Table of Contents

Table of Contents .................................................................................................................. 2
Mission Statement .................................................................................................................. 6
School Support Staff ................................................................................................................. 7
A Community of Learners ....................................................................................................... 8
Welcome to Senior School ....................................................................................................... 9
Curriculum Overview – Years 10 to 12 ................................................................................ 10
Resources to Assist Students in Making Informed Choices .................................................. 11
  Important Links .................................................................................................................... 11
  Subject Selection and Careers Expo ....................................................................................... 12
  Online Procedures for Selecting Subjects ............................................................................. 13
Year 10 .................................................................................................................................. 14
  Year 10 Core Units ................................................................................................................ 14
  Year 10 Elective Units .......................................................................................................... 14
  Acceleration - Year 10 Student Accessing a VCE Unit 1 and 2 ........................................ 15
  Year 10 Student Accessing an off-site VET Course ............................................................ 15
  My Year 10 Selections ........................................................................................................... 16
Senior Secondary School Qualifications .............................................................................. 17
  The Victorian Certificate of Education ................................................................................... 18
  The Victorian Certificate of Applied Learning ....................................................................... 20
  Vocational Education and Training ....................................................................................... 21
  Structured Workplace Learning ............................................................................................ 22
Mapping Your Three Year Senior Course ............................................................................ 23
  Year 10 Standard Course followed by VCE in Year 11 and 12 ............................................ 23
  Year 10 Accelerated Course - A Three Year VCE Program ............................................... 24
  Year 10 Course followed by VCAL in Year 11 and 12 .......................................................... 25
VCE & VCAL Success Stories ................................................................................................. 26
Year 10 Core Units .................................................................................................................. 40
  VCE Religion and Society Unit 1 .......................................................................................... 40
  English .................................................................................................................................. 40
  Consolidation English .......................................................................................................... 40
  Mathematics ......................................................................................................................... 41
  Science ................................................................................................................................. 41
  Fit for Life ............................................................................................................................ 42
  Health .................................................................................................................................. 42
Year 10 Group A Elective Units ............................................................................................. 43
  The Arts ............................................................................................................................... 43
    Media ................................................................................................................................. 43
    Music Industry and Performance ....................................................................................... 43
  Studio Arts ........................................................................................................................... 44
  Theatre Studies .................................................................................................................... 44
  Visual Communication Design ............................................................................................ 45
  Health and Physical Education ............................................................................................ 46
Exercise and Fitness Physiology ................................................................. 46
Outdoor Education ..................................................................................... 46
Technology ................................................................................................. 47
Food Studies ............................................................................................... 47
Product Design and Technology ................................................................. 47
Textiles ........................................................................................................ 48

Year 10 Group B Electives Units ................................................................. 49
Language ..................................................................................................... 49
  Italian ......................................................................................................... 49
The Humanities ............................................................................................ 50
  An Introduction to Business Management ................................................. 50
  Geography ................................................................................................. 50
  History ....................................................................................................... 51
Science .......................................................................................................... 52
  Advanced Science ..................................................................................... 52
Technology ................................................................................................... 53
  Digital technologies .................................................................................. 53

The Victorian Certificate of Applied Learning (VCAL) ................................ 54
  Literacy Skills ........................................................................................... 54
  Numeracy Skills ........................................................................................ 54
  Personal Development Skills ................................................................. 54
  Work Related Skills ............................................................................... 54

The Victorian Certificate of Education (VCE) ............................................ 55
English ......................................................................................................... 55
  VCE English ............................................................................................ 55
  VCE Literature ........................................................................................ 56
Language ...................................................................................................... 57
  VCE Italian ............................................................................................... 57
Health and Physical Education .................................................................... 58
  VCE Health and Human Development ................................................. 58
  VCE Outdoor and Environmental Studies ............................................ 59
  VCE Physical Education ......................................................................... 60
The Humanities ............................................................................................ 61
  VCE Accounting ....................................................................................... 61
  VCE Business Management ................................................................. 62
  VCE Geography ....................................................................................... 63
  VCE History .............................................................................................. 64
  VCE Legal Studies .................................................................................... 66
Mathematics .................................................................................................. 67
  VCE General Mathematics Units 1 and 2 .............................................. 68
  VCE Further Mathematics Units 3 and 4 .............................................. 68
  VCE Mathematical Methods ................................................................. 68
  VCE Specialist Mathematics ................................................................. 68
Religious Education ...................................................................................... 69
  ACU and CSYMA Youth Academy Program ....................................... 69
  VCE Religion and Society ...................................................................... 71
Appendix One: Student: Academic Progress Policy ................................................................. 85
Appendix Two: Individual Learning Plan - Application for VCE Acceleration .................. 88
Appendix Three: Individual Learning Plan – Expression of Interest in VET ...................... 90
Appendix Four: Application for the Victorian Certificate of Applied Learning (VCAL) .... 91
Appendix Five: Application for ACU and CSYMA Youth Academy Program .................. 93
Appendix Six: Application for VCE Units 3 and 4 without the study of VCE Unit 1 and 2 (Year 12 students only) ................................................................................................................. 95
Appendix Seven: Learning Area Pathways – Religious Education .................................... 97
Appendix Eight: Learning Area Pathways – Mathematics .................................................. 98
Appendix Nine: Tear Out Checklist for Selecting Subjects .................................................. 99

Excerpts of this handbook have been taken from:

- The Victorian Curriculum and Authority Website
  and/or
- The Victorian Curriculum Website

Please view both sites for up to date information including VCE Study Designs, VCE Study Summaries, VCAL Planning Guides and other resources.
Dear Students and Parents/Guardians,

The senior years of secondary schooling offer great opportunities for students to extend and focus their learning. This curriculum handbook is designed to assist students and their parents or guardians to understand the complexities of possible courses of study and therefore, to make good choices for their individual needs and future pathway.

The choices made at the senior years are critical in ensuring positive educational outcomes for the final stage of secondary education and provides the necessary direction for the important transition to post compulsory education and training or work. Whether the choice is to complete the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and/or Vocational Education and Training (VET) courses, it is important to enter into that learning with enthusiasm, commitment and clarity of purpose.

At John Paul College, we offer a wide range of subjects and opportunities for our students. Committed teachers support student learning and wellbeing along with caring support staff members who dedicate themselves to assisting our students identify and reach their goals. Our College motto “With Him is the Fullness of Life” provides the basis for our commitment to ensuring that every member of our community is empowered to achieve success, act with integrity and contribute to the common good.

As they consider their options, I encourage students to gather as much information as possible, ask questions, listen to advice from teachers and parents or guardians and choose carefully based on subjects that they enjoy, have achieved success in and will lead to a positive future pathway beyond John Paul College. It is also important for students to engage in the many co-curricular and extra-curricular offerings at the College, which broaden and enrich their personal school experience and develop relationships with other students and staff.

I wish you all the best as you consider the opportunities and options before you and as you enter the senior years of education at John Paul College.

John Visentin
Principal
Mission Statement

Inspired by the Gospels’ values, John Paul College provides an exemplary and holistic education within the Catholic tradition.

Our community welcomes students and their families from the parishes and communities of the greater Frankston region.

We believe every student’s success is grounded in quality learning and teaching, and a school culture that fosters wellbeing, promotes resilience and inspires faith in action.

With Him is the fullness of life.

Jn 10:10

Our motto is our vision - the commitment to ensure every member of our community is empowered to achieve success, act with integrity and contribute to the common good - Christian discipleship for a just world.

Values

We treasure our spirit of community and the values that flow from it - courage, perseverance and generosity.

The strength of our House system is anchored in these values and the charism we inherit from the lives of our founders.

Today, we live by our values and animate them within a culture that:

- Respects the dignity of every person
- Is inclusive, compassionate, just and forgiving, and
- Honours the integrity of creation through careful stewardship
School Support Staff

Leadership

John Visentin  Principal
Lynette Helisma  Deputy Principal Learning
Craig Judkins  Deputy Principal Wellbeing
Paul Owsianka  Business Manager
John Riddle  Director of Faith and Mission
KJ Maan  Director of ICT
Fiona Sedick  Director of College Organisation

Careers and Pathways

Jan Caratello  Careers Advisor, Years 7 to 10
Rachel Cresp  Careers Practitioner, Years 11 and 12
Carmel Girolami  Senior Student Learning Coordinator
Donna Matthews  VCAL and VET Coordinator

Learning Area Leaders

Mark Barnett  The Arts
Georgia McMullan  English and Language
Chloe Mace  Health and Physical Education
Lauren Moore  The Humanities
Steve Smollen  Mathematics
Heidi Colombani  Religious Education
Mel Norris  Science
Dean Lambert  Technology

Senior House Coordinators

Tom Senior  Chaminade
Louise Ward  D’Houet
Malcolm Thomson  Olsen
Kate Sutton  Turner

Support Services

Jacqui Moore  Arts Coordinator
Trish Fiore  College Nurse
Bronwyn Keane  Head of Resource Centre
Peter Griffin  Liturgy and Spirituality Coordinator
Brendan Newcomb  Sports Coordinator
Susan Wood  Student Programs Coordinator
Jacqui Duffee  Student Wellbeing
Kathleen Holmes  Head of Stewart Centre
Lisa Meddings  College Registrar
All members of John Paul College are learners who:

- honour the sacred dignity of each person, believing that everyone can experience success and be supported to see their lives as being shaped by the God who is at work in all of creation
- search for truth, continuously critiquing, questioning, inquiring, imagining and re-imagining themselves and their world in an ongoing engagement with Catholic belief and practices
- embrace difference and diversity as the context for dialogue, engagement and a deeper understanding of self, others and God
- build a culture of learning together through collaboration, partnerships and life-giving relationships which enable all to flourish
- engage with the deep questions of life, constantly opening up spaces of meaning which engage Catholic faith with what matters most in the minds and hearts of the students
- honour equitable access and opportunity for all, with a particular commitment to those most in need
- commit to achieving the highest standards possible based on reflective practice, using data, research and evidence to ensure progress and growth in learning
- make a difference in the world, inspired by the Gospel and led by the Holy Spirit to grow in virtue and act for justice and the common good

*Catholic Education Melbourne, 2016. Horizons of Hope Vision and Context, p.6*
Welcome to Senior School

Congratulations on entering the senior years of John Paul College.

It is an exciting time as you explore the various subjects on offer and plan a three-year learning pathway that includes:

- Year 10 core and elective subjects (Victorian Curriculum)
- the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL), and
- Vocational Education and Training (VET) Certificates

Academic Acceleration

Students who consistently achieve high academic results and demonstrate excellent work habits may be eligible to accelerate their studies by:

- studying a Victorian Certificate of Education (VCE) Unit 1 and 2 in Year 10
- studying a VCE Unit 3 and 4 in Year 11
- studying a University Extension subject in Year 12

Students who have been approved for acceleration are required to submit an Individual Learning Plan – Application for Acceleration Form (Appendix Two) by Monday 5th August, 8:30am for their application to be considered. Refer to the Student Academic Policy (Appendix One) for detailed information.

Let’s get started

John Paul College offers a diverse range of subjects. The curriculum grid on the following page provides an overview of the senior subjects and units on offer.

When planning their learning pathway, students need to consider subjects:

- they are good at
- they are interested in
- that will lead to future employment
- that are help them get into their planned university course or TAFE

The Victorian Tertiary Admissions Centre publishes excellent documents that will assist students in making informed choices.
<table>
<thead>
<tr>
<th>LEARNING AREAS</th>
<th>YEAR 10</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SUBJECTS AND ELECTIVES</td>
<td>VCE (UNITS 1 &amp; 2 UNLESS SPECIFIED)</td>
<td>VCE (UNITS 3 &amp; 4 UNLESS SPECIFIED)</td>
</tr>
<tr>
<td>Religious Education</td>
<td>VCE Religion &amp; Society Unit 1</td>
<td>VCE Religion and Society Unit 2</td>
<td>VCE Religion and Society School Based RE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ACU and CSYMA Youth Academy Program</td>
<td>ACU and CSYMA Youth Academy Program</td>
</tr>
<tr>
<td>English and Language</td>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Consolidation English</td>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Advanced Mathematics or Core Mathematics or</td>
<td>General Mathematics</td>
<td>Further Mathematics</td>
</tr>
<tr>
<td></td>
<td>Consolidation Mathematics</td>
<td>Mathematical Methods</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Specialist Mathematics</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Advanced Science (A)</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>The Humanities</td>
<td></td>
<td>Physics</td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td>Fit for Life</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>An Introduction to Business Management (B)</td>
<td>Business Management</td>
<td>Business Management</td>
</tr>
<tr>
<td></td>
<td>Geography (B)</td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>History (B)</td>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>The Arts</td>
<td>Media (A)</td>
<td>Media</td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Music Industry &amp; Performance (A)</td>
<td>Music Performance</td>
<td>Music Performance</td>
</tr>
<tr>
<td></td>
<td>Studio Arts (A)</td>
<td>Studio Arts</td>
<td>Studio Arts</td>
</tr>
<tr>
<td></td>
<td>Theatre Studies (A)</td>
<td>Theatre Studies</td>
<td>Theatre Studies</td>
</tr>
<tr>
<td></td>
<td>Visual Communication Design (A)</td>
<td>Visual Communication Design</td>
<td>Visual Communication Design</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Health</td>
<td>Health &amp; Human Development</td>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td></td>
<td>Outdoor Education (A)</td>
<td>Outdoor &amp; Environmental Studies</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Fitness &amp; Exercise Physiology (A)</td>
<td>Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Digital Technologies (B)</td>
<td>Applied Computing</td>
<td>Data Analytics</td>
</tr>
<tr>
<td></td>
<td>Food Studies (B)</td>
<td>Food Studies</td>
<td>Software Development</td>
</tr>
<tr>
<td></td>
<td>Product Design &amp; Technology (B)</td>
<td>Product Design &amp; Technology</td>
<td>Food Studies</td>
</tr>
<tr>
<td></td>
<td>Textiles (B)</td>
<td></td>
<td>Product Design &amp; Technology</td>
</tr>
<tr>
<td>VCAL and VET</td>
<td>Vocational Education &amp; Training (VET)</td>
<td>Literacy</td>
<td>Literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numeracy</td>
<td>Numeracy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Personal Development</td>
<td>Personal Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work Related Skills</td>
<td>Work Related Skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vocational Education &amp; Training</td>
<td>Vocational Education &amp; Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Structured Workplace Learning</td>
<td>Structured Workplace Learning</td>
</tr>
</tbody>
</table>

Note:
- (A) denotes a Year 10 Elective A
- (B) denotes a Year 10 Elective B
- Subjects run pending a viable class size
Important Links

In addition to this handbook, students are encouraged to access the following resources to assist in making informed choices when choosing subjects.

1. **John Paul College Careers Centre**

   The Careers Centre provides the latest information that will help students make decisions about their future career and life beyond school. Students can use the John Paul College Careers website to locate University, TAFE and any other type of course across Australia, get information about the VCE, search for job vacancies and much more. Feel free to drop into the Careers Office if you have any questions.
   
   www.johnpaulcareers.com/

2. **VTAC Year 10 Guide: Choosing senior school studies for the right reasons**

   This guide assists Year 10 students to identify their strengths and interests, research tertiary courses and choose senior school subjects. Year 9 students are also advised to work through this guide.
   

3. **VTAC Year 11 and 12 Guide: Researching courses and applying**

   This guide assists senior school students research tertiary courses and also leads Year 12 students through the tertiary application process.
   

4. **VTAC Prerequisites for 2020**

   This document provides an overview of prerequisite for students commencing a tertiary course in 2020.
   

5. **VTAC Prerequisites for 2021**

   This document provides an overview of prerequisite for students commencing a tertiary course in 2021.
   

6. **myfuture website including the Bullseye Posters**

   The myfuture website is the National Career Information Service that assists students to find their strengths and plan their career. Students create their own username and password to access all features.
   
   https://myfuture.edu.au/home

   The bullseye posters on the myfuture website enables student to select a learning area they enjoy and explore various occupations that have a link to the learning area selected.
   
   https://myfuture.edu.au/bullseyes

7. **ABC of Scaling**

   The ABC of Scaling details how the ATAR is calculated.
   
   ABC of Scaling 2018 (PDF)
Subject Selection and Careers Expo

All families are invited to attend the Subject Selection and Careers Expo on **Wednesday 31 July 2019 3:30pm to 7:30pm** in the John Paul College Kealy Centre Gymnasium. This invaluable opportunity will enable students to explore the wide range of subjects on offer as well as gain up to date advice regarding pathways, tertiary courses and Vocational Education and Training (VET) courses. The evening is suitable for students in all year levels with a greater focus for students currently in Years 8 to 12. Light refreshments will be provided throughout the evening.

Various displays will be set up in the Kealy Centre showcasing subjects and opportunities in each of the learning areas. Students will have the opportunity to talk with teachers to gain greater insight into each subject on offer.

Families will be able to discuss different University and TAFE options directly with representatives from various institutions including the Australian Catholic University, Australian Defence Forces, Chisholm TAFE, Deakin University, Engineers Australia, Federation University Australia, La Trobe University, Melbourne Polytechnic, Monash University, RMIT University, Sabrina Russo Group, Swinburne University of Technology, Victoria Police, Victoria University and William Angliss Institute. This is an excellent chance for students to start planning their pathway beyond school.

Computers will be set up so students can enter their 2020 subject selections online.

The following information sessions will also be held in the Donn O’Connor Room:

- **5:30pm: Planning your pathway – a snapshot for Year 10 2020.**
  Highly recommended for students currently in Year 9.

  *Do I choose a VET course? Do I enrol in a Victorian Certificate of Education (VCE) Unit 1 and 2 subject? What elective subjects do I choose? These are some of the big decisions Year 9 students are faced with. This brief presentation will endeavour to give you some information to assist both student and parent in making these big decisions. At John Paul College we endeavour to support and give guidance to students about their individual career pathways.*

- **6:00pm: Vocational Education and Training (VET)**
  Highly recommended for students currently in Years 9 and 10 who are interested in VET.

  *What is VET? How does a VET course contribute to my senior secondary years? What are the benefits of these programs to students? How does VET multiply your opportunities as a student? Classroom learning is combined with structured hands-on training and practice in industry. This session will provide answers to these questions and many others.*
Online Procedures for Selecting Subjects

Subjects are selected via a Web Preferences Student Portal.

**TIMELINE**

**Friday 26 July**
Passwords and logins for subject selection emailed to students.
Web Preferences open for subject selection.

**Monday 5 August**
Signed Web Preferences printout for subject selections and Application Forms (refer to Appendix Nine) submitted to Main Office Reception by 8:30am.
Web Preferences for subject selections close 8:30am.

**Monday 14 October**
Students advised of subjects for 2020

**WEB PREFERENCES**

Carefully follow each step and ensure all required sections are completed.
If you want to change a selection, simply go back into Web Preferences and adjust your selections. You have five opportunities to make alterations.
Once you are satisfied with your selections the receipt page must be printed, signed by a parent/carer and submitted to Main Reception.

**APPLICATIONS FOR ACCELERATION**

Approval for acceleration is based on the Semester One report (refer to Appendix One). Students who are approved to accelerate will be advised early Term 3. If an approved student wishes to accelerate, an Application for Acceleration Form (Appendix Two) must be submitted to the Main Office by **Monday 5 August 8:30am**.

For further information regarding the Web Preferences Student Portal, please contact Fiona Sedick, Director of College Organisation on 9784 0200.
Year 10 students study a combination of core and elective units. Some Year 10 students may also apply to study a VCE subject or a VET Certificate.

Year 10 Core Units

The core units are:
- Year 10 VCE Religion in Society Unit 1
- English
  - Core English, or
  - Consolidation English
  *Year 9 results in English determines the student’s level in Year 10
- Mathematics
  - Advanced Mathematics, or
  - Core Mathematics, or
  - Consolidation Mathematics
  *Year 9 results in Mathematics determines the student’s level in Year 10
- Core Science (studied during semester one or two)
- Fit for Life
- Health

Year 10 Elective Units

The rationale for the elective system is that:
- It enables students to have access to a more comprehensive range of curricular options
- It increases the flexibility in course selection
- It facilitates the transition for students into the Victorian Certificate of Education or Victorian Certificate of Applied Learning.

In order of preference, students select five semester based elective units. Students must select at least one elective from Group A and one elective from Group B.

<table>
<thead>
<tr>
<th>Group A (at least one must be selected)</th>
<th>Group B (at least one must be selected)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td><strong>Language</strong></td>
</tr>
<tr>
<td>• Media</td>
<td>• Italian *Italian counts as 2 elective units as it is studied all year</td>
</tr>
<tr>
<td>• Music Industry and Performance</td>
<td></td>
</tr>
<tr>
<td>• Studio Arts</td>
<td></td>
</tr>
<tr>
<td>• Theatre Studies</td>
<td></td>
</tr>
<tr>
<td>• Visual Communication Design</td>
<td></td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td><strong>The Humanities</strong></td>
</tr>
<tr>
<td>• Fitness and Exercise Physiology</td>
<td>• An Introduction to Business</td>
</tr>
<tr>
<td>• Outdoor Education</td>
<td>• Management</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>• Geography</td>
</tr>
<tr>
<td>• Food Studies</td>
<td>• History</td>
</tr>
<tr>
<td>• Product Design and Technology</td>
<td></td>
</tr>
<tr>
<td>• Textiles</td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td></td>
<td>• Advanced Science</td>
</tr>
<tr>
<td></td>
<td><strong>Technology</strong></td>
</tr>
<tr>
<td></td>
<td>• Digital Technologies</td>
</tr>
</tbody>
</table>
### Full Year 10 Course

The spread of subjects over both semesters for students studying a full Year 10 program is summarised in the table below:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Religious Education</th>
<th>English</th>
<th>Maths</th>
<th>Fit for Life</th>
<th>Health</th>
<th>Science</th>
<th>Elective Choice</th>
<th>Elective Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periods per Cycle</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

*at least one elective must be chosen from Group A and Group B

### Acceleration - Year 10 Student Accessing a VCE Unit 1 and 2

Students who consistently achieve high academic results and demonstrate excellent work habits may be permitted to study a VCE Unit 1 and 2 subject in Year 10. Students who are approved to accelerate will be advised in the first week of Term 3.

Entry requirements, based on Year 9 semester one results, include:

- an overall result of at least 80% in English
- an average overall result of at least 75% across all subjects
- work habits averaging 4 or more across all subjects
- exemplary record of submission of work

Notes:

- Students study 3 Year 10 elective units from Group A and/or Group B in addition to Year 10 Core Units and the VCE Unit 1 and 2.
- The study of a VCE Unit 1 and 2 in Year 10 is not available to students who undertake a VET program in Year 10.
- Only in exceptional circumstances will a student be approved to study more than one VCE Unit 1 and 2 subject in Year 10.

The spread of subjects over both semesters for students studying an accelerated program in Year 10 is summarised in the table below:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Religious Education</th>
<th>English</th>
<th>Maths</th>
<th>Fit for Life</th>
<th>Health</th>
<th>Science</th>
<th>Elective Choice</th>
<th>VCE Unit 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periods per Cycle</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

### Year 10 Student Accessing an off-site VET Course

The spread of subjects over both semesters for students studying an off-site VET course in Year 10 is summarised in the table below:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Religious Education</th>
<th>English</th>
<th>Maths</th>
<th>Fit for Life</th>
<th>Health</th>
<th>Science</th>
<th>Elective Choice</th>
<th>Off-site VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periods per Cycle</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>4</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Day and time varies depending on the course
**My Year 10 Selections**

*Steps for Year 10 2020 Students on a Standard Year 10 Course*

**STEP ONE**
List the five elective units you wish to study in 2020 and then rank these electives in order of preference 1 to 5.
*Please note: The order of preference is important as your timetable will be built accordingly.*

<table>
<thead>
<tr>
<th>Electives</th>
<th>Rank 1 to 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group A</td>
<td></td>
</tr>
<tr>
<td>2. Group B</td>
<td></td>
</tr>
<tr>
<td>3. Group A or B</td>
<td></td>
</tr>
<tr>
<td>4. Group A or B</td>
<td></td>
</tr>
<tr>
<td>5. Group A or B</td>
<td></td>
</tr>
</tbody>
</table>

*Note: If you wish to study Italian, it must be listed twice in the table above as it is studied all year.*

**STEP TWO**
Now list two reserve electives:

- Reserve Elective 1 from Group A or B:
- Reserve Elective 2 from Group A or B

**STEP THREE**
Using your choices in Steps 1 and 2 as above, complete the green rows to view a sample of your timetable in 2020.

<table>
<thead>
<tr>
<th>Year 10 Semester One</th>
<th>Year 10 Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Fit for Life</td>
<td>Fit for Life</td>
</tr>
<tr>
<td>Health</td>
<td>Health</td>
</tr>
<tr>
<td>Science</td>
<td>Elective 3:</td>
</tr>
<tr>
<td>Elective 1:</td>
<td>Elective 4:</td>
</tr>
<tr>
<td>Elective 2:</td>
<td>Elective 5:</td>
</tr>
<tr>
<td>Reserve Elective 1:</td>
<td>Reserve Elective 2:</td>
</tr>
</tbody>
</table>

**STEP FOUR**
Use the planning guide on pages 22 to 23 to map out your chosen three-year senior course.
Which one will you choose?

Students in Year 11 and 12 elect to study the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). The Victorian Curriculum and Assessment Authority (VCAA) administer these two senior secondary certificates.

Students may also choose to undertake a Vocational Education Training (VET) program as part of their senior secondary certificate.
The Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is one of the certificates that students in Victoria can receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Students electing to study the Victorian Certificate of Education (VCE) at John Paul College will normally complete a maximum of 24 VCE units. It is envisaged that a student will complete at least one VCE unit by the end of Year 10 (VCE Religion and Society Unit 1), thirteen VCE units by the end of Year 11 and an additional ten VCE units in Year 12. Students commencing their VCE in Year 10 will usually complete 15 units by the end of Year 11.

YEAR 10 VCE

All Year 10 students study VCE Religion and Society Unit 1. Students who consistently achieve high academic results and demonstrate excellent work habits may be approved to study a VCE Unit 1 and 2 subject in Year 10.

YEAR 11 VCE

All Year 11 VCE students study:

1. VCE English Units 1 and 2
   and/or
   Literature Units 1 and 2

*VCE English is automatically added for Year 11 students. If a student wishes to apply to study VCE Literature without VCE English approval must be sought from the English and Language Learning Area Leader.

2. VCE Religion and Society Unit 2
   or
   ACU Youth Academy Program (a two year program over Years 11 and 12) "by application – refer to Appendix Five
   or
   VCE Religion and Society Units 3 and 4 *approval for acceleration must be sought- refer to Appendix Two

3. An additional five VCE subjects (10 units).

YEAR 12 VCE

All Year 12 VCE students study:

1. VCE English Units 3 and 4
   and/or
   VCE Literature Units 3 and 4

2. A School Based Religious Education Course
   or
   ACU Youth Academy Program
   "the student must have successfully completed the Year 11 program
   or
   VCE Religion and Society Units 3 and 4.

*ACU Youth Academy Program students may also elect to study VCE Religion in Society Units 3 and 4

3. An additional four VCE subjects (or three VCE subjects if the student is studying VCE Religion and Society Units 3 and 4.)
ALL VCE STUDENTS

The selection of VCE as a course of study needs to be based upon the student’s interests, academic achievements and desired tertiary course and career options.

Students entering the VCE should plan a two-year course (or three-year course if commencing the VCE in Year 10). Subject teachers should be approached to discuss the feasibility of a student undertaking a particular study, whilst the College Careers Adviser should also be referred to. Students are advised to read the VCAA VCE Study Design of units they select, available on http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

FURTHER READING

VCE Frequently Asked Questions

VCE Study Designs and Resources
The Victorian Certificate of Applied Learning

The Victorian Certificate of Applied Learning (VCAL) is a ‘hands-on’ option for students in Years 11 and 12.

The VCAL is a recognised senior secondary qualification, focusing on ‘hands-on learning’ and developing employability skills. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12. On completion of a diploma level course of study at TAFE, students can then commence University studies.

The College is the provider of two accredited Victorian Certificate of Applied Learning (VCAL) Certificates:

- Victorian Certificate of Applied Learning Intermediate, and the
- Victorian Certificate of Applied Learning Senior

The time taken to complete each of the VCAL Certificates is usually one year. However this depends on the individual and the structure of their VCAL program. Students usually commence VCAL Intermediate when they are in Year 11 and VCAL Senior when they are in Year 12.

Evidence of achievement is gathered as students plan and complete projects and activities over the period in which a task is undertaken. The evidence must demonstrate the specific learning outcomes and their elements that are outlined and published in the VCAA. A Certificate and Statement of Results will be issued to students who successfully complete their VCAL.

The College expectation for all students studying VCAL is a full five-day program. This program includes attending Vocational Education and Training (VET) and Structured Workplace Learning (SWL) on Wednesdays and Fridays. Please refer to page 21 for further details about Structured Workplace Learning. VCAL students attend school based classes on Mondays, Tuesdays and Thursdays which include:

- VCAL Literacy
- VCAL Numeracy
- VCAL Personal Development Skills
- VCAL Work Related Skills
- Religious Education

The following table illustrates a full five-day program for a student studying VCAL. The days for VET and SWL may be swapped depending on the VET timetable.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>School based classes at JPC</td>
<td>School based classes at JPC</td>
<td>Vocational Education and Training (VET)</td>
<td>School based classes at JPC</td>
<td>Structured Workplace Learning (SWL)</td>
</tr>
</tbody>
</table>

EXPRESSIONS OF INTEREST

Students interested in commencing the study of VCAL or continuing their study of VCAL need to complete the following three forms:

- Application for VCAL Form (Appendix Four) - submit to Main Office Reception by Monday 5 August 8:30am.
- Application for VET Form (Appendix Three) - submit to Main Office Reception by Monday 5 August 8:30am.

A VCAL Pathways meeting will then be convened with Carmel Girolami, Senior Student Learning Coordinator, Donna Matthews, VCAL and VET Coordinator, the student and a parent/guardian. Successful applicants will then receive a letter of offer and a VCAL Agreement form.

RELATED LINKS

What is the VCAL?

VCAL Information for Students and Parents
[www.vcaa.vic.edu.au/Pages/vcal/students/index.aspx](www.vcaa.vic.edu.au/Pages/vcal/students/index.aspx)
Vocational Education and Training

VET stands for Vocational Education and Training. John Paul College in partnership with Chisholm Institute of TAFE and other providers offers an exciting array of VET programs. VET programs enable students to combine their studies at John Paul College with a vocational program, explore career possibilities and pathways, learn in the workplace and develop skills that prepare them for the employment and further study.

VET is open to all senior students whether they have chosen VCE or VCAL. Current VET programs studied by John Paul College students include certificates in:

- Allied Health Assistance
- Animal Studies
- Automotive Vocational Preparation
- Beauty Services
- Building and Construction
- Business
- Community Services
- Computer Assembly and Repair
- Dance
- Design Fundamentals
- Early Childhood Education and Care
- Electrotechnology
- Engineering Studies
- Health Support Services
- Kitchen Operations - Patisserie
- Make-up
- Plumbing
- Salon Assistant
- Sport and Recreation
- Tourism

Each VET program normally takes two years to complete and there are definite advantages to starting in year 10. Students studying VET need to ensure they maintain an organised and diligent approach to their studies as the VET timetable usually conflicts with regular classes at school. This overlap of schedules is unavoidable. For this reason, it is usually best for students studying VCE to commence a two-year VET course in Year 10 so the conflict of schedules does not interfere with Year 12 studies.

Most VET programs are conducted on a Wednesday or Friday afternoon. Students are expected to attend school in the morning before making their way to the venue. An optional chartered bus is available at a cost of approximately $130 per annum.

All VET programs incur an additional fee of approximately $650 plus material costs. This amount varies depending on the type of VET course selected. VET programs are yearlong programs. If a student withdraws after the cut-off date (approximately four weeks after commencement), the full cost of the program will be incurred. If you are interested in a VET course, a $50 non-refundable fee is charged for each application.

**EXPRESSIONS OF INTEREST**

Students interested in studying VET are required to submit an Expression of Interest in VET Form (Appendix Three) and submit to Main Office Reception by Monday 5th August, 8:30am and make an appointment to see Donna Matthews, VCAL and VET Coordinator.

**RELATED LINKS**

- Current VET Fees

- Chisholm VET in Schools Courses

- Vocational Education and Training (VET)

- VCE VET Programs
Structured Workplace Learning (SWL) is on-the-job training during which a student is expected to master a set of skills or competencies related to their VET program. Many VET programs include opportunities for students to participate in SWL. Host employers supervise and instruct the students as they practise and extend the industry skills they have learned in their VET programs.


All VCAL students at John Paul College are involved in SWL. Students work in an industry placement one day a week for the duration of the school year to support the learning they undertake at TAFE in their chosen VET studies. For example, if a student is studying the Certificate II in Electro technology then we would expect them to be working one day a week with an Electrician. It will be the responsibility of the student to source and secure their placement and this placement will be required to comply with all Department of Education and Training guidelines. Gaining the placement is an assessable task within the Work Related Skills strand (WRS) and all students need to make determined efforts to secure this place early.

FURTHER INFORMATION

Further information can be obtained from Donna Matthews, VCAL and VET Coordinator.

Students are required to download and print the Structured Workplace Learning Arrangement Form (see below) and return the completed and signed form after discussions with Donna Matthews.

If it is a work placement that requires any sort of travel, students must also complete and submit the Structured Workplace Travel and Accommodation Form and return to Donna Matthews.

RELATED LINKS

Structured Workplace Learning

Structured Workplace Learning for Students and Parents

Structured Workplace Learning Arrangement Form

Structured Workplace Travel and Accommodation Form
**Mapping Your Three Year Senior Course**

*Which pathway is right for you?*

Complete the three-year course that best suits you. A sample is given for each different pathway.

**Year 10 Standard Course followed by VCE in Year 11 and 12**

**Sample Course**

The following is a sample only to demonstrate this pathway. The student must elect which VCE Unit 1 and 2 subject they do not continue in Year 12.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 VCE Religion and Society Unit 1</td>
<td>Year 10 VCE Religion and Society Unit 2 OR ACU Youth Academy Program Year 1 of 2</td>
<td>Religion Education (School Based) OR ACU Youth Academy Program Year 2 of 2</td>
</tr>
<tr>
<td>English</td>
<td>VCE English Units 1 &amp; 2</td>
<td>VCE English Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>VCE History Units 1 &amp; 2</td>
<td>VCE History Revolutions Units 3 &amp; 4</td>
</tr>
<tr>
<td>Fit for Life</td>
<td>VCE Business Management Units 1 &amp; 2</td>
<td>VCE Business Management Units 3 &amp; 4</td>
</tr>
<tr>
<td>Health</td>
<td>VCE General Mathematics Units 1 &amp; 2</td>
<td>VCE Further Mathematics Units 3 and 4</td>
</tr>
<tr>
<td>Science</td>
<td>VCE Food Studies Units 1 &amp; 2</td>
<td>VCE Food Studies Units 3 &amp; 4</td>
</tr>
<tr>
<td>History</td>
<td>VCE Legal Studies Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Food Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An Introduction to Business Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness and Exercise Physiology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Year 11 students approved to study VCE Religion and Society Units 3 and 4 do not study VCE Religion and Society Unit 2

**Now Follow these Steps**

Complete the empty boxes with the units you have studied and/or intend to study.

Gold denotes Year 10 electives. Grey denotes a VCE subject.
Sample Course

The following is a sample only to demonstrate this pathway.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 VCE Religion and Society Unit 1 Or Year 10 VCE Religion and Society Unit 1 CSYMA</td>
<td>Year 11 VCE Religion in Society Unit 2 Or ACU Youth Academy Program Year 1 of 2</td>
<td>Religious Education (School Based) Or ACU Youth Academy Program Year 2 of 2</td>
</tr>
<tr>
<td>English</td>
<td>VCE English Units 1 &amp; 2</td>
<td>VCE English Units 3 &amp; 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>VCE General Mathematics Units 1 &amp; 2</td>
<td>VCE Further Mathematics Units 3 &amp; 4</td>
</tr>
<tr>
<td>Fit for Life</td>
<td>VCE Mathematical Methods Units 1 &amp; 2</td>
<td>VCE Mathematical Methods Units 3 &amp; 4</td>
</tr>
<tr>
<td>Health</td>
<td>VCE Physics Units 1 &amp; 2</td>
<td>VCE Physics Units 3 &amp; 4</td>
</tr>
<tr>
<td>Science</td>
<td>VCE Chemistry Units 1 &amp; 2</td>
<td>VCE Chemistry Units 3 &amp; 4</td>
</tr>
<tr>
<td>VCE Business Management Units 1 and 2</td>
<td>VCE Business Management Units 3 and 4</td>
<td></td>
</tr>
</tbody>
</table>

Textiles
Theatre Studies
Advanced Science

*Students studying a three-year VCE program study six VCE Unit 3 and 4 sequences. This provides opportunity for an additional 10% of the scaled score in the sixth study to be used in the calculation of the ATAR.  

Now Follow these Steps

Complete the empty boxes with the units you have studied and/or intend to study.

Gold denotes Year 10 electives. Grey denotes a VCE subject.
**Sample Course**

The following is a sample only to demonstrate a Year 10 program with VET followed by VCAL.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Religion and Society Unit 1</td>
<td>VCE Religion in Society Unit 2</td>
<td>Religious Education (School Based)</td>
</tr>
<tr>
<td>English</td>
<td>VCAL Literacy Intermediate</td>
<td>VCAL Literacy Senior</td>
</tr>
<tr>
<td>Mathematics</td>
<td>VCAL Numeracy Intermediate</td>
<td>VCAL Numeracy Senior</td>
</tr>
<tr>
<td>Fit for Life</td>
<td>VCAL Personal Development Intermediate</td>
<td>VCAL Personal Development Senior</td>
</tr>
<tr>
<td>Health</td>
<td>VCAL Work Related Skills Intermediate</td>
<td>VCAL Work Related Skills Senior</td>
</tr>
<tr>
<td>Science</td>
<td>Structured Workplace Learning</td>
<td>Structured Workplace Learning</td>
</tr>
<tr>
<td>VET Certificate OR 2 additional Y10 electives</td>
<td>VET Certificate</td>
<td>VET Certificate</td>
</tr>
</tbody>
</table>

- **Textiles**
- **Theatre Studies**
- **Geography**

**Now Follow these Steps**

Complete the empty boxes with the units you have studied and/or intend to study.

Gold denotes Year 10 electives. Yellow denotes a VET Certificate or two additional Year 10 Electives. Grey denotes a VET Course.

**Write the VET Certificate you are interested in studying:** _________________________________________________

**Write the type of Structured Workplace Learning you would like to undertake:** ___________________________________
**VCAL Success Story**

**Samantha**

2016

---

**Why did YOU CHOOSE VCAL?**

I choose VCAL because by the end of year 10 I knew I was interested in doing a trade in Hairdressing.

**What did your VCAL program include?**

My VCAL program included the following:
- Attending school on Monday, Tuesday and Thursday studying the following subjects.
  - VCE: Religion and Society
  - VCAL: Literacy, Numeracy, Work related skills and Personal Development skills.
- Every Wednesday attending Chisholm Frankston for trade course Hairdressing.
- Every Friday attending Structured Workplace Learning at Henna’s hair and beauty salon.

**What did you go on to do careers wise?**

Completed my placement at Volume Hair, to be offered an apprenticeship in Hairdressing. Currently I’m doing my second year in Hairdressing.

**How has VCAL prepared you for the future?**

Once completing VCAL and my chosen trade course it’s opened many doors for me and greater challenges for my future in Hairdressing. This year I was nominated as apprentice of the year in Hairdressing I was awarded 1st apprentice in Hairdressing out of 600 other girls and 8 girls who were nominated.

**What is your advice to future VCAL students?**

My advice to any future VCAL student is don’t take your studies for granted. You’ve been given an opportunity to study, and work in a trade you would enjoy and have passion for. So basically take that dream and follow it to the end.
Why did you choose VCAL?

For most of my life I had been sure that upon concluding my schooling I would pursue a trade. During my Year 10 studies I had been discussing with my parents the idea of leaving school with a Year 10 pass and looking for an apprenticeship, they were not very receptive to this idea.

After numerous discussions with my careers pathway teacher at the time, she brought VCAL to my attention, this was suggested to me as a way of staying in school and gaining a high school certificate whilst also learning some basic knowledge and skills that would assist with gaining an apprenticeship.

What did your VCAL program include?

A standard week in my VCAL program included 2.5 days at school in a classroom environment, 2 days a week at work experience and half of a day at my VET course. My goal throughout the VCAL Structured Workplace Learning and VET course was to get as much experience in different areas of the building industry as possible.

For my work experience I was able to secure a regular placement with the same company that my father worked for at the time. I was moved around between their carpenters, plumbers, painters, plasterers and electricians. This was valuable experience that allowed me to identify carpentry as my preferred option for an apprenticeship and I was also paid a basic labourer’s wage for the hours I worked.

I chose a VET course of electrical engineering, I quickly discovered that this was not something that I would want to pursue in the future but it gave me a good insight into what to expect from trade school during my apprenticeship.

What did you go on to do, career wise?

Upon completing my VCAL Certificate I was offered an apprenticeship with the company that I had been working for during my placement. After completing my apprenticeship and working as a qualified carpenter for a further 2 years I stepped into a supervision/management role. Currently I’m working with my father for the family business in a role that requires me to quote jobs, project manage multiple job sites and oversee Occupational Health and Safety requirements.

Post VCAL I have obtained the following certificates and certifications through further learning:

- Certificate III in Carpentry and Joinery (trade qualification)
- Certificate IV in Building and Construction
- Diploma of Building and Construction
- Certificate IV in Work Health & Safety
- Registered Building Practitioner – (domestic builder – unlimited licence)
**How has VCAL prepared you for the future?**

VCAL allowed me the opportunity to gain valuable experience in the building and construction industry and to identify with which trade I was most suited to. It gave me a strong understanding of what life after school would be like in a real life work environment, all while obtaining a high school graduation certificate.

**What is your advice to future VCAL students?**

I would advise VCAL students to take their studies seriously, and not to think of VCAL as an easy way out. If you put in effort with your studies and are able to obtain quality Structured Workplace Learnings it will be well worth your while.

When I was studying there was a perception that if you were not academically successful at school you could just do a trade. While this may be true for gaining an apprenticeship you will quickly find that if you want to work for yourself or go on to be successful within the industry you need to be switched on and engaged with your work. There isn’t a trade in the building industry that doesn’t require a strong understanding of basic mathematics.
Units studied whilst at JPC

**Years 10 and 11**
- Certificate III in Beauty Services

**Year 10**
- Certificate IV in Residential Drafting

**Year 11**
- Chemistry Unit 1
- English Units 1 and 2
- General Mathematics (Specialist) Unit 2
- Legal Studies Units 1 and 2
- Mathematical Methods CAS Units 1 and 2
- Physics Units 1 and 2
- Religion and Society Unit 2

**Year 12**
- English Units 3 and 4
- Legal Studies Units 3 and 4
- Mathematical Methods CAS Units 3 and 4
- Physics Units 3 and 4
- Religion and Society Unit 1
- Specialist Mathematics Units 3 and 4

*Why did you choose to study VET in Years 10 and 11?*

I had lots of different interests when I began my senior schooling and did not want to limit myself to a particular career path too early. I was interested in beauty services for possible part time work opportunities while I continued studying. Although I didn't go on to use this qualification in my career it was something of interest to me at the time and has still been useful to have as it has meant I can do a lot of my own beauty treatments at home!

I decided to also do the certificate in residential drafting as at that point in time I was very interested in a possible career in architecture. In addition to studying the certificate in residential drafting I also attended a summer school at Melbourne University that focused on design and architecture. However my heart was not set on this career path only, so I wanted to keep my options open.
**Why did you choose VCE?**

At the time of deciding whether or not to complete VCE I knew that I wanted to continue studying at University, whether that was architecture or another field. This meant I needed to study VCE and obtain an ATAR. How did you choose your VCE units?

I picked my VCE units based on what I was interested in and what I would be good at as well as also providing a challenge. Maths and Science were subjects that I gelled well with. However I also had a keen interest in Legal Studies so decided to study this rather than doing all my electives as Maths and Science based subjects. The decision to choose Legal Studies resulted in a change of focus for future studying and I ultimately decided to pursue law at university.

**How did you manage your time in the senior school years?**

Being super organised was a must to manage a busy workload. I made a decision at the start of VCE that I really wanted to achieve high grades and be able to look back on my time during VCE and know that there was nothing more I could have done and that I really did give it 100%. I knew that meant I would need to put a lot of time and effort into my school work and not just complete the minimum set homework.

I also worked part time throughout VCE and although it may have been only a couple of short shifts per week, it was another commitment I needed to consider. In addition I needed to ensure I had enough time for regular exercise, sufficient sleep and time to spend with family and friends. I would schedule the week ahead by writing out daily plans. My school planner was put to good use as I found hand writing my schedule worked best for me. However everyone is different, there are many scheduling apps available now to assist.

**What are your top study tips?**

1. As per above, be organised and stick to a plan. I would pre-schedule my week so that I had mapped out when I would complete each subject’s homework, do any extra revision, had my part time work on and when I would fit in exercise as well as some time off to catch up with friends, spend time with family or do the other things I enjoyed. This meant I could balance my time effectively between ‘work, rest and play’.

2. Take care of your physical health. Studying so much meant I was sitting relatively still for large portions of the day, every day, so I made it a priority in year 11 and 12 to start going for regular walks or light jogs. Also make sure you get plenty of sleep! Being organised with a strict study plan meant I could avoid the late nights of study and was not fuelling myself on coffee. It was also advised by one of my teachers at JPC to consider taking supplements to help support brain health such as fish oil.

3. Use all your senses to retain information. When it comes time to revise for exams one of my JPC teachers advised our class to use all our senses (sight, hearing, smell, taste and touch) to better retain the information. So for example, as you write out your revision notes, say them out loud at the same time, this way you are reading what you write, speaking the words and listening as well.

4. The best way to learn something is to teach it to someone. I would explain concepts to my mum while she cooked dinner and even if she wasn’t fully listening all the time, by explaining something to someone it really helped to understand and memorise information in my own mind.

5. Use your teachers as much as you can. I had fantastic VCE teachers who were always willing to give me their time and attention if I was willing to put in the effort. I spent many lunchtimes and hours after school getting additional help to ensure that I was in the best possible position come exam time. I really took for granted the accessibility you have to your teachers in high school. It was a shock to the system when I got to university and getting time with my lecturers was a highly sought after but limited commodity, so use your teachers for extra help while you can!

6. Limit your distractions during study time. Find a quiet place to study whether that be at home, school or the local library so that you can avoid interruptions. Leave your mobiles and other devices you don’t need during your study time in a different room or stored away in your bag. It can be really tempting to check your Facebook, Instagram etc. while you’re studying however what you thought would be a quick check of the notifications can easily turn into wasted time on the endless scroll. Be disciplined with your allocated study time. If you plan to do 3 hours of study after school stick to your plan and keep the distractions away. Once you’ve finished your three hours you can get stuck back into the social media and won’t feel guilty for neglecting your study.

7. Do your study first up. Always try and get the hard stuff out of the way first. Getting home after a long day at school and knowing you need to do another 2-3 hours of study can be demotivating for anybody but the worst thing I found I could do was get home from school and ‘relax’ first. As soon as I sat down on the couch to watch TV I knew, even if I told myself differently, it was going to be mission impossible to get back into study mode 30 minutes later. A strategy I found worked best for me was to come home from school get stuck straight into my homework and...
revision first and then relax later in the evening. I found it harder to concentrate at night as well so it would become twice as hard to get through homework if I was doing it late at night in comparison to earlier in the afternoon.

**What is your advice to future VCE students?**

Seek out opportunities, do not wait for them to come to you. Throughout life there are so many opportunities waiting there for someone to come grab them. Be proactive, build a strong network in the field you are interested in and always be on the lookout for opportunities for work experience and professional development.

**What are you doing now and how did the VCE prepare you for your future?**

Following VCE I studied the Bachelor of Law at Deakin University. Deakin was a great University for my needs as it allowed very flexible study options including a mix of on campus and online. This allowed me to work part time during the day at legal offices to gain valuable work experience and still be able to catch up on classes missed online night. When I left school I also decided to join my local CFA as a volunteer fire fighter.

My first job in the legal industry was working as a Legal Secretary for a boutique commercial law firm in St Kilda. I then went on to do some work with an in-house Legal Counsel for a large building company and interned at some of the biggest commercial law firms in Australia.

However the highlight for me was when I approached the in-house Legal Counsel for CFA to see if I could do some work experience with them. They were super enthusiastic about the idea given I was studying law and also had the ‘frontline’ experience through being a volunteer firefighter. Working at the CFA allowed me to put my two interests together, the law and emergency services, and see what potential career paths could open for me. I also learnt a valuable lesson through this experience that if you don't ask you don't receive. By simply calling the CFA and talking to the right person I was able to secure work experience that really paved the way for what I am doing today.

Following on from the CFA, I thought I'd try to proactively seek out work experience again and this time was successful in obtaining a placement with Emergency Management Victoria (EMV) the overarching government body for the Emergency Services in Victoria. I worked in the Legal Policy team originally on a volunteer basis facilitated through University. This meant my time working counted towards subject credit. Following the placement ending I was offered ongoing casual work with the team which allowed me to continue building my network and experience in the emergency management sector.

I successfully completed my Bachelor with Honours in 2016. Since then I have been working full time in Local Government in fire prevention and emergency management. Although this role is not a lawyer position it certainly utilises the legal knowledge and skills gained through my degree. My position involves a lot of variety and includes community engagement work, procedure and policy development, organisation capacity and capability development through delivering staff training and testing response plans, and ensuring compliance with the Council's statutory obligations for fire prevention and emergency management. My role also involves undertaking a delegated position in the event of an emergency impacting the municipality which sees me responsible for organising the relief and recovery needs of the community.

I really love the job and the broader emergency management sector and feel very lucky to have found my passion so early on in my working life. Despite vowing to never study again after so many years of hard work and sacrifice, this year I commenced my Masters in Disaster and Emergency Response through a scholarship.

Completing VCE helped to prepare me for the challenges of university and following my career as it taught me good study practices and helped me to establish productive habits and routines. I've continued to utilise the organisational skills for managing my time that I started developing in VCE. Particularly now as I share my time between working full time, studying part time, volunteering, staying active and still having down time to spend with friends and family, being organised is super important to me.
**What VCE units did you study?**

Chemistry  
Literature  
Mathematical Methods  
Physics  
Religion and Society  
Specialist Mathematics  
Texts and Traditions

**Why did you choose VCE?**

I chose VCE because I wanted to attend university after finishing school and VCE was a pre-requisite for many of the courses I wanted to apply for. I ended up studying for another 7 years after high school (eight if you include a year studying abroad), so I clearly liked the student environment.

**How did you choose your VCE units?**

I chose subjects that I had done well in previously, would benefit my career choice and that I enjoyed. I can’t stress the importance of the last point enough. VCE can involve a lot of hours of study, and it is best you dedicate those hours to areas of study that you enjoy and want to engage with.
What VCE units did you study?

VCE Auslan
VCE English
VCE Further Mathematics
VCE Health and Human Development
VCE Product Design and Technology
VCE Psychology
VCE Religion and Society

Why did you choose VCE?

I chose to study VCE because I knew that I wanted to attend university. By completing my VCE, I obtained an ATAR score which allowed me to apply for the course I had dreamed of completing. This course was a Bachelor in Nursing.

How did you choose your VCE units?

I chose my VCE subjects based on two factors. One factor was to choose subjects that would enable me to begin to build knowledge surrounding health and nursing. The second factor was to choose subjects that I was interested in and enjoyed. Luckily for me, most of my subjects fit into both factors.

How did you manage your time in the senior school years?

I had to adjust my time so that I could still focus on school and study, as well as being able to continue extra-curricular activities. This was important to me so that I would not burn out at school and to ensure I still had an outlet and time to myself. I utilised study periods at school and made sure that I would complete study during these periods as well as meeting with other peers after school to study together. I was also a student who saw her teachers during lunch as well as making time to attend after school sessions when they were provided.

What are your top study tips and advice to future VCE students?

My top study tips and advice are to make sure you have balance during your VCE years. Make sure you focus on study when necessary and attend extra classes when available. Hassle your teachers for extra advice and tips regarding your study. Complete as many past practice exams and essays as you can as this will give you an idea on how the exams and SAC's are written. The feedback from your teachers on these will provide you with an idea on what you know well, and what you need to focus on. As well as doing all of this, make sure when you leave school that you have an outlet of some sort. Whether this outlet is
sport, some time to read a non-school related book or just time to unwind, it is so important for your sanity and you need to enjoy your years in VCE and look back on them with happy memories.

**What are you doing now and how did the VCE prepare you for your future?**

I am currently working as a registered nurse at the Peter MacCallum Cancer Centre and loving it. I am a theatre nurse, and my current rotation is anaesthetics. VCE helped me learn which method of study suited my learning style the best and that definitely helped me throughout my years at university. It exposed me to the exam setting and taught me how to work efficiently and effectively throughout these stressful hours of attempting to write all my knowledge onto a paper booklet within a few hours.
What VCE units did you study?

Outdoor & Environmental Studies (Year 11)
English
Further Mathematics
Health and Health Human Development
Physical Education
Product Design & Technology
Religion and Society

Why did you choose VCE?

I chose VCE due to the fact I wasn’t sure on what I wanted to do with life after school and I felt that completing VCE was important to have on my CV.

How did you choose your VCE units?

I chose the units I studied because being the hands on person I am, I thought that these subjects would best suit my personality and interests. I chose Mathematics because it was something I was good at.

How did you manage your time in the senior school years?

Throughout Year 12 I was football training 3-4 nights a week and playing a game on the weekend so it didn’t leave me much time to study. I had to make the most of any free time I had such as free periods to study efficiently and prioritise the subjects that I needed to at the time. It was important to have a balance as well and find some time to relax and unwind so I could stay motivated.

What are your top study tips?

A study tip would be to utilise your teachers at every opportunity as much as possible. They are more than happy to help you and want you to maximise your potential, so seek out their experience and knowledge as much as you can.
What is your advice to future VCE students?

Some advice I would give to future VCE students would be to have a balance between studying hard and knowing when to unwind and have fun. Year 12 was such an enjoyable year for me and I made many memories with my friends that I will never forget. Dedicate yourself to your studies, do everything you can to achieve your goals but have fun and stay motivated.

What are you doing now and how did the VCE prepare you for your future?

I am currently in my 4th season with the St. Kilda Football Club being drafted 2 months after I finished school. Whilst VCE doesn’t help you become a Sportsperson it taught me a lot of life lessons that I have taken into my football career. Organisation, Discipline, Work Ethic and even something as simple as being on time are things that have helped me in my career that I learnt through VCE. I would be a different case to most graduates but all these things have prepared me for life after school and for when the time comes when my football career finishes, I know I’ll be okay because of the things I picked up through my time at John Paul College.
What VCE units did you study?

Biology
English
Italian
Legal Studies
Mathematical Methods
Psychology
Religion and Society

Why did you choose VCE?

I chose to complete VCE to ensure that I was eligible for further study at university. I wasn’t sure what I wanted to do career wise but wanted to make sure my options were open.

How did you choose your VCE units?

I chose my VCE units based on the subjects I liked and the prerequisite subjects I needed for the courses I was hoping to study at University. I was unsure whether I wanted to study law, medicine or physiotherapy (I know, all very different!). Physiotherapy and medicine required Biology and Mathematical Methods as prerequisites (or Chemistry and Mathematical Specialist), whereas, law required English as a prerequisite. So essentially half of my subjects were chosen for me. I chose Legal Studies as I thought it would be useful if I decided to pursue a career in law, and the remaining two subjects: Italian and Psychology were chosen for enjoyment. If I could go back in time I would have chosen all of my subjects based on my interest and enjoyment as I performed the best in those subjects (and also because I didn’t end up studying physiotherapy or medicine), but hindsight is always 20/20!

How did you manage your time in the senior school years?

In the summer holidays leading up to VCE I set a goal of how many hours I wanted to commit to study, work and sport. Once I worked this out, I created a study timetable and a “study bank book”. My study timetable was regimented and planned out every hour of the day. In some ways it was probably too strict and it was sometimes difficult to maintain. So if I can offer any advice regarding making a study timetable, it would be to make sure you give yourself flexibility and schedule in time to relax and do the things you enjoy. I also created a “study bank book” which basically worked like a Learner Driver Log Book. I would record the hours I studied for each subject and would try to reach my goal number of study hours for the week. If I didn’t reach it, I would accumulate a “study debt” and if I went over my hours, I could minus these hours off my next week. Some weeks this really helped me as it made study fun (as fun as it can be) and other weeks I would abandon this technique if I felt like it wasn’t useful. Again, make sure you are flexible with your time management techniques, otherwise it is very difficult to maintain!
**What are your top study tips?**

Time management – design a personal study timetable for each term.
Make examples that are relevant to you about the content you have to learn as you are more likely to retain the information long-term.
Find a study buddy or study group that you can communicate concepts and ideas with.
Just start! Sometimes the hardest thing about studying is getting started – even if you tell yourself you will study for 5 minutes, you will most likely study for longer (the trick is starting)!
Seek support when you need it – whether it’s from teachers, friends, family or support services, know when you need help and don’t be afraid to reach out.

**What is your advice to future VCE students?**

My advice is balance, balance and balance! VCE shouldn’t mean putting everything else in your life on hold. Make sure you still enjoy life outside school and don’t worry about not knowing what you want to pursue as a career. Some people never know; the average person has 12 job changes throughout his or her career!!! So embrace the challenges of VCE, enjoy the social aspects and work at your own pace!

**What are you doing now and how did VCE prepare you for your future?**

I am currently in my sixth and final year at the Australian Catholic University studying a double degree in Law (Honours) and Global Studies, in conjunction with a Diploma in Languages (Italian). I also work part-time as a paralegal at a criminal law firm. VCE helped me prepare for my studies at university and helped me find a balance between my studies and the things I love like sport, volunteering, and time with friends and family.
English

A comprehensive study of language features, style, structure and literary device aimed at developing students into critical and discerning consumers of media in all forms. They analyse and evaluate how elements of language, voice, tone and imagery are selected specifically to affect an audience. They examine the subliminal nature of bias and its impact on narrative.

Students examine and evaluate how chosen texts make use of structure, format, language features, images to challenge or subvert conventions. They identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purpose and likely audience.

Students will explore a variety of written and film texts, exploring the manner in which an author’s intent in conveyed, and the way language and/or film techniques create meaning.

Students will be assessed on:
- Reading
- Writing
- Speaking and Listening.

Consolidation English

Consolidation English, like Core English, develops a student’s reading and writing skills with a view to preparing them for their post compulsory learning in year 11. The difference therefore in the delivery. Different texts are used, tasks are more significantly scaffolded and task parameters reiterated, in order that skills are practiced and tasks are clear. Consolidation English offers an opportunity for students to refine their key Speaking, Listening, Reading and Writing skills. This slower pace has proven a great advantage to students and enabled them to transition, with greater confidence into their senior school pathway. Entrance into this subject is partly based on academic performance, and should be a decision made in conjunction with your child’s Year 9 English teacher.

The pathways for both Core and Consolidation English include VCE English, VCE Literature and VCAL Literacy.

CAREER PATHWAYS

Click here to explore the various occupations that are related to English.
Mathematics

Students build on their understanding of concepts and extend their use of mathematical models to a range of familiar and unfamiliar contexts. Students apply mental, written or technology assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers.

This unit covers exponential functions to model compound interest, solving practical problems in two and three dimensions, Pythagoras’ Theorem and trigonometry, Venn diagrams, the Cartesian plane, and the interpretation and presentation of data and other concepts. Students are able to see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.

Students will be assessed on:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Mathematics

Science

In this core semester unit students will gain a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, and an appreciation of the dynamic nature of science knowledge. They will examine Darwin’s Theory of Evolution, the composition of the periodic table and the properties of elements, and a study of the Universe.

Scientific literacy is well established, including giving students the capability to investigate the world around them and the way it has changed and continues to change through various forces.

Students will be assessed on the following topic:
- Evolution
- Chemistry
- The Universe.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Biology.
Click here to explore the various occupations that are related to Environmental Sciences.
Click here to explore the various occupations that are related to Chemistry.
Click here to explore the various occupations that are related to Social Sciences.
Click here to explore the various occupations that are related to Physics.
Fit for Life

Students investigate Australia as a trading nation and its place within Asia and the global economy. They will identify and explain the indicators of economic performance and examine how Australia's economy is performing. Students also examine the roles and responsibilities of participants in the changing Australian or global workplace. They will also gain understanding and insight into possible personal career choices and the requirements needed for this to occur.

Students explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples. They cover key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments. Students examine the role of the High Court in interpreting the Constitution and analyse a contemporary example relating to Australian democracy.

Students will be assessed on the following topics:
- Economics and Personal Finance
- Careers
- Civics and Citizenship.

CAREER PATHWAYS

Click here to explore the various occupations that are related to the study of Business Studies.
Click here to explore the various occupations that are related to Economics.
Click here to explore the various occupations that are related to Environmental Sciences.
Click here to explore the various occupations that are related to Social Sciences.

Health

Students develop the knowledge, understanding and skills to strengthen their sense of self, build and manage satisfying relationships, to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. They develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing.

Students learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong. They explore and develop a deep understanding of the following areas: Health and Wellbeing, Road Safety and Risking Taking, Development/Lifespan, Mental Health and Wellbeing, Respectful Relationships, Drugs and Safe Sex.

Students will be assessed on:
- Mental Health
- Road Safety
- Respectful Relationships
- Sexual Health
- Stereotypes, expectations and risk-taking behaviours.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Health.
Year 10 Group A Elective Units

The Arts

Media

Students experiment with ideas and stories that manipulate media elements and genre conventions to construct new and alternative viewpoints in images, sounds and text. They analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts.

Through the study of film, students enhance their understanding of techniques and identify the processes used. Students communicate viewpoints in their own short film and other media for intended community and institutional contexts, demonstrating the ability to explain design choices.

Students will be assessed on:
- Ideology in Television
- Photography Composition
- Film Production.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Media Studies.
Click here to explore the various occupations that are related to Entertainment.

Music Industry and Performance

Learning in Music involves students using their voices, instruments and technology as they make and respond to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing, developing a personal voice as composers, performers and audience.

Students continue to develop their listening skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex performance techniques, compositional devices and forms and explore styles and genres in greater depth. They build on their understanding of how musicians communicate with audiences in solo and ensemble contexts. Students maintain safety, correct posture and technique in using voice, instruments and technologies.

As they experience music, students draw on music from a range of cultures, times and locations. They evaluate performers’ and composers’ success in communicating ideas intentions and the use of performance conventions and technical and expressive skills in music they listen to and perform. They identify characteristics of performance styles and genres and learn about ways that musicians influence and challenge ideas and contribute to cultural expression in their local communities and at national and international levels.

All students will complete a range of assessments covering:
- Performance
- Music industry
- Theory and musicianship
- Critical Listening.

These assessments will include written assignments, class presentations and performances, and an end of semester examination.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Music.
Click here to explore the various occupations that are related to Performing Arts.
Click here to explore the various occupations that are related
Studio Arts

Students analyse and evaluate how Australian and International Artists communicate ideas and convey meaning in artworks. Students identify the influences of Artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate printmaking materials, painting techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how audience interprets ideas and beliefs.

Students will be assessed on:
- Tonal Portraits
- Surrealist Paintings
- German Expressionism
- A comparative essay.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Art.
Click here to explore the various occupations that are related to Entertainment

Theatre Studies

Students develop more sophisticated approaches to interpreting scripts, in small groups, and with their teachers and communities. They continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

Students refine and extend their understanding and use of role, character, relationships and situation. They extend the use of voice and movement to sustain belief in character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with direction and stagecraft in order to manipulate mood and atmosphere to suit different audiences. They explore a range of Theatre Styles as sources of ideas for their practice.

Students maintain safety in drama and in interaction with other actors and extend their exploration of ways that they and others nurture, develop and sustain drama practice.

Students will be assessed on:
- their contribution to ensemble performances
- maintaining a written record of their creative process in the form of a folio.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Performing Arts.
Click here to explore the various occupations that are related to Entertainment.
Visual Communication Design

Students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications.

Students critically reflect on the contribution of visual communication designers to various historical and cultural design movements. They adapt ideas and practices from selected designers and use them to inform their own use of aesthetics when producing a range of visual communications.

Students extend their understanding of safe practices and their understanding of the roles of visual communication designers and their audience in sustainability practices. Students choose to use sustainable materials, media, methods and technologies when making visual communications.

A student’s level of achievement is assessed via a range of learning activities, which may include 2D and 3D final presentations, a research assignment, the design process shown in their visual diary and an end of unit examination.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Art.
Click here to explore the various occupations that are related to Media Studies.
Click here to explore the various occupations that are related to Entertainment.
Health and Physical Education

Exercise and Fitness Physiology

Students will explore the importance of regular participation in physical exercise through a variety of physical activities to enhance physical and social well-being. Activities will be selected from a number of fitness sessions such as weights and aerobic training, team sports and individual pursuits.

Students investigate different components of fitness, set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success, and use training methods to improve their fitness level, and participate in moderate to vigorous activity.

Students will be assessed on:
- Fitness Components, and training methods
- Personal Fitness Program
- Body Systems.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Physical Education.

Outdoor Education

Outdoor Education provides students the opportunity to develop positive relationships with the environment, others and ourselves through interaction with the natural world. These relationships are essential for the wellbeing and sustainability of individuals, society and our environment. Students engage in practical and active learning experiences in natural environments and settings typically beyond the school classroom. In these environments, students develop the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.

Students will be challenged in a variety of outdoor adventures which may include cycling, rock climbing, bushwalking, and first aid. Students will also develop skills in the areas of bush safety, communication, team work and leadership. Through participation in these practical activities, students will develop a greater understanding and appreciation of the environment.

Students will be assessed on:
- First Aid
- Camping Skills / Outdoor Living Skills
- Motivators for outdoor experiences and Risk taking.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Outdoor Education.
Food Studies

Students critically analyse the social, environmental and economic factors associated with sustainability of food sources and industries, including the impact of packaged foods. They consider the social, ethical and sustainability considerations that impact on designed solutions for preferred futures, both locally and globally, and the complex design and production processes involved.

The impact and influence of food industries and dietary choices on health is studied, covering digestion, heart disease and cooking methods.

Students will be assessed on:
- Multi-cultural Foods
- Food Safety
- Sustainability.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Food Studies.

Click here to explore the various occupations that are related to Home Economics.

Click here to explore the various occupations that are related to Hospitality.

Product Design and Technology

Students are given the creative freedom to work independently within specific parameters to challenge their creativity and their ability to assess and evaluate a range of tools, equipment and materials to fulfil required design tasks. Students consider the appropriateness of materials, considering their unique properties in order to suit needs and likely environments.

Students gain an understanding of how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions. They further enhance their ability to make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to meet design requirements and achieve desired aesthetic.

Students will create a clock and a laser cut chopping board. Extension projects are offered to further challenge student thinking such as working with veneers and creating jigs.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Industrial Arts.
**Textiles**

Students investigate sustainability in the textiles and design industry; the growing of cotton, the manufacture of textile products and the Fair Trade movement. Students develop their understanding of restyling and repurposing using applied knowledge and skills. They will also investigate methods for caring for and treating garments.

Students demonstrate the ability to implement a range of production processes accurately, consistently, safely, ethically and responsibly. While meeting the requirements of set design tasks, students will make critical decisions on materials and techniques based on their understanding of their unique properties and characteristics.

Students will be assessed on pieces of work focusing on:
- Sustainability
- Restyling Garments
- Pattern Drafting.

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Textile and Design.
Year 10 Group B Electives

Units

Language

Italian

Students demonstrate a stronger command of the linguistic systems. They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions.

They reflect on ways in which language and culture create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They recognise the role of language and culture in shaping experience.

Students will be assessed on:
- Reading Comprehension
- Cultural Investigation
- Listening and Writing
- Speaking.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Languages.
The Humanities

An Introduction to Business Management

Students study a range of topics relating to businesses and their operation within the Australian economy. They cover the importance of an economy satisfying as many of the needs and wants of its citizens as possible, the distinction between material and non-material living standards, understanding consumers and ethical business practices, innovation and competition in the marketplace, and the changing work environment in Australia.

This is a comprehensive unit that gives students an understanding of enterprising behaviours and capabilities that are transferable into life, work and business opportunities and empower them to contribute to the development and prosperity of individuals and society.

Students will be assessed on:
- Economics
- Influencing Customers
- Innovation and Competition
- Changing Work in Australia.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Business Studies.
Click here to explore the various occupations that are related to Economics.
Click here to explore the various occupations that are related to Social Sciences

Geography

Students investigate environmental change and the factors that influence it. They closely examine a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change.

Students investigate global, national and local differences in human wellbeing between places. They examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

Students will be assessed on:
- Environmental Change
- Coastal Management
- Human Wellbeing.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Geography.
Click here to explore the various occupations that are related to Environmental Sciences.
Click here to explore the various occupations that are related to Social Sciences.
History

An investigation of modern history from 1945 with a specific focus on Australia. The Twentieth Century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

The unit has a specific focus on Human Rights and global influences on Australia. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.

Students will be assessed on:
- Civil Rights
- Vietnam War
- The Environmental Movement.

CAREER PATHWAYS

Click here to explore the various occupations that are related to History.
Click here to explore the various occupations that are related to Social Sciences.
Advanced Science

Students intending to study VCE Biology, VCE Chemistry, VCE Physics and/or VCE Psychology are strongly recommended to select this elective.

Scientific understanding is extended through deeper examination across the four fields of scientific research. Students perform complex experiments and conduct independent research to further develop their understanding of and competency in scientific inquiry methods.

Areas of study include genetics and DNA, chemical reactions, and motion and energy. Students challenge themselves to identify questions, apply new knowledge, explain science phenomena, and draw evidence-based conclusions using scientific methods.

Students will be assessed on:
- Genetics
- Motion
- Chemical Reactions.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Biology.
Click here to explore the various occupations that are related to Environmental Sciences.
Click here to explore the various occupations that are related to Chemistry.
Click here to explore the various occupations that are related to Social Sciences.
Click here to explore the various occupations that are related to Physics.
Technology

Digital technologies

Students study digital system networks and data security. They cover data compression and the separation of content data and presentation. Students take into account privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. Students share and collaborate online, establishing protocols for legal and safe use, transmission and maintenance of data. They evaluate their design solutions for risk, sustainability, potential for innovation and user experience.

Students will be assessed on:
- Database Creation
- Programming
- Website Design.

CAREER PATHWAYS

Click [here](#) to explore the various occupations that are related to Computing.
Literacy Skills

The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy skills include reading, writing and oral communication skills.

Numeracy Skills

The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

Personal Development Skills

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- the development of self
- social responsibility
- building community
- civic and civil responsibility, for example through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

The development of knowledge, skills and attributes in this strand underpins the development of skills in the three other VCAL curriculum strands.

Personal development includes self-esteem and personal qualities developed through 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. Locally designed programs can be developed to enable students to meet the learning outcomes of a Personal Development Skills VCAL unit.

Work Related Skills

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

Rationale

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop the interests and employability skills of young people can be selected for inclusion in the Work Related Skills units.

For further information go to: https://www.vcaa.vic.edu.au/curriculum/vcal/Pages/index.aspx
The Victorian Certificate of Education (VCE)

**English**

**VCE English**

**SCOPE OF STUDY**
VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

**RATIONALE**
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

**STRUCTURE**
The study is made up of four units.

Unit 1: In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 2: In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Unit 3: In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Unit 4: 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.

**ENTRY REQUIREMENTS**
There are no prerequisites for entry to Units 1, 2 and 3. Students entering Unit 3 without Units 1 and/or 2 may be required to attend a College Pathways Meeting and undertake additional preparation as prescribed by their teacher. Students must undertake Unit 3 and Unit 4 as a sequence.

**CAREER PATHWAYS**
Click [here](#) to explore the various occupations that are related to English.

For further information, please visit the [VCE English Study Design (Units 1 and 2 2016-2020, Units 3 and 4 2017–2020)](#).
VCE Literature

SCOPE OF STUDY
In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

RATIONALE
VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

STRUCTURE
The study is made up of four units.

Unit 1: Approaches to literature
Unit 2: Context and Connections
Unit 3: Form and Transformation
Unit 4: Interpreting Texts

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. Students entering Unit 3 without Units 1 and/or 2 may be required to attend a College Pathways Meeting and undertake additional preparation as prescribed by their teacher. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to English.
For further information, please visit the VCE Literature Study Design (Units 1 and 2 2016-2020, Units 3 and 4 2017–2020).
**VCE Italian**

**SCOPE OF STUDY**
VCE Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Italian in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

**RATIONALE**
The study of Italian contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of Italian provides students with the ability to understand and use a language that is spoken in Italy, Vatican City and San Marino. Italian is one of the official languages of Switzerland and the European Union. Italian is widely spoken in Malta, Albania, Croatia, Slovenia and Libya and is also spoken by communities of Italian speakers who migrated to countries such as Australia, Argentina, Brazil, Canada and the United States. It provides students with a direct means of access to the rich and varied cultures of the many communities around the world for whom Italian is a means of communication.

The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Students are able to engage with Italian-speaking communities in Australia and internationally in a variety of endeavours, such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

**STRUCTURE**
The study is made up of four units. Each unit deals with language and specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

**ENTRY REQUIREMENTS**
Students entering Units 1 and 2 Italian are required to achieve an overall result of at least 50% in Year 10 Italian. Students must undertake Unit 3 and Unit 4 as a sequence and are required to achieve an overall result of at least 50% in Units 1 and 2 Italian.

**CAREER PATHWAYS**
Click [here](#) to explore the various occupations that are related to Languages.

For further information, please visit the [VCE Italian Study Design](#) (Units 1 and 2 2019 – 2023, Units 3 and 4 2020 – 2023)
VCE Health and Human Development

SCOPE OF STUDY

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization’s definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government’s overseas aid program.

This study 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.

RATIONALE

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

STRUCTURE

The study is made up of four units.

Unit 1: Understanding health and wellbeing
Unit 2: Managing health and development
Unit 3: Australia’s health in a globalised world
Unit 4: Health and human development in a global context

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Health.
Click here to explore the various occupations that are related to Physical Education.

For further information, please visit the VCE Health and Human Development Study Design 2018-2022
VCE Outdoor and Environmental Studies

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

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans. Outdoor experiences suited to this study are: a range of guided activities in areas such as farms, mining/logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study.

RATIONALE
VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with theory-based study enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate a range of impacts on outdoor environments and can result in pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, effects and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

Outdoor and Environmental Studies offers students a range of pathways including further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

STRUCTURE
VCE Outdoor and Environmental Education is only offered to Year 11 students as a Unit 3 and 4 sequence.

Unit 3: Relationships with outdoor environments
Unit 4: Sustainable outdoor relationships

ENTRY REQUIREMENTS
Students wishing to study VCE Outdoor and Environmental Studies are required to complete an Application for Acceleration form (Appendix Two). Approval for entry will be based on the student’s response on the Application for Acceleration form, academic results, learning skills and work habits. Please note, only in exceptional circumstances will a student be approved to study more than one VCE Unit 3 and 4 in Year 11.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Health.
Click here to explore the various occupations that are related to Outdoor Education.
Click here to explore the various occupations that are related to Physical Education.

For further information, please visit the VCE Outdoor and Environmental Studies Study Design 2018-2022
VCE Physical Education

SCOPE OF STUDY
VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

RATIONALE
The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others’ performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

STRUCTURE
The study is made up of four units:

Unit 1: The human body in motion                     Unit 3: Movement skills and energy for physical activity
Unit 2: Physical activity, sport and society         Unit 4: Training to improve performance

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Health.
Click here to explore the various occupations that are related to Outdoor Education.
Click here to explore the various occupations that are related to Physical Education.

SATISFACTORY COMPLETION
The award of satisfactory completion for each unit is based on the decision that the student has demonstrated achievement of the set outcomes and met the 85% attendance requirement.

For further information, please visit the VCE Physical Education Study Design (Units 1 and 2: 2017-2021, Units 2 and 4: 2018-2021)
VCE Accounting

SCOPE OF STUDY
VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT).

Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.

In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

RATIONALE
Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

STRUCTURE
The study is made up of four units.

Unit 1: Role of accounting in business
Unit 2: Accounting and decision-making for a trading business
Unit 3: Financial accounting for a trading business
Unit 4: Recording, reporting, budgeting and decision-making

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Business Studies. Click here to explore the various occupations that are related to Economics. Click here to explore the various occupations that are related to Social Sciences.

For further information, please visit the VCE Accounting Study Design 2019-2023
SCOPE OF STUDY
VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

RATIONALE
In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success.

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

STRUCTURE
The study is made up of four units.

Unit 1: Planning a business
Unit 2: Establishing a business
Unit 3: Managing a business
Unit 4: Transforming a business

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Business Studies.
Click here to explore the various occupations that are related to Economics.

For further information, please visit the VCE Business Management Study Design 2017-2021.
SCOPE OF STUDY

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Ten key geographic concepts underpin the study – place, scale, distance, distribution, movement, region, process, change, spatial association and sustainability. These concepts are used in the exploration of each area of study to assist in the observation, description, interpretation and analysis and explanation of geographic phenomena.

RATIONALE

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth’s surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

STRUCTURE

The study is made up of four units:

Unit 1: Hazards and disasters
Unit 2: Tourism
Unit 3: Changing the land
Unit 4: Human population – trends and issues

ENTRY REQUIREMENTS

There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Geography.
Click here to explore the various occupations that are related to Environmental Sciences.

For further information, please visit the VCE Geography Study Design 2016-2020.
**SCOPE OF STUDY**

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light. Although history deals with the particular — specific individuals and key events — the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

Twentieth century History examines the aftermath of the Great War as well as the causes and consequences of World War Two. Revolutions explores the causes and consequences of Revolutions explores the causes and consequences of revolution in America, France, Russia and China.

**RATIONALE**

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. Historical comprehension enables a source to be understood in relation to its context; that is, students make links between the source and the world in which it was produced.

We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. Furthermore, judgments of historical significance made by historians are central to the discipline. Historians do not always agree about the meaning that is taken from the past: historical interpretations are often subject to academic and public debate. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

**STRUCTURE**

The study of History at the College is made up of four units:

- Units 1 and 2: Twentieth century history
  - Unit 1: Twentieth century history 1918 –1939
  - Unit 2: Twentieth century history 1945 –2000

**ENTRY REQUIREMENTS**

There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to History.

For further information, please visit the [VCE History Study Design 2016-2020](#).
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

VCE History: Revolutions Units 3 and 4

In Units 3 and 4 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 pervasive 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. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. 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.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Students study The French Revolution of 1789 and The Russian Revolution of October 1917.
VCE Legal Studies

SCOPE OF STUDY
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.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop their ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective and our justice system achieves the principles of justice. For the purposes of this study, the principles of justice are fairness (fair legal processes are in place, and all parties receive a fair hearing); equality (all people treated equally before the law, with an equal opportunity to present their case); and access (understanding of legal rights and ability to pursue their case).

RATIONALE
In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

STRUCTURE
The study is made up of four units.

Unit 1: Guilt and liability
Unit 2: Sanctions, remedies and rights

Unit 3: Rights and justice
Unit 4: The people and the law

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS

Click here to explore the various occupations that are related to Business Studies.

Click here to explore the various occupations that are related to Economics.

Click here to explore the various occupations that are related to Environmental Sciences.

Click here to explore the various occupations that are related to Social Sciences.

For further information, please visit the VCE Legal Studies Study Design 2018-2022
Mathematics

SCOPE OF STUDY
Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these.

Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

RATIONALE
This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

STRUCTURE
The study at the College is made up of the following units:
- General Mathematics Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 1 to 4
- Specialist Mathematics Units 1 to 4

ENTRY REQUIREMENTS
VCE General Mathematics
An overall result of at least 60% in Year 10 Core Mathematics is recommended.

VCE Mathematical Methods
Units 1 and 2: An overall result of at least 85% in Year 10 Core Mathematics and at least 70% in the VCE Mathematics preselection test, or an overall result of at least 70% in Year 10 Advanced Mathematics and/or at least 70% in the VCE Mathematics preselection test.

Units 3 and 4: Students need to achieve a satisfactory unit result, an overall result of at least 50% and work habits of at least 3 or more in VCE Mathematical Methods Unit 1 and 2 to gain automatic entry to VCE Mathematical Methods Units 3 and 4. If the criteria for automatic entry has not been met, a College Pathways Meeting will be convened.

Students undertaking Mathematical Methods Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Students must undertake Unit 3 prior to undertaking Unit 4.

VCE Specialist Mathematics
Units 1 and 2: An overall result of at least 80% in Year 10 Advanced Mathematics and/or at least 80% in the VCE Mathematics preselection test. Students are required to have a sound background in number, algebra, function, geometry, probability and statistics and be enrolled in VCE Mathematical Methods Units 1 and 2.

Units 3 and 4: Students need to achieve a satisfactory unit result, an overall result of at least 50% and work habits of at least 3 or more in VCE Specialist Mathematics Units 1 and 2 to gain automatic entry to VCE Specialist Mathematics Units 3 and 4. If the criteria for automatic entry has not been met, a College Pathways Meeting will be convened. Students need to be enrolled in VCE Mathematical Methods Units 3 and 4.

Students undertaking Mathematics Units 1 and 2 are assumed to have a sound background in number, algebra, function, geometry, probability and statistics. Students must undertake Unit 3 prior to undertaking Unit 4. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Mathematics.

For further information, please visit the VCE Mathematics Study Design 2016 - 2020
**VCE General Mathematics Units 1 and 2**

General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for various combinations of studies at Units 3 and 4 and cover assumed knowledge and skills for those units.

**VCE Further Mathematics Units 3 and 4**

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.

**VCE Mathematical Methods**

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units.

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

**VCE Specialist Mathematics**

Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4 and cover assumed knowledge and skills for those units.

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.
ACU and CSYMA Youth Academy Program

The ACU and CSYMA Youth Academy program is a formation initiative for senior school Youth Ministry teams (Years 11 and 12), and is run in partnership with the Australian Catholic University (ACU) La Salle Academy.

VISION
It is recognised that when Youth Ministry teams receive additional ministry skills training and formation that the quality and depth of their ministry and faith is increased.

The vision for the Youth Academy is that it draws young people into greater participation in the life and the Mission of the Catholic Church and equips them with ministry skills, within the context of their own personal faith formation journey.

The Youth Academy consists of two programs: the Formation Program and Faith and Outreach Program. The programs are comprised of Modules. Successful completion of each program by completing the relevant Modules will result in the student receiving an award. In total, there are five Modules with the initial four forming the Formation Program. Upon completion of the initial four Modules, students may be invited to participate in the Faith and Outreach Program through completing Module Five. The modules are not necessarily completed in linear order.

MODULE ONE: I WITNESS
This module explores the role of youth in the new evangelisation with a practical application through the formation of a Youth Ministry Team within an individual school community. Principles of evangelisation and youth ministry are examined. A practical component to equip the young person in youth ministry frameworks and practical skills (testimony and drama) will take place in the form of workshops. The module will also allow for personal reflection, sharing and teaching on the call to discipleship.

MODULE TWO: MINISTRY
Students will participate in various ministry initiatives within, and extending beyond, the local School community. Following on from the ‘IWitness’ Module, students would be encouraged to lead faith development initiatives for other young people in the context of the school or local Church community. These students would form a Youth Ministry Team that epitomizes peer-to-peer ministry and is involved in regular meetings, across-school formation, leadership of liturgies, leadership and facilitation of retreats, service based projects and cross-cultural mission opportunities.

MODULE THREE: CHURCH
The Module will be focused on guided reflection, sharing and teachings on the core essentials of the Catholic faith within the context of a local Church community through a six session formation series called CHURCH. Central to this will be opportunities for prayer and worship as well as celebration of the Eucharist. Young people will meet on a regular basis with local Church leaders in the context of a Youth Ministry in the Church.

The CHURCH formation series may be run: 1) as a new youth ministry within the Church community or, 2) as a program run in an existing youth ministry (e.g. a youth group). This provides the opportunity for ongoing discipleship and fellowship, occurring within the broader Church (CSYMA Phase Four). In addition, the young person must participate in celebration of the Eucharist in a local Church community, which may involve a Youth Mass. Students will be required to write a short reflection on their experience of participation in the Eucharist.

MODULE FOUR: SPIRIT
This Module will consist of participation in, and reflection on, a ‘Youth in the Spirit Retreat’ experience. The Retreat will focus on gathering young people together and providing them with an opportunity to deepening in their personal faith in the context of the broader Church.

The Retreat is designed to guide the young person to an understanding of Christianity as marked by an encounter with Christ and to lay or strengthen the foundations for continued spiritual growth. This includes being empowered by the Holy Spirit and exploring means of growth in their personal relationship with Christ.

MODULE FIVE: FAITH AND OUTREACH
Students who have completed the initial Formation Program (Module One to Four) may be invited to participate in the Faith and Outreach Program, an extension option of the Youth Academy also called Module Five. This Module explores the relationship between faith formation and outreach including exploring the principles of Catholic Social Thought (CST). Students will explore this through participating in outreach projects as part of a team or individually. The purpose of the outreach project is for students to engage in a range of ministry activities that could include education (e.g. retreats), faith formation (e.g. cross-cultural mission trip, ‘one week of mission’ within school) and practical outreach (e.g. poor and marginalised). The Module is divided into three components: preparing, conducting and reflecting on this outreach project. Students will have the opportunity to apply their experiences to their personal practice and come to an understanding of their role in the mission of the Church.
ACU PATHWAY FOR TERTIARY STUDY

The completion of the Modules results in the student receiving the **ACU and CSYMA Faith and Ministry Award**. In addition to the award, students who have successfully completed all aspects of the program can be granted 5 bonus ATAR points towards a degree at the Australian Catholic University*. This accreditation formally recognises the skill and work of Youth Ministry students and provides a pathway for tertiary study.

*Award of 5 bonus ATAR points on receipt of the ACU and CSYMA Faith and Ministry Award is subject to final approval by the Australian Catholic University.

**ASSESSMENT**
Each module will be assessed on the criteria of Participation, Journal Exercises and Reflection. This will include:

<table>
<thead>
<tr>
<th>Program</th>
<th>Assessment Area</th>
<th>Indicative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formation Program</strong></td>
<td><strong>Module 1 - iWitness</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participation in the iWitness seminars</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Completion of Journal exercises</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Completion of Reflection</td>
<td>2</td>
</tr>
<tr>
<td><strong>Module 2 - Ministry</strong></td>
<td>Completion of ministry activities</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Completion of Journal exercises</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Completion of Reflection</td>
<td>2</td>
</tr>
<tr>
<td><strong>Module 3 - Church</strong></td>
<td>Attendance at Sunday Mass</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Attendance at Youth Group and/or Small group</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Completion of Journal exercises</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>2</td>
</tr>
<tr>
<td><strong>Module 4 - Spirit</strong></td>
<td>Attendance at Church based retreat event</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Completion of Journal exercises</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Completion of reflection</td>
<td>2</td>
</tr>
<tr>
<td><strong>Faith and Outreach Program</strong></td>
<td><strong>Module 5 – Faith and Outreach</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Completion of ministry/mission activities</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Completion of assessment task</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Completion of journal</td>
<td>5</td>
</tr>
</tbody>
</table>
**SCOPE OF STUDY**

In VCE Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Students undertake a general study of religion and its interaction with society in the past and the present and of the individual experiences of members as they engage with their religion. This is supported by the study of specific religious traditions or denominations in societies where multiple worldviews exist. In Units 1 and 2 a wide range of examples from religious traditions are studied, with examples in Units 3 and 4 drawn from one or more of Buddhism, Christianity, Hinduism, Islam and Judaism.

**RATIONALE**

VCE Religion and Society enables students to understand the interactions between religion and society over time, fostering an appreciation of the complexity of societies where multiple worldviews exist. Students come to appreciate the dynamic and changing role of religion in society and as an institution supporting adherents to grapple with the big questions of life. They study the value systems that guide religious traditions and the religious beliefs and other aspects of religion that express these. Students develop skills in research and analysis, assisting them to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

**STRUCTURE**

The study is made up of four units:

- Unit 1: The role of religion in society
- Unit 2: Religion and ethics
- Unit 3: The search for meaning
- Unit 4: Religion, challenge and change

Each unit contains between two and four areas of study.

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Social Sciences.

For further information, please visit the [VCE Religion and Society Study Design 2017 -2021](#)
Science

VCE Biology

SCOPE OF STUDY
Biology seeks to understand and explore the nature of life, past and present. VCE Biology enables students to investigate the dynamic relationships between organisms, their interactions with the non-living environment, and the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

An important feature of VCE Biology is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, fieldwork, microscopy, local and remote data logging, simulations, animations, literature reviews and the use of global databases and bioinformatics tools. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

RATIONALE
VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth.

In VCE Biology students develop their inquiry, analytical and communication skills. They apply critical and creative thinking to analyse contemporary biology-related issues, and communicate their views from an informed position.

STRUCTURE
The study is made up of four units:
Unit 1: How do living things stay alive?
Unit 2: How is continuity of life maintained?
Unit 3: How do cells maintain life?
Unit 4: How does life change and respond to challenges over time?

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Year 10 Advanced Science prior to Units 1 and 2 and Units 1 and 2 prior to Unit 3. Students entering Unit 3 without Units 1 and/or 2 may be required to attend a College Pathways Meeting and undertake additional preparation as prescribed by their teacher. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click [here](#) to explore the various occupations that are related to Biology.
Click [here](#) to explore the various occupations that are related to Environmental Sciences.

For further information, please visit the VCE Biology Study Design (Units 1 and 2 2016-2020, Units 3 and 4 2017–2021).
VCE Chemistry

SCOPE OF STUDY
VCE Chemistry enables students to explore the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and the materials used in society.

An important feature of VCE Chemistry is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

RATIONALE
VCE Chemistry enables students to explore the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

STRUCTURE
The study is made up of four units:

Unit 1: How can the diversity of materials be explained?
Unit 2: What makes water such a unique chemical?
Unit 3: How can chemical processes be designed to optimise efficiency?
Unit 4: How are organic compounds categorised, analysed and used?

ENTRY REQUIREMENTS
Units 1 and 2: An overall result of at least 75% in Core Science, 85% in Core Mathematics or at least 70% in Advanced Mathematics. Student achievement in learning is optimised by studying Year 10 Advanced Science prior to Units 1 and 2.

Students entering Units 3 and 4 without Units 1 and/or 2 may be required to attend a College Pathways Meeting and undertake additional preparation as prescribed by their teacher. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Chemistry.

For further information, please visit the VCE Chemistry Study Design (Units 1 and 2 2016-2020, Units 3 and 4 2017–2021).
**SCOPE OF STUDY**

Physics seeks to understand and explain the physical world, both natural and constructed. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops.

VCE Physics provides students with opportunities to investigate questions related to selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

An important feature of VCE Physics is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, local and remote data logging, simulations, animations and literature reviews. Investigation in physics is diverse and may include: the design, building, testing and evaluation of a device; the investigation of the operation of a device; creating a solution to a scientific or technological problem; and the investigation of a physical phenomenon. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

**RATIONALE**

Physics is based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, solar systems and galaxies in the Universe. Whilst many scientific understandings in Physics have stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the role of careful and systematic experimentation, and modelling, in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

In VCE Physics students develop their inquiry, analytical and communication skills. They apply critical and creative thinking to analyse contemporary physics-related issues, and communicate their views from an informed position.

**STRUCTURE**

The study is made up of four units:

1. **Unit 1: What ideas explain the physical world?**
2. **Unit 2: What do experiments reveal about the physical world?**
3. **Unit 3: How do fields explain motion and electricity?**
4. **Unit 4: How can two contradictory models explain both light and matter?**

**ENTRY REQUIREMENTS**

Units 1 and 2: An overall result of at least 75% in Core Science, 85% in Core Mathematics or at least 70% in Advanced Mathematics. Student achievement in learning is optimised by studying Year 10 Advanced Science prior to Units 1 and 2.

Students entering Units 3 and 4 without Units 1 and/or 2 may be required to attend a College Pathways Meeting and undertake additional preparation as prescribed by their teacher. Students must undertake Unit 3 and Unit 4 as a sequence.

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Physics.

For further information, please visit the VCE Physics Study Design (Units 1 and 2 2016-2020, Units 3 and 4 2017–2021).
VCE Psychology

SCOPE OF STUDY
VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. Students explore the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

An important feature of VCE Psychology is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students pose questions, formulate research hypotheses, operationalise variables, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

RATIONALE
VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society.

STRUCTURE
The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?
Unit 2: How do external factors influence behaviour and mental processes?
Unit 3: How does experience affect behaviour and mental processes?
Unit 4: How is wellbeing developed and maintained?

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Year 10 Advanced Science prior to Units 1 and 2 and Units 1 and 2 prior to Unit 3. Students entering Unit 3 without Units 1 and/or 2 may be required to attend a College Pathways Meeting and undertake additional preparation as prescribed by their teacher. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Social Sciences.

For further information, please visit the VCE Psychology Study Design (Units 1 and 2 2016-2020, Units 3 and 4 2017–2021).
SCOPE OF STUDY
VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

VCE Applied Computing provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

RATIONALE
Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

STRUCTURE
The study is made up of six units.

Units 1 and 2: Applied Computing
Units 3 and 4: Software Development
Units 3 and 4: Data Analytics

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Computing.

For further information, please visit the VCE Computing Study Design 2020-2023.
VCE Applied Computing Units 1 and 2

In Unit 1, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

In Unit 2, students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

VCE Data Analytics Units 3 and 4

In Unit 3, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Unit 4, students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

VCE Software Development Units 3 and 4

In Unit 3, students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Unit 4, students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.
**SCOPE OF STUDY**

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Practical work is integral to Food Studies.

**RATIONALE**

VCE Food Studies examines the background to Australia’s varied and abundant food supply, and explores reasons for our food choices. This study is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

**STRUCTURE**

The study is made up of four units:

- Unit 1: Food origins
- Unit 2: Food makers
- Unit 3: Food in daily life
- Unit 4: Food issues, challenges and futures

Each unit contains two areas of study.

**ENTRY REQUIREMENTS**

There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Food Studies.

Click [here](#) to explore the various occupations that are related to Home Economics.

Click [here](#) to explore the various occupations that are related to Hospitality.

For further information, please visit the [VCE Food Studies Study Design 2017–2021](#).
SCOPE OF STUDY
Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

Central to VCE Product Design and Technology is design thinking, which is applied through the product design process providing a structure for creative problem solving. The design process involves identification of a real need, problem or opportunity that is then articulated in a design brief. The need, problem or opportunity is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

For VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence design and address the design factors relevant to their design situation.

The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to safely transform these materials into products. Increasingly, the importance of sustainability is affecting product design and development, and so is at the forefront throughout the product life cycle.

RATIONALE
Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues.

Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

STRUCTURE
The study is made up of four units.

<table>
<thead>
<tr>
<th>Unit 1: Sustainable product redevelopment</th>
<th>Unit 3: Applying the product design process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Collaborative design</td>
<td>Unit 4: Product development and evaluation</td>
</tr>
</tbody>
</table>

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Industrial Arts.

For further information, please visit the VCE Product Design and Technology Study Design 2018-2022
VCE Media

SCOPE OF STUDY
The media is ubiquitous in today’s world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences’ perception of their lives and the worlds in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences.

Developments in technologies have transformed media at a rapid pace. The interplay between print and broadcast media and multinational-networked database platforms has enabled creative communication opportunities and reworked notions of key media concepts including audiences, forms and products, storytelling, influence, institutions and industries.

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. The greater involvement of audiences has generated enormous changes in the media economy and issues of content control.

Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

RATIONALE
This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media’s role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

STRUCTURE
The study is made up of four units.
Unit 1: Media forms, representations and Australian stories
Unit 2: Narrative across media forms
Unit 3: Media narratives and pre-production
Unit 4: Media production and issues in the media

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Media Studies.
Click here to explore the various occupations that are related to Entertainment.

For further information, please visit the VCE Media Study Design 2018-2022 and VCE Media Study Design 2018-2022 Amendments.
VCE Music Performance

SCOPE OF STUDY
VCE Music is based on active engagement in, and considered response to, all aspects of music. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. They study music styles and genres from diverse cultures, times and locations and analyse and evaluate live and recorded performances and learn to incorporate, adapt and interpret musical elements and ideas from the work of leading practitioners. Through study and practise ways of effectively communicating and expressing musical ideas to an audience as performer and/or composer students develop competence in the use of digital music technologies and equipment as creative tools, broadening their versatility as music practitioners.

RATIONALE
Music is an integral part of all cultures from the earliest of times, expressing and reflecting human experience. A study of music enables students to strengthen their own relationship with music and to be personally enriched as they develop greater control of their own musical expression. Music learning requires students’ active engagement in the practices of listening, performing and composing. As they learn in music, students apply critical and creative thinking skills to analyse and critique the work of contemporary and historical practitioners and develop their understanding of the diverse ways in which music ideas can be shaped to communicate artistic and expressive intent. VCE Music equips students with personal and musical skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

STRUCTURE
The study at the College is made up of 4 units:

Unit 1: Music Performance
Unit 2: Music Performance
Unit 3: Music Performance
Unit 4: Music Performance

CAREER PATHWAYS
Click here to explore the various occupations that are related to Music.
Click here to explore the various occupations that are related to Performing Arts.
Click here to explore the various occupations that are related to Entertainment.

SATISFACTORY COMPLETION
The award of satisfactory completion for each unit is based on the decision that the student has demonstrated achievement of the set outcomes and met the 85% attendance requirement.

For further information, please visit the VCE Music Performance Study Design 2017–2021
**SCOPE OF STUDY**

VCE Studio Arts introduces students to the role and practices of artists in society. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making.

The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks.

**RATIONALE**

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

**STRUCTURE**

The study is made up of four units:

<table>
<thead>
<tr>
<th>Unit 1: Studio inspiration and techniques</th>
<th>Unit 3: Studio practices and processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Studio exploration and concepts</td>
<td>Unit 4: Studio practice and art industry contexts</td>
</tr>
</tbody>
</table>

**ENTRY REQUIREMENTS**

There are no prerequisites for entry to Units 1, 2 and 3. However, students are advised to study Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Art.

Click [here](#) to explore the various occupations that are related to Entertainment.

For further information, please visit the [VCE Studio Arts Study Design 2017-2021](#).
VCE Theatre Studies

SCOPE OF STUDY
In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners.

Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities.

Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Through the study of plays and theatre styles, and by working in production roles to interpret scripts, students develop knowledge and understanding of theatre, its conventions and the elements of theatre composition. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

RATIONALE
Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes.

Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills.

The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

STRUCTURE
The study is made up of four units.

Unit 1: Pre-modern theatre styles and conventions
Unit 2: Modern theatre styles and conventions
Unit 3: Producing theatre
Unit 4: Presenting an interpretation

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Terms used across Units 1 to 4 are defined on pages 9 and 10.

ENTRY REQUIREMENTS
There are no prerequisites for entry to Units 1, 2 and 3. However, students are advised to study Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

CAREER PATHWAYS
Click here to explore the various occupations that are related to Performing Arts.
Click here to explore the various occupations that are related to Media Studies.
Click here to explore the various occupations that are related to Entertainment.

For further information, please visit the VCE Theatre Studies Study Design 2019-2023.
**SCOPE OF STUDY**

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process. Throughout the study students explore manual and digital methods to develop and refine presentations.

During their study students have the opportunity to investigate the work and practices of contemporary designers. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others’ visual communications.

**RATIONALE**

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

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

**ENTRY REQUIREMENTS**

There are no prerequisites for entry to Units 1, 2 and 3. However, student achievement in learning is optimised by studying Units 1 and 2 prior to Unit 3. Students must undertake Unit 3 and Unit 4 as a sequence.

**CAREER PATHWAYS**

Click [here](#) to explore the various occupations that are related to Art.

Click [here](#) to explore the various occupations that are related to Media Studies.

Click [here](#) to explore the various occupations that are related to Entertainment.

For further information, please visit the [VCE Visual Communication Design 2018–2022](#)
Appendix One: Student: Academic Progress Policy

Preamble
The John Paul College Mission Statement speaks of the commitment of all members of the community to recognising the essential dignity of the person and of the need for all to experience the ‘fullness of life’ promised in John 10.10.

Rationale
It is important that students access curriculum and learning activities that are at an appropriate level for their current abilities. Students will also need guidance from teachers and parents to ensure that they can achieve at their best academically. It is clear that the best opportunities for positive outcomes eventuate when students, parents and teachers work together.

Objectives
• To ensure that all students are supported to achieve academically at an appropriate level.
• To ensure that each student has access to learning that meets their learning needs.

Students at Academic Risk
Students are at risk of failing to achieve positive academic outcomes if they are not showing acceptable progress in various aspects of their schooling. Indicators that a student may be at academic risk include the following:
• An average overall result of less than 50% across all subjects
• An overall result of less than 50% in English
• Average learning skills and work habits across all subjects of less than 3
• A pattern of late or non-submission of common assessment tasks
• Poor attendance

John Paul College Pathways Meeting
Students at academic risk will require intervention and support to assist them to achieve better outcomes. Any student who shows one or more of the indicators above will be assessed on an individual basis and may be required to attend a College Pathways Meeting along with parents/guardians. College Pathways Meetings will be convened by the Senior Student Learning Coordinator, Careers Staff, VET and VCAL Coordinator and/or House Coordinator depending on the support required. The meetings will focus on learning skills, work and study habits, appropriate subject selection and individualised learning pathways suited to the student’s abilities and proposed vocational directions.

A Deputy Principal, Student Wellbeing Coordinator, Head of Stewart Centre for Individual Learning, Teacher and Pastoral Teacher will be consulted and attend the meeting as appropriate.
VCE Entry Requirements

VCE UNITS 1 AND 2
The following VCE subjects are available for selection by Year 10 students entering Year 11.

**Note:**
- Additional entry requirements are based on Year 10 semester one results.
- Students who do not fulfill entry requirements may appeal to the Senior Student Learning Coordinator.

**The Arts**
- Media Studies Units 1 and 2
- Music Performance Units 1 and 2
- Experience in learning an instrument and/or voice is highly recommended due to the performance component of the curriculum
- Studio Arts Units 1 and 2
- Theatre Studies Units 1 and 2
- Visual Communication and Design Units 1 and 2

**Health and Physical Education**
- Health and Human Development Units 1 and 2
- Physical Education Units 1 and 2

**The Humanities**
- Accounting Units 1 and 2
- Business Management Units 1 and 2
- Geography Units 1 and 2
- Legal Studies Units 1 and 2
- Twentieth Century History Units 1 and 2

**English**
- Literature Units 1 and 2
- English Units 1 and 2

**Language**
- Italian Units 1 and 2
  - An overall result of at least 50% in Year 10 Italian

**Mathematics**
- General Mathematics Units 1 and 2
  - An overall result of at least 60% in Core Mathematics is recommended
- Mathematical Methods Units 1 and 2
  - An overall result of at least 85% in Core Mathematics and at least 70% in the VCE Mathematics preselection test
  - An overall result of at least 70% in Advanced Mathematics and/or at least 70% in the VCE Mathematics preselection test
- Specialist Mathematics Units 1 and 2
  - An overall result of at least 80% in Advanced Mathematics and/or a result of at least 80% in the VCE Mathematics preselection test

**Religious Education**
- Youth Academy Units 1 and 2; or
- VCE Religion and Society Unit 2

**Science**
- Chemistry Units 1 and 2
  - An overall result of at least 75% in Core Science, 85% in Core Mathematics or at least 70% in Advanced Mathematics
- Biology Units 1 and 2
- Physics Units 1 and 2
  - An overall result of at least 75% in Core Science, 85% in Core Mathematics or at least 70% in Advanced Mathematics
- Psychology Units 1 and 2

**Technology**
- Computing Units 1 and 2
- Food Studies Units 1 and 2
- Product Design and Technology Units 1 and 2

VCE UNITS 3 AND 4

Year 11 students need to achieve a satisfactory unit result, an overall result of at least 50% and learning skills and work habits of at least 3 or more in the VCE Unit 1 and 2 to gain automatic entry to the VCE Units 3 and 4 subject. If the criteria for automatic entry has not been met, a College Pathways Meeting will be convened.

Students wanting to study a VCE Unit 3 and 4 without the study of the VCE Unit 1 and 2 or VCE Unit 2 may be required to attend a College Pathways Meeting.
Academic Acceleration

Students who consistently achieve high academic results and demonstrate excellent learning skills and work habits may be permitted to accelerate their studies by:

- studying a Victorian Certificate of Education (VCE) Unit 1 and 2 in Year 10
- studying one or two VCE Unit 3 and 4 subjects in Year 11
- studying a University Extension subject in Year 12

Students are required to submit an Individual Learning Plan – Application for Acceleration Form by the due date for their application to be considered. Students studying a three-year VCE program are expected to study six VCE Unit 3 and 4 sequences. This provides opportunity for an additional 10% of the scaled score in the sixth study to be used in the calculation of the Australian Tertiary Admissions Rank (ATAR).

ACCELERATION FOR A YEAR 10 STUDENT ACCESSING A VCE UNIT 1 AND 2

Students who consistently achieve high academic results and demonstrate excellent learning skills and work habits may be permitted to study a VCE Unit 1 and 2 subject in Year 10. Entry requirements, based on Year 9 semester one results, include:

- an overall result of at least 80% in English
- an average overall result of at least 75% across all subjects
- learning skills and work habits averaging 4 or more across all subjects
- exemplary record of submission of work

ACCELERATION FOR A YEAR 11 STUDENT ACCESSING A VCE UNIT 3 AND 4

Students who have studied a VCE Unit 1 and 2 in Year 10 need to fulfill the following requirements to continue their study of the VCE Unit 3 and 4 subject in Year 11:

- an average overall result of at least 75% across all Year 10 subjects
- an overall result of at least 60% in the VCE Unit 1 and 2
- learning skills and work habits averaging 4 or more across all subjects
- exemplary record of submission of work

Notes:
- Only in exceptional circumstances will a student be approved to study more than one VCE Unit 1 and 2 subject in Year 10.
- Only in exceptional circumstances will a student be approved to study more than one VCE Unit 3 and 4 subject in Year 11.
- VCE Outdoor and Environmental Education is only offered to Year 11 students as a Unit 3 and 4 sequence. Approval for entry will be based on the student's response on the Application for Acceleration form, academic results, learning skills and work habits.
- Students who fulfill the following entry requirements may study VCE Further Mathematics Units 3 and 4 in Year 11:
  - at least 75% in Advanced Mathematics
  - learning skills and work habits averaging 4 or more across all subjects
  - exemplary record of submission of work
- VCE Religion and Society Units 3 and 4 is available for students who fulfill acceleration requirements in Year 11. Students need to discuss the viability with the Learning Area Leader or subject teacher.
- A small number of high achieving students who demonstrate excellent learning skills and work habits may apply to study other VCE Unit 3 and 4 sequences without the study of VCE Units 1 and 2. Students need to discuss the viability of particular subjects with the Learning Area Leader or subject teacher.

ACCELERATION IN YEAR 12

High achieving Year 11 students who have already completed one or more VCE Unit 3 and 4 sequences may wish to apply to study a University Extension subject.

Policy Created: February 2018
Reviewed: February 2019
Person Responsible: Deputy Principal Learning and Staff
Appendix Two: Individual Learning Plan - Application for VCE Acceleration

Name:  
Year Level:  
Pastoral Group:  
Accelerated Subject:  

1. WHAT IS YOUR RATIONALE FOR STUDYING THE ACCELERATED SUBJECT?
   *include leadership / tertiary / career aspirations

2. PROVIDE EVIDENCE FOR WHY YOUR APPLICATION SHOULD BE ACCEPTED.
   *include academic achievements, awards, involvement in co-curricular activities
# Mapping your Three Year VCE Program

Complete the empty boxes with the units you have studied and/or intend to study in order of preference.

- Grey denotes a VCE Unit 1 and 2 sequence
- Gold denotes a VCE Unit 3 and 4 sequence

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Religion &amp; Society Unit 1</td>
<td>VCE Religion and Society Unit 2 or CSYMA ACU Youth Academy Program Year 1 of 2</td>
<td>VCE Religion and Society or School Based RE or ACU and CSYMA Youth Academy Program Year 2 of 2</td>
</tr>
</tbody>
</table>

4. To be completed by current related Subject Teacher or Learning Area Leader

Teacher’s Name: .................................................. Teacher’s Signature: ..................................................

I support this application for acceleration YES NO

Comment (optional): ........................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

5. I UNDERTAKE TO:

☐ Manage my time appropriately so that other subjects are not neglected
☐ Strive to achieve high academic results across all subjects
☐ Balance my study and co-curricular activities
☐ Maintain excellent work habits (class behaviour, effort and personal organisation) across all subjects
☐ Study consistently and regularly

*please tick

6. I UNDERSTAND THAT IF I FAIL TO MEET MY OBLIGATIONS FOR ACCELERATION, I MAY BE WITHDRAWN FROM THE COURSE:

Student’s Signature: ..........................................................................................................................
Parent’s/Carer’s Signature: ..................................................................................................................
Date: .............................................................................................................................................

Office Use Only

<table>
<thead>
<tr>
<th>Approved</th>
<th>Not Approved</th>
<th>Approval Pending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Student Learning Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form must be submitted to Main Reception by Monday 5 August 2019 8:30am.
Appendix Three: Individual Learning Plan – Expression of Interest in VET

Students interested in studying VET need to make an appointment to see Donna Matthews, VCAL and VET Coordinator. Students are responsible for the completion and submission of VET applications to the provider.

Name: ........................................................................................................................................
Year Level: ..................................................................................................................................
Pastoral Group: ............................................................................................................................

1. STATE YOUR SENIOR SCHOOL PATHWAY – VCE OR VCAL
...........................................................................................................................................................

2. STATE THE VET CERTIFICATE YOU ARE INTERESTED IN STUDying
............................................................................................................................................................

3. STATE THE PROVIDER OF THE VET COURSE E.G. CHISHOLM FRANKSTON
............................................................................................................................................................

4. WHAT IS YOUR RATIONALE FOR WANTING TO STUDY THIS VET CERTIFICATE?
*include tertiary / career / industry aspirations
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................

5. HAVE YOU ALREADY COMPLETED A VET CERTIFICATE(S)? IF YES, STATE THE CERTIFICATE AND YEAR OF COMPLETION.
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................
............................................................................................................................................................

6. I UNDERTAKE TO:
☐ Manage my time appropriately so that subjects at school and work placement are not neglected
☐ Strive to achieve high academic results across all subjects
☐ Balance my study and co-curricular activities
☐ Maintain excellent work habits across all subjects
☐ Study consistently and regularly

*please tick
Student’s Signature: ..........................................................................................................................
Parent’s/Carer’s Signature: ..................................................................................................................
Date: .............................................................................................................................................

Office Use Only

<table>
<thead>
<tr>
<th>Application for VET Completed and Submitted to Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL and VET Coordinator</td>
</tr>
</tbody>
</table>

This form must be submitted to Main Reception by Monday 5 August 2019 8:30am.
Appendix Four: Application for the Victorian Certificate of Applied Learning (VCAL)

Name: ........................................................................................................................................

Year Level: ...................................................................................................................................

Pastoral Group: .............................................................................................................................

Before you complete this statement:

1. Investigate some of your options at the Careers Centre.
2. Discuss any ideas you may have about your future with teachers, family and friends.
3. Apply to complete the Victorian Certificate of Applied Learning in Web Preferences.

The information you provide on this statement will be discussed at your interview so take some time to complete the form providing as much detail as you can.

1. WHAT ARE YOU INTERESTED IN DOING WHEN YOU LEAVE SCHOOL?
   (EG APPRENTICESHIP, MOTOR MECHANIC, TAFE COURSE, EMPLOYMENT, TRAVEL)
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................

2. HAVE YOU ATTENDED ANY CAREERS EXPOS, TRADE TASTER DAYS, OPEN DAYS OR SIMILAR
   ACTIVITIES? YES/NO
   PLEASE PROVIDE DETAILS
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................

3. WHICH SUBJECTS ARE YOU ENJOYING AT THE MOMENT?
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................

4. WHAT DON’T YOU ENJOY ABOUT SCHOOL AND STUDY?
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................

5. WHAT DO YOU FIND CHALLENGING ABOUT SCHOOL AND STUDY?
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................

6. WHY ARE YOU INTERESTED IN APPLYING FOR VCAL?
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
   ....................................................................................................................................................
7. **YOU WILL NEED TO UNDERTAKE A VET/TAFE COURSE DURING YOUR VCAL. INDICATE THREE VET COURSES YOU ARE INTERESTED IN.**

1. …………………………………………………………………………………………………………

2. …………………………………………………………………………………………………………

3. …………………………………………………………………………………………………………

8. **WHAT COMMUNITY WORK ARE YOU INVOLVED OR INTERESTED IN?**

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

9. **DO YOU CURRENTLY HAVE A PART-TIME JOB? WHO WITH? WHAT ARE YOUR RESPONSIBILITIES? WHAT ARE YOUR WORKING HOURS?**

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

10. **IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL US?**

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………

I **UNDERTAKE TO:**

☐ Manage my time appropriately so that other subjects are not neglected

☐ Strive to achieve high academic results across all subjects

☐ Balance my study and co-curricular activities

☐ Maintain excellent work habits (class behaviour, effort and personal organisation) across all subjects

☐ Study consistently and regularly

*please tick*

7. **I UNDERSTAND THAT IF I FAIL TO MEET MY OBLIGATIONS FOR VCAL, I MAY BE WITHDRAWN FROM THE COURSE:**

Student’s Signature: ………………………………………………………………………………………………………

Parent’s/Carer’s Signature: ………………………………………………………………………………………………………

Date: ……………………………………………………………………………………………………………………………

<table>
<thead>
<tr>
<th>VET and VCAL: Coordinator</th>
<th>Approved</th>
<th>Not Approved</th>
<th>Approval Pending</th>
</tr>
</thead>
</table>

**Office Use Only**

This form must be submitted to Main Reception by Monday 5 August 2019 8:30am.
Appendix Five: Application for ACU and CSYMA Youth Academy Program

Australian Catholic University, Catholic Schools Youth Ministry Association and John Paul College.

This elective Religious Education subject is a two-year program running over Years 11 and 12. This course is offered in conjunction with Australian Catholic University (ACU) and successful completion of this course will gain the student an additional five bonus ATAR points for courses at ACU.

There are five modules to be completed with four done in Year 11 and one done over the course of Year 12. Successful completion of all five modules gains certification from ACU.

Places are limited in this course. Please read the learning outcomes for each module below and other documentation attached. After this, please complete the application form and submit to the Main Office by Friday 5 August 2019 8:30am.

For further information or queries, please contact John Riddle at Student Services or email ridj@jpc.vic.edu.au

MODULE ONE: IWITNESS—LEARNING OUTCOMES
On successful completion of this module, the participant should be able to:
1. Identify and understand principles of faith formation and youth ministry in the context of the new evangelisation;
2. Explore examples and frameworks of youth ministry within a Catholic school, including the essential vision of the Youth Ministry Team;
3. Demonstrate knowledge of the ministry and leadership skills utilised in youth ministry initiatives; and,
4. Reflect on their own faith journey in life, appreciating the personal call to discipleship.

MODULE TWO: MINISTRY—LEARNING OUTCOMES
On successful completion of this Module, the participant should be able to:
1. Plan, lead and reflect on youth ministry initiatives conducted as part of a Youth Ministry Team;
2. Effectively utilise the ministry and leadership skills in conducting youth ministry initiatives as part of a senior Youth Ministry Team;
3. Reflect on their engagement with the mission of the Church through service and ministry based activities; and,
4. Understand the importance of Team formation through regular meetings in the planning and reflecting stages of conducting the youth ministry initiative.

MODULE THREE: CHURCH—LEARNING OUTCOMES
On successful completion of this Module, the participant should be able to:
1. Reflect on the importance of the Eucharist, prayer and community to individual spiritual growth;
2. Appreciate the importance of nurturing their gifts and understand the personal call of Christ in light of the mission of the Church;
3. Understand the opportunities for further formation through the local Church community including Celebration of the Sacraments.

MODULE FOUR: SPIRIT—LEARNING OUTCOMES
On successful completion of this Module, the participant should be able to:
1. Articulate faith as an experience or encounter with Jesus Christ;
2. Reflectively examine the journey of faith with the opportunity of renewing and deepening in their journey of discipleship empowered by the Holy Spirit;
3. Articulate an understanding of the essential foundations needed to support spiritual growth in the Catholic Faith.

MODULE FIVE: FAITH AND OUTREACH—LEARNING OUTCOMES
On successful completion of this Module, the participant should be able to:
1. Critically evaluate the implementation of strategies used in preparing and conducting outreach projects within a school or Church context;
2. Explain concepts including the principles of Catholic Social Thought, outreach and mission including contemporary examples;
3. Effectively utilise advanced ministry and leadership skills in a outreach project context;
4. Analyze and critically reflect on the personal impact of participating in an outreach project including the interrelatedness of the ‘self’ and ‘community’ and the relationship between personal faith and the mission of the Church.
Application for Year 11 ACU and CSYMA Youth Academy Program

Year 11 students wishing to study the ACU and CSYMA Youth Academy Program

Student Name: ......................................................................................... Pastoral Group: .................................

Current Religious Education Teacher: ........................................................................................................

STUDENT INFORMATION IN SUPPORT OF APPLICATION:

WHAT INTERESTS YOU ABOUT THIS COURSE?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

WHY WOULD YOU LIKE TO DO THIS COURSE?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

HAVE YOU HAD ANY LEADERSHIP EXPERIENCES EITHER IN OR OUTSIDE OF SCHOOL?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

WHAT WOULD YOU LIKE TO GET A BETTER UNDERSTANDING OF THROUGH THIS COURSE?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

WHAT SKILLS WOULD YOU LIKE TO DEVELOP?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

ANYTHING ELSE YOU WOULD LIKE TO ADD?
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

PARENT / GUARDIAN
I have read the course outline and support my daughter / son in their application to do this course. I understand that this course involves a community service aspect and there is a particular focus on retreat experiences.

Print Name: .................................................................... Signed: ......................................................... Date: .................................

Office Use Only

<table>
<thead>
<tr>
<th>Director of Faith and Mission</th>
<th>Approved</th>
<th>Not Approved</th>
<th>Approval Pending</th>
</tr>
</thead>
</table>

This form must be submitted to Main Reception by Monday 5 August 2019 8:30am.
Appendix Six: Application for VCE Units 3 and 4 without the study of VCE Unit 1 and 2 (Year 12 students only)

Name: ………………………………………………………………………………………………………………………………………
Year Level: ………………………………………………………………………………………………………………………………………
Pastoral Group: ………………………………………………………………………………………………………………………………………

VCE Unit 3 and 4 Subject: …………………………………………………………………………………………………………………
*without the study of VCE Unit 1 and 2

1. **WHAT IS YOUR RATIONALE FOR STUDYING THIS VCE UNIT 3 AND 4 SUBJECT?**
*include leadership / tertiary / career aspirations

……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………

2. **PROVIDE EVIDENCE FOR WHY YOUR APPLICATION SHOULD BE ACCEPTED.**
*include academic achievements, awards, involvement in co-curricular activities

……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
……………………………………………………………………………………………………………………………………
## Mapping your Three Year VCE Program

Complete the empty boxes with the units you have studied and/or intend to study in order of preference.

- Grey denotes a VCE Unit 1 and 2 sequence
- Gold denotes a VCE Unit 3 and 4 sequence

### Year 10
- VCE Religion & Society Unit 1

### Year 11
- VCE Religion and Society Unit 2 or CSYMA ACU Youth Academy Program Year 1 of 2

### Year 12
- VCE Religion and Society or School Based RE or ACU and CSYMA Youth Academy Program Year 2 of 2

5. **To be completed by the Learning Area Leader**

Teacher's Name: ........................................................ Teacher's Signature: ........................................................

I support this application for acceleration  YES  NO

Comment (optional): ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

5. **I UNDERTAKE TO:**

- Manage my time appropriately so that other subjects are not neglected
- Strive to achieve high academic results across all subjects
- Balance my study and co-curricular activities
- Maintain excellent work habits (class behaviour, effort and personal organisation) across all subjects
- Study consistently and regularly

*please tick

8. **I UNDERSTAND MY RESPONSIBILITIES IN ENSURING I MEET THE REQUIREMENTS FOR SATISFACTORY ACHIEVEMENT IN THIS SUBJECT**

Student's Signature: ........................................................................................................................................

Parent's/Carer's Signature: ................................................................................................................................

Date: .............................................................................................................................................................

### Office Use Only

<table>
<thead>
<tr>
<th></th>
<th>Approved</th>
<th>Not Approved</th>
<th>Approval Pending</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Student Learning Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form must be submitted to Main Reception by Monday 5 August 2019 8:30am.
Appendix Seven: Learning Area Pathways – Religious Education

Years 7 to 9
Religious Education
Catholic Education Melbourne
Curriculum Framework

Year 10
VCE Religion and Society Unit 1
The Role of Religion in Society

Year 11
VCE Religion and Society Unit 2
Religion and Ethics
OR
VCE Religion and Society
Units 3 and 4
OR
CSYMA and ACU
Youth Academy Program
Modules One to Four

Year 12
CSYMA and ACU Youth
Academy Program
Module Five
*Students may also elect to study
VCE Religion and Society Units 3 and 4

Outcomes
• VCE Religion and Society Unit 1
OR
• VCE Religion and Society Units 1, 3 and 4
• ACU Formal Accreditation in Faith and Ministry
• 5 Bonus ATAR Points towards a degree at the ACU
• CSYMA and ACU Faith and Ministry Award

Year 12
Religious Education
School Based
OR
VCE Religion and Society
Units 3 and 4

Outcomes
• VCE Religion and Society Units 1 and 2
OR
• VCE Religion and Society Units 1, 3 and 4
Appendix Eight: Learning Area Pathways – Mathematics

Year 10
- Year 10 Consolidation Mathematics

Year 10
- Year 10 Core Mathematics

Year 10
- Year 10 Advanced Mathematics

Year 11
- VCAL Numeracy Skills Intermediate
  *by application

Year 11
- VCE General Mathematics Units 1 & 2
  *refer to entry requirements

Year 12
- VCAL Numeracy Skills Senior
  *by application

Year 12
- VCE Further Mathematics Units 3 & 4
  *refer to entry requirements

Year 12
- VCE Mathematical Methods Units 3 & 4
  *refer to entry requirements

Year 12
- VCE Specialist Mathematics Units 1 & 2
  *refer to entry requirements

Note: Students studying VCE Specialist Mathematics must also study VCE Mathematical Methods.
Appendix Nine: Tear Out Checklist for Selecting Subjects

**STEPS**

1. Read the Curriculum Handbook and identify subjects you are good at, are interested in, will lead to future employment and will help you get into your planned university course or TAFE.

2. Attend the Subject Selection and Careers Expo on Wednesday 31 July 2019 3:30pm to 7:30pm. Learn more about the subjects offered at the College by talking to Learning Area Leaders, teachers and students.

3. By Monday 5 August 8:30am

**YEAR 9 2019 (YEAR 10 2020)**

- Submit the signed Web Preferences printout to Main Office Reception
- Complete and submit an Application for VCE Acceleration form if you have been approved and are applying to study a VCE Unit 1 and 2
- Complete and submit an Expression of Interest in VET form if you are applying to study a VET course

**Year 10 2019 (YEAR 11 2020):**

- Submit the signed Web Preferences printout to Main Office Reception
- Complete and submit an Application for Acceleration form (Appendix Two) if you are applying to study a VCE Unit 3 and 4
- Complete and submit an Application for VCAL form and Application for VET form if you are applying to study VCAL
- Complete and submit an Expression of Interest in VET form if applicable
- Complete and submit an Application for ACU and CSYMA Youth Academy Program if applicable

**Year 11 2019 (YEAR 12 2020):**

- Submit the signed Web Preferences printout to Main Office Reception
- Make an appointment with Ms Girolami if you intend to apply for a University extension subject
- Complete and submit an Application for VCE Units 3 and 4 without the study of Units 1 and 2 form if applicable
- Complete and submit an Application for VCAL form, Application for VET form and Structured Workplace Learning Arrangement Form if you are applying to study VCAL
- Complete and submit an Expression of Interest in VET form if applicable

**NOTE:** All forms must be signed by the student and a parent/guardian with the hardcopy submitted to Main Office Reception by Monday 5 August 8:30am