

VCE

2025/2026 Senior Student Handbook

VCE – VCE VM – VET and the Workplace



St Mary's College
Seymour

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Foreword

Welcome to the Senior Curriculum

In preparation for life beyond St Mary's College, senior students make deeper connections between their learning and the world around them.

The purpose of this handbook is to help you assist your sons and/or daughters make their subject choices for Years 11 and 12. There are certain structural requirements that must be met over the course of the senior curriculum program, which means that it is important to choose subjects for the two years at the outset. Whilst it is possible to make some changes along the way, it is not always easy. Therefore, it is important that students make informed choices.

In addition to this handbook, a number of other resources are essential for students to read as part of the subject choice process. In particular, all students should access *The Good Careers Guide* and the VTAC Course Search. The VTAC Course Search is online and updated through VTAC Bulletins. These resources provide detailed information about available courses and their entry requirements for 2028. Prerequisites, course advice, and other relevant considerations must be taken into account when selecting subjects for Years 11 and 12.

Years 11 and 12 students can choose from a number of learning pathways to suit their individual needs: VCE (Victorian Certificate of Education), VCE VM (Victorian Certificate of Education – Vocational Major) and VET (Vocational Education & Training). A wide range of VCE courses are offered.

In choosing subjects, students should be influenced by their abilities and strengths, their interests, possible career directions and likely tertiary studies. They should not be influenced by factors such as what their friends are choosing or staff members teaching the subjects. The VCE Coordinator, Curriculum Leaders, Careers and VET Pathways Practitioner and House Leaders are available to discuss subject choices with parents and students.

Our College will make every effort to meet the needs of individual students. The curriculum aims to be student-centred, focused on ensuring that each individual has the opportunity to reach his or her potential in a friendly and welcoming learning environment.

There is a lot to take in when reading the VCE handbook, but please do not be daunted by its content. Help is always available! Please contact Ms Simone McLaughlin, the College VCE Coordinator, for any queries.

Key Dates for families to be aware of:

- Year 11 2026 Subject Expo & parent Information Evening: **Thursday 31st July 2025**
- Year 11 2026 Parent and Student Pathways Consults and Subject Selection: **Thursday 7th August 2025**

Best wishes to all of our senior students in 2026 and always. Strive for excellence. 'Carpe Diem' - Seize the Day!

Wayne Smith
Principal

The Victorian Certificate of Education (VCE) at a glance:

In 2026, all Year 11 students will be completing the Victorian Certificate of Education (VCE) as the senior secondary qualification. Students will have the option to select one of two pathways – VCE (which can include the calculation of an Australian Tertiary Admission Rank [ATAR]) or the VCE Vocational Major – VCE VM (which does not have an ATAR calculation but will lead to the specialisation of skill-building to further tertiary study and preparation for the work force).

Eligibility for the award of the VCE

The VCE is made up of studies. Most VCE studies are designed to provide a two-year program. VCE studies at Unit 1 and 2 level are nationally and internationally benchmarked to a Year 11 standard. VCE studies at Unit 3 and 4 level are benchmarked to a Year 12 standard.

Units 1 and 2 can be completed as single units and Units 3 and 4 must be completed as a sequence.

A study is a subject, for example, English or Biology. Each VCE study is designed to provide a two-year program and consists of four semester length units (Units 1, 2, 3 and 4).

Each VCE unit involves **50 hours of scheduled classroom instruction**. In addition, it is expected that students will undertake up to 50 hours of self-directed learning (outside of school) for each unit.

Students usually study between **20 and 24 units** (five or six studies) in Years 11 and 12. For most students, the VCE is completed over two years. Students can take longer than two years to finish the VCE if needed.

At St Mary's College, the timetable is based around 5 x one-hour sessions of learning per day. Each VCE unit study is allocated four lessons per weekly cycle over the semester timetable to fully meet the requirements of 50 hours of face-to-face teaching time. In the VCE Staff handbook, VCE teachers are informed of the required 50 hours of self-directed learning expected to be undertaken for each VCE unit and are asked to factor this into their VCE learning program.

Minimum Requirements for Satisfactory award of the VCE

The minimum requirement to be awarded the VCE is the satisfactory completion of 16 units that include:

- three units from the English group, including a Units 3 and 4 level sequence
- at least three other sequences of Units 3 and 4 studies, which can include further sequences from the English group, such as English Literature.

NB: VTAC advises that to be eligible for a study score, satisfactory completion of a scored Units 3 and 4 sequence from the VCE English group of studies is required.

Entry into VCE Studies:

VCE Units 1 and 2: Units 1 and 2 may be undertaken separately or as a pair. Students may enrol simultaneously in Units 1 and 2 of a study. Students may enter studies at the level of Units 1, 2 or 3. In some VCE studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3. The relevant advice is published in the VCE study design for each study.

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment levels of achievement for Units 1 and 2 are not reported to the VCAA.

VCE Units 3 and 4: in each study, these units must be undertaken as a sequence. Students must undertake Unit 3 before commencing Unit 4 of a study.

The VCAA specifies the assessment for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in VCE study designs. The student's level of achievement in Units 3 and 4 is determined by School-assessed Coursework (SAC) and external assessment.

If a study score is to be calculated, the sequence must be completed in the same academic year. Depending on the study, Units 3 and 4 may have School-based Assessments and external assessments (including examinations). External assessments are set and marked by the VCAA.

VCE English Eligibility Requirements:

To be awarded the VCE, a student must satisfactorily complete a minimum of three units from the English group, selecting from subjects such as English, English Language and English Literature, ensuring they complete a Units 3 and 4 level sequence (see above note). The following table provides examples of how the English requirement may apply.

English Group Units 1&2 Satisfactorily Completed		English Group Units 3&4 Satisfactorily Completed	English Requirement met?	Units contributing to 16 Unit count?	Note
1	English Units 1&2	English Units 3&4	Yes	4	Meets VCE English requirements
2	English Units 1&2	Literature Units 3&4	Yes	4	Meets VCE English requirements
3	English Units 1&2	Literature Unit 3	No	3	Student needs a Unit 3-4 sequence from the English group to meet the English minimum requirement
4	English Units 1&2	Literature Units 3&4	Yes	4	Meets VCE English requirements
5	Literature Units 1&2 English Units 1&2		No	4	One of these units counts towards the English requirement. The student needs an 'S' in a Unit 3-4 sequence.

NB: Not all possible combinations of units from the English group have been listed in the table above.

Repeating VCE units

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition. Students wishing to receive a study score when repeating VCE units will need to satisfactorily complete the Unit 3–4 sequence in the year of repetition.

At St Mary's College:

- senior students undertake compulsory Religious Education classes.
- the selection of vocational training (VET) courses and work placements for each student is expected to reflect the career interests of the student, providing both the development of workplace skills and experience of relevant work environments.
- students have the option to include Structured Workplace Learning or a School Based Apprenticeship in their learning program.

VET contributions towards the VCE

There are three types of **VET qualifications** on the VASS that students can be enrolled in that have the following credit arrangements:

VE1 (VCE VET program)	VCE <ul style="list-style-type: none"> • Units 1–4 levels • generally includes one qualification providing a Unit 3–4 sequence towards satisfactory VCE completion
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	<ul style="list-style-type: none"> • automatic enrolment in VCE VET units through enrolments in UoC (Unit of Competency) • a study score may be available • can provide additional credit where the qualification exceeds the hours that provide Units 1–4
VE2 (VRQA-approved certificates available as SBAT)	VCE <ul style="list-style-type: none"> • Units 1–4 levels • Certificate III qualifications and selected Certificate II qualifications include one Unit 3–4 sequence towards satisfactory completion of the • can provide additional credit where the qualification exceeds the hours that provide Units 1–4 • automatic enrolment in VCE VET units through enrolments in UoC
VE3 (all other VET program)	VCE <ul style="list-style-type: none"> • contribution through block credit recognition • Certificate II qualifications provide credit at Units 1 and 2 levels only; credit is capped at six units • Certificate III qualifications provide credit at Units 1–4 levels; most include one Unit 3–4 sequence; additional credit is available where the qualification exceeds the hours that provide Units 1–4; credit is capped at six units • Certificate IV and above qualifications provide credit at Units 3 and 4 levels; credit is capped at four units • credit accrues within each qualification enrolment

Acceleration Policy

At St Mary's College, we recognise that every student works at a different pace and may require further personalisation of their learning program. For this reason, in individual cases, there is provision for students to access subjects at different year levels.

Some current Year 10 students may be invited to consider completing a select Units 3 and 4 sequence as part of their Year 11 program and some current Year 9 students may attempt a stipulated Unit 1 and 2 sequence as part of their Year 10 program. Except in exceptional circumstances, students will only be permitted to undertake ONE accelerated study in Year 10 at St Mary's. Invitations for an interview with the student and at least one parent or guardian will be issued to students who have met all of the required criteria (listed below), and who have been nominated by at least one of their current Subject Teachers.

When deciding whether to accept an invitation to accelerate, it is important for students to understand that the choice to complete a Units 3 and 4 sequence in Year 11 does have an impact on their whole program of study. It requires maturity and the capacity to manage personal learning as well as demonstrated excellence in the skills required for formal study. Some subjects are not appropriate to be studied without having completed Unit 1 and/or 2 sequence/s. Students need to carefully consider their motivations for acceleration and ensure they are suited to this option and pay close attention to the advice given during the Subject Selection process.

To be eligible to be considered for an acceleration opportunity, students must meet all of the following criteria:

1. All work habits in all subject areas have been met consistently.
2. An excellent attendance record i.e. above 90% in all classes.
3. A mid-year examination result above 85% in a related subject.
4. All other examination results above 70%.
5. Excellent recommendation from Learning Advisor and Subject Teachers.

The Semester 1 reports and past reports will be used as evidence that these criteria have been met. Opportunity also exists for students completing a Units 3 and 4 program to accelerate in university subjects. Students interested in this option will be considered based on the criteria listed above and are encouraged to make contact with the Careers and VET Pathways Practitioner.

What do I need to consider when planning my VCE course?

When deciding which units to choose for the first year of your VCE, consider the following:

- *What subjects am I currently completing in Year 10 that I am good at?*
- *What subjects am I currently completing in Year 10 that I am interested in?*
- *What are my strengths as a student?*
- *Have I thought about a career path that I may wish to follow?*
- *Have I asked other students who have studied these subjects what work is involved?*
- *Have I looked at any prerequisite subjects needed for possible tertiary entrance?*
- *Have I spoken with my House Mentor teacher or other teachers if I am still confused?*

How is the VCE assessed in Year 11?

Students are assessed on two levels in Year 11. The Subject teacher will determine whether you have satisfactorily completed all outcomes in a unit. This will be shown on your End-of-semester Report as an 'S' or 'N' and will be reported to VCAA. Secondly, each student's performance in the subject will be graded A+ to UG. This performance grade is not reported to VCAA but will appear on your End-of-Semester Report. A student whose grades are unsatisfactory in a subject may not be recommended to do the same subject in Units 3 and 4, or you may be asked to consider another pathway. In this case, you would be offered Pathways and Careers counselling as well as subject selection discussions with the Careers Practitioner and the VCE Coordinator to discuss your options moving forward.

How is the VCE assessed in Year 12?

The satisfactory completion of all outcomes will be reported as 'S' or 'N', the same as in Year 11. For every subject, you will also be completing a number of School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) that are completed in class. The mark you receive for these in a particular subject will be your school assessed coursework / task mark and will be **sent to the VCAA**.

For each VCE study, details of assessment will be published annually by the VCAA in an 'Assessment Guide' publication. St Mary's College will update and publish annually the assessment rules pertaining to the completion of work, extensions to OAT/SAC/SAT submission dates and promotion to the next level of study. You must ensure that you make yourself familiar with all relevant course documentation.

Some frequently asked questions about the VCE:

What happens if I don't do my homework?

Class-based homework is an essential part of the acquisition of the skills required for a student to perform at the best of their ability. At VCE level, students are encouraged to take more responsibility for their own learning. There may or may not be a disciplinary response to the non-completion of homework; however, it is essential that students recognise that all work they undertake over the course of VCE assists them with their assessment. It is very hard to do well in the senior years of school without having completed the set homework. The College still wishes to support students in further developing their study skills, time management and a strong work ethic. Any student who is concerned with their time management and study skills is strongly advised to seek assistance.

What if I am having trouble meeting a deadline?

If work is not submitted on time, **you run the risk of receiving an 'N' for an outcome, and thus for the entire unit.** Extensions will only be granted in genuine cases of significant hardship or when supported by medical documentation and at the discretion of the VCE Coordinator, in consultation with the Deputy Principal Operations. All applications should be discussed with your HMG teacher before submitting them to the VCE Coordinator.

My family is going on holiday during the school term and I want to go, too. Is that okay?

You are strongly advised against 'leaving early' or taking time off during the school term for holidays. It is assumed that assessable work will be done in classes until the scheduled end of term date. OATs / SACs and examinations **cannot** be rescheduled due to unauthorised holidays. Family holidays **will** count as non-approved attendance and may result in you not meeting the attendance requirements and passing the unit.

What if I change my mind about doing a particular subject?

You may be able to change to a new unit within the first two weeks of a new semester, or via a timeline stipulated by the College. Sometimes this can be difficult. The class you may wish to change to may be full, or a subject change may mean altering your whole timetable, which will affect your other units. If you wish to change a subject, see the VCE Coordinator as soon as possible. Applications for subject changes that are submitted after the due date will not be considered. Changes are not possible after Unit 3, as Units 3 and 4 must be completed as a sequence.

Where can I get more information about the VCE? For general VCE information consult the VCE Coordinator or Careers and VET Pathways practitioner. For subject specific information, consult your Subject Teacher. Useful websites on VCE and tertiary selection are www.vcaa.vic.edu.au and www.vtac.edu.au.

Having considered all those questions, what should I do next?

List the units that you would like to complete on the planner at the back of this booklet, including units at Unit 1, 2, 3, and 4 levels. Once you have mapped out a draft of your selections, show it to your VCE Coordinator, Careers and VET Pathways Practitioner, Subject Teachers, HMG teacher, parents and any other significant person who may be able to discuss this with you. Also check that you have met the requirements for the English group of subjects as outlined earlier in this document. This information will play an important role in the Parent Teacher Conferences and Pathways Consults scheduled for July and August 2025.

NB: *In most cases, Unit 1 or 2 can be studied without any previous study in the subject, but **continuity** is important so that a student can be successful in Units 3 and 4. In a few cases, Units 3 and 4 may be studied without having completed Units 1 and 2, but this is not always recommended. For more information please refer to the individual subject areas for their recommendations on this.*

What else is important to remember?

While St Mary's College will offer many units of study, it always depends on staff availability and on sufficient numbers of students choosing a unit to make it educationally or economically viable. Those students who have chosen a unit that does not go ahead would be invited to make a new selection. (Refer to the subject lists later in this handbook).

The Victorian Certificate Education – Vocational Major (VCE VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

What do students need to know about VCE VM?

The VCE VM is a two-year program for students in their senior years of secondary school. Students who select to study the VCE VM have the opportunity to select from a range of VCE Units 1 to 4 subjects and/or from the VCE VM Units 1 to 4 subjects.

Students must include a Vocational Education and Training (VET).

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences (not including the VCE VM Literacy or VCE English units' sequence) as part of their program.

At St Mary's College:

- senior students undertake compulsory Religious Education classes.
- the selection of vocational training (VET) courses and work placements for each student is expected to reflect the career interests of the student, providing both the development of workplace skills and experience of relevant work environments.
- students have the option to include Structured Workplace Learning or a School Based Apprenticeship in their learning program.

How will I be assessed in the VCE VM?

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

Completing the VCE VM?

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation (RTO).

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

At St Mary's College, students will attend core classes at school - covering Numeracy, Literacy, Personal Development Skills and Work-related Skills, as well as Religion and Society Unit 2. They will also undertake at least one VET (Vocational Education and Training) Certificate II or III course and could also complete work placement in their chosen field in location(s) away from school (no more than 20 days per employer).

What are the attendance requirements?

There is a minimum attendance requirement for VCE VM and VET classes that students must meet. The Victorian Curriculum and Assessment Authority (VCAA) requires that sufficient attendance in class occurs so that:

- sufficient class time to undertake the unit can occur, and
- that work can be authenticated.

School rules are very clear on the expectation of students in relation to attendance. That is, they are expected to be at school, unless a reasonable explanation is given regarding the absence (approved absence). Therefore 100% attendance is expected of all students unless their absence is approved. An 'approved absence' is one that is supported by a medical certificate. Upon their return from an absence, Year 11 and 12 students are required to submit their medical certificate to Student Reception. Students are required to attend a minimum of 90% of their lessons both on and off site (TAFE etc.) to satisfactorily complete a unit regardless of whether the absence is approved or unapproved.

My family is going on holiday during the school term and I want to go, too. Is that okay?

You are strongly advised against 'leaving early' or taking time off during the school term for holidays. It is assumed that assessable work will be done in classes until the scheduled end of term date. Family holidays will count as non-approved attendance and may result in you not meeting the attendance requirements. Strict attendance requirements also apply for TAFE and Work Placement.

General Information about VCE VM:

Why choose to do VCE VM instead of the VCE?

The VCE is a good option for students who would like to go on to further education at university. However, you might feel that this is not the right option for you. Just like the VCE, the VCE VM is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCE VM is based on hands-on learning, also known as 'applied learning'.

If you choose to do the VCE VM instead of the VCE, you will gain practical experience and 'employability' skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE. VCE VM is usually appropriate for students who have a particular pathway they are working towards and who are able to work in a self-directed manner.

When can I do VCE VM at St Mary's College?

You can undertake your VCE VM program in Year 11 and/or 12. (The VCE VM is also available at most TAFE institutes, as well as other secondary schools.)

Are there any entry requirements?

Yes.

Entry into VCE VM is in accordance with student readiness and College policy. There is an application and interview process, along with teacher recommendations that are required to apply for entry into a VCE VM course.

How long would VCE VM take me to complete?

It usually takes two years to complete the VCE VM.

What do you get after successfully completing the VCE VM?

When students successfully complete their learning program, they will receive the VCE VM certificate. Students will receive a Statement of Results, listing all VCE, VCE VET and VCE VM units, and a Statement of Attainment for VET courses. These will list all units and modules you have successfully completed as part of your VCE VM program.

If students conclude their studies in the VCE VM before fulfilling all the VCE VM requirements, students will be eligible to receive an 'Enhanced Statement of Results' but will not receive the VCE VM certificate.

Will a student who has completed VCE VM have real-life work experience?

The VCE VM program has the provision to allow students the opportunity and flexibility to undertake on-going work placement on a regular basis, (no more than 20 days per employer). This is a student driven initiative where they research workplaces themselves, with support from their teachers, to find and negotiate suitable work experience. This gives them a chance to become part of the team at work and apply the knowledge they are learning in the classroom in an authentic setting.

Will VCE VM students be equipped with the level of literacy and numeracy skills they need to be effective in the workplace?

Literacy and numeracy studies are a compulsory part of VCE VM. The flexibility of VCE VM enables students to integrate their literacy and numeracy learning into other areas of their VCE VM program and apply it to specific work and industry related situations.

Do students who complete the VCE VM have the skills and knowledge to continue further training at TAFE?

Yes.

The VCE VM is a secondary school certificate that is recognised by TAFE institutes and enables entry into further education and training courses. TAFE will be a natural progression for many VCE VM students who may have already completed one or more VET certificate modules as part of their VCE VM program.

How does the VCE VM help a young person decide what type of industry or business they would like to work in?

One of the aims of VCE VM is to provide students with the practical experience they need to make informed career choices. Students have an opportunity to gain experience in a wide range of industries through VET courses and/or work placement. These experiences show them what it is like to work in a particular industry or business and help them to discover where their strengths and interests lie.

How does VCE VM get students ready to enter a trade?

VCE VM students will have earned credit towards a trade or industry certificate and will have knowledge of areas such as Workplace Health & Safety (WH&S). This prior learning will be recognised and count toward their apprenticeship or traineeship, enabling them to obtain their trade qualification in less time.

School Based Apprenticeships and Traineeships and Structured Workplace Learning

The flexibility and learning objectives of VCE VM make it an ideal program for students with strong vocational aspirations. Students who are sure about their future and wish to start their vocation training while completing their secondary education may benefit from undertaking a School Based Apprenticeship or Traineeship. Students wishing to confirm their vocational choices, explore the world of work or to apply the skills they learn in their VET subjects may benefit from undertaking Structured Workplace Learning.

Students who are interested in either of these avenues should discuss their options with the Careers and VET Pathways Practitioner or VCE Coordinator as soon as possible.

The General Achievement Test (GAT)

While the GAT already plays an important role in quality assuring VCE assessments, it will now also provide students with an opportunity to demonstrate you have the literacy and numeracy skills expected of students completing studies at senior secondary level. Literacy and numeracy skills are a core part of the curriculum in both VCE and VCE VM and are key skills expected of students leaving secondary school.

The GAT will be delivered in two sections:

- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills

If you are enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, you will be expected to sit **both** Sections A and B. If you are enrolled in a Senior VCE VM certificate – and no VCE or scored VCE VET Unit 3–4 sequences – you will only be expected to sit **Section A**.

All students enrolled in one or more Victorian Certificate of Education (VCE) Units 3 and 4 sequences or VCE VET scored Units 3 and 4 sequences, are expected to sit the General Achievement Test (GAT).

Explicit assessment and reporting of reading, writing and numeracy gives you the opportunity to show that you are ready for further education, training or to enter the workforce – regardless of the pathway you have chosen.

The VCAA applies statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external assessment, and adjusts the school scores, if necessary.

In some studies, GAT scores will also be used for statistical moderation. This will be done only if they provide a better match with School-based Assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations.

Eligibility for exemption from the GAT

You may be deemed eligible for an exemption from the GAT if you meet one or more of the following criteria:

- You have a condition, circumstance or impairment for which arrangements cannot reasonably be made. Special Examination Arrangements for the GAT can be provided for students with a vision impairment or students who are deaf or hard of hearing.
- You are prevented from sitting the GAT by injury, illness, personal trauma or a serious intervening event
- You are employed and cannot be absent from work (evidence from your employer is required).

A personal trauma may include, but is not limited to, the death or serious illness of, or an accident involving, a family member.

A serious intervening event may include, but is not limited to:

- an accident before or on the day of the GAT
- attendance at a funeral of a family member or other person of close relationship
- the required attendance at a legal proceeding.

Applications that are submitted on the basis of illness, injury, personal trauma or a serious intervening event require independent evidence from an appropriate professional.

VCE Satisfactory Completion Policy 2026 / 2027

What does Satisfactory Completion mean?

Students will receive a Satisfactory for a unit when the College determines that all outcomes for that unit are achieved satisfactorily. This means that you have demonstrated a satisfactory achievement of the outcomes through your overall performance in a range of set work (e.g. learning activities) the completion of various tasks as set by your teacher which enabled you to demonstrate your understanding of the key knowledge and skills related to each outcome.

Focus Statements:

- That it is a matter of equity that all students have the right to complete their Outcome Assessed Task (OAT) or School-assessed Coursework (SAC) under the same conditions in order to demonstrate achievement of the learning outcome(s) for satisfactory completion.
- That it is a matter of justice that all students have access to procedures that provide for all individual needs and circumstances.
- That the VCE is designed to cater for all students entering post compulsory education, and that these students should be able to access satisfactory completion with fair and reasonable effort.

The consequence of failing to satisfactorily complete an outcome are quite serious. The unit cannot be counted towards your VCE, and you may even find yourself having to repeat it.

In addition, you can be given an N (Non satisfactory) if you:

- hand in work late
- copy someone else's work
- help someone else to cheat
- accept 'undue assistance' for the work
- breach the school's attendance rules (Refer to Completion Policy later in this handbook) and as a result the teacher cannot authenticate an outcome, or the outcome remains incomplete or unsubmitted.

Attendance Requirements:

At St Mary's College, it is compulsory for all students to attend all classes, at all year levels. Therefore, you are expected to attend every class except when you are prevented from doing so by a valid reason e.g., illness or a school-based activity. There is a minimum attendance requirement for VCE / VET classes that students must meet. All VCE Units require 50 hours of class time. The Victorian Curriculum and Assessment Authority (VCAA) requires that sufficient attendance in class occurs so that:

- Sufficient class time to undertake the unit can occur, and
- That work can be authenticated.

School rules are very clear on the expectation of students in relation to attendance. That is, as a student, you are expected to be at school, unless a reasonable explanation is given regarding the absence (approved absence). Therefore **100% attendance is expected** of all students unless their absence is approved.

An 'approved absence' is one that is supported by a medical certificate or other relevant documentation to validate the absence (please see examples below under 'Authorised/Approved Absences'). Upon returning from an absence, VCE students are required to submit their medical certificate or other supporting documentation to Main Reception or the VCE Coordinator. All students are required to attend a **minimum of 80%** of lessons for each unit (unless Special Provisions have been granted in accordance with the school's Special Provision Policy).

If you have completed work for an outcome or outcomes, but there has been a substantial breach of the school's Attendance Policy, the school may be unable to authenticate your work. Where the college chooses to assign an N result for the unit because your work cannot be authenticated, the college must assign an N for the outcome or the outcomes which cannot be authenticated.

Authorised/Approved Absences

The school's Attendance Policy recognises that there will be circumstances when a student will be absent for a valid reason. In such cases these absences may be approved, provided adequate documentation is supplied. The onus is on the student and their parents/carers/guardians to provide evidence of legitimate absences from school (e.g. medical certificates or other valid documentation).

Student absence is deemed to be authorised if it was due to:

- illness
- serious factors related to personal environment (e.g. extreme family difficulties/deaths etc)
- physical disability
- significant hardship
- official school activities that the student has permission for (e.g. school production, school sport, school activities/excursions)
- details of representation at an elite level (e.g. state/national; Principal approval required).

These absences must be supported by relevant documentation such as:

- a medical certificate, or qualified medical practitioner report/letter
- professional documentation
- Counsellor/Psychologist report/letter
- Written advice from parents/carers/guardians (this may include indicating compassionate grounds for absence).

Procedure following absence from Assessment Tasks:

Students who are absent at the time of scheduled Outcome Assessment Tasks (OATs) or School-assessed Coursework (SACs) will be required to:

- collect and complete an 'Application for Reschedule of OAT/SAC' form from the VCE Coordinator (or via download from the college portal).
- submit the form, with supporting documentation, to the VCE Coordinator on the following school day.

If the OAT/SAC absence relates to illness or injury then:

- parents are to call/email Main Reception at St Mary's College by 9.00am on the due date to inform the school of the absence.
- the absence must also be supported with a medical certificate, or other documentation such as a report/letter from a qualified practitioner.
- an 'Application for Reschedule of OAT/SAC' form must be completed and submitted to the VCE Coordinator.

If the OAT/SAC absence relates to serious personal/family issues, then:

- parents are to call/email Main Reception at St Mary's College by 9.00am to inform the school of the absence.
- a note or contact from parent(s)/guardian/carer **and** the House Leader or Director of Wellbeing for serious Personal/Welfare issues is required.
- an 'Application for Reschedule of OAT/SAC' form must be completed and submitted to the VCE Coordinator.

If the OAT/SAC absence is due to a school-related activity then:

- the student is to collect an 'Application for Reschedule of OAT/SAC' form from the VCE Coordinator (or download) and complete.
- the organising teacher (of the activity) is to sign the 'Application for Reschedule of OAT/SAC' form.
- the student is to submit the relevant documentation to the VCE Coordinator.

If a student is absent from an OAT/SAC without reason:

- the student is strongly encouraged to collect an 'Application for Reschedule of OAT/SAC' form from the VCE Coordinator (or download) and submit the completed form to the VCE Coordinator. Once this form is submitted, the OAT / SAC will be rescheduled following consultation with the VCE teacher and the VCE Coordinator and advice of the rescheduled arrangements will be communicated to the student and their parent/guardian/carer, with details (requirements, time, date, conditions etc) recorded on the application form. The VCE teacher may arrange for the original task to be completed, or the student may be required to complete an

alternative task of comparable scope and demand, depending on the circumstances. It is expected that the student will attend the rescheduled session.

If an 'Application for Reschedule of OAT/SAC' form has **not** been submitted, then a 'Notification of Non-Submission of a School-based Assessment Task' form will be emailed to the student and their parents/guardians/carers, outlining the process for applying for the rescheduling of an assessment task, offering support to the student to complete the application to reschedule the assessment task to ensure it can be assessed for an S or N result. Failure to seek the opportunity for the rescheduling of the task, and/or failure to attend the rescheduled session, may result in the convening of the VCE Tribunal for a determination (see the school's Breaches Policy), in the absence of other work that the VCE teacher can use to judge that the student has demonstrated achievement of the outcome.

The onus is on the student to apply to have their absence recorded as an approved absence in order to avoid recording an N result for the OAT/SAC.

- If a student's absence is **approved** then they will have this time for the assessment task rescheduled and the work will be assessed **and graded accordingly**.
- If a student's absence is **not approved**, then they will have the OAT/SAC rescheduled and the work will be assessed but not graded (at VCE Units 1 and 2 level, for internal reporting purposes only; and at Units 3 and 4 level, for external reporting purposes).

Students are entitled to one reschedule opportunity per outcome only.

Extended Absences

- If more than two OATs/SACs need to be rescheduled for a unit of study, an interview may take place between the student, the VCE teacher and the VCE Coordinator.
- If it is not possible for the student to complete the same OAT/SAC with the rest of the class, an alternative task of comparable scope and demand may be set as described in the Study Designs and Support Materials (including advice on assessment).

The following is an outline of the school's process for monitoring attendance:

- The VCE teacher records attendance for each class electronically using SIMON. Parents/carers/guardians of students who are absent without contact from home in the mornings will automatically receive a text message notifying them of this and requesting contact from home.
- When two absences have occurred, the VCE teacher will make contact with home to check in and ensure the student is aware of any work missed due to absence. This phone call home is then recorded in the student's profile on SIMON.
- If, after contacting home, a pattern of absence occurs, the VCE teacher will alert the VCE Coordinator and the House Leader.
- If a third absence occurs the student will be asked to meet with the VCE Coordinator and the subject teacher to identify any issues or concerns that may be impacting on the student's ability to attend the classes. The student will be offered the appropriate support measures (academic one on one assistance at Homework Club or appointments with the school counsellor for example) to assist in their return to regular attendance of their classes. A note recording this meeting will be added to the student's profile on SIMON. The VCE Coordinator will make contact with the student's parent/carer/guardian following this meeting to keep them apprised of the school's concerns regarding their child's attendance.
- When four (4) absences have been accrued, the VCE Coordinator, following consultation with the House Leader, will action a letter to be sent to the student's parents/guardians/carers again informing them of the school's concerns about their child's attendance.
- When six (6) absences have occurred, the VCE Coordinator, following consultation with the House Leader, will request an interview with the student's parents/guardians/carers to discuss what is considered to now potentially be a substantial breach of the school Attendance Policy.
- The interview will be conducted by the VCE Coordinator and House Leader and any other staff deemed necessary. The student will be warned that their attendance is not satisfactory and that, without improvement, they may risk not satisfactorily completing the unit(s) concerned. Where necessary, the school will set up more additional support to assist the student in achieving a better attendance rate (e.g. an Attendance Plan developed, and a Support Group established). The student will be offered support via their House Leader and the school counsellor, to address any wellbeing concerns there may be which are hampering their attendance at school.
- If there has been no improvement in the student's attendance pattern after the interview, and despite the support measures being put in place, in the case where the student does substantially breach attendance rules, the VCE

Tribunal will be convened by the VCE Coordinator (following similar processes to those required for a Breach of Rules of School-based Assessment). The VCE Tribunal will meet with the student and a family member or support person to discuss the substantial breach of the college attendance rules. The Tribunal will make a recommendation to the Principal on the outcome of the meeting. As part of their deliberations, the Tribunal should consider the potential for additional support measures to be implemented (such as any opportunities for the student to re-sit any missed school-based assessment tasks, and/or submit other set work as necessary, to avoid an N result for the relevant outcome(s)). Or, where the college attendance rules have been substantially breached, the Tribunal may recommend to the Principal an N result for the outcome and ultimately the unit. The Principal will determine the final outcome.

If a student has completed work but there has been a **substantial breach** of the school's Attendance Policy (i.e. a student who does not attend at least 80% of scheduled class time, except for when they are able to provide proof of a valid reason for absence, such as medical certificates), the college may be unable to authenticate the student's work completed and an **N** result may be assigned for the outcome(s). However, a student can only be given an **N** for the unit from lack of attendance if the above process has been followed.

If a student is absent from school for prolonged periods or has been unable to complete set work and/or assessment tasks because of illness or other special circumstances, the school may, on application, grant special provisions in accordance with the school Special Provision Policy. In this case, the student should not be penalised for lack of attendance. The student should make an appointment to meet with the VCE Coordinator (via the most accessible avenue e.g. online, if the student is ill) and submit the required documentation so that official paperwork can be completed and alternative arrangements for classroom learning and/or school-based assessments can be made.

The Authentication Process

The Rules of Authentication

Students have the responsibility of ensuring that the teacher has no difficulty in authenticating their work. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules and the college process for investigating the said breach will be enacted.

All VCAA rules and guidelines regarding the completion and authentication of work can be found online at: <http://www.vcaa.vic.edu.au/> and can be clarified by speaking to the VCE teacher or VCE Coordinator. At the beginning of the year, students are required to sign a **General Declaration** that they agree to abide by the rules and instructions relating to the conduct of the VCE assessment program and accept the disciplinary provisions. All of these rules and requirements will be explained in a VCE assembly on the first day of the school year.

The following VCAA rules regarding authentication, and the importance of adhering to these rules, will be reiterated at regular VCE student assemblies and meetings conducted by the VCE Coordinator throughout the year. These rules will also be communicated through avenues such as the school newsletter and the respective college portals for staff, students and families.

Rules regarding authentication and submission of own work

The following VCAA authentication rules need to be followed, in order to prove the authenticity of a student's work. The VCAA authentication rules for school-based assessment state that you must:

- ensure that all unacknowledged work submitted for assessment is genuinely your own.
- not plagiarise the work of someone else or other source.
- not cheat.
- acknowledge all resources used, including:
 - texts, websites and other source materials
 - the name and status of any person who provided assistance and the type of assistance provided.
- not receive undue assistance from any other person, including your teacher, or source, in the preparation and submission of work.
- **acceptable** levels of assistance include:
 - the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context.

- prompting and general advice from another person or source, which leads to refinements and/or self-correction.
- **unacceptable** forms of assistance include:
 - use of, or copying of, another person's work, including their teacher's work, another source's work or other resources, without acknowledgement.
 - use of or copying sample answers provided by their teacher, another person or another source.
 - corrections or improvement made or dictated by another person, including their teacher.
- not submit the same piece of work for assessment in more than one study or more than once within a study.
- not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- not knowingly assist another student in a breach of rules.

A student who either knowingly, or unknowingly, assists other students in a breach of rules may be penalised.

For School-assessed Coursework undertaken outside of class time, teachers will monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-based Assessment form.

You must be able to provide evidence that the work submitted is your own and was completed within the VCAA guidelines.

If your subject teacher is not satisfied that you have proved that the work submitted is yours, they will then refer the matter to the VCE Coordinator for a confidential discussion of their concerns. The VCE Coordinator will then follow the school's process for Investigating breaches of school-based assessment rules as outlined below.

Suspected Breach of Authentication Rules Policy

Allegations regarding breaches of school-based assessment rules may be made by any person with information that suggests rules have been breached. For example, a teacher, a student, a parent/carer/guardian or an external party such as a tutor. On receipt of an allegation, a student's work will not be accepted for assessment by the VCE teacher but must be retained for further investigation by the VCE tribunal. The student will be given a copy of the work to retain.

If any part or all of the OAT/SAC/SAT cannot be authenticated, the matter will be referred to the VCE Coordinator by the VCE Subject Teacher. The VCE Coordinator will assess the allegation and conduct an initial investigation through separate interviews with the subject teacher and the student involved.

At the initial interview, the VCE Coordinator will make the student aware of the allegation and will explain the breach of the rules, in line with the VCAA VCE and VCE VM Administrative handbook guidelines.

The VCE Coordinator will investigate the allegation with an open mind, acting fairly and without bias.

If the subsequent investigation raises the suggestion that the student did submit work that is not their own, the VCE Coordinator will then hand the investigation to the Director of Learning and Teaching to further investigate. They will then ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements.

The onus is on the student to provide evidence that the work submitted is their own work and they may be asked to:

- provide drafts and other evidence of the development of the work,
- discuss content of the work with their teacher and demonstrate their knowledge and understanding of the work,
- provide samples of other work and/or complete another supplementary task (or test) related to the original task under supervision.

If it is established that there is substance to the allegation, the student will be requested to attend an interview with the College VCE Tribunal to present their evidence of authentication and respond to the allegations.

The College VCE Tribunal will consist of the Deputy Principal (chair), the Director of Learning and Teaching, (and possibly the Director of Wellbeing) all of whom will act under the authority of the Principal.

Students will be notified of when and where the tribunal interview will take place and will be given a minimum of 24 hours' notice of the nominated date and time. The student's parents/carers will also be notified and they may choose to accompany their son or daughter in a supporting role, but not as an advocate.

Should the VCE Tribunal be satisfied on the basis of evidence that there has been a substantial breach of rules, they must recommend to the Principal what penalty, if any, should be imposed on the student.

Following the Tribunal interview, a letter will be sent by the Principal to the student and the student's family outlining the proceedings, and a meeting may be scheduled informing all parties of the outcome. A record of the interview is kept on file by the VCE Coordinator. When the decision of the College Tribunal is an 'N', the student has the right to appeal to the VCAA and has 14 days to do this. On receipt of a notice of appeal from a student, the CEO of the VCAA will nominate an employee of the Secretary of the Victorian Department of Education to interview the parties to the appeal and attempt to resolve the matter.

All correspondence and documentation will be retained by the VCE Coordinator and will be filed on VASS.

Plagiarism:

Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source.

Collusion:

Collusion is the presentation by a student of an assessment piece as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. *Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct.*

Plagiarism and Collusion constitute cheating.

All students may be required to sign a declaration stating that the work they have submitted for assessment is their own. Any breach of the above rules will result in an 'N' result for the SAC/OAT/SAT and an 'N' result for the unit. Students will be asked to present to a VCE Tribunal meeting to discuss the breach of rules (as outlined above).

Completion of Outcome Assessed Coursework (OAT) / School Assessed Coursework (SAC)

At St Mary's College, VCE Units 1 and 2 School-based Assessments are known as **Outcome Assessment Tasks (OATs)**.

Completion of **School-based Assessment** shall be the basis for determining if you have achieved the relevant outcomes as outlined by each subject's Study Design.

The dates set down for submission/completion of School-based Assessment by your VCE teachers are the dates that you are expected to adhere to. If you do not attend/submit an assessment you must follow the correct process in order to be considered eligible to subsequently sit/submit the task and seek to satisfy the outcome.

Decisions about satisfactory completion of VCE Units 1 and 2 studies are solely the responsibility of the college. Your VCE teacher will make clear, both in writing and verbally, the requirements for satisfactory completion of the unit at the beginning of unit.

Results for each unit must be based on a judgement of satisfactory or non-satisfactory achievement of outcomes. The award of satisfactory completion for a unit is based on the teacher's decision that you have demonstrated achievement of the set of outcomes specified for the unit. Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the assessment of a range of learning activities and tasks.

In order to satisfactorily complete a unit, students must satisfactorily demonstrate achievement of the set learning outcomes. OAT/SACs are a part of the normal teaching and learning program and are conducted mainly in class time. For each of your subjects, you will receive an outline of the unit's assessment, which will include:

- Nature of task
- Equipment
- Requirements
- Conditions
- Duration
- Timeline of assessments for the semester
- Assessment / Marking Scheme

You will also receive an outline of the requirements for satisfactory completion at the beginning of each unit.

Achievement of an outcome means:

- your work meets the required ‘standard’ as described in the learning outcomes in the Study Design
- your work is submitted on time
- your work is clearly your own
- you have not breached any VCAA or college rules and procedures.

If all outcomes for the unit are satisfactorily achieved (or alternative tasks as arranged by the subject teacher), you will receive an ‘S’ for the unit.

(‘S’ = Satisfactory completion, ‘N’ = Non-satisfactory completion)

Non- Satisfactory Completion (‘N’)

You may not be granted satisfactory completion if:

- your work is not of the required standard as described in the outcomes
- you have failed to meet the deadline for a SAC / SAT
- your work cannot be authenticated
- there has been a breach of VCAA or College rules, including the SAC Absence Policy and College Attendance requirements

Please note: If any of the outcomes for a subject are not achieved, you will receive an ‘N’ for the unit.

Each VCE subject teacher will issue you with a more detailed timeline, including specific dates for assessment tasks, at the start of the academic year (and/or at the start of the semester for each unit).

At VCE Units 1 and 2 level, the college is required to report to the VCAA as to whether you have satisfactorily completed a unit or not, as the case may be. The college will report your results for each unit to the VCAA as either an **S (Satisfactory)** or **N (Not Satisfactory)**. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement (below).

The following grading scale will be adopted for Unit 1 & 2 studies at St Mary’s College and for all assessment tasks which use numerical grades:

A+	100 - 90%
A	89 - 80%
B+	79 – 75%
B	74 – 70%
C+	69 – 65%
C	64 – 60%
D+	59 – 55%
D	54 – 50%
E+	49 – 45%
E	44 – 40%
UG	40 – 00%

NA (Not assessed) will be used in cases where assessment tasks have not been attempted, where insufficient or no work has been submitted, or the teacher due to late submission (or because of authentication problems) has not accepted work.

Achievement levels (on an 11-point scale, with the range from A+ to E, or UG (ungraded) awarded by the School for VCE Unit 1 and 2 Outcome Assessment Tasks (OATs) are not reported to the VCAA (nor included in VCAA documentation), as they do not contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). Grades will be reported to yourself and your parents/guardians/carers via the SIMON portal and published in your end of semester report.

Results for VET units of competency will be recorded as S (Satisfactory) or N (Not yet completed, as the student has not yet demonstrated competency in the unit).

School Assessed Coursework - VCE Unit 3 & 4 Studies

The VCAA oversees the assessment of all students undertaking VCE Units 3 and 4. The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. For VCE Units 3 and 4, evidence of **achievement of outcomes** is collected by your teachers through a range of tasks that are designated for the study, which may include School-based Assessments. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

VCE unit results (**S** or **N**) contribute to **satisfactory completion of the certificate and not to study score calculation.**

Levels of achievement for Units 3 and 4 sequences are assessed using School-based Assessment and external assessments (including examinations). Each VCE study has three graded assessment components: either one School-based Assessment and two external assessments, or two School-based Assessments and one external assessment. Each of the three graded assessment components contributes to a study score. Scored VET studies have two graded assessment components, comprising one School-based Assessment and one external examination. Graded assessments are reported on an 11-point scale with a range of A+, A, B+, B, C+, C, D+, D, E+, E or ungraded (UG) as outlined previously.

There are two forms of graded School-based Assessment you can expect at Units 3 and 4 level:

- **School-assessed Coursework (SAC)** which consists of a set of assessment tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the Study Design. Tasks are selected by the school from the designated Study Design and/or Advice For Teachers publication.
- Schools provide a score for each component of the coursework as specified in the Study Design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study.
- **School-assessed Tasks (SATs)** which are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in each study. These VCE studies include:
 - Algorithmics
 - Art
 - Applied Computing
 - Data Analytics
 - Software Development
 - Media
 - Product Design and Technology
 - Studio Arts
 - Systems Engineering
 - Visual Communication Design.

Whilst graded School-based Assessments (SACs and SATs) are initially assessed by your teacher, these grades are subject to external review.

The results of these School-based Assessments count towards your study score in each VCE study and ultimately towards your Australian Tertiary Admission Rank (ATAR), subject to the rules and restrictions related to the calculation of the ATAR.

Resubmission / Redemption Guidelines

Where your VCE teacher judges that your work submitted across the outcome (on a combination of set work and assessment tasks) has not demonstrated achievement of the outcome, they will issue you with a 'Redemption of an Outcome' form, to notify you that you will be required to undertake a further task to redeem the outcome. This form needs to be signed by you and your parent/guardian/carer and returned to the VCE teacher. The form outlines the procedure you need to follow should you wish to apply for redemption of the outcome and advises that you are strongly advised to take up the opportunity to redeem the outcome (with the implications of an 'N' result for the outcome transparent on the form).

This form is then filed and recorded on the 'At Risk' register by the VCE Coordinator, and your progress will be monitored moving forward.

Redemption of assessment tasks

Your VCE teacher may design further work or a task of comparable scope and demand for you to undertake (depending on the circumstances), in order to enable you to demonstrate the required key knowledge and key skills relevant to the outcome.

The timeline for the redemption process and allowing time for your VCE teacher to assess, must fall within VCAA closing dates for the entry of data (also heeding internal college deadlines for data entry and auditing purposes).

This is in accordance with published VCAA guidelines, so that if, in the judgment of your VCE teacher, work submitted by you does not meet the required standard for satisfactory achievement of the outcome, the teacher may consider other work produced by you relating to the outcome for the unit. This work may include class work, homework, additional tasks or discussions with you that demonstrate your understanding of the outcome.

If you are unable to demonstrate achievement of the outcome through the redemption process (or a re-schedule due to absence, or work undertaken/submitted in an alternative manner), and if you are unable to produce evidence of other work of comparable scope and demand, you will receive an N (Not Satisfactory) for the outcome and possibly an N for the unit (pending the outcome of additional considerations and measures, such as the convening of the college VCE Tribunal and the development of a management plan).

Please note: you may only submit further evidence for consideration to redeem an S for the outcome. You may not submit further evidence to improve a School-based Assessment score (at St Mary's College, this also applies to VCE Units 1 and 2 studies for internal reporting processes) – the original grade will not change.

Lost, stolen or damaged work

Your work is your responsibility until the time it is submitted for assessment. If any of your work is lost, stolen or damaged, evidence of production (i.e. notes and drafts; progression of a task; back-up copies) should be available. A reasonable amount of the lost, stolen or damaged work should have been sighted and recorded by your teacher beforehand; otherwise there is no proof of the work's existence. You are strongly advised to keep evidence of such production and keep copies of all work for the duration of the year.

If your work is lost, stolen or damaged (either by you as the student or by your VCE teacher), a complete written statement (signed and dated) describing the circumstances must be provided to the VCE Coordinator and the Director of Learning and Teaching as soon as practicable after the loss or damage occurred. The VCE Coordinator will file this on record and the Principal, acting on the advice from the VCE teacher and on the basis of records kept, shall determine your unit result.

Through forums such as VCE student assemblies and meetings conducted throughout the year, as well as being reinforced during scheduled classes by VCE teachers, students are reminded regularly about the importance of taking care in the use of technology, including computers and digital devices.

Care in the use of technology

When St Mary's College students use technology (such as electronic media and digital devices, computers, iPads and memory devices) to produce, store and save work as part of their VCE studies either at school or at home, it is therefore your responsibility as a student to ensure that:

- there is an alternative system available for use in case of computer or printer malfunction or unavailability
- each time changes are made, your work is saved onto a back-up file. The back-up file should not be stored with the computer
- hard copies of the work in progress are produced regularly and kept, to meet drafting and authentication requirements
- you abide by the rules outlined by your VCE teacher regarding the work.

*Please note: Computer malfunction or malfunction of other technology, including digital devices, or work lost due to technology failures or malfunctions, is **not** an acceptable reason to apply for a time extension for the submission of set work.*

Special Provision:

The VCAA Special Provision policy aims to provide the students of St Mary's College with clearly defined circumstances, the opportunity to participate in and complete their secondary level studies. The underlying principle of the VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances.

Special Provision should provide equivalent, alternative arrangements for students, but not confer an advantage to any student over other students. Students who have been granted Special Provision **are not exempt** from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Students are still required to demonstrate their achievement fairly in meeting the outcomes of the Study Design as well as completing School-based Assessments and VCE external examinations.

Special Provision is available to any VCE student at St Mary's College who has experienced or is experiencing significant hardship because of illness (acute and chronic), impairment or personal circumstances. If this significant hardship has prevented a student from completing work by a due date and/or has affected their level of performance in a school-assessed task, coursework or examination, they should apply for Special Provision.

Students should discuss this option with their VCE teacher and VCE Coordinator if they find themselves in this situation. It is very important that any student who may be in need of Special Provision notifies the VCE Coordinator as soon as possible, to ensure that all possible assistance can be accessed in relation to the curriculum.

Special Provision for classroom and learning based assessments

Students are eligible for Special Provision for classroom and learning based assessment if their ability to demonstrate achievement is adversely affected by:

- illness – acute or chronic (physical or psychological)
- impairment or disability, including learning disorders
- factors relating to personal circumstance

The Special Provision for school-based assessment application form is available from the VCE Coordinator and may be accessed at any point throughout the year, but preferably at the start of the year.

Special Examination Arrangements (Units 3 and 4)

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the examination is impaired due to:

- mental health conditions
- health impairment or physical disability
- deaf and hard of hearing
- motor disorders
- specific learning disorders
- language disorder
- vision impairment

The Special Examination Arrangement applications are available from the VCE Coordinator and must be lodged no later than one month after the commencement of the school year.

Derived Examination Scores (DES)

Students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a Derived Examination Score (DES). If their application is approved, a DES will be calculated by the VCAA (Units 3 and 4 only). The requirements are stringent.

The primary responsibility for submitting an application that meets all eligibility criteria rests with the student. In some situations, the college may be in a position to assist students in applying for a Derived Examination Score (DES). This is different from the Special Examination Arrangements (outlined above).

A student may apply for a DES if they fulfill the following requirements.

The student:

- has completed the course of study leading to the external assessment, and they have a **result for at least one other graded assessment in the same study**
- experiences the onset of an exacerbation of an illness or the occurrence of an injury, personal trauma or serious intervening event (e.g. an accident on the way to an again the period before or during VCE external assessment, that has either prevented them from attending the VCE external assessment or significantly affected their performance during the external assessment
- provides evidence that demonstrates the illness, injury, personal trauma or serious intervening event has affected their performance in the external assessment or has prevented them from attending the external assessment.

A 'personal trauma' may include for example the death or serious illness of a family member, an accident involving a family member, or family break up. A 'serious intervening event' may include for example an accident on the way to or at an exam, attendance at a funeral of a family member or other person of close relationship, or the required attendance at a court proceeding.

A student cannot apply on the basis of:

- long term or chronic conditions or illnesses such as glandular fever or asthma, unless they have a flare up or their condition suddenly worsens during the examination period.
- conditions for which they have already been granted Special Examination Arrangements, unless an unforeseen episode or additional difficulties occur during the examination.
- absence from school or study for a prolonged period.
- teacher absence or other teacher related difficulties.
- unfamiliarity with the English language.
- matters they could have avoided by the student, such as misreading the examination timetable or examination instructions, or matters related to school discipline.
- matters of the student's own choosing, such as their involvement in social events, sporting or training activities, school events, or volunteer work.

Year 11 & 12 Creating Future Pathways: Choosing a Program

Although it is likely that you will change your career several times in your lifetime, choosing your subjects wisely at Years 11 and 12 may have a tremendous impact on the career path you eventually follow and the pathways it may take in adulthood.

End of Year 10

Some students already have clear ideas about the career they wish to pursue. They have undertaken research by:

1. Attending University and TAFE Open Days.
2. Using the online VTAC Course Search to check for pre-requisites.
3. Attending Careers Expos and Information Nights.
4. Utilising a variety of careers resources including OZJAC, the Job Guide, My Future, the Internet, Subject Teachers, Learning Advisors and their Pathways Teacher.

'I don't know what I want to do' and so I find it very difficult to select subjects.

You should use the following information to assist in the task of selecting your subjects:

Examine Your Own Interests, Abilities and Needs

It is important to be **realistic** when identifying possible career options and subjects that you may select when developing a program. For example, you are not being realistic in considering a scientific career if you do not like and are not good at Mathematics and Science subjects. Why would you want to become a journalist if you hate reading, research and writing?

Your abilities will, at least in part, be indicated by your academic results. Your teachers are the people who can give you an indication of your ability and the likelihood of success in a subject area. If you are contemplating a new subject, results in a similar subject can act as a guide.

Your interests will be partly indicated by how you feel about the different subjects you are studying. It makes sense that if you enjoy doing something you become interested in it, make more of an effort and often develop an ability in that area.

Your needs will be somewhat determined by your career aspirations. It should take into account factors such as the structure of the course, financial cost and practicality. You may for example, have high levels of interest in a subject which requires attendance to camps or providing your own specific (and potentially expensive) resources and you might demonstrate excellent ability in outdoor physical pursuits or creative ability. However, if you would find it difficult to attend all the camps or to meet the resource requirements of the course because of personal or financial commitments, you could be setting yourself up for failure. In this instance, subjects with these requirements would not be a wise choice!

Choose units that address your interests, needs and abilities, but which also allow you to achieve and to be the best that you can possibly be.

Pathway A: VCE Victorian Certificate of Education

Many students will have their needs met by completing a standard VCE program. A VCE program is a set of semester units taken over a minimum of two years. The program is selected from approximately 40 different studies which have been approved by the Victorian Curriculum and Assessment Authority. To complete the VCE successfully, students must meet the requirements of the VCAA as outlined in the VCE section of this handbook.

VCE – What you have to Study:

Overview: Students usually study 23 units. (Some of these may include VCE Religion units). For select students this may include one or more units completed during Year 10. Of the 23 units at St Mary's College, students must select:

1. At least 4 sequential units from the group of English Studies.
English Units 1 and 2, English Units 3 and 4; English Language Units 1 and 2, English Language Units 3 and 4, (Literature Units 3 and 4 if offered)
2. At least 1 unit of Religion.

Year One:

- In your first year of VCE students would usually choose 12 units to study across the two semesters.
- Religious Education is compulsory. Unit 2 of Religion & Society is studied across the whole year at Year 11 (options exist for students to complete VCE Unit 1-4 sequences of Religion and Society and Texts and Traditions).
- Students may also choose to also undertake a VET Certificate II or III course.

Year Two:

- In your second year, you would usually choose 10 units to study across the two semesters. These units must include at least five sequences of Units 3 and 4, including at least one sequence from the group of English Studies - (English Units 3 and 4, English Literature Units 3 and 4).
- Religious Education is compulsory. An internally provided program will be run across the whole year at Year 12 (options exist for students to complete VCE Unit 1-4 sequences of Religion and Society and Texts and Traditions.).

What you have to satisfactorily complete:

To meet the graduation requirements of the VCE you must satisfactorily complete a total of no fewer than 16 units. Satisfactorily completed units must include:

At least 3 units from the group of English Studies, which must include a Units 3 and 4 sequence of either English or English Literature.

The expectation of St Mary's College is that students undertake a minimum of five Unit 3 and 4 sequences at Year 12 level. If a student wishes to undertake four subjects in Year 12 they must have successfully completed a Unit 3 and 4 sequence of any subject or VET course in Year 11. Students who wish to do this will be asked to attend an interview to discuss this option.

Minimum Requirements:

Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English study is also required.

Pathway B: VCE VM Victorian Certificate of Education – Vocational Major:

VCE VM is a senior secondary certificate program designed to provide a different style of learning options for senior students who benefit from an applied learning experience.

VCE VM provides students with a more individualised learning program based on careful pathways planning. It involves practical applications directed at a specific, student selected industry.

The VCE VM is a senior secondary school certificate designed to provide a different style of learning for students whose vocational needs are not being fulfilled by the VCE. VCE VM offers individualised programs based on careful pathways planning.

VCE VM students must choose a VETDSS course from the list provided. Their VCE VM program will include structured workplace learning as a practical application of the skills gained whilst undertaking this vocational training.

Religious Education is a compulsory component of the VCE VM course.

Criteria for Selecting Students' VCE VM Programs: As there are limited places in VCE VET courses, the following criteria have been established to appropriately select students:

1. Choose at least one VET course.
2. Commitment to the course, including classes outside the normal timetable and venue.
3. Demonstrated interest in this field as a career choice, through work experience or part time work.
4. An awareness of the extra cost involved, eg. uniform, tools and specialised equipment, including the TAFE 'no refund' policy.
5. Fees are to be paid in full on application to each VCE VET course each year and this fee is non-refundable.
6. Completion of some theory work outside of training sessions.
7. Willingness to undertake a compulsory Work Placement.

8. Demonstrate a positive attitude towards the program and teaching staff.
9. Willingness to keep up to date with ALL school work.

NB: All information regarding a VET course is subject to changes made by the VCAA or the auspicating TAFE College. The certificate issued by the TAFE College is not presented until the year after completion. Students should speak to the Careers and VET Pathways practitioner for advice on VET courses.

Vocational Education & Training (VET) Delivered to Secondary Students

VCE VET Programs (VETiS) are VET qualifications approved by the VCAA that lead to nationally recognised qualifications. There are a variety of programs available that provide credit towards VCE Units 1 – 4, or VCE VM, thereby offering students the opportunity to gain both the VCE or VCE VM qualification and a VET qualification. These qualifications may be partially or fully completed over the period of the two years of senior studies.

VCE VET Programs are currently supported through the College and delivered by external providers. The operation of programs is based on the availability of resources and level of student interest. The number of VCE VET Programs available at the College, which are timetabled in with regular class time, will increase in the coming years. Those offered by external providers are conducted on specific days.

For a list of possible VCE VET Programs available, refer to page 34.

SBAT through VCE VM **School Based Apprenticeships and Traineeships:**

St Mary's College also offers students the opportunity to undertake a School Based Apprenticeship and Traineeship (SBAT) whilst completing their senior years of secondary education. School Based Apprenticeships and Traineeships best complement VCE VM (although can form part of a VCE Program) and really give students the opportunity to gain valuable ongoing experience whilst also being paid an apprenticeship or traineeship award wage. In this instance, the students attend work and relevant TAFE training two days per week and VCE VM classes at the College on the remaining three days. SBAT arrangements are organised between an employer and the relevant registered training institution. At times, an apprenticeship group may assist with the facilitation of the SBAT arrangements.

This course is particularly beneficial for students who know what career they want to pursue and would like to commence their training in the workforce whilst still at school.

Students emerge with the VCE VM qualification as well as a Certificate II (sometimes Certificate III) in the SBAT area. Students should speak to the Careers and VET Pathways practitioner for advice on school based apprenticeships.

Individual Programs

Students may vary the usual VCE load and undertake one of the following individual programs:

Program Support:

Students who need additional support developing their literacy skills, may be selected to undertake Program Support. Program Support involves extra help with written work and study requirements. It is taken instead of a sixth VCE unit at Year 11 level. Students may generally be chosen to move in or out of Program Support at the end of Semester One, depending on timetable constraints. If families believe that their son/daughter would benefit from Program Support, then please speak to the VCE Coordinator or your child's HMG teacher. Students who are recommended by their Year 10 teachers for Program Support will be considered pending limited available places.

University Enhancement Studies:

Enhancement Studies are offered by universities to extremely able Year 12 students who wish to undertake a first year university subject in lieu of a VCE subject. These programs enable students to participate in first year university subjects related to a range of areas including (but not limited to) Education and Health Sciences. Students interested in this option will be considered based on the criteria listed above and are encouraged to make contact with the VCE Coordinator.

External Study:

Some students may need to study VCE subjects not delivered at St Mary's College. They undertake these external studies on weekends or evenings at other institutions or organisations. External studies undertaken include languages such as Spanish, Vietnamese etc., and special interest subjects such as Dance or Music (Solo Performance).

Some of these students have studied at Unit 3 and 4 level in Year 11. Students need to notify the College, through the Deputy Principal and the VCE Coordinator of their intention to take an external study on their unit selection form.

Taking VCE Over Three Years:

Some students may decide/need to take three years, instead of the usual two, to complete their VCE. While students generally make this decision at the end of Year 11, it is certainly possible to decide much earlier. Taking three years to complete VCE allows students to balance their studies with other commitments.

If you are interested in one of these individual programs, you need to fill out an ***'Application to vary a VCE Program'***. These forms are available from the VCE Coordinator.

Benchmarks For VCE Subjects

Benchmarks are used to assist students with the selection of their VCE Programs. These have been set as it recognises that certain levels of knowledge and skills need to be demonstrated in order to meet the rigor placed on the students who undertake them. These benchmarks relate either to the Victorian Curriculum Standard in the subject area for Year 10 students ('Within Expected Level' or 'Expected Level') or for VCE students (*satisfactory completion of outcomes*) and/or minimum examination results. The subjects with benchmarks are as follow:

Biology

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' with scores of 70% and above in Year 10 Science subjects.
Units 3 & 4 – Students to achieve outcome results of 70% or above in Unit 1 and 2 Biology.

Business Management

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' in Year 10 Humanities.
Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

Chemistry

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' with scores of 70% and above in Year 10 Science subjects.
Units 3 & 4 – Students to achieve outcome results of 70% or above in Unit 1 and 2 Chemistry

English Literature

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' in Year 10 English.
Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 60% or above.

Health and Human Development

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' in Year 10 Core HPE.
Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

Modern History

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' in Year 10 Humanities and Year 10 English.

History: Revolutions

Benchmark: *Units 3 & 4* – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 Modern History with outcome scores of 50% or above.

General Mathematics Units 1 & 2 and General Mathematics Units 3 & 4 (refer to Pg. 70 for Mathematics pathways)

Benchmark: *Units 1 & 2* – Year 10 Mathematics students must achieve a result greater than or equal to 60% on the Semester One and Semester Two examinations.

Year 10A Mathematics students are eligible to enrol in Units 1 & 2 General Mathematics.

Units 3 & 4 – Year 11 General Mathematics Units 1 & 2 students must achieve a result greater than or equal to 50% on the Semester One and Semester Two examinations.

Year 11 Mathematical Methods Units 1 & 2 students are eligible to enrol in Units 3 & 4 General Mathematics.

Mathematical Methods Units 1 & 2 and Units 3 & 4 (refer to Pg. 70 for Mathematics pathways)

Benchmark: *Units 1 & 2* – Year 10A Mathematics students must achieve a result greater than or equal to 80% on the Semester One and Semester Two examinations.

Year 10 Mathematics students need to complete an entrance examination to demonstrate their abilities. They must achieve a result greater than or equal to 50% on this set examination.

Units 3 & 4 – Year 11 Mathematical Methods Units 1 & 2 students must achieve a result greater than or equal to 50% on the Semester One and Semester Two examinations.

Physical Education

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' in Year 10 Core HPE.

Units 3 & 4 – Students to have attained a Satisfactory for all outcomes in the VCE Unit 1 and 2 equivalent with outcome scores of 50% or above.

Psychology

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' with scores of 60% and above in Year 10 Science subjects.

Units 3 & 4 – Students to achieve outcome results of 70% or above in Unit 1 and 2 Psychology.

Physics

Benchmark: *Units 1 & 2* – Students to achieve at 'Expected Level' with scores of 70% and above in Year 10 Science subjects.

Units 3 & 4 – Students to achieve outcome results of 70% or above in Unit 1 and 2 Physics.

VCE/VM/VET Terminology

The following is a glossary of terms related to senior academic study, curriculum, careers and pathways.

Authentication:

This refers to the process of satisfying the teacher that the work is the student's own. The student works under a teacher's supervision and confers with their teacher regularly regarding the completion of the work. The student acknowledges all sources and types of help they receive. Most Assessment Tasks and all SACs are completed in class in order to verify the authenticity of a piece of work.

School Assessed Coursework (SAC):

School-assessed coursework (Unit 3 & 4 SACs) are made up of a number of assessment tasks that are specified in the VCAA-issued study design. SACs are used to assess the unit's learning outcomes. For each VCE unit, students must achieve specified outcomes as demonstrated via SACs and, in the case of some studies, School-Assessed Tasks (SATs) e.g. essays, structured questions, folios.

For Units 3 and 4 studies, schools provide to the VCAA a numeric score representing an assessment of the student's level of achievement. The score must be based on the school's rating of performance of each student on the tasks set out by VCAA. Schools have some choice as to comparable SAC tasks. To ensure that schools' assessments of coursework in each study are comparable throughout the State, schools' coursework assessments are statistically moderated by VCAA, using the examination results in that study and (for some studies) GAT scores. The VCAA issues final results for all coursework assessments in December. Tasks selected as School Assessed Coursework may vary, but they are designed as comparable tasks in scope and demand so students are fairly assessed.

General Achievement Test (GAT):

The GAT consists of a 3-hour test consisting of 2 writing tasks and 70 multiple choice questions set by the Victorian Curriculum & Assessment Authority. All students undertaking one or more Units 3 and 4 studies (including VCE VM and VET) are required to sit the General Achievement Test (GAT). This test is designed to help ensure that schools across the state fairly and correctly assess School Assessed Tasks and School Assessed Coursework, that is, according to certain criteria for various grade levels. It is also used to check the accuracy of external marking of individual student's examinations. Students should do their very best on the GAT, but they should not spend time studying other than familiarising themselves with the instructions and types of questions that may appear on the GAT. The Victorian Curriculum & Assessment Authority supplies students with their GAT scores at the end of the academic year.

Outcomes / Outcome Assessed Tasks (OATs):

Students must satisfactorily complete all Learning Outcomes in Units 1 to 4. Each VCE unit includes a set of two to four outcomes. All of these outcomes, as described in the study design, must be achieved for satisfactory completion of the unit. Achievement of the outcomes is usually based on the Subject Teacher's assessment of the student's performance on assessment tasks designated for the unit. Satisfactory completion of a unit is determined by the school, in accordance with the Victorian Curriculum & Assessment Authority requirements. Teachers will give clearly worded, printed criteria for satisfactory completion of outcomes and detail as to when assessment activities will occur and when work is due. Students demonstrate achievement of outcomes via performance in a range of learning activities: case study analyses, essays, practical exercises, reports, folios, projects, workbooks, media files, demonstrations, short exercises, oral presentations, structured questions and tests. Outcomes-related assessments often take place under test conditions, or they may occur as class work but within a limited timeframe. Outcomes are part of the normal teaching and learning.

'S' or 'N':

Pertains to the assessment of Outcomes. These letters stand for 'satisfactorily completed' ('S') or 'not satisfactorily completed' ('N'). 'S' or 'N' is awarded for each unit of study and for each outcome within each study. Students satisfactorily complete a unit if they satisfactorily fulfill all the learning outcomes as per the Victorian Curriculum & Assessment Authority - issued Study Design for a particular subject.

School Based Apprenticeships and Traineeships:

This program allows senior students to start an apprenticeship or traineeship while completing VCE or VCE VM. Students undertake a combination of school-based subjects, TAFE training and workplace training. Students are responsible for sourcing a suitable employer to deliver workplace-based learning. This option is best for students who are sure about their vocational choice because of the high levels of organisation, maturity and dedication required.

Semester:

One half of a year. Generally, Units 1 and 3 are in first semester with Units 2 and 4 in second semester.

Sequence:

A sequence is a Unit 3 study followed by Unit 4 study. Award of the VCE requires that a student successfully complete four Unit 3 and 4 sequences, including Unit 3 and 4 English, English Language and/or Literature. Units 3 and 4 for all studies are taught as a sequence or as a year - long course.

Statistical Moderation:

Moderation is a process of ensuring that the same assessment standards are applied to students from every school doing a particular study. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school.

The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State. Students and parents are provided with details of statistical moderation via briefings and handbooks.

Study Score:

A study score shows how well students have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate an individual's ATAR.

Unit:

Each VCE study is divided into four units. One unit lasts one semester or half a year. One unit involves approximately one hundred hours of study (including both work done in the classroom and work done outside the classroom). A minimum of 16 units is required to achieve the VCE.

Victorian Certificate of Education – Vocational Major (VCE VM):

An accredited senior secondary school qualification undertaken by students in Years 11 and 12. VCE VM is one of two minimum educational qualifications for post - secondary education in this state. Subjects are undertaken which a specific focus on each student's individual pathway.

Victorian Certificate of Education (VCE):

The Secondary Certificate of Education in Victoria, the VCE is one of two minimum educational qualifications for post - secondary education in this State.

Victorian Curriculum & Assessment Authority (VCAA):

The Statutory Body that oversees the VCE (Coursework and assessment procedures).

Victorian Tertiary Admissions Centre (VTAC):

This is the organisation that administers Victoria's tertiary institutions' joint selection system as well as selection for some TAFE courses. VTAC's job includes: organising the application procedure, receiving and processing applications, forwarding the appropriate applications and accompanying information to the relevant tertiary institutions, making offers to prospective students on behalf of tertiary institutions, and publishing information which can be used in planning VCE student programs and later applying for courses.

Vocational Education and Training Delivered to Secondary Students (VETDSS)

VET programs are vocational training programs designed for school students. VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both VCE or VCE VM and a nationally portable qualification. VCE-VET programs approved by the VCAA offer scored assessment for Units 3 and 4 and are included in an ATAR calculation like any other VCE subject. Other Unit 3 and 4 VET programs can offer block credit towards a student's ATAR score.

List of common VCE Acronyms

AT - Assessment Task

DP - Deputy Principal

ATAR - Australian Tertiary Admissions Rank

EAL - English as an Additional Language

GAT - General Achievement Test

LLEN - Local Learning and Employment Network

LOTE - Languages Other Than English

N - Not Satisfactory

NA - Not Assessed

S - Satisfactory

OAT - Outcome Assessed Task

SAC - School Assessed Coursework

SAT - School Assessed Task

SBAT - Australian School Based Apprenticeships and Traineeships Technical and Further Education

UG – Ungraded

UoC – Unit of Competency

VASS - Victorian Assessment Software System

VCAA - Victorian Curriculum and Assessment Authority

VCE - Victorian Certificate of Education

VCE-VM -Victorian Certificate of Education – Vocational Major Vocational Education and Training

VTAC - Victorian Tertiary Admissions Centre

VCE YEAR 11 UNITS 1 & 2 (2026) & Units 3 & 4 (2027)

ART – MAKING AND EXHIBITING
BIOLOGY
BUSINESS MANAGEMENT
CHEMISTRY
ENGLISH
ENGLISH LITERATURE
HEALTH AND HUMAN DEVELOPMENT
HISTORY (20 TH CENTURY) (11)
HISTORY REVOLUTIONS (12)
LEGAL STUDIES
MATHEMATICS: GENERAL UNIT 1 & 2
MATHEMATICS: GENERAL UNIT 3 & 4
MATHEMATICAL METHODS (CAS)
PHYSICAL EDUCATION
PHYSICS
PRODUCT DESIGN AND TECHNOLOGY
PSYCHOLOGY
RELIGION AND SOCIETY (UNIT 2)
VISUAL COMMUNICATION DESIGN

While St Mary's College offers many Units of Study, it always depends on staffing resources and on sufficient numbers of students choosing a unit to make it educationally or economically viable.

VET Courses (Externally provided)

VCE Scored VET Courses

Cert III in Allied Health Assistance	Cert III in Dance
Cert III in Laboratory Skills	Cert II in Engineering Studies
Cert II in Hospitality/Kitchen Operations	Cert III in Information Technology
Cert III in Screen and Media	Cert III in Music Industry – Performance or Sound Production
Cert III in Sport and Recreation	Cert III in Equine Studies
Cert III in Business	Cert III in Community Services
Cert III in Integrated Technologies	

Non – Scored VET Courses

Cert II in Agriculture	Cert II in Horticulture
Cert II in Animal Care	Cert II in Applied Fashion Design and Technology
Cert II in Applied Language (Indonesian)	Cert II in Automotive Vocational Preparation
Cert II in Building and Construction	Cert III in Beauty Services
Cert II in Make-Up	Cert II in Early Childhood Education and Care
Cert III in Education Support	Cert II in Electrotechnology Studies
Cert II in Plumbing	Cert II in Salon Assistant
Cert II in Visual Arts	

- Most VET course run for 2 years, 1 day per week during term time – to gain full accreditation, students must complete the full 2-year program and satisfy all **assessment and attendance** requirements. If a student only achieves partial completion, their VET subject will NOT contribute to their ATAR, and they will NOT receive a VET qualification certificate. However, they will receive a 'Statement of Attainment' for any successfully completed course units of competence.
- VET courses are run externally off site at other Secondary College providers, Gotafe campuses and various Registered Training Organisations accessible to students with the exception of Applied Language – Indonesian which is run on site St Mary's College.
- Courses run subject to numbers and viability. Popular courses fill very quickly so students wishing to enrol in a VET course need to meet all necessary deadlines etc.
- Students taking part in a VET course are responsible for catching up on any timetabled classes that are missed each week due to their VET attendance.
- VET Courses can incur an additional fee (**2025 fee was \$400**). These are set and reviewed annually and are subject to change depending on course costings each year.

VCE Subject Outlines

Art Making and Exhibiting

Unit 1: Explore, expand and investigate

Students explore materials, techniques, and processes in a range of art forms and expand their knowledge of art making. They explore materials to understand how they relate to specific art forms and how they can be used. Students explore historical developments of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Their exploration and experimentation are documented in both visual and written form in a Visual Arts journal.

Unit 2: Understand, develop and resolve

Students continue to research how artworks are made and investigate how artists represent ideas in artworks. Students broaden their investigation to understand how artworks are displayed and how ideas are represented. They respond to a set theme, develop their own ideas, plan, and make finished artworks. At least one finished artwork is created and documented in their Visual Arts journal.

Students learn how exhibitions are designed and how spaces are organised for exhibitions. They investigate the roles associated with the planning of exhibitions and how artworks are selected. Students engage with on site or virtual exhibitions and galleries.

Unit 3: Collect, extend and connect

Students create artworks and use a range of materials, techniques, and processes. They explore contexts, subject matter, and ideas to develop artworks. Students investigate how artists use visual language to represent ideas and meaning. Their Visual Arts journal shows a record of art making, research, ideas, planning and development of artworks.

Students present a critique of their artworks to their peer group which is supported by the developmental work from their Visual Arts journal. They visit 2 different galleries or museums and research the exhibition of artworks and the role a curator has in planning and writing about an exhibition.

Unit 4: Consolidate, present and conserve

Students make connections to the artworks they have made in Unit 3, consolidating, and extending their ideas and art making. They document their progress, refinement, and resolution in the Visual Arts journal. Students evaluate and reflect on their selected finished artworks and the materials, techniques and processes used to make them. The progress of individual student artworks is an important element of Unit 4.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. Students must visit or view a minimum of two exhibitions during the current year of study. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

Assessment

Satisfactory completion -

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement

Unit 3 and 4: Percentage contributions to the study score in VCE Art Making and Exhibiting are as follows:

- School assessed Coursework for Unit 3: 5 percent.
- School assessed Coursework for Unit 4: 5 percent.
- School assessed task: 60 percent.
- End of year examination: 30 percent

Biology

This subject has a benchmark for selection. Please refer to page 28 for benchmark requirements.

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

Unit 1 How do organisms regulate their functions?

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

Unit 2 How does inheritance impact on diversity?

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

Unit 3 How do cells maintain life?

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

Unit 4 How does life change and respond to challenges?

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from palaeontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2: The individual school will determine levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Biology are as follows:

- Unit 3 School-Assessed Coursework: 20 percent.
- Unit 4 School-Assessed Coursework: 30 percent.
- End-of-Year Examination: 50 percent.

Business Management

This subject has a benchmark for selection. Please refer to page 28 for benchmark requirements.

VCE Business Management examines the ways businesses manage resources to achieve objectives. The *VCE Business Management Study Design* follows the process from the initial 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 the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their 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 in response to contemporary challenges in establishing and operating a business.

Unit 1- Planning a business

Students explore the concept that businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

Unit 2 - Establishing a business

This study focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Unit 3 – Managing a business

Students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

Unit 4 – Transforming a business

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

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement

Units 3 and 4: Percentage contributions to the study score in VCE Business Management are as follows:

Assessment Weighting - Unit 3 and 4:

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

Chemistry

This subject has a benchmark for selection. Please refer to page 28 for benchmark requirements.

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

Unit 1 How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Unit 2 How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

Unit 3 How can design and innovation help to optimise chemical processes?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Unit 4 How are carbon-based compounds designed for purpose?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement:

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Chemistry are as follows:

Assessment

Unit 3 - SAC 20%

Unit 4 - SAC 30%

Examination - 50%

English

VCE English focuses on how the English language is used to create meaning in written, spoken and visual 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.

The study of English contributes to the development of individuals' ability to read and write, and to become capable of critical and creative thinking, appreciation of texts 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 today and from the past, and using texts from Australia and from other cultures, students studying English aim to become confident, expressive 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 years 7-10 English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 1 – Reading and exploring texts

Students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways.

Unit 2 – Crafting texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. They will consider the way arguments are developed and delivered in many forms of media.

Unit 3

The focus of this unit is on reading and responding in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. Students read and respond to texts analytically and creatively. They also 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 analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. They also create an oral presentation intended to position audiences about an issue currently debated in the media.

Assessment Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Unit 3 and 4: Percentage contributions to the study score in VCE English are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- November Written Examination: 50 percent.

English Literature

This subject has a benchmark for selection. Please refer to page 28 for benchmark requirements.

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Unit 1: Reading Practices and Exploration of literary movements and genres

Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text. Afterwards, students then explore literary movements and genres; the concerns, ideas, style and their conventions. Movements and genres include, gothic, romanticism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction.

Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2: Voices of Country and 'The text in its context'

In this unit, students explore how texts are shaped by their historical, social and cultural contexts. They reflect on how a particular era or culture is represented and consider what perspectives the text offers or critiques. Through close analysis, students examine how language and representation convey the ideas and values of the time. They investigate how meaning is embedded in the text—both implicitly and explicitly—through its structure, details and point of view. In Voices of Country, students study First Nations writing and perspectives, focusing on how Country, identity and voice are expressed. Students will then examine how authors respond to the world around them, and how understanding context deepens interpretation. Students will further develop skills in analytical reading and interpretation, developing awareness of how language reflects broader cultural meanings.

Unit 3: Adaptations and transformations; Developing interpretations

Students begin with a close analysis of a set text's form—its structure, language and literary features—to understand how these elements shape meaning. They then examine an adaptation, often set in a new context, comparing it with the original to see how changes in form emphasise or downplay themes, ideas and assumptions. Next, students develop their own interpretations. They analyse how views and values are presented, endorsed, challenged or marginalised, taking into account the text's historical, social and cultural context as well as their own perspectives as readers. This process sharpens their analytical reading and critical-thinking skills. Finally, students engage with a supplementary critical reading—such as a scholarly article or theoretical essay—that enriches, contests or reframes the set text's ideas. Informed by this reading, they craft a second, more nuanced interpretation and apply it to key moments in the text. Throughout, they learn to build coherent, evidence-based arguments using detailed textual references, deepening their appreciation of how form, context and interpretation interact.

Unit 4: Creative responses to texts and Close analysis of texts

Students focus on imaginative techniques used for creating and recreating literary works. They use and apply their knowledge of how meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.

Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations. In their final area of study, students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Unit 3 and 4: Percentage contributions to the study score in VCE English are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- November Written Examination: 50 percent.

Health and Human Development

This subject has a benchmark for selection. Please refer to page 28 for benchmark requirements.

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. 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. 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.

Unit 1 Understanding Health & Wellbeing This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 Managing Health and Development This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3 Australia's Health in a Globalised World This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4 Health and Human Development in a Global Context This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Health and Human Development are as follows:

- Unit 3 School Assessed Coursework: 25 percent.
- Unit 4 School Assessed Coursework: 25 percent.
- End of Year Examination: 50 percent.

Modern History (20th Century) – Units 1 and 2

This subject has a benchmark for selection. Please refer to page 28 for benchmark requirements.

Unit 1: Change and Conflict

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Unit 2: The changing world order

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

History Revolutions - Units 3 & 4

This subject has a benchmark for selection. Please refer to page 28 for benchmark requirements.

In VCE History: 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 develop skills and knowledge to construct arguments about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They also 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.

Unit 3 The French Revolution

Area of Study 1 – Causes of revolution

Area of Study 2 – Consequences of revolution

Unit 4 The Russian Revolution

Area of Study 1 – Causes of revolution

Area of Study 2 – Consequences of revolution

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Units 3 and 4:

Percentage contributions to the study score in VCE History Revolutions are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- November Written Examination: 50 percent.

Legal Studies

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian Society.

Unit 1 the presumption of innocence

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Unit 2 Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Unit 3 Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4 The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

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

Units 3 and 4: Percentage contributions to the study score in VCE Legal Studies are as follows:

- Unit 3 School-Assessed Coursework: 25 percent.
- Unit 4 School-Assessed Coursework: 25 percent.
- November Written Examination: 50 percent.

General Mathematics

This subject has a benchmark for selection. Please refer to page 29 for benchmark requirements.

Unit 1

The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 2

The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Unit 3

In this unit, students will undertake the study of 'Data Analysis', including investigating data distributions, associations between two variables as well as investigating and modelling linear associations and time series data. They will also cover the topic of 'Recursion and financial modelling' which will see them investigate the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Unit 4

In this unit, students will undertake the study of the 'Matrices' module which will cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. Students will also cover the 'Networks and Decision Mathematics' module which will cover the definition and representation of different kinds of undirected and directed graphs, Eulerian trails and circuits, bridges, Hamiltonian paths and cycles, and the use of networks

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Further Mathematics are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 14%
- End-of-year Examination 1: 33%
- End-of-year Examination 2: 33%

Mathematical Methods

This subject has a benchmark for selection. Please refer to page 29 for benchmark requirements.

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. It is also a prerequisite for any student considering undertaking Specialist Mathematics Units 1 and 2. Mathematical Methods Units 3 and 4 extends the introductory study of simple elementary functions of a single real variable to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. The appropriate use of technology, including but not limited to computer algebra system (CAS) technology, will be incorporated throughout these units to assist in the development of mathematical ideas and concepts.

Unit 1 In this unit, students will cover the graphical representation of polynomial and power functions of a single real variable and the key features of functions and their graphs such as axis intercepts, domain, co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs will be explored in a variety of modelling contexts and theoretical investigations. There is a focus on the algebra of polynomial functions of low degree and transformations of the plane. Students will cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rate of change. The concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams, Karnaugh maps, tables and tree diagrams will be covered. This will include the consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events, including the rules for computation of probabilities for compound events.

Unit 2 In this unit, students will cover the graphical representation of functions and the key features of graphs of sine, cosine, tangent, exponential and logarithmic functions such as axis intercepts, domain, co-domain and range, asymptotic behaviour, periodicity and symmetry. There is a focus on the algebra of some simple transcendental functions and transformations of the plane, as well as the study of additional algebra material including numerical approximation of roots of cubic polynomial functions using Newton's method. Students will cover first principles approach to differentiation, differentiation and antidifferentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs. Introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events will be discussed and investigated.

Unit 3 In this unit, students cover transformations of the plane and key features of elementary functions and their graphs. The behaviour of these functions and their graphs will also be linked to applications in practical situations. Students will cover the algebra of functions and study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods will be investigated. Students will be introduced to the graphical treatment of limits, continuity and differentiability of functions and differentiation of these functions whilst linking these processes to application in practical situations.

Unit 4 In this unit, students will continue with the study of calculus, in particular with the anti-differentiation and integration of functions of a single real variable and be introduced to their application of practical situations. They will cover discrete and continuous random variables, their representation using tables, probability functions; the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Mathematical Methods are as follows:

- Unit 3 School-assessed Coursework: 20%
- Unit 4 School-assessed Coursework: 20%
- End-of-year Examination 1: 20%
- End-of-year Examination 2: 40%

Physical Education

This subject has a benchmark for selection. Please refer to page 29 for benchmark requirements.

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others' participation and performance in movement. The study 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.

Unit 1 The Human Body in Motion In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities. Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Unit 2 Physical Activity, Sport and Society This unit develops students' understanding of physical activity, sport and exercise from a participatory perspective. Students are introduced to types of physical activity and the role that physical activity participation and sedentary behaviour plays in their own health and wellbeing, as well as in other population groups and contexts.

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity. Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines.

By investigating a range of contemporary issues associated with physical activity, sport and exercise, students explore factors that affect access, inclusion, participation and performance. Students then select one issue at the local, national or global level and analyse key concepts within the issue, including investigating, participating in and prescribing movement experiences that highlight the issue.

Students develop an understanding of the historical and current perspectives on the issue and consider the future implications on participation and performance.

Unit 3 Movement Skills and Energy for Physical Activity, Sport and Exercise This unit introduces students to principles used to analyse human movement from a biophysical perspective. Students use a variety of tools and coaching techniques to analyse movement skills and apply biomechanical and skill-acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correctly applying these principles can lead to improved performance outcomes.

Students consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They investigate the characteristics and interplay of the 3 energy systems for performance during physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4 Training to Improve Performance In this unit, students' participation and involvement in physical activity will form the foundations of understanding how to improve performance from a physiological perspective. Students analyse movement skills and fitness requirements and apply relevant training principles and methods to improve performance at various levels (individual, club and elite).

Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity, including muscles used, energy systems and fitness components. Students then consider all physiological data, training principles and methods to design a training program. The effectiveness of programs is evaluated according to the needs of the individual and chronic adaptations to training.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Physical Education are as follows:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- end-of-year examination: 50 per cent.

Physics

This subject has a benchmark for selection. Please refer to page 29 for benchmark requirements.

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound, and sports science. Students examine classical and contemporary research, models, and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries.

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

Unit 2 How does physics help us to understand the world? In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Unit 3 How do fields explain motion and electricity? In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators. A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2.

Unit 4 How have creative ideas and investigation revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Physics are as follows:

- Unit 3 School-Assessed Coursework: 30%
- Unit 4 School-Assessed Coursework: 20%
- End-of -Year Examination: 50%

Product Design and Technology (Wood)

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Unit 1 Design practices

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework.

In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

Unit 2 Positive impacts for end users

In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

Unit 3 Ethical product design and development

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Product designers respond to current and future social, economic, environmental or other ethical considerations.

Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. The design brief, product concepts and the final proof of concept are developed through the Double Diamond design approach, using design thinking. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept.

Unit 4 Ethical production and evaluation

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes. Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Product Design and Technology are as follows:

- Unit 3 & 4 School-Assessed Coursework: 20 percent.
- Unit 3 & 4 School-Assessed Task: 50 percent
- End of Year Examination: 30 percent.

Psychology

This subject has a benchmark for selection. Please refer to page 29 for benchmark requirements.

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act.

There are many different approaches to the study of psychology. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors. Biological perspectives focus on how physiology influences individuals through exploring concepts such as hereditary and environmental factors, nervous system functioning and the role of internal biological mechanisms. Psychological perspectives consider the diverse range of cognitions, emotions and behaviours that influence individuals. Within the social perspective, factors such as cultural considerations, environmental influences, social support and socioeconomic status are explored. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

Unit 1 How are behaviour and mental processes shaped? In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Unit 2 How do internal and external factors influence behaviour and mental processes? In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Unit 3 How does experience affect behaviour and mental processes? In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4 How is wellbeing developed and maintained? In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Assessment

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Units 3 and 4: Percentage contributions to the study score in VCE Psychology are as follows:

- Unit 3 School-Assessed Coursework: 20 percent.
- Unit 4 School-Assessed Coursework: 30 percent.
- End-of-Year Examination: 50 percent.

Religion & Society

In Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or religious denominations in societies where multiple worldviews coexist and consider the experiences of members as those members engage with their religious tradition individually and communally. This study respects and encourages an open and objective inquiry, without partiality towards any one religion.

Unit 1 The role of religion in society

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

Unit 2 Religion and ethics

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

Satisfactory Completion

Achievement of the set of outcomes specified for the unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement.

Visual Communication Design

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas, and concepts. Students apply design thinking skills and drawing skills to create messages, ideas, and concepts. Students practice their ability to draw what they observe, and they use visualization drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to communicate their final visual communications. Students research and investigate design styles. This research introduces students to the broader context of the place and purpose of design. Students learn about the importance of copyright, intellectual property and apply the four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2: Applications of visual communication within design fields

Students focus on drawing methods and design thinking to create visual communications to meet specific purposes. Students use presentation drawing methods that incorporate technical drawing conventions to communicate information in the environmental, industrial and communication design fields. They investigate how typography and imagery are used in these three fields. Students apply design thinking skills and develop an understanding of the design process in response to a brief. They engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices

Students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers, and specialists. They investigate and experiment with the use of manual and digital methods, media, and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts. Students research and analyze designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Students use observational and visualization drawings to generate a wide range of design ideas and apply design thinking strategies to organize and evaluate their ideas. The brief and research underpin developmental and refinement work undertaken in Unit 4.

Unit 4: Visual communication design development, evaluation, and presentation

Students develop and create two final presentations of visual communications to meet the requirements of the brief. They apply the design process twice to meet each of the stated communication needs. Students continue the design process by developing and refining concepts for each communication need stated in the brief. They use a range of digital and manual two- and three-dimensional methods, media, and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. Reflection and evaluation of design solutions against the brief is ongoing.

Assessment

Satisfactory completion -

Achievement of the outcomes specified for this unit.

Levels of achievement

Unit 1 and 2: Individual school decision on levels of achievement

Unit 3 and 4: Percentage contributions to the study score in VCE Visual Communication and Design are as follows:

- School assessed Coursework Unit 3: 15 %
- School assessed Coursework Unit 4: 10 %
- School assessed Task for Units 3/4: 40 %
- End of year examination: 35 %

VCE VM Course Components

The VCE Vocational Major (VCE VM) aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education. VCE VM allows students to undertake an accredited pathway, a tailored program to suit students' interests, personal development and the development of work related and industry specific skills. These principles are within the context of applied learning. In the VCE VM, these principles are shown through the development of knowledge and employability skills that help prepare students for work and for participation in a broader society. Students will also develop knowledge and skills that assists them to make informed vocational choices and facilitate pathways to further learning and employment.

The VCE Vocational Major subjects

Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

As students develop these skills, they engage with texts that encompass the everyday language of personal experience to the more abstract, specialised and technical language of different workplaces, including the language of further study.

The applied learning approach of this study is intended to meet the needs of students with a wide range of abilities and aspirations.

Numeracy

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

Personal Development Skills (PDS)

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Work Related Skills (WRS)

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway. The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Journey in Faith Year 11

Students will be undertaking Religion and Society Unit 2 – Religion and Ethics. Students study in detail, various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Year 12

Students will continue to develop a deeper understanding of what faith and spirituality means to them by participating in an internal seminar style program of Religious Education. They will look at the different ways you can answer the call to live out the Gospel in this ever-changing world, including completing community and charity work. In addition to this, students will be working towards giving back to the school community in various projects.

Assessment of VCE Vocational Major

St Mary's College coordinates the assessment and collection of results for all curriculum components in a VCE VM program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines from the Victorian Curriculum and Assessment Authority (VCAA). The following are answers to commonly asked questions.

What is the purpose of assessment?

A VCE VM unit contains accredited learning outcomes that are generic and enable content to be developed to suit the individual needs of students.

What is evidence?

Evidence is anything that supports the assessor's claim that a student has achieved a learning outcome including the elements. Evidence can be the following:

Direct	• Observation of Performance
	• Video of Performance
	• Product
Indirect	• Simulation
	• Role Play
	• Case Study Analysis
Supplementary	• Written or Oral questions
	• Feedback from a third party

VET and Structured Work Placement requirements

Completion of individual VET Units of Competency are based on the completion of a set number of hours as set out in the specific VCAA Study Design and/or Industry standards. Achievement of the Certificate is awarded upon completion of the set Units of Competency for that certificate.

Australian School Based Apprenticeships and Traineeships in the VCE or VCE VM

School-Based Apprenticeships and Traineeships (SBATs) are available to secondary school students who are over 15 years old and enrolled in Victorian Certificate of Education or the VCE Vocational Major. SBATs must be established through a training contract between the employer and the apprentice or trainee. The training contract is then submitted to the Apprenticeship Network Provider (ANP), and a training plan is endorsed by the school.

The minimum number of employment and training hours for SBAT arrangements is 13 hours per week.

SBATs offer students the option of combining:

- part-time employment
- school
- training.

An SBAT program runs under a contract with an employer and has a training plan registered with the Victorian Registration and Qualifications Authority (VRQA). The training must lead to a nationally recognised qualification.

The vocational training components of SBATs also contribute credit towards a senior secondary certificate. Many SBATs move on to a full-time contract with their employer after leaving school, while others choose to continue their education and training at a registered training organisation (RTO) or university. Each SBAT can contribute to the ATAR score if completing VCE in the same way that VET in the VCE programs contribute.

Training Hours

The minimum number of employment and training hours is 13 hours per week, which is made up of:

- 7 hours of employment
- 6 hours of training.

These hours may be averaged over 3 periods of 4 months in each year of the training contract. At least 1 day during the normal school week must be timetabled to be spent on the job or in training. Schools should only endorse the training program when:

- it forms an integral part of the student's school learning program and study timetable.
- it can be verified that the student's timetable includes 1 day of the normal school week in employment and/or structured training as an apprentice or trainee.

Work Sphere Study Options

In selecting your two-year VCE or VCE VM program, it is important for you to keep in mind what you may wish to pursue after you complete your VCE or VCE VM. This is not always easy or straightforward for many students who are in Year 10 or 11, but it is something that should be addressed. Several 'Study Options' are listed on the following pages which are designed to assist you to plan a program of study for your two years of VCE which may best suit your future plans, whether they be for employment or tertiary study.

These proposed subject 'packages' should only be seen as a guide to your course planning. **In no sense are they meant to replace the various consultations that must take place before you can make a wise choice of VCE or VCE VM subjects.** That process of consultation should include discussions with such people as your Subject Teachers, VCE Coordinator, Careers Practitioner, HMG teacher and parents.

In addition, you need to make a detailed examination of online VTAC Study Search for 2026/2027. This will indicate to you which subjects are compulsory pre-requisites for particular courses of study and which are highly recommended or carry bonus marks. You will notice that each 'Study Option' embraces a range of suggested subjects that could be undertaken in that area. For example, the Business Studies Option includes Accounting and Business Management.

However, if you feel that you have a particular skill or interest in the area of Visual Communication and Design, you could substitute this subject for Business Management without any problem – i.e. there may well be some flexibility within the Study Option. In every case, it is your responsibility to check the online VTAC Study Search 2026 or 2027 if you plan to undertake tertiary study.

VTAC: 40 Park Street South Melbourne, 3205 Phone: 1300 364 133 www.vtac.edu.au

Business Studies Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Accounting</i>	<i>Business Administration</i>	<i>Banking and Finance</i>
<i>Human Resource Management</i>	<i>Marketing and Sales</i>	<i>Legal Studies</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR BUSINESSs
Local Government Retailing Insurance Public Service Clothing Footwear Banking Clerical Real Estate Textiles	Banking and Finance Marketing Marketing/Japanese Travel and Tourism International Trade Hospitality Merchandising & Marketing Accounting Credit Management Business Advertising	Banking and Finance Applied Economics Business Administration Travel and Tourism Economics Marketing Retail Management Catering & Hotel Manage Law/Commerce International Trade Teaching

The current pre-requisite subjects for these courses can be found on the VTAC website.

Behavioural Science Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Community Services</i>	<i>Social Worker</i>	<i>Counselling / Welfare</i>
<i>Health Promotion</i>	<i>Psychology</i>	<i>Nursing</i>
<i>Occupational Health</i>	<i>Child Care</i>	<i>Criminology</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
<i>Limited opportunity for entry after VCE</i>	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS BACHELOR BEHAVIOURAL SCIENCE BACHELOR BUSINESS
	Managing Social & Community Services. Residential & Community Services Child Care	Psychology Social & Behavioural Sciences Human Services

Community and Welfare Studies Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Social Work</i>	<i>Police Force</i>	<i>Interpreting</i>
<i>Youth Work</i>	<i>Psychology</i>	<i>Legal Studies</i>
<i>Primary Teaching</i>	<i>Welfare Studies</i>	<i>Religious Studies</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR BUSINESS
Local Government Hospitality Public Administration Child care	Auslan Medical Laboratory Residential & Community Serv. Intellectual Disability Youth/Child Care Child Care Community Develop Community Justice Studies	Psychology Disability Studies Interpreting/Translation Language/Culture Studies Social Work Urban Studies Community Development General Family Studies Humanities Social Science Early Childhood Pastoral Studies Religion & Theological Studies

Electronic / Electrical Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Electrician</i>	<i>Engineer</i>	<i>Electrical Engineer</i>
<i>Electrical Mechanic</i>		

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR OF ENGINEERING BACHELOR APPLIED SCIENCE
Electrical Electronics Vehicle Aircraft Engineering	Engineering Electrical Electronics Aerospace Systems Audio/Visual Technology	Electrical Computer Systems Communication Electronics Computer Technology Aerospace Computer Science Maths & Computer Science Digital Technology Computing & Instrumentation Microprocessor Application Computing & Accounting

The current pre-requisite subjects for these courses can be found on the VTAC website

Graphic Design and Art Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Graphic Design</i>	<i>Interior Design</i>	<i>Finished Art</i>
<i>Printing</i>	<i>Art / Photography</i>	<i>Sign writing</i>
<i>Visual Merchandising</i>	<i>Fashion Design</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR OF ARTS
Sign writer Screen printer Painter/Decorator Silver Smithing / Jewellery Floristry Graphic Reproduction Printing Screen-printing	Applied Design Applied Photography Australian Art Fashion Ceramics Computer Aided Art & Design Graphic Art Illustration Design Studio Textiles Visual Arts Visual Merchandising Wood Design Interior Decoration & Design	Applied Art Graphic Design Art & Design Fashion Textile Design Interior Design Industrial Design Fine Art Architecture

The current pre-requisite subjects for these courses can be found on the VTAC website.

History

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Journalism</i>	<i>Local Government</i>	<i>Media Studies</i>
<i>Librarian</i>	<i>Languages Studies</i>	<i>Video Production</i>
<i>Law</i>	<i>Politics</i>	<i>Photography</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS CADETSHIP ON JOB TRAINING	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR OF ARTS
Australian Public Service Commonwealth Statutory Auth Legal Office Local Government Travel Office Library Services Lighting Operator Newspaper/Publisher	Auslan Applied Language – Japanese Professional Writing & Editing Media Corporate Video Production	Asian Studies European Studies Education Language & Culture Studies Multicultural Studies Multidisciplinary Psychology Behavioural Science Social Science Family Studies Journalism Media Studies Teaching

The current pre-requisite subjects for these courses can be found on the VTAC website.

Information Technology Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Computer Programming</i>	<i>Computer Operator</i>	<i>Accounting</i>
<i>Data Processing</i>	<i>Management Communications</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR BUSINESS BACHELOR SOCIAL SCIENCE BACHELOR COMPUTING BACHELOR INFORMATION SYSTEM BACHELOR ARTS
Technology Traineeship Office Clerical Travel Officer	Technology Traineeship Office Clerical Travel Officer Scientific Computing Information Technology Automated Systems Technology-Computing	Information Systems Computing Accounting/Information Sys Information Management Digital Technology Inf. Management / Librarian Teaching

The current pre-requisite subjects for these courses can be found on the VTAC website.

Mathematics and Science / Engineering Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Environmental Science</i>	<i>Mathematics / Statistics</i>	<i>Chemistry</i>
<i>Technician / Tech Officer</i>	<i>Surveying</i>	<i>Physics</i>
<i>Biology</i>	<i>Veterinary Science</i>	<i>Fisheries & Wildlife</i>

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS APPRENTICESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ENGINEERING BACHELOR SCIENCE BACHELOR APPLIED SCIENCE
Lab Assistant Tech Assistant Municipal Maintenance Water Operations Gas & Fuel Pipe Laying Fitting & Turning Welding Motor Mechanic Aircraft Maintenance Electrical/Electronic Mechanical Engineer	Mechanical/Manufacturing Electrical/Electronic Computer Systems Civil Engineering Audio Visual Technology Engineering/Aerospace Syst. Aviation Aeronautics Materials Engineering Laboratory Technology Resource Management Environ. Waste Management Plastics Wood & Fibre Animal Technology	Mechanical Marketing Civil Building Manufacturing Aerospace Environmental Municipal Industrial Electrical Maritime Optical

Medical and Health Science Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Nursing</i>	<i>Ambulance Services</i>	<i>Medical Services</i>
<i>Pharmacy</i>	<i>Medical Administration</i>	<i>Dentistry</i>
<i>Physiotherapy</i>	<i>Health Promotion</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	Bachelor Arts Bachelor Nursing Bachelor Applied Science - Human Movement Bachelor Health Science – Occupational Therapy Bachelor Physiotherapy Bachelor Disability Studies Bachelor Food Science & Nutrition Bachelor Health Studies Bachelor Sports Coaching & Admin. Bachelor Podiatry Bachelor Pharmacy Bachelor Medical Radiation
Nursing Assistant Ward Assistant	Applied Science: Medical Lab Applied Science: Biological Sci Applied Science: Chemical Sci Applied Science: Forensic Sci Recreation: Sports Coaching Myotherapy	

Media and Performing Arts Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Film</i>	<i>Television</i>	<i>Radio</i>
<i>Theatre Design</i>	<i>Graphics Media</i>	<i>Advertising</i>
<i>Newspapers and Magazine</i>	<i>Teaching Dance</i>	<i>Arts Administration</i>
<i>Public Relations</i>	<i>Journalism and Writing</i>	<i>Music Industry</i>
<i>Teaching</i>		

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS <i>Limited options exist for direct employment without Work Experience.</i>	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS
	Small Companies and Community Theatre Corporate Video Production Dance Instruction & Mgmt Theatre Technology Sound Production Media Photography	Media Media Arts Performance Studies Performing Arts Dance Film & Television

The current pre-requisite subjects for these courses can be found on the VTAC website.

Planning and Architecture Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Architecture</i>	<i>Building & Construction</i>	<i>Surveying</i>
<i>Urban Studies / Planning</i>	<i>Drafting</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
APPRENTICESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS
Boat Building Brick Laying Cabinet Making Furniture making Carpentry & Joinery	Architectural Drafting Building Construction Technology – Furniture Architecture Building Inspection	Visual Com Planning & Design Urban Studies Industrial Design Cartography Building Engineering Surveying Interior Design Town Planning

The current pre-requisite subjects for these courses can be found on the VTAC website.

Sport and Recreation Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

<i>Leisure and Recreation</i>	<i>Physical Education & Human Movement</i>	<i>Fitness</i>
<i>Sports Administration</i>	<i>Sports Psychology</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
TRAINEESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS BACHELOR OF SCIENCE BACHELOR OF BUSINESS
Sports Administration Hospitality Local Government Information technology AFL Traineeships Horticulture Retail Travel	Fitness Instruction Myotherapy Recreation Management Personal training Fitness Leadership	Recreation Urban Studies Physical Education Outdoor Education Youth Affairs General Human Movement Parks & Recreation Sports Management Sports Coaching Travel & Tourism Catering & Hotel Management

The current pre-requisite subjects for these courses can be found on the VTAC website.

Technology and Design Options

These options are designed for students who wish to pursue studies that will lead to employment or further study in the following fields:

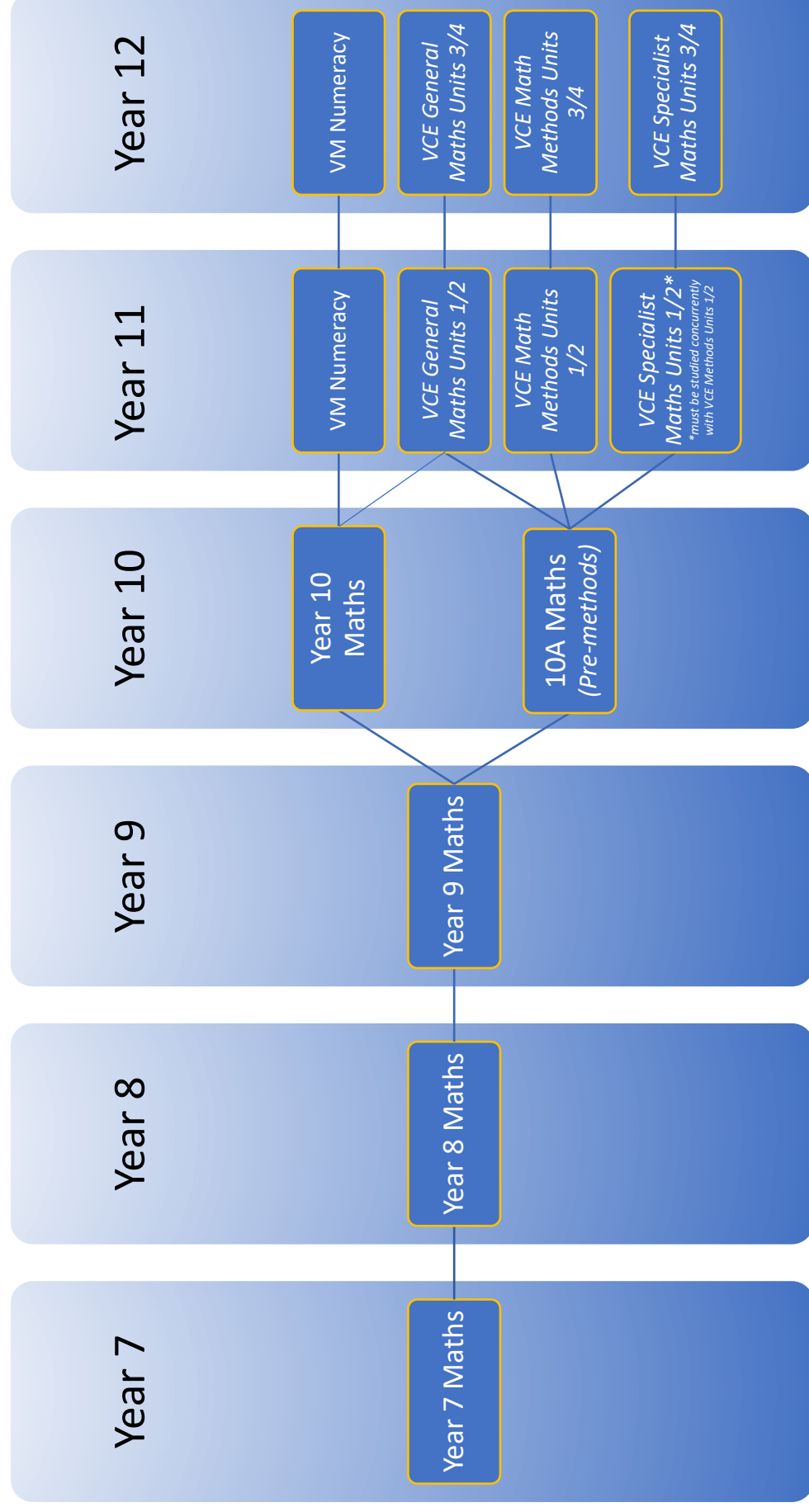
<i>Carpentry & Joinery</i>	<i>Pattern Making</i>	<i>Plumbing</i>
<i>Metal Founding</i>	<i>Building Construction</i>	<i>Technology Design</i>
<i>Furniture Design</i>	<i>Drafting</i>	

Future Options

DIRECT EMPLOYMENT	PATHWAYS TO TAFE	UNIVERSITY
APPRENTICESHIPS	CERTIFICATES (I-IV) DIPLOMA ADVANCED DIPLOMA	BACHELOR ARTS
Carpentry & Joinery Boat Building Painting & Decorating Wood Machining Engineering Fabrication Motor Mechanic Metal Founding Plumbing Panel Beating Pattern Making	Building Construction Architectural Further Technology Design Industrial Design Drafting Technology Interior Design Manufacturing Technology	Computer Aided Art & Design Building Construction & Design Graphic Art & Illustration Screen Printing Design Wood Design

The current pre-requisite subjects for these courses can be found on the VTAC website.

Mathematics Pathways Year 7 - 12





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