. Students should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Italian-speaking communities.

### Areas of Study

Themes, Topics and Sub-Topics:

- The individual
- The Italian-speaking communities
- The changing world

### Outcomes

#### Unit 3

1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

#### Unit 4

1. Analyse and use information from written texts.
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of the Italian-speaking communities.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- Examination – oral component 12.5%
- Examination – written component 37.5%

# Further Mathematics

---

## Unit 3 and 4 Description

Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.

### Areas of Study – Unit 3

#### Core

1. Data analysis
2. Recursion and financial modelling

### Areas of Study – Unit 4 (choose 2 out of 4)

1. Matrices
2. Networks and decision mathematics
3. Geometry and measurement
4. Graphs and relations

### Outcomes

1. Define and explain key concepts and apply related mathematical techniques and models in routine contexts.
2. Select and apply the mathematical concepts, models and techniques as specified in a range of contexts of increasing complexity.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Percentage contributions to study score:

- |  |     |
|--|-----|
| • Unit 3 School-assessed Coursework          | 20% |
| • Unit 4 School-assessed Coursework          | 14% |
| • End-of-year examination 1: Multiple Choice | 33% |
| • End-of-year examination 2: Extended Answer | 33% |

# Mathematical Methods

---

## Unit 3 and 4 Description

Mathematical Methods Units 3 and 4 are completely prescribed and 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. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

### Areas of Study

1. Functions and graphs
2. Algebra
3. Calculus
4. Probability and statistics

### Outcomes

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.
2. 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.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Percentage contributions to study score:

- |   |     |
|---|-----|
| • Unit 3 School-assessed Coursework   | 17% |
| • Unit 4 School-assessed Coursework   | 17% |
| • End-of-year examination 1: Technology free – short and extended answer              | 22% |
| • End-of-year examination 2: Technology assumed – multiple choice and extended answer | 44% |

# Specialist Mathematics

---

## Unit 3 and 4 Description

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and Graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and Statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

### Areas of Study

1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and Statistics

### Outcomes

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.
2. 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.
3. Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Percentage contributions to study score:

- |   |     |
|---|-----|
| • Unit 3 School-assessed Coursework   | 17% |
| • Unit 4 School-assessed Coursework   | 17% |
| • End-of-year examination 1: Technology free – short and extended answer              | 22% |
| • End-of-year examination 2: Technology assumed – multiple choice and extended answer | 44% |

# Physics

---

## Unit 3 Description: How do Fields Explain Motion and Electricity?

In this unit, students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a tool that has enabled an understanding of why objects move when they are not in contact with other objects. They use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. Students consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories.

### Areas of Study

1. How do things move without contact?
2. How are fields used to move electrical energy?
3. How fast can things go?

### Outcomes

1. Analyse gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites.
2. Analyse and evaluate an electricity generation and distribution system.
3. Investigate motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity.

## Unit 4 Description: How can Two Contradictory Models Explain both Light and Matter?

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. They further investigate light by using a particle model to explain its behaviour. Students also use a wave model to explain the behaviour of matter to consider the relationship between light and matter. They learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.

### Areas of Study

1. How can waves explain the behaviour of light?
2. How are light and matter similar?
3. Practical investigation

### Outcomes

1. Apply wave concepts to analyse, interpret and explain the behaviour of light.
2. Provide evidence for the nature of light and matter, and analyse the data from experiments that supports this evidence.
3. Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 21%
- Unit 4 School-assessed Coursework 19%
- End-of-year examination 60%

# Physical Education

---

## Unit 3 Description: Movement Skills and Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and 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 correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### Areas of Study

1. How are movement skills improved?
2. How does the body produce energy?

### Outcomes

1. Collect and analyse information from, and participate in, a variety of practical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
2. 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.

## Unit 4 Description: Training to Improve Performance

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

### Areas of Study

1. What are the foundations of an effective training program?
2. How is training implemented effectively to improve fitness?

### Outcomes

1. Analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
2. Participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- Unit 4 School-assessed Coursework 25%
- End-of-year examination 50%

# Product Design and Technology

---

## Unit 3 Description: Applying the Product Design Process

In this unit, students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

### Areas of Study

1. Designing for end-user/s
2. Product development in industry
3. Designing for others

### Outcomes

1. Investigate and design a design problem, and discuss how the design process leads to product design development.
2. Explain and analyse influences on the design, development and manufacture of products within industrial settings.
3. Document the product design process used to meet the needs of an end-user/s, and commence production of the designed product.

## Unit 4 Description: Product Development and Evaluation

In this unit, students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

### Areas of Study

1. Product analysis and comparison
2. Product manufacture
3. Product evaluation

### Outcomes

1. Compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.
2. Apply a range of production skills and processes safely to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
3. Evaluate the finished product through testing and feedback against criteria, create end-users' instructions or care labels and recommend improvements to future products.

### Percentage contributions to study score:

- |                                     |     |
|-------------------------------------|-----|
| • Unit 3 School-assessed Coursework | 12% |
| • Unit 4 School-assessed Coursework | 8%  |
| • School-assessed task              | 50% |
| • End-of-year examination           | 30% |

# Psychology

---

## Unit 3 Description: How does Experience Affect Behaviour and Mental Processes?

The nervous system influences behaviour and the way people experience the world. Students explore how stress may affect a person's psychological functioning and consider the causes and management of stress. They investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved.

### Areas of Study

1. How does the nervous system enable psychological functioning?
2. How do people learn and remember?

### Outcomes

1. Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
2. Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

## Unit 4 Description: How is Wellbeing Developed and Maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. Students consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. They explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.

### Areas of Study

1. How do levels of consciousness affect mental processes and behaviour?
2. What influences mental wellbeing?
3. Practical Investigation

### Outcomes

1. Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning
2. Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
3. To design and undertake a practical investigation related to mental processes and psychological functioning and present methodologies, findings and conclusions in a scientific poster.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 16%
- Unit 4 School-assessed Coursework 24%
- End-of-year examination 60%

# Studio Arts

---

## Unit 3 Description: Studio Practices and Processes

In this unit, students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

### Areas of Study

1. Exploration Proposal
2. Studio Process
3. Artists and Studio Practices

### Outcomes

1. Prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.
2. Progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal.
3. Investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks.

## Unit 4 Description: Studio Practice and Art Industry Contexts

In this unit, students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. The development of these artworks should reflect refinement and skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

### Areas of Study

1. Production and presentation of artworks
2. Evaluation
3. Art industry contexts

### Outcomes

1. Presentation of artworks demonstrates relationships between the artworks that are interpreted through the aesthetics, themes, conceptual possibilities and/or materials and techniques discussed in the exploration proposal.
2. Provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.
3. Examine a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks.

### Percentage contributions to study score:

- |                               |     |
|-------------------------------|-----|
| • Unit 3 School-assessed Task | 5%  |
| • Unit 4 School-assessed Task | 5%  |
| • School-assessed Task        | 60% |
| • End-of-year examination     | 30% |

# Visual Communication Design

---

## Unit 3 Description : Visual Communication Design Practices

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

### Areas of Study

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

### Outcomes

1. Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications in the three design fields.
2. Discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
3. Apply design thinking in preparing a brief with two communication needs for a client, undertaking research and generating a range of ideas relevant to the brief.

## Unit 4 Description: Visual Communication Design Development, Evaluation and Presentation

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

### Areas of Study

1. Development, refinement and evaluation
2. Final presentations

### Outcomes

1. 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.
2. Produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

### Percentage contributions to study score:

- Unit 3 School-assessed Coursework 25%
- School-assessed Task 40%
- End-of-year examination 35%

## Structure of VCAL

VCAL units at each level reflect the progression in the development of knowledge, skills and attributes.

### Foundation level:

Students learn under close supervision with high levels of direction. Knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning. High level of teacher support.

### Intermediate level:

Learning is reasonably autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills. Some teacher support but there is an expectation that students will demonstrate independent learning.

### Senior level:

Learning is autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. Students work as independent, self-directed learners.

## Personal Development Skills

### VCAL Personal Development

The Personal Development course focuses on self-esteem, personal qualities, valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

The Personal Development Skills strand is designed at three levels – Foundation, Intermediate and Senior. These levels reflect the progression in knowledge, skills and attributes relating to personal development.

Two units exist in each level:

### Unit 1

This unit focuses on the development of appropriate knowledge, skills and attributes in relation to:

- self
- personal organisation and planning skills
- problem solving and interpersonal skills.

This can be achieved through participation in activities related to person, health and wellbeing, educational, social or family experiences of a practical nature.

### Unit 2

This unit focuses on the development of appropriate knowledge, skills and attributes in relation to:

- community engagement
- social awareness
- interpersonal skills
- planning and organisational skills.

This can be achieved through participation in experiences of a practical nature within the community.

## VCAL Work Related Skills

The purpose of the Work Related Skills unit is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. All VCAL students are expected to complete TWO VET subjects – an internal (school based VET) and an external VET (A VET that is done at a campus outside of Mercy College).

Employability skills are a range of skills that employers look for when interviewing potential employees:

*Initiative  
Problem Solving*

*Communication  
Self-Management*

*Team Work  
Planning*

*Technology  
Learning*

As part of their Work Related Skills course students will be required to complete activities relevant to the workplace, such as Occupational Health and Safety and complete documentation of processes within the course of the workplace.

Other topics covered include the role of unions, workplace bullying and harassment and the laws in relation to employment (e.g. minimum wage, Fair Work Australia).

The Work Related Skills strand is designed at three levels – Foundation, Intermediate and Senior. These levels reflect the progression in knowledge, skills and attributes relating to personal development.

Two units exist in each level:

### Unit 1

At each VCAL level this unit is designed to achieve learning outcomes important for OHS and the development of career goals.

### Unit 2

At each VCAL level this unit is designed to achieve learning outcomes important for work-related skills, employability skills and career goals.

## VCAL Skills for Further Study – Senior

This unit is only offered at Senior VCAL level and runs over Semester 1 and Semester 2. The purpose of this unit is to enable students to develop knowledge and skills for further study that will prepare and assist them to pursue diverse and higher level education and training pathways in a range of settings. The unit focuses on developing:

- time management skills
- strategies for learning
- research skills
- a pathway plan
- portfolios and applications.

# VCAL Numeracy

---

The Numeracy Skills units are designed at three levels – Foundation, Intermediate and Senior. The three levels reflect the progression in skills, knowledge and attitude development of numeracy skills.

## Foundation

This unit enables students to develop the confidence to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes measurement, shape, numbers, graphs and use of calculators, which are part of the students' normal routines to do with shopping, travelling, cooking, interpreting public information and telling the time etc. On completion of the award level, students will be able to perform everyday mathematical tasks which involve a single mathematical step or process.

## Intermediate

This unit looks at mathematics applied to tasks which are part of the students' normal routine and also outside their immediate personal environment such as tasks (first-hand or simulated) in the workplace and the community. The purpose is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. At Intermediate level, students will be able to attempt a series of operations or tasks with some confidence, select the appropriate method or approach required and communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

## Senior

Numeracy enables students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community. It also introduces students to formal areas of mathematical study. The mathematics covered is extended beyond that of the Intermediate level and would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies. The Advanced Numeracy Skills Senior unit provides students with a solid introduction to the knowledge and skills belonging to several formal areas of mathematics.

# VET for VCE / VCAL

---

## VET Programs

- VCE VET programs can make a contribution to a student's Victorian Certificate of Education (VCE) as a contribution to their ATAR by a Study Score or as a percentage increment  
*Note: from 2019, increments for unscored VCE VET programs will be calculated using 10% of the lowest study score of the primary four.*
- VCE VET programs, VET Certificate II courses or VET Certificate III courses can make a contribution to the Industry Specific Skills and Work Related Skills stands required units of the Victorian Certificate of Applied Learning (VCAL)

## VET Programs offered at Mercy College

VET programs are not limited to those listed in this handbook but can be based on:

- student interests
- availability – based on accessibility

VCE students can only do a ½ day VCE VET program

VCAL students can do a ½ day VCE VET program or a full day VCE VET program, Certificate II or Certificate III VET program

A number of VET programs consist of a practical component or a recommended Structured Workplace Learning (SWL) or mandated Structured Workplace Learning (SWL). Students must satisfactorily complete these requirements in order to pass the specified competencies.

Attendance is compulsory and a maximum of only 2 absences per semester is permitted (unless it is a school authorised absence i.e. during Activities Week). A student's ability to achieve competencies is jeopardised if there are significant absences.

Students are charged for materials costs. See the Pathways Coordinator to explore further option

# VET Courses Offered

VET Course and Certificate Title	Duration	RTO / Institute	Campus	VCE / VCAL	SWL / Practical Component
Certificate II in Animal Studies	2 Years	Box Hill TAFE	City	VCE / VCAL	<b>Strongly recommended:</b> Practical component requirement (40 hours)
Certificate II in Equine Studies	2 Years	Box Hill TAFE	City Campus	VCE/VCAL	<b>Required:</b> Practical component requirement (80 hours)
Certificate III in Early Childhood Education and Care (Partial Completion)	2 Years	Gowrie Institute	Docklands (Year 2) / Carlton North (Year 1)	VCAL only	<b>Required SWL:</b> 120 hours (3 weeks) over 2 years
Certificate II in Community Services (with selected units of competency from CHC32015 Certificate III in Community Services)	2 Years	IMVC/iVET	University High	VCE/VCAL	<b>Required SWL:</b> 120 hours (3 weeks) over 2 years
Certificate III In Allied Health Assistance	2 years	Kangan TAFE	Richmond	VCE/VCAL	<b>Required SWL:</b> 80 hrs per year (2 weeks)
Certificate II in Applied Fashion Design and Technology	2 years	Kangan TAFE	Richmond	VCE/VCAL	<b>Strongly recommended:</b> Practical component requirement
Certificate III in Makeup	2 years	Kangan TAFE	Richmond	VCAL only	<b>Strongly recommended:</b> Practical component requirement (80 hours)
Certificate II In Salon Assistant (Hair)	2 years	Kangan TAFE	Richmond	VCAL only	<b>Required SWL:</b> (40 hours)
Certificate III in Sport and Recreation	2 years	Kangan TAFE	Broadmeadows	VCE/VCAL	<b>Strongly recommended:</b> Practical component requirement (80 hours)
Certificate III in Tourism	1 year	Kangan TAFE	Richmond/Broadmeadows	VCAL only	<b>Strongly recommended:</b> Practical component requirement
Certificate II In Visual Arts	1 year	Kangan TAFE	Broadmeadows	VCAL only	<b>Strongly recommended:</b> Practical component requirement
Certificate III In Makeup	2 years	Victoria Polytechnic (VU)	City Campus	VCAL only	<b>Strongly recommended:</b> Practical component requirement (80 hours)
Certificate II in Hospitality (Front of house)	2 years	William Angliss	City Campus	VCE/VCAL	<b>Required:</b> Practical component requirement (80 hours)
Certificate II in Kitchen Operations (Back of house)	2 years	William Angliss	City Campus	VCE/VCAL	<b>Required:</b> Practical component requirement (80 hours)

# VET Certificate II Active Volunteering (VCAL students only)

---

This subject is both a VCAL subject and a vocational training subject. The subject aims to provide students with the chance to engage with their local school and the wider community. Students who successfully complete all requirements of the course will be awarded a Certificate II in Active Volunteering and a Statement of Attainment from an accredited registered training organisation. To be eligible for the Certificate II students need to complete Units 1 and 2 (Year 11). **This subject is undertaken by all VCAL students only.**

## Units 1 and 2 Description

Students undertake CHC24015 Certificate II in Active Volunteering which is an entry level qualification that aims to provide students with the knowledge and skills to enhance their opportunities to work as a volunteer in our community. Students will explore the varied dimensions of volunteering, basic emergency life support skills, communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling.

In Year 11, students undertake the following units:

### Certificate II in Active Volunteering

CHCDIV001	Work with diverse people
CHCVOL001	Be an effective volunteer
HLTWHS001	Participate in workplace health and safety
BSBCMM201	Communicate in the workplace

### Electives

CHCCOM001	Provide first point of contact
HLTAID002	Provide basic emergency life support
FSKRDG10	Read and respond to routine workplace information

## Assessment

Each of the units undertaken will be assessed in accordance with the performance criteria identified in the national training package for Active Volunteering, making this a nationally recognised qualification. Students will be assessed as being competent or not competent for each unit.

## Structured Workplace Learning (SWL)

Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE/VCAL VET programs as it complements the training undertaken at school. It provides the context and opportunity for:

- Enhancement of skill development
- Practical application of industry knowledge
- Increased employment opportunities and marketability

Each VET Active Volunteering student is expected to complete a total of 40 hours of SWL.

# Extension Studies

---

## Australian Catholic University Advanced Standing Subjects – ACU Uni Step-Up

ACU Uni Step-Up is a program where ACU partners with schools to deliver a first year university subject that contributes to the student's 2020 ATAR. It is made up of two units, one offered in semester one and the other offered in semester two. ACU's Uni Step-Up program aims to assist students to aspire to university and have flexible access to higher education. In addition, the Uni Step-Up experience offers students:

- a vocational pathway into a career earlier than expected
- experience of university life, enabling easier transition into university later
- a subject of their degree HECS free.

### Prerequisites:

**Year 12 student – must be a VCE student**

**Year 11 student – must be undertaking a Unit 3 and 4 sequence.**

In 2019 there may be a prerequisite / corequisite of Health and Human Development Units 3 and 4 being undertaken.

### Time:

Weekly – 2 hour lecture and 1 hour tutorial done in a 3 hour block. Students will be able to receive and access support during some of their timetabled private study sessions. **In previous years sessions were scheduled during the Year 12 early leave day**

### Venue:

Students will be attending classes at Mercy College, but in some instances, when notified, students will possibly attend some lectures with first year university students undertaking the course at ACU.

### Attendance:

80% minimum requirement

### Study Expectations:

Students should anticipate undertaking 150 hours of study for this unit, including class attendance, readings and assignment preparation. Students will be given support developing skills in such areas as academic writing and referencing through the ACU Student Support Services.

### Textbook:

ACU supplies the textbooks for this course which are on-loan to the students for the duration of the course, but remain the property of ACU. These textbooks will be distributed at the start of each unit through the Mercy College Library / online through ACU library.

There are ACU Uni Step-Up subject on offer for 2019 is:

- Faculty of Health Sciences: School of Nursing, Midwifery and Paramedicine

**N.B. This information was current when the Handbook was printed; however, it is subject to change at the discretion of ACU and VCAA.**

# Faculty of Health Sciences: School of Nursing, Midwifery and Paramedicine

The two subjects offered are:

## Semester 1: HLSZ120 - Indigenous Health and Culture

The aim of this unit is to provide health students with a solid foundation on which to build cultural competency across their undergraduate program knowledge and skills that they will need to apply to their future health care practice. Aligned with cultural competence are principles of community engagement in this unit, students will be introduced to community engagement and explore how they can apply these principles throughout their time at ACU and beyond.

### Assessment

1. Assessment 1: Exam Quizzes (2) – 20%
2. Assessment 2: Essay – 40%
3. Assessment 3: Exam – 40%

Please note: these assessment tasks and their weighting are subject to change

## Semester 2: HLSZ111 - The Person, Health and Wellbeing

Health care is focused on the personal generally at a time of great vulnerability. This unit is required by students to assist them in understanding the people they will interact with in clinical practice through an understanding of human behaviour. This unit focusses on the person as the centre of the health care experience. Health and wellness will be explored from a biopsychosocial and lifespan perspective. Psychological concepts and theories underpinning human behaviour, health behaviour acquisition, therapeutic communication and health behaviour change will be introduced. These concepts will be applied to the personal and professional self and then to practice.

### Assessment

4. Assessment 1: Student seminar (Group presentation 20-25 mins) – 25%
5. Assessment 2: Reflective Learning and Writing task - 30%
6. Assessment 3: Exam – 45% (2 hour)

Please note: these assessment tasks and their weighting are subject to change.

### These units can lead to:

- Bachelor of Nursing
- Bachelor of Midwifery
- Bachelor of Paramedicine





# Application to Study a University Extension Subject

Due date: Monday 13 August 2018

Student Name: \_\_\_\_\_ Homeroom: \_\_\_\_\_

Nominated University Extension Subject:

Reflection on learning strengths and acknowledgement of commitment required to successfully undertake a University Extension Subject:

Semester One Exam Results

English	

Teacher Recommendation

Teacher:

Comments:

Reasons for applying to undertake a University Extension Subject:

Student Signature:

Date:

Parent/Guardian Signature:

Date:

Application Received:

Date:

Application Processed:

Date:

Recommendation:

Approved/Not Approved

Comments: