



2020 YEARS 11 and 12 INFORMATION BOOKLET

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Introduction

At St Patrick's College:

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.

(Liberating Education – Charter for Catholic Schools in the Edmund Rice Tradition)

Year 10 marks the end of the compulsory years of schooling. It is the time for each boy to start making considered decisions as to where his future lies. To ensure that we continue to meet the challenge of providing programs that cater for a range of types and stages of learning, St Patrick's has developed a Senior School structure which allows boys to access a variety of subjects and pathways designed to provide each boy with the maximum flexibility to meet his learning needs and to attain the certification most relevant to his future education and employment goals.

2020 will see Year 12 students participating in one of two possible Senior Certificate programs:

- **The Victorian Certificate of Education (VCE) or,**
- **The Victorian Certificate of Applied Learning (VCAL).**

Students can also undertake a Vocational Education and Training (VET) certificate as part of their VCE or VCAL or a School-Based Apprenticeship or Traineeship (SBAT) as part of VCAL. The decisions made now can affect the directions a student might take after completing his secondary schooling so it is important to research each carefully.

This booklet has been compiled for all students entering Years 11 and 12 at St Patrick's College. As each boy moves into these years, he will choose more specialised subjects to help him prepare for the particular directions he hopes to pursue beyond secondary school. Each boy needs to take time and care to ensure that he chooses a balanced program. The subjects offered by the College aim to ensure that this balance is possible.

But which Certificate is for me?

The **Victorian Certificate of Education (VCE)** is a senior secondary certificate that provides pathways to tertiary education, advanced certificate courses and the workforce. It is a world-class credential that enables students to study a broad range of subjects and is recognised nationally and internationally. Students opting to study for the VCE do so for a range of reasons including:

- Attaining the maximum ATAR score possible to gain entry into further learning opportunities
- Complete subjects that are pre-requisites for eligibility into certain tertiary or advanced certificate courses
- The flexibility to study a range of subjects that meet their diverse learning needs and interests
- To acquire a range of skills and knowledge relevant or important to certain jobs i.e. to make themselves more employable.

The **Victorian Certificate of Applied Learning (VCAL)** is a senior secondary certificate that provides students with practical work-related experience as well as literacy and numeracy skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is a senior secondary qualification and a pathway to many careers and future education. Students opting to study the VCAL do so for a range of reasons including:

- They prefer or learn better through 'hands-on' learning.
- Would like the option to pursue Technical and Further Education (TAFE) or university.
- Are seeking or doing an apprenticeship or traineeship (SBAT).
- Would like to start a job when finishing or before the end of school.

VCAL is flexible and enables students to undertake a study program that suits individual interests and learning needs in a variety of settings, including schools, TAFE institutes and Adult Community Education centres.

UNDERSTANDING THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

Studies and Units

The Victorian Curriculum and Assessment Authority (VCAA) has accredited over 90 studies or subjects in the VCE. Each school decides which studies it is able to offer and the timetable for delivering them.

Most VCE studies have four units but students do not have to take all four units (although this is highly recommended). Each unit lasts for one semester (approximately 18 weeks). Units 1 and 2 are usually attempted in Year 11. Units 3 and 4, which are more advanced, are usually attempted in Year 12. While students can take Units 1 and 2 as single units, they must take Units 3 and 4 together as a sequence in the same year.

The Senior School timetable

St Patrick's College has a timetable based on a seven session day with each session running for 45 minutes. Each VCE and VET study for Year 12 is allocated five sessions per week (two double sessions and one single).

What requirements must I meet to get my VCE?

The following rules for satisfactory completion apply from 2020:

- A student must have a satisfactory result (S) for a minimum of 16 units.
- At least three units from the English Group, two of which must be a Unit 3–4 sequence, **and**
- At least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.
- At St Patrick's, students can select from VCE English Units 3/4, VCE English Language Units 3/4, VCE Literature Units 3/4 and VCE English as an Additional Language (EAL) Units 3/4 to meet the English requirement.
- Any English Units 3 and 4 sequence will be counted in the Australian Tertiary Admission Rank (ATAR), but no more than two will be allowed in the primary four.
- Any number of approved Vocational Education and Training (VET) units may be included in the 16 units.

Once students have met these minimum requirements there are no restrictions on the rest of the studies they choose, but they should ensure that the choices they make are most relevant to their future learning needs and employment goals.

VCE SUBJECT SELECTION

Typically, Year 11 students at St Patrick's College are required to take the equivalent of seven subjects, including two VCE units in Religious Education from Units 1 and 2 Religion and Society, Units 1 and 2 Texts and Traditions or VCE Units 3 and 4 Religion and Society.

Typically, Year 12 students are required to complete the equivalent of five VCE subjects as well as Year 12 Religious Education (non-VCE). Year 12 students can also meet their obligation to complete studies in religious education by studying either VCE Units 3 and 4 Religion and Society or VCE Units 3 and 4 Text and Traditions in their five VCE subjects.

A range of VET in the VCE programs will be offered to Senior School students in 2020. As these are two year programs, students typically do not commence a VET certificate in Year 12.

Assessment of VCE Units 1 and 2

VCAA will issue a *Statement of Results*, which will show 'S' (if students have Satisfactorily completed each of the learning outcomes for a given unit), or 'N' (for any units Not Satisfactorily completed).

The College will record and report each boy's level of achievement in completing the assessment tasks associated with each of the learning outcomes. These assessment tasks will be given a percentage score. Result from VCE Units 1/2 studies do not contribute to a student's ATAR.

Assessment of VCE Units 3 and 4

All VCE Unit 3 and 4 studies have both school assessment and examination(s).

There are two types of school assessment used in VCE Units 3 and 4 studies:

1. School-Assessed Coursework (SAC)
2. School-assessed task (SAT)

School-Assessed Coursework (SAC)

School-Assessed Coursework is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit's learning outcomes.

Typically, School-Assessed Coursework are:

- Assessment tasks that are a part of the regular teaching and learning program
- Completed mainly in class time
- Completed in a limited time frame.

The College will record and report each boy's level of achievement in completing these tasks as a percentage.

To ensure that schools' assessments of coursework in each study are comparable throughout the State, coursework assessments are statistically moderated by the VCAA using the examination results in that study. The VCAA issues final grades for all coursework assessments in December each year.

School-Assessed Tasks (SAT)

A small number of studies have School-Assessed Tasks. They are used in studies where products and models are assessed. For example, VCE Studio Arts has School-Assessed Tasks.

Note: Folio based School-Assessed Tasks require a sustained commitment to classwork and home study to complete a folio to a high standard. This must be considered carefully before committing to one or more folio-based VCE studies.

The College will record and report each boy's level of achievement in completing these tasks as a percentage. To ensure that schools' assessments are comparable throughout the State, scores for School-Assessed Tasks are monitored using the General Achievement Test (GAT) and, if necessary, their assessments will be reviewed by VCAA.

VCAA issues final grades for Semester One School-Assessed Tasks in August/September each year. Final grades for Semester Two tasks are issued in December.

Examinations

All VCE Units 3/4 studies include an exam. These exams are set and marked by VCAA. They can be written, oral, performance or electronic. All are held in October and November. Results are reported to students as a grade from A+ to E or UG (ungraded).

Students should note that the contribution of examinations to the Study Score varies across VCE studies. Further details regarding VCAA exams can be found at:

<http://www.vcaa.vic.edu.au/Pages/vce/exams/index.aspx>

The General Achievement Test (GAT)

The General Achievement Test (GAT) is a test of general knowledge and skills in the following areas:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

The GAT is compulsory for all VCE students studying at least one Units 3/4 sequence. The GAT is an essential part of the VCE assessment procedures. Although the GAT result does not count directly towards the VCE or the ATAR, it does play an important role in checking that School-Assessed Tasks, coursework and exams have been accurately assessed. The VCAA will use GAT scores as a basis for:

- Reviewing school assessments in School-Assessed Tasks
- Requesting authentication checks by schools for particular students' work
- Checking the accuracy of student scores in School-Assessed Tasks and exams
- Enhancing the statistical moderation of School-Assessed Coursework.

Eligibility for award of the VCE:

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 is collected by the teacher through a range of tasks, including School-based Assessments that are designated for the study. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. **School-based Assessment will be used to determine both satisfactory completion of the unit and assessment for a study score.**

To receive a study score, students must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4 in the same academic year. **St Patrick's College is committed to developing programs and pathways that allow all VCE students to attain their VCE and be eligible to receive a study score for each of the VCE Units 3/4 subjects.** This will ensure that VCE students are also eligible to receive an ATAR.

Student and parents should carefully note the advice from VCAA that **students who do not achieve graded assessments may be limiting their options for further training, study and work.** Therefore, **St Patrick's College VCE students are expected to attempt all graded assessments**, as much as possible and to the very best of their academic ability.

Australian Tertiary Admission Rank (ATAR)

The ATAR is not a score out of 100 – it is a rank. It shows a student's achievement in relation to other students.

Who gets an ATAR?

VCE students: VTAC calculates an ATAR for all VCE students who have successfully completed the VCE and satisfied minimum tertiary entrance requirements. Only applicants who have at least four VCE study scores in an acceptable combination will have an ATAR calculated.

How to qualify for an ATAR

To qualify for an ATAR through VTAC, a student must:

- qualify for the VCE, and
- achieve study scores in at least four permissible Unit 3 and 4 VCE studies, including one from the English group.

VCE study score

A VCE study score is based on your results in school assessments and examinations. It is a score from 0–50, determined by the VCAA, and it shows how you performed in that Unit 3/4 study relative to all other students doing that same study.

Levels of achievement for Unit 3–4 sequences are assessed using School-based Assessment and external assessments (including examinations). Most VCE studies have 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 graded assessment components contributes to a study score. Scored VCE 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 ranging from grade A+ to E, or as UG (Ungraded).

Examples of Graded Assessment:

Study	Graded assessment	Type of assessment	Contribution to study score
English	1	Unit 3 School-assessed Coursework (SACs)	25
	2	Unit 4 School-assessed Coursework (SACs)	25
	3	Written examination (3 hours)	50
Further Maths	1	Units 3 & 4 School-assessed Coursework (SACs)	34
	2	Written examination 1 (1 hour)	33
	3	Written examination 2 (2 hours)	33
Product Design and Technology	1	Unit 3 & 4 School-assessed Coursework (SACs)	20
	2	Unit 3 & 4 School-assessed Task (SATs)	50
	3	Written examination (1 ½ hours)	30

UNDERSTANDING THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The VCAL is a senior secondary certificate that provides you with practical work-related experience, as well as literacy and numeracy skills that are important for life and work.

Like the VCE, the VCAL is a senior secondary qualification and a pathway to many careers and future education.

If you like hands-on learning and would like to go to a TAFE institute or university, do an apprenticeship or traineeship, or start a job when you finish school, the VCAL may be a good choice.

A student who successfully completes all strands of the VCAL will receive the VCAL Certificate and Statement of Results, detailing their areas of study from VCAA, which at Intermediate and Senior Level, is an equivalent qualification to the VCE.

The VCAL is designed to develop and extend pathways for young people. On completion of the VCAL, students will be able to make informed choices about employment or education options. Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VCAL learning programs to work and industry experiences, and active participation in the community. The inclusion of curriculum from VET in VCAL learning programs helps connect students with broader options for work, further education and active community participation.

There are currently more than 450 secondary schools, TAFE institutes and adult and community organisations delivering the VCAL to more than 23,000 students.

To achieve your VCAL, you need to complete 10 units of study from four compulsory strands:

- **Literacy and Numeracy Skills**
- **Personal Development Skills.**
- **Industry Specific Skills** (This must be a recognised VET program at a Certificate II level or higher and amount to at least 180 nominal training hours. If a student has completed a VET program in a previous year this may contribute depending on an eligibility check.)
- **Structured Workplace Learning – Recognition (SWL-R)** This is typically one day per week of work with an employer in the sector that corresponds to the VCE VET program studied by the student. This will be a VCAL General Credit unit.

Students will also be required to complete individual and group projects as part of their VCAL program. The College will record and report each boy's level of achievement in completing the assessment tasks associated with each of the learning outcomes and report it to parents via the Parent Access Module (PAM).

The Senior School Timetable

VCAL classes will be allocated within the Senior timetable structure. As for all other Year 12 students, boys participating in the VCAL program will be required to study Religious Education and attend all Pastoral Care sessions.

Industry VCAL Weekly Timetable –Senior

Day	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6	Session 7	Session 8	Session 9
Monday	Homeroom	Numeracy		RE	VET 2 nd Year (internal) (ISS)		Lunch	WRS	
Tuesday	VCAL (combined)		Pastoral Care/Assembly	VCAL (combined)		RE	Lunch	VET 2 nd Year (internal) (ISS)	
Wednesday	Homeroom	WRS		Numeracy			Lunch	VCAL (combined Literacy/PDS)	
Thursday	Homeroom	VCAL (combined Literacy/PDS)		VET 2 nd Year (internal) (ISS)	VCAL (combined Literacy/PDS)		Lunch	VCAL (combined Literacy/PDS)	
Friday	SBAT/SWL Placement (SWL-R)								

What can my VCAL program include?

Your teachers will help you develop a VCAL program that suits your particular learning needs and interests.

A VCAL program can include:

- VCAL units
- VCE units
- VET/Further Education modules or units of competency.

Your VCAL learning program must include:

- a minimum of two VCAL units
- at least one Literacy unit
- at least one Numeracy unit
- at least one unit from the Industry Specific Skills strand. At the Intermediate and Senior levels, this must include a unit of study from a VET qualification
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- six credits at the attempted VCAL level (Foundation, Intermediate or Senior) or above. One of these credits must be for Literacy Skills and one must be for Personal Development Skills.

A VCAL student must be enrolled in a VET or SBAT. This is a requirement for those seeking to attain a VCAL certificate at either the Intermediate or Senior Level of the certificate.

Structured Workplace Learning

Students are required to undertake a Structured Workplace Learning (SWL) placement for one day a week which the College requests be a Friday. A SWL provides the opportunity for a student to use their skills and knowledge from their VET program. Students will be responsible for arranging these work placements. If assistance is required they are asked to see the Careers & Transition Manager, Mr Anthony Meehan, regarding possible assistance in finding an employer.

The General Achievement Test (GAT)

In 2020 VCAL students are required to sit the GAT.

Results from VCAL strands do not result in a student receiving an ATAR.

Religious Education

All St Patrick's College students are required to study Religious Education. Students completing the VCAL program will participate in timetabled Year 12 non-VCE classes. Options available within this program include:

- Year 12 Religious Education (non-VCE)
- Year 12 Religious Education (non-VCE) - Youth Ministry
- Year 12 Religious Education (non-VCE) - Liturgical Music

Satisfactory completion of VCAL Strands

Each VCAL strand includes a set of five to eight outcomes. Each outcome must be deemed satisfactorily completed at least twice for the completion of each strand.

Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks negotiated for the strand. Satisfactory completion of strands is determined by the school, in accordance with VCAA requirements.

Schools advise VCAA of every strand satisfactorily completed. At the end of each year, VCAA will issue a *Statement of Results* to all students enrolled in VCAL units.

Assessment of VCAL Strands

The *Statement of Results* issued by VCAA will show 'CY' (Competent Yes) if students have satisfactorily completed each of the learning outcomes for a given unit, or 'IP' (In Progress) for any outcomes which are still in progress, or 'CN' (Competent No) for any units not satisfactorily completed. The *Statement of Results* will also indicate the level at which the boy has attained competence: 'Foundation' (typically for Year 10), 'Intermediate' (typically for Year 11) or 'Senior', (typically for Year 12).

The College will record and report each boy's level of achievement in completing the assessment tasks associated with each of the learning outcomes and report it to parents via the Parent Access Module (PAM).

Results from VCAL strands do not result in a students receiving an ATAR.

Expected Standards of Attainment in Assessment Tasks with VCAL

The expected minimum standard of attainment for outcomes in VCAL is 100%. That is, each boy is required to meet all mandated outcomes to successfully complete each strand in his VCAL. A student's level of achievement on each outcome will be determined by their teacher. Working within the VCAL guidelines, students may negotiate how outcomes are met. Student programs are intentionally vocation focused. If a student has an interest in Hospitality, outcomes negotiated with the teacher would typically be centred around Hospitality type tasks.

Students and parents seeking further information about any aspect of St Patrick's Applied Learning Program and VCAL are encouraged to contact the Director of Pathways and Applied Learning, Mr Damian Kinnersly, and/or the VCAL Coordinator, Ms Lyn Maniz.

VET - Vocational Education and Training

General information:

VET combines nationally recognised training with the Victorian Certificate of Education (VCE) and/or the Victorian Certificate of Applied Learning (VCAL). This allows senior secondary students access to vocational education and training programs as part of their secondary school studies to improve their access to a wider range of post-secondary school pathways.

VET programs are now an integral part of the senior VCAA certificates:

- Completed VET units can contribute towards satisfactory completion of either VCE or VCAL.
- Each recognised VCE VET program has full status within the VCE Unit 1-4 structure.
- Most VCE VET programs will include a designated VCE Units 3/4 sequence or nominal hours to achieve this recognition.
- VCE VET Units 3/4 programs may contribute to a student's ATAR either through the attainment of a study score or through an increment bonus.

VET Programs:

There are three types of VET programs available to St Patrick's students:

1. VCE VET courses offered at St Patrick's College
 - Applied Languages (Japanese)
 - Building and Construction (Carpentry)
 - Engineering Studies
 - Sport and Recreation
 - Employment Pathways
2. VCE VET Courses – offered through the Ballarat Schools Cluster (subject to availability)
Examples include:
 - Agriculture
 - Animal Studies
 - Automotive
 - Community Services
 - Furniture Making
 - Integrated Technologies
 - Plumbing
3. Australian School based Apprenticeships and Traineeships (SBAT)

VET in the VCE entry requirements:

VET programs are job or industry specific and cater for students with an identified vocational interest in a particular field. It is therefore desirable that students intending to apply for a VET program should have gained some relevant work experience. Some VET programs require work placements as part of the course for assessment purposes.

With the exception of Certificate I Employment Pathways, all other VET certificates are two-year courses. Students commencing any of these programs in 2020 would be expected to complete the second year in 2021. Students may not enter the second year of a program without having completed the first year requirements.

All students applying for a VCE VET program will undergo a selection process which includes an interview and feedback from subject teachers.

Students approved for a VET program offered by the Ballarat Schools Cluster will undergo a second selection process and interview co-ordinated by Ballarat VET in Schools Cluster Office.

VET program arrangements:

St Patrick's College arrangements:

VET certificates offered by the College:

- Will run within the school timetable (typically two doubles and one single session per week).
- May require students to participate in classes outside of normal school hours.

Ballarat Schools Cluster arrangements:

VET certificates offered through the Ballarat Cluster:

- Are delivered off-campus (outside of St Patrick's College). Students attend a Registered Training Organisation (RTO) such as Federation University or another secondary College such as Ballarat High School.
- Generally, First Year programs take place on Thursday afternoons and Second Year programs take place on Tuesday afternoons.
- VET programs are usually scheduled for one half-day per week. There may be some full days scheduled in some courses.
- VET programs are not confined to school hours, typically running from 1:30 pm to 5:30 pm.
- Year 10 students participating in an external VET program do so in addition to their full Year 10 timetable. Typically, they do not have study sessions to compensate for Year 10 class time missed while attending the external VET programs.
- Students may be required to complete structured work-placements that, for St Patrick's College, are scheduled to take place during the school holiday term breaks over the two years of the program.

Costs:

- Typically, delivery costs for internal VET programs are covered in the St Patrick's College fee structure and are not levied to the student fees as an additional subject charge.
- **Parents of students who elect to participate in any external Ballarat Schools Cluster VET course will be required to pay the difference between the course cost and the Catholic Education Funding for that particular course. This funding difference will appear as an external VET levy on your tuition statement. Based on current figures, this cost difference could range between \$750 to \$3,000 per year of VET enrolment.**
- Students participating in a Ballarat Schools Cluster VET certificate are required to make an advance payment of \$75 (TBC for 2020) towards the cost of materials at the time of acceptance of an offer in a VET program, so that the materials are available for use at the commencement of the program.
- Students who withdraw from their external VET program after week two of Term One will still be required to pay the full fees of the course.

External VET program details:

Parents and students interested in any of the approved VET programs offered by the Ballarat Cluster must contact the Director of Pathways and Applied Learning, Mr Damian Kinnersly, to discuss individual needs or concerns.

Internal (St Patrick's College) VET applications:

1. Indicate the preferred VET program on the St Patrick's College *2020 Subject Selection Guide*.
2. Students must meet for an interview with the relevant VET teachers before submitting the Selection Guide.
3. Submit the Selection Guide to the College by the required date.

External (Cluster) VET applications:

1. Read the handbook and course requirements carefully. For more information, visit <http://highlandslen.org>
2. Indicate the preferred VET program on the St Patrick's College Subject Selection Guide.
3. Students interested in a VET certificate offered by the Ballarat Cluster need to apply formally for the program using an online application form available through the Central Highlands LLEN (<http://highlandslen.org/student-application.php>) Please see the Director of Pathways and Applied Learning if there are any problems in completing this application.

4. Students applying for a VET certificate offered by the Ballarat Cluster need to confirm their application in their 2020 Selection Guide by August 24 NOTE: This does not guarantee a student's enrolment in a cluster program and students must have selected other unit(s).
5. Students nominating for a VET certificate offered by the Ballarat Cluster are required to attend a selection interview conducted by the VET in the VCE Ballarat Cluster. These interviews are typically held in the last week of Term 3 and the first week of Term 4 and students will need to use an online booking program. Details will be sent out by the Central Highlands LLEN. Parents will be responsible for contacting the school to inform them of interview times and in ensuring that their son attends the interviews at the nominated location.
6. Students will be notified of their offer of placement or non- offer for a VET certificate offered by the Ballarat Cluster early in Term Four.
7. Formally accept an offer to the cluster of a place and pay the advance payment of \$75 (TBC) towards the cost of materials.
8. Notify the College of acceptance into the VET program.

More information:

Please see Director of Pathways and Applied Learning, Mr Damian Kinnersly, for further details.

Useful websites:

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

<http://www.highlandslen.org/programs>

VET and SBAT ready-reckoner

The following information details the VCE recognition and ATAR contribution for each internal VET certificate completed St Patrick's College.

For St Patrick's internal offerings:

Faculty	Certificate Title	VCE Recognition	Study Score and contribution to ATAR	VCAL Contribution
LOTE	Certificate II in Applied Languages (Japanese)	VCE Units 1 & 2 (only by completing both years)	Nil	1 Industry Specific Skills credit per 100 hours of successful VET units available at Intermediate and Senior VCAL.
Technology	Certificate II in Building & Construction Pre-Apprenticeship	VCE Units 1 & 2 VCE Units 3 & 4 (continuing students only)	Students who receive a Units 3 & 4 sequence will be eligible for an increment towards their ATAR (10% of the lowest study score of the primary four).	1 Industry Specific Skills credit per 100 hours of successful VET units available at Intermediate and Senior VCAL.
Technology	Certificate II in Engineering Studies	VCE Units 1 & 2 VCE Units 3 & 4 (continuing students only)	Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence must undertake scored assessment and an end of year examination for the purpose of achieving a study score.	1 Industry Specific Skills credit per 100 hours of successful VET units available at Intermediate and Senior VCAL.
HaPE	Certificate III in Sport and Recreation	VCE Units 1 & 2 VCE Units 3 & 4 (continuing students only)	Students wishing to receive an ATAR contribution for the Units 3 & 4 sequence must undertake scored assessment and an end of year examination for the purpose of achieving a study score.	1 Industry Specific Skills credit per 100 hours of successful VET units available at Intermediate and Senior VCAL.
Career Pathways	Certificate I in Employment Pathways	Nil	Nil	1 Industry Specific Skills credit per 100 hours of successful VET units at Foundation VCAL only

Australian School Based Apprenticeships and Traineeships (SBAT)

A school-based apprenticeship or traineeship arrangement that combines part-time work, structured training with a Registered Training Organisation (RTO) and school studies. A school-based apprenticeship may give students credit towards their Victorian Certificate of Education (VCE). When a student enrolls in a School Based Apprenticeship or Traineeship, it is integrated within the student's VCAL program.

Why must I be enrolled in the VCAL program?

A SBAT typically require students to complete one or two days of work or training per week. At a minimum, this results in students missing a number of scheduled class sessions. Students are required to negotiate any missed class work and assessment with their Year 10 teachers and work independently to meet all timelines.

This has marked detrimental effect on a student's capacity to engage fully in the typical Year 10 program. It also impacts on a student's likelihood of being able to successfully study any VCE subject they want or need. Consequently, any student undertaking a SBAT will automatically be enrolled in the St Patrick's VCAL program

These aspects of any SBAT need to be considered carefully by both the student and his parents before committing to any SBAT. Students who wish to undertake a School-based Apprenticeships or Traineeships while at St Patrick's College may do so as per the following arrangements. **The student must:**

- Be undertaking the **VCAL**;
- Commence enquires with an appointment with the Director of Pathways and Applied Learning to discuss their pathways program;
- Have their intended SBAT approved by the Director of Pathways and Applied Learning. ***Please note that not all SBATs will be approved as some may significantly conflict with a student's proposed or current Senior School program.***
- Be aware that their timetable may be modified or compromised;
- Be aware that all work associated with a SBAT is typically to be conducted on a Friday. This is to allow a program that minimises disruptions and allows a student to achieve their best possible result within the Applied Learning program;
- Have paid employment under an industrial agreement that recognises School-based Apprenticeships and Traineeships. In effect the employer will be either:
 - Covered by an Award with suitable provisions;
 - Party to a workplace agreement, including Individual Transitional Employment Agreements, Australian Workplace Agreements, collective agreements, or pre-reform certified agreements; or
 - Covered by the minimum terms and conditions of Part 21 of the Workplace Relations Act. For more information visit Further Education and Training on the Department of Education and Early Childhood Development (DEECD) website at www.education.vic.gov.au/training.
 - Have a training contract that includes a nationally recognised qualification and duration of training to be undertaken. This contract must be registered with Skills Victoria
- Have a training plan and be signed with an RTO within two months of commencement of the School-based Apprenticeship and Traineeship
- Undertake training over two years at an average of 13 hours per week for employment and training per week. These 13 hours should be divided into at least seven hours of employment and six hours of training per week which may be averaged over three sessions of four months in each year of the program

Students undertaking an apprenticeship or traineeship that is **not** integrated into their school learning program and study timetable, are undertaking a Part-time Apprenticeship or Traineeship. This type of arrangement is no longer considered to be 'school-based' however students will still be able to receive credit toward their VCE or VCAL, when they are enrolled on VASS.

Students undertaking an SBAT must be aware that all training and assessment are the responsibility of the RTO. St Patrick's College has no direct involvement in this aspect.

For further information, visit the VCAA School-based Apprenticeships and Traineeships website at: <http://www.vcaa.vic.edu.au/Pages/vet/programs/sbat.aspx>

Additional offerings and study options

VCE Testamurs:

VCE Testamurs are new forms of recognition of achievement within the current senior secondary qualifications of VCE. There are two new qualifications:

- VCE Bacculaureate and
- Industry Pathways

VCE Bacculaureate

The VCE Bacculaureate aims to support the State Government's objectives to encourage more students to include languages and higher level mathematics in their senior secondary program of study.

To be eligible, students are required to meet the requirements of satisfactory completion of the VCE and satisfactorily complete Units 3/4 sequence from:

- English or Literature or English Language with a minimum study score of 30 or EAL with a minimum study score of 33
- And a Units 3/4 sequence in either Math Methods or Specialist Mathematics
- And a Units 3/4 sequence in a VCE Language.

Industry Pathways

Industry Pathways recognise students who complete a program of study designed to prepare them well for further study or direct employment in a specific vocational area. They are available in the following industries:

- Building and Construction
- Manufacturing and Engineering
- Community Services and Health and
- Sport and Recreation

Each Industry Pathway will include nationally recognised Vocational Education and Training (VET) units, some of which may be scored VCE VET units, and structured work placements in the relevant industry.

To meet the requirements of Industry Pathway students must complete the Industry Pathway program and the VCE. Students must complete studies from each of the following four groups:

- Vocational Education and Training
- Mathematics
- English, and
- Core Studies.

Each Industry Pathway has a **minimum work place learning requirement of 80 hours** in total. The workplace learning will be sufficient to support the VET component of the Industry Pathway and to assist with the development of employability skills. Workplace learning can be undertaken flexibly to suit the requirements of a school based program and requirements of employers.

Following are program details for each of the Industry Pathway offerings.

Industry Pathway in Building and Construction – VCE unit options

Learning Sequence	Vocational Education and Training	Mathematics	English	Core Studies	Other
VCE Units 1 and 2	<ul style="list-style-type: none"> VCE VET Building and Construction (22216VIC Certificate II in Building and Construction),¹ or School Based Apprenticeship or Traineeships from the Construction, Plumbing and Services training package. <p>[Note: students seeking a pathway into an apprenticeship in Bricklaying, Carpentry, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering or Stonemasonry are strongly advised by the industry to complete 22216VIC Certificate II in Building and Construction.]</p>	Any VCE Mathematics	VCE English, or Foundation English	<ul style="list-style-type: none"> Additional studies from the VET category, Industry and Enterprise, or Accounting, or Business Management, or Product Design and Technology, or Systems Engineering, or Visual Communication Design. 	Additional studies may be selected (No Industry Pathway Requirement).
VCE Units 3 and 4	<ul style="list-style-type: none"> VCE VET Building and Construction, or School Based Apprenticeship or Traineeships from the Construction, Plumbing and Services training package, <p>[See the Note above.]</p>	Any VCE Mathematics	VCE English / EAL	<ul style="list-style-type: none"> Additional studies from the VET category, or Industry and Enterprise, or Accounting, or Business Management, or Product Design and Technology, or Systems Engineering, or Visual Communication Design. 	Additional studies may be selected. (No Industry Pathway requirement.)

Industry Pathway in Community Services and Health – VCE unit options

Learning Sequence	Vocational Education and Training	Mathematics	English	Core Studies	Other
VCE Units 1 and 2	<ul style="list-style-type: none"> VCE VET Community Services, or VCE VET Health², or School Based Traineeships from the Health or Community Services training packages. 	Any VCE Mathematics.	VCE English, or Foundation English	<ul style="list-style-type: none"> Additional studies from the VET category, Industry and Enterprise, or Health and Human Development, or Physical Education, or Biology. 	Additional studies may be selected (No Industry Pathway requirement)
VCE Units 3 and 4	<ul style="list-style-type: none"> VCE VET Community Services, or VCE VET Health, or School Based Traineeship from the Health or Community Services training packages. 	Any VCE Mathematics.	VCE English/EAL.	<ul style="list-style-type: none"> Additional studies from the VET category, or Industry and Enterprise, or Health and Human Development, or Physical Education, or Biology. 	Additional studies may be selected (No Industry Pathway requirement)

Industry Pathway in Manufacturing and Engineering – VCE unit options

Learning Sequence	Vocational Education and Training	Mathematics	English	Core Studies	Other
VCE Units 1 and 2	<ul style="list-style-type: none"> VCE VET Engineering Studies, or School Based Apprenticeships or Traineeships from the Manufacturing or Metal and Engineering training packages. 	Any VCE Mathematics.	VCE English, or Foundation English.	<ul style="list-style-type: none"> Additional studies from the VET category, or Industry and Enterprise, or Visual Communication and Design, or Product Design and Technology, or Systems Engineering. 	Additional studies may be selected. (No Industry Pathway requirement.)
VCE Units 3 and 4	<ul style="list-style-type: none"> VCE VET Engineering Studies, or School Based Apprenticeships or Traineeships from the Manufacturing or Metals and Engineering training packages. 	Any VCE Mathematics.	VCE English / EAL.	<ul style="list-style-type: none"> Additional studies from the VET category, or Industry and Enterprise, or Visual Communication and Design, or Product Design and Technology, or Systems Engineering. 	Additional studies may be selected. (No Industry Pathway requirement.)

Industry Pathway in Sport and Recreation – VCE unit options

Learning Sequence	Vocational Education and Training	Mathematics	English	Core Studies	Other
VCE Units 1 and 2	<ul style="list-style-type: none"> VCE VET Sport and Recreation, or School Based Traineeships from the Sport and Recreation training package. 	Any VCE Mathematics.	VCE English or Foundation English.	<ul style="list-style-type: none"> Additional studies from the VET category, or Industry and Enterprise Physical Education, or Health and Human Development, or Outdoor and Environment Studies. 	Additional studies may be selected. (No Industry Pathway requirement.)
VCE Units 3 and 4	<ul style="list-style-type: none"> VCE VET Sport and Recreation, or School Based Traineeship from the Sport and Recreation training package. 	Any VCE Mathematics.	VCE English / EAL.	<ul style="list-style-type: none"> Additional studies from the VET category, or Industry and Enterprise, or Physical Education, or Health and Human Development, or Outdoor and Environment Studies. 	Additional studies may be selected. (No Industry Pathway requirement.)

Destination FedUni - Higher Education Studies in the VCE

As part of the College's ongoing commitment to expand our Senior School pathways, St Patrick's students now have access to the Federation University Higher Education studies in the VCE program - [Destination FedUni](#).

What are Higher Education studies?

Higher Education Studies have become an established part of the broader VCE program in recent years. The Higher Education Studies Program is offered by higher education institutions (universities) and the Victorian Curriculum and Assessment Authority (VCAA). Two types of study, Extension and Advanced Standing are offered through this program.

An **Extension study** is a first-year Higher Education study that is:

- Equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year university course
- Of a level for a high-achieving student and therefore is *a clear advance on an identified VCE Units 3/4 study* and commensurate in workload with an additional VCE study
- Of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

An **Advanced Standing study** is a first-year Higher Education study that is:

- Equivalent in content and assessment in every respect to one or more of current first-year Higher Education studies and constitutes at least 20 per cent of a full-time first-year course
- *Is comprised of curriculum not available in any current VCE studies* and therefore is not linked to any current VCE Units 3/4 study
- Of a level that will normally allow the student, on successful completion, to proceed to second year study at the Higher Education institution in that discipline.

Why do a Higher Education study?

Involvement in the Higher Education Program offers students access to a range of potential benefits:

- Academic challenge in a broader range of studies
- Credit towards an undergraduate qualification at the institution where the study was completed
- Contribution towards satisfactory completion for the award of the VCE as a Units 3/4 sequence without a study score
- Contribution to the calculation of the ATAR via an increment for a fifth or sixth study.

Note: Only one Higher Education Study may contribute towards satisfactory completion for the award of the VCE.

Who can do a Higher Education study?

Higher Education studies are designed for independent, high achieving VCE students. Schools recommend students for participation in the program and St Patrick's will counsel students regarding the prerequisite requirements for each Higher Education study.

Where students have completed the VCE preparatory study and/or any other prerequisite requirement of the Higher Education study in a previous year, they are required to have an active enrolment and satisfactorily complete at least one Units 3 and 4 sequence towards the VCE, in the same year in which they enroll in the Higher Education study.

Further details regarding the Higher Education Program can be found on the VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/studiesextension.aspx>

The Destination FedUni program

Successful completion of the Federation University program guarantees credit toward and entry into a number of Federation University undergraduate degrees. By the time a student starts his degree with Federation University, he may have obtained enough credit via this program to be one semester ahead in his studies. Meaning he would only have 2.5 years left on a 3-year full-time degree.

Secondary school students do not pay or incur a Higher Education Contribution Scheme (HECS) debt for any of the university units studied with within the Federation University program. (Maximum of four (4) units in total.)

One unit is delivered per 12-week semester, with two semesters occurring each year. Students can choose to complete two (2) units in Year 11 and/or two (2) units in Year 12. (Maximum of four (4) units in total.)

Each unit is delivered via flexible online learning, with only four (4) days of on-campus lectures to attend. The dates for these days on campus will vary between each unit/discipline, but as a general rule, attendance of these lectures is based around the start and finish of each term.

New students will commence online learning classes in February while completing an academic skills program called *FedReady*. This program will prepare students for university study.

Two types of units, Extension and Advanced Standing, are offered through this program. An Extension unit is a clear advance on an identified VCE 3/4 units, and an Advanced Standing unit is comprised of curriculum not available in any current VCE studies and therefore is not linked to any current VCE 3/4 units. Both types are of a level that will normally allow the student, on successful completion, to proceed to second year higher education study in that discipline.

Students intent on completing four (4) units over two years are strongly advised to study the units *Understanding University Learning* and *Knowledge and Professionals* in the first year. These units are designed to teach vital academic skills such as independent learning, researching and university-level writing.

Further details regarding the Destination FedUni - Higher Education Studies in the VCE program can be found on the university's website:

<http://federation.edu.au/future-students/study-at-feduni/destination-feduni/destination-feduni-details>

Federation University has received VCAA approval to offer the following subject areas and units:

Program Credits

Study Area	Unit	Prerequisite/ Concurrent VCE unit	Program	1 st Year Credit
Philosophy of Learning and Knowledge	Understanding University Learning	Not Applicable	Bachelor of Business	2 x Electives
			Bachelor of Commerce	
			Bachelor of Community and Human Services	
			Bachelor of Arts	
			Bachelor of Arts (Criminal Justice)	
			Bachelor of Biomedical Science	
	Bachelor of Biotechnology		2 x Electives	
	Bachelor of Environmental and Conservation Science		1 x Elective	
	Bachelor of Food and Nutritional Science			
	Bachelor of Science		2 x Electives	
	Bachelor of Veterinary and Wildlife Science		1 x Elective	
	Bachelor of Information Technology			
	Bachelor of Health Sciences			
	Bachelor of Psychological Science		2 x Electives	
Bachelor of Outdoor and Environmental Education				

Study Area	Unit	Prerequisite/ Concurrent VCE unit	Credits toward FedUni degree
Marketing	Introduction to Marketing	Completed or be concurrently enrolled in Units 3 & 4 VCE Business Management	<ul style="list-style-type: none"> • Bachelor of Business • Bachelor of Business (Management) • Bachelor of Business (Marketing) • Bachelor of Business (Human Resource Management)
	Consumer Behaviour		
Accounting	Principles of Accounting and Finance	Completed or be concurrently enrolled in Units 3 and 4 VCE Accounting or Economics	<ul style="list-style-type: none"> • Bachelor of Commerce • Bachelor of Commerce (Accounting) • Bachelor of Commerce (Economics and Finance) • Bachelor of Applied Management
	Principles of Economics		

Study Area	Unit	Prerequisite/ Concurrent VCE unit	Credits toward FedUni degree
Health/Physical Education	Anatomy & Physiology for Health Professionals 1	Completed or be concurrently enrolled in VCE Physical Education Units 3 & 4	<ul style="list-style-type: none"> • Nursing • Exercise and Sport Science • Health Sciences • Health & Physical Education
	Anatomy & Physiology for Health Professionals 2		
Health/Physical Education	Communication for Health Professionals	Completed or be concurrently enrolled in VCE Health and Human Development Units 3 & 4	<ul style="list-style-type: none"> • Nursing • Health Sciences • Psychological Sciences • Health & Physical Education
	Determinants of Health		

Choosing my Senior School Certificate

As noted previously, St Patrick's has developed a Senior School structure that allows boys to access a variety of subjects and pathways designed to provide each boy with the maximum flexibility to meet his learning needs and to attain the certification most relevant to his future education and employment goals.

2020 will see Year 12 students participating in one of two possible Senior Certificate programs:

- **The Victorian Certificate of Education (VCE) or,**
- **The Victorian Certificate of Applied Learning (VCAL).**

You can also undertake a Vocational Education and Training (VET) certificate as part of your VCE or VCAL or a School-Based Apprenticeship or Traineeship (SBAT) as part of your VCAL. The decisions made now can affect the directions a student might take after completing his secondary schooling so it is important to research each carefully.

The program and subjects studied at school can influence the type of further study a student might, or can, do and his career options. When choosing which programs and subjects to study, it is worth taking the time to consider these choices carefully.

How do I decide which program and subjects to select?

The best reasons for choosing a program or subject are the same as they were when boys selected their Year 10 subjects:

- I have carefully considered what I want to have achieved from my Senior School studies:
 - Attain my VCE and the maximum ATAR score possible to maximise my opportunity to gain entry into my preferred university course or post-secondary school option.
 - Attain my VCE and acquire as much knowledge and as many work related skills as possible to enhance my chances of moving into direct employment after Year 12.
 - Attain my VCAL, including a VET certificate, to enhance my opportunity of gaining employment.
 - Complete a SBAT and attain my VCAL to further support my aim of transitioning into employment.
- I am good at this subject.
- I am interested in this subject.
- This subject is relevant to what I want to do when I leave school.
- I am committed to doing the required work and achieving my personal best.

What I must not do:

Students should take care not to choose a program or subjects for the following reasons:

- Friends – your friends often have different abilities, interests and motivation than you.
- Teachers – do not choose a subject because you like the teacher. Teachers vary their teaching program and subjects from year-to-year and may even change schools.
- In VCE, scaling and the ATAR – the best way to maximise your ATAR is to do the subjects you are good at and interested in. If you select a subject on the basis of scaling and perform poorly, your ATAR will be adversely affected.
- Easy options – if you wish to perform well, none of the programs or subjects you will do in the Senior School are an “easy option”. If someone tells you this, chances are they are not extending themselves and will probably not do as well as they otherwise could.

Resources:

When choosing your programs and subjects, you should make use of the wide range of resources available to help you make your decision:

- Career Voyage – Vocational Interest Activity. All students have access to this activity that provides feedback on career interest categories and a selection of job suggestions.
- *Where to Now?* – A VCAA guide to all VCE, VET in the VCE and university Enhancement subjects.
- VICTER - published by VTAC for Year 10 students who are considering applying for tertiary study. It is written to help Year 10 students make choices about their Year 11 and 12 studies so that they can plan their pathways towards tertiary study. The VTAC website, <http://www.vtac.edu.au/publications/>
- CourseLink is an interactive web based program operated by the Victorian Tertiary Admissions Centre (VTAC). The Student Access program provides students with the opportunity to investigate tertiary course options based on a range of search functions that include region, institutions, interest areas, VCE studies (undertaken at Units 3 and 4 level), study scores and results. VTAC CourseLink also allows users to:
 - Check prerequisites for courses active in 2022 (for current Year 10 students).
 - Investigate which courses you will be eligible for with your proposed VCE subject selection.
 - Compare the effects of adding and removing different VCE or VET subjects from your selection. To access CourseLink, log on to www.vtac.edu.au and click on the COURSELINK section and follow as instructed.
- Heads of Faculty and Year 10 Subject Teachers – Heads of Faculty and your Year 10 subject teachers are the most likely people to be able to provide you with the best advice about the subjects in which you perform well.
- Careers Counselling – Year 10 students are encouraged to consult with the Careers Coordinator to explore career interests, course requirements, or particular subjects appropriate for different types of employment.
- For any aspect of the Applied Learning Program and the VCAL, contact VCAL Coordinator, Ms Lyn Maniz.
- Morrisby Career Catalyst assessment – All Year 10 students have completed this activity that provides a personalised report which identifies strengths, career interests and some aspects of personality.

Decision making

The following process is offered as a logical, step-by-step process that will take you through some of the important decisions you need to make in selecting your Years 11 and 12 subjects.

Having carefully considered what I want to have achieved from my Senior School studies, my aim is to:

- Attain my VCE and the maximum ATAR score possible to maximise my opportunity to gain entry into my preferred university course or post-secondary school option.
- Attain my VCAL, including a VET certificate, to enhance my opportunity of gaining employment.
- Complete a SBAT and attain my VCAL to further support my aim of transitioning into employment.

What subjects am I good at?

What subjects am I most interested in?

Which Senior School Mathematics does my Mathematics teacher recommend I do?

Which Senior School English subject does my English teacher recommend I do?

When considering which programs and subjects you are interested in, it is useful to make a list of the activities you are good at and enjoy most at school. For instance:

- I am a logical person who enjoys problem solving and working with numbers.
- I enjoy researching information from a wide range of sources and writing essays.
- I find doing experiments in Science really interesting.
- I prefer more hands-on activities and making things in the workshop. (Refer to Morrisby report)

What are my course or career interests? Refer to your Morrisby Career Catalyst report.

Which program and subjects do I need to get into these courses/jobs? See VICTER 2022 and VTAC website.

What program and subjects would be useful to help me prepare for these courses and jobs? See VICTER 2022 and VTAC website.

Subjects I think I will be interested in and are relevant to my future.

Realistically, am I going to cope with the program and subjects I have selected?

OR

Realistically, is the program and subjects I have selected going to provide me with enough challenge?

Reflect on your responses to these key questions and talk to you parents about your choices then go to the *Senior School Subject Selection Planner* at the end of this booklet to map out your Senior School program and subjects for the next two years.

Notes

In planning for VCE program, please note the following.

- For most of the subjects you select you should do the Units 1- 4 sequence across Years 11 and 12. For example, if you pick Accounting you would normally elect to do Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12. This allows you to develop the key knowledge and skills associated with Accounting over two years to maximise your success in Year 12.
- Read the “Entry Requirements” section of each subject you wish to do. Some subjects recommend you do other specific VCE studies to assist you to successfully complete the subject.
- Some students entering Year 11 in 2020 may wish to do a VCE Units 3 and 4 study. The advice is to not select a study that is likely to be included in your best four studies. Such a choice needs to be approved by the College.

A range of VET programs will once again be offered in 2020. See the relevant section of this handbook for more information. Year 11 students who elect to enrol in a VET program count this as one of their VCE subjects and generally do not undertake an additional VCE Units 3 and 4 study.

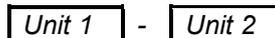
It should be noted that there is no guarantee that all the VCE units, VET certificates or the VCAL program will run in 2020. The initial indication of subject choices will be used to determine the viability of each program and subject listed in this booklet.

2020 OFFERINGS

Following is a list the VCE, VCAL and VET study options offered by St Patrick's in 2020:

KEY

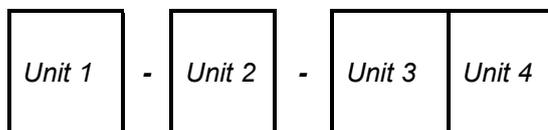
Units that students can do singly or as a sequence



Units that must be done as a sequence



Studies for which it is recommended that students typically do Unit 1 and /or 2 before attempting Units 3/4 (or have equivalent experience or be willing to do some preparatory work).



RELIGIOUS EDUCATION GROUP (compulsory):

RELIGION and SOCIETY



TEXTS and TRADITIONS



YEAR 11/12 NON-VCE RELIGIOUS EDUCATION

PHILOSOPHY (In addition to a compulsory RE subject)



ENGLISH GROUP (– see additional notes on p.40)

ENGLISH



ENGLISH LANGUAGE



LITERATURE



FOUNDATION ENGLISH

(Please note: Foundation English does not continue as a ¾ subject)



ENGLISH SUPPORT

(Additional subject taken in conjunction with English)

BUSINESS STUDIES GROUP:

ACCOUNTING



BUSINESS MANAGEMENT



ECONOMICS



INDUSTRY and ENTERPRISE



LEGAL STUDIES



COMPUTING GROUP:

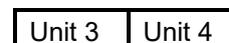
APPLIED COMPUTING



DATA ANALYTICS



SOFTWARE DEVELOPMENT



HEALTH and PHYSICAL EDUCATION GROUP:

HEALTH and HUMAN DEVELOPMENT

Unit 1	Unit 2	Unit 3	Unit 4
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OUTDOOR and ENVIRONMENTAL STUDIES

Unit 1	Unit 2	Unit 3	Unit 4
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PHYSICAL EDUCATION

Unit 1	Unit 2	Unit 3	Unit 4
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HISTORY GROUP:

TWENTIETH CENTURY

Unit 1	Unit 2
--------	--------

AUSTRALIAN

Unit 3	Unit 4
--------	--------

REVOLUTIONS

Unit 3	Unit 4
--------	--------

LANGUAGES:

JAPANESE

Unit 1	-	Unit 2	-	Unit 3	Unit 4
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MATHEMATICS GROUP:

FOUNDATION MATHEMATICS (Please note: Foundation Mathematics does not prepare students for a ¼ Mathematics subject)

Unit 1	Unit 2
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GENERAL MATHEMATICS

Unit 1	Unit 2
--------	--------

FURTHER MATHEMATICS

Unit 3	Unit 4
--------	--------

MATHEMATICAL METHODS

Unit 1	-	Unit 2	-	Unit 3	Unit 4
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SPECIALIST MATHEMATICS

Unit 1	-	Unit 2	-	Unit 3	Unit 4
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(Please note: Specialist Maths 3/4 must be studied with Mathematical Methods 3/4)

SCIENCE GROUP:

BIOLOGY

Unit 1	-	Unit 2	-	Unit 3	Unit 4
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CHEMISTRY

Unit 1	-	Unit 2	-	Unit 3	Unit 4
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ENVIRONMENTAL SCIENCE

Unit 1	-	Unit 2
--------	---	--------

PHYSICS

Unit 1	-	Unit 2	-	Unit 3	Unit 4
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PSYCHOLOGY

Unit 1	-	Unit 2	-	Unit 3	Unit 4
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TECHNOLOGY GROUP:

FOOD STUDIES

Unit 1	Unit 2	Unit 3	Unit 4
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PRODUCT DESIGN and TECHNOLOGY

Unit 1	-	Unit 2	Unit 3	Unit 4
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SYSTEMS ENGINEERING

Unit 1	Unit 2	Unit 3	Unit 4
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THE ARTS:

MEDIA

Unit 1	Unit 2	Unit 3	Unit 4
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MUSIC PERFORMANCE

Unit 1	Unit 2	Unit 3	Unit 4
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STUDIO ARTS

Unit 1	Unit 2	Unit 3	Unit 4
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THEATRE STUDIES

Unit 1	Unit 2	Unit 3	Unit 4
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VISUAL COMMUNICATION DESIGN

Unit 1	Unit 2	Unit 3	Unit 4
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VET IN THE VCE:

CERTIFICATE II BUILDING and CONSTRUCTION

Unit 1	-	Unit 2	Unit 3	Unit 4
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CERTIFICATE II ENGINEERING STUDIES

Unit 1	-	Unit 2	-	Unit 3	Unit 4
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CERTIFICATE III SPORT and RECREATION

Unit 1	-	Unit 2	Unit 3	Unit 4
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CERTIFICATE I EMPLOYMENT PATHWAYS

STRUCTURED WORKPLACE LEARNING
RECOGNITION

Unit 1	-	Unit 2
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VCAL program offerings:

	Intermediate (Year 11)		Senior (Year 12)	
VCAL LITERACY	Sem 1	Sem 2	Sem 1	Sem 2
VCAL NUMERACY	Sem 1	Sem 2	Sem 1	Sem 2
VCAL PERSONAL DEVELOPMENT SKILLS	Sem 1	Sem 2	Sem 1	Sem 2
VCAL WORK RELATED SKILLS	Sem 1	Sem 2	Sem 1	Sem 2
RELIGIOUS EDUCATION	Sem 1	Sem 2	Sem 1	Sem 2
INDUSTRY SPECIFIC SKILLS (VET/ SBAT)	Sem 1	Sem 2	Sem 1	Sem 2
STRUCTURED WORKPLACE LEARNING RECOGNITION	Sem 1	Sem 2	Sem 1	Sem 2

Please note that not all studies within the VCE, VET and VCAL programs will run in 2020. Studies are offered subject to student demand, teacher availability and facility capacity.

RELIGIOUS EDUCATION GROUP (Compulsory)

GENERAL INFORMATION

As stated in the College's *Strategic Plan*, education in the tradition of Edmund Rice, the founder of the Christian Brothers, envisions:

- A balanced and holistic education;
- An energised exploration of meaning in life flowing from an understanding of our traditions, an openness to diverse bodies of knowledge and critical reflections; and
- A prophetic stance which actions gospel values of truth, justice and peace in all aspects of interaction for the sustainable benefit of global communities.

In all these endeavours we seek to live out the Gospel message of Jesus Christ and to carry out the mission of the Catholic Church in the contemporary world. Within the context of these foundation statements, **Religious Education is a compulsory subject, for all students from Years 7 to 12 at St Patrick's College.**

VCE COURSE STRUCTURE

Year 11:

Most students choose one of the following options to meet their Year 11 Religious Education obligation:

- Option 1: Religion and Society VCE Units 1/2
- Option 2: Texts and Traditions VCE Units 1/2
- Option 3: Texts and Traditions VCE Unit 1 and Religion and Society VCE Unit 2
- Option 4: Religion and Society VCE Unit 2 and Faith in Action (non-VCE)
- Option 5: Religion and Society VCE Units 3/4

Please note: Students studying Foundation English VCE Units 1/2 will be enrolled in the Non-VCE Year 11 Religious Education program.

NOTE:

- Five sessions per week are allocated to each option.
- Options 2, 3 and 5 are most suitable for students with strong English and Humanities skills.
- Students are encouraged to speak with their current Religious Education teacher or the Head of the Religious Education Faculty to identify which option would be most suitable for them.
- Year 11 students participating in the Applied Learning Program will study Religious Education as part of the Applied Learning program.

Year 12:

Students may choose any one of the five following options to meet their Year 12 Religious Education obligation:

- Option 1: Religion and Society VCE Units 3/4
- Option 2: Texts and Traditions VCE Units 3/4
- Option 3: Year 12 Religious Education (non-VCE)
- Option 4: Year 12 Religious Education (non-VCE) – Faith in Action
- Option 5: Year 12 Religious Education (non-VCE) - Liturgical Music

NOTE:

- Options 1 and 2 are allocated five sessions per week.
- Options 3, 4 and 5 are allocated three sessions per week.
- Students choosing Options 1 or 2 are NOT required to complete Option 3, 4 or 5.
- Options 3, 4 and 5 are non-VCE subjects and DO NOT contribute to the ATAR.
- Year 12 students participating in the Applied Learning Program will study one of options 3, 4 or 5.

FAITH DEVELOPMENT

All students in the Senior School are provided with opportunities to help foster their own faith and spiritual development. These include:

- Year 11 and Year 12 Retreats
- Morning Prayer
- Whole College celebrations of the Eucharist
- Liturgical celebrations for Edmund Rice Day and Social Justice Assembly.

These opportunities are integral to the Religious Education program and the aims of St Patrick's College. Accordingly, students are expected to participate fully and to enter into these occasions to the best of their ability.

Religion and Society (VCE Units 1-4)

Why study Religion and Society?

The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.

VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Understanding of the foundation role of religion in human identity and history.
- Examination of the essential aspects of religious traditions.
- Exploration of the leading ethical and moral traditions
- Application of ethical theories to offer solution to modern dilemmas
- Examine examples from the Catholic Tradition

Knowledge and skills students will gain in VCE Units 3/4 include:

- Understand the religious identity of the human person.
- Define the essential aspects of religious traditions.
- Explore the development of religious beliefs in history
- Evaluate the capacity of religious beliefs to create meaning for individuals
- Explain the significance and impact of historical and contemporary challenges to religious traditions
- Apply precise examples from the Catholic Tradition

How will Religion and Society be assessed?

Through a mixture of:

- Report in multimedia format
- Debates
- Identification exercises
- Analytical exercises
- Oral presentations
- Interviews
- Annotated charts
- Flow charts
- Essays
- Tests
- Written exercises.

Examples of the types of classroom activities you will be doing in Religion and Society:

In VCE Units 1/2:

- Development of writing skills
- Debates and class discussion
- Critiques of key modern theories of religion
- Personal reflection.

In VCE Units 3/4:

- Examination and analysis of key religious writings.
- Development of writing skills
- Skills of definition and theoretical discussion
- Construction of the criteria for reasonable and responsible judgments
- Debates and class discussion
- Critiques of key modern theories of religion
- Personal reflection.

Where to next?**Higher Education:**

Bachelor Degrees in Arts, Theology, Education, Social Work, Sociology, Psychology

Employment Fields:

- Education/Teaching
- Social Work
- Ministry within the Church
- Psychology

Who to ask:

Your Year 10 Religious Education teacher, Mr Winfield (Religious Education Head of Faculty) or Mr Brodie (VCE Units 1-4 Religion and Society teacher)

VCAA information:

<https://www.vcaa.vic.edu.au/Documents/vce/religion/ReligionSocietySD-2017.pdf>

Religion and Society VCE Unit 2 and Faith in Action (non-VCE)

Why study Religion and Society VCE Unit 2 and Faith in Action?

This unit, taken over the whole year, combines VCE Unit 2 Religion and Society with Faith in Action (a non VCE unit of work). This unit offers experiences in the formation of students who wish to be actively engaged in the mission of the College in their senior years. By seeking to live out the message of the Christian vision of life students will receive training for involvement in the following areas of College life:

- Social justice
- Retreat programs for middle and junior schools
- Peer faith development
- Liturgies.

The skills and knowledge gained in this unit lead to the Year 12 Faith in Action Team unit that continues to offer formation and opportunities in youth ministry at the College and beyond.

What knowledge and skills will you gain?

- Social justice awareness, initiatives and action
- Examination of and involvement in Retreat programs for secondary school students
- Engagement with the 'big' questions of life
- The ability to understand the human person as essentially a religious being
- Interactive peer faith development
- Introduction to the organisation and implementation of Liturgies.

How will Religion and Society VCE Unit 2 and Faith in Action be assessed?

- Contribution and active involvement on Social Justice initiatives
- Short answer responses
- Extended critiques of religious authorities and commentary
- Diary of personal reflections
- Debates and oral presentations.

Examples of the types of classroom activities you will be doing:

- Engaging in the great questions of life through a study of the religious classics
- Debates
- Role play
- Written reflections
- Group interaction

Where to next?

Higher education:

An understanding of the human person is essential for every aspect of further study. In particular, this unit will have direct relevance to studies in theology, religious studies, humanities and social work.

Employment fields

Human services areas, International Relations, Volunteer Organisations, and NGOs.

Notes:

This unit is part of the New Evangelisation of the Catholic Church that seeks to engage young people with the eternal messages of Jesus Christ. It is aimed particularly at students who wish to develop their own faith responses to the Christian message within a school environment. It also seeks to develop the student's religious sense beyond their schooling.

Who to ask: Mr Winfield (Religious Education Head of Faculty), or Mr Nichols (Year 11 Religion and Society & Non-VCE Faith in Action Teacher).

Texts and Traditions (VCE Units 1-4)

Why study Texts and Traditions?

For a student who wants to know more about what's in the Bible: investigate some of the Old Testament epic tales; and familiarise oneself with the life, death and resurrection of Jesus Christ; this study uses an innovative mix of lecture and activities to give students a living experience of our religious sources.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Understanding of the development of Jewish history through the Old Testament
- Interpretative skills at opening up Scripture utilising historical sources
- Learn the literary techniques that open up the theological study of the Bible.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Recognise the audience that Luke writes his Gospel for
- Exegetical skills in analysing Scriptural text.

How will Texts and Traditions be assessed?

In VCE Units 1/2:

- Outcomes are in concert with the VCAA prepared study guide for the course as well as the normal school examination program.

In VCE Units 3/4:

- Outcomes are in concert with the VCAA prepared study guide for the course
- An end of year VCE Examination is completed.

Examples of the types of classroom activities you will be doing in Texts and Traditions:

In VCE Units 1/2:

- Retrace the Exodus journey of Moses and the chosen people through the film *The Ten Commandments* and a class play *The Exodus Walk*
- Use a contemporary film as a parallel study of a biblical hero.

In VCE Units 3/4:

- Attend a full day symposium that looks at the Passion stories within Luke's Gospel
- Compare the Gospels of Luke and Matthew's accounts of the Beatitudes.

Time spent doing practical activity:

Both VCE Units include acted out plays, video study and interactive student involvement that adds depth to the immersion within the texts being studied.

Time spent doing theory:

The use of Bible research is enhanced using PowerPoint presentations and key note taking as well as activity working time.

Where to next?

The study of Text and Traditions will deepen every student's understanding and depth of knowledge of the Christian Bible. It will enliven their enthusiasm for studying the Bible as a lifelong activity to enhance their faith life.

Who to ask:

Your Year 10 Religious Education teacher, Mr Winfield (Religious Education Head of Faculty), Mr Beggs or Mr Moore (VCE Texts and Traditions teachers).

VCAA information: <https://www.vcaa.vic.edu.au/Documents/vce/txttraditn/TextsTraditionsSD->

YEAR 12 non-VCE Religious Education

Why study Year 12 non-VCE Religious Education?

Year 12 non-VCE Religious Education is a subject that can only be studied by Year 12 students. It requires students to participate in a series of workshops designed to inform, form and transform them by engaging students with the intellectual, ethical, and spiritual richness of the Catholic tradition.

Students will explore and investigate a range of issues facing our world today, their causes, the associated problems and their impact on humankind. They will examine Church teachings relevant to these issues and practical and Christian responses. The concept of service will be examined in terms of individual and collective responsibility to think globally and act locally.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Identify and analyse contemporary social justice issues
- How still and moving images can be used to further understanding of the notion of the Kingdom of God
- Examine and consider the identity and mission of Jesus as revealed in the Gospels
- Explore justice issues facing our world today investigate their causes, the associated problems and their impact on humankind
- Draw on Scripture and Church documents to explore the Christian response to contemporary social justice issues
- Explore vocation, especially what it means to live and work as a Christian in today's world, in the light of sacred scripture and the Catholic tradition.

How will Year 12 non-VCE Religious Education be assessed?

- Production of a visual diary
- Written reflection on personal exploration of spirituality
- Analysis and presentation on social justice issues in Australia
- Film analysis
- Development of a personal mission statement.

Examples of the types of classroom activities you will be doing in non-VCE Religious Education:

- Listening and responding to a range of invited speakers
- Explore the use of image and how image can be used to investigate religion and religious ideas
- Investigate and communicate practical and Christian responses to social justice issues.
- An examination of the concept of service
- Review Church teaching relevant to a range of issues and Christian responses.
- Explore aspects of the human search for meaning
- Investigate various issues arising from the right to meaningful work and leisure
- Become familiar with the sacraments of Matrimony and Holy Orders as expressions of mission in the service of the Church.

Time spent doing practical activity and theory work:

All class time is devoted to theory work.

Who to ask:

Mr Winfield (Religious Education Head of Faculty)

YEAR 12 non-VCE Religious Education – Faith in Action

Why study the Faith in Action unit?

This year long unit offers students the opportunity to actively participate in the mission of the College. This is an engagement with the rich tradition of mission in the Church combined with the structured chance to be a part of that mission. It includes training that will assist students to be leaders in the College culture:

Through the formation of their personal faith response students will be equipped to participate in the many areas of youth ministry. Not only will it be a real chance to offer peer leadership to their fellow students across the entire school, but it will create the skills and knowledge necessary for the missionary engagement with the world after school

Year 12 non-VCE Religious Education – Faith in Action unit is a subject that can only be studied by Year 12 students.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Social justice awareness, initiatives and action
- Examination of and involvement in Retreat programs for secondary school students
- Engagement with the 'big' questions of life
- The ability to understand the human person as essentially a religious being
- Interactive peer faith development
- Introduction to the organisation and implementation of Liturgies.

How will the Faith in Action unit be assessed?

- Contribution and active involvement on Social Justice initiatives
- Short answer responses
- Extended critiques of religious authorities and commentary
- Diary of personal reflections
- Debates and oral presentations.

Examples of the types of classroom activities you will be doing in the Youth Ministry unit:

- Engaging in the great questions of life through a study of the religious classics
- Debates
- Role play
- Written reflections
- Group interaction.

Time spent doing practical activity and theory work:

All class time is devoted to theory work.

Notes:

This unit is part of the New Evangelisation of the Catholic Church that seeks to engage young people with the eternal messages of Jesus Christ. It is aimed particularly at students who wish to develop their own faith responses to the Christian message within a school environment. It also seeks to develop the student's religious sense beyond their schooling.

Who to ask:

Mr Winfield (Religious Education Head of Faculty) or Mr Nichols (Yr 12 non-VCE Religious Education teacher).

YEAR 12 non-VCE Religious Education – Liturgical Music

Why study the Liturgical Music unit?

This year long unit offers students the opportunity to actively participate in the mission of the College by contributing to the liturgical music element of College celebrations.

Year 12 non-VCE Religious Education – Liturgical Music unit is a subject that can only be studied by Year 12 students.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- As a choir, learn the different types of Mass settings, following the recent changes to liturgy
- Develop the capacity to sing in four part harmonies
- A study of the history of liturgical music

How will the Year 12 non-VCE Religious Education Liturgical Music unit be assessed?

- A study of different types of liturgical music and its historical significance to the Mass.

Examples of the types of classroom activities you will be doing in the Liturgical Music unit:

- Preparation for upcoming masses
- Historical studies of Gregorian chant, Taize chant, Negro Spirituals and the Psalms
- Represent the College at EREA and/or Diocesan celebrations such as Catholic Education Week

Note:

Students undertaking the Liturgical Music unit are required attend all major College liturgies including Mother's Day Mass, Father's Day Mass, St Patrick's Day Mass and Edmund Rice Day.

Time spent doing practical activity and theory work:

- The early part of the school year will be spent in preparation for the busy liturgical calendar that occurs at this time (as listed above). This will involve learning and rehearsal during most sessions.
- The second part of Term Two and the majority of Term Three will comprise studying the history and performing of the various styles of music mentioned above.

Who to ask:

Mr Leviston (Yr 12 non-VCE Religious Education teacher).

YEAR 11 non-VCE Religious Education

Please note: Only students studying Foundation English VCE Units 1/2 will be enrolled in the Non-VCE Year 11 Religious Education program.

Why study Vocational Year 11 Religious Education?

Year 11 Non-VCE Religious Education seeks to engage students in the understanding and application of the Catholic tradition in a way that is relevant, thought-provoking and challenging. Modelled on Ballarat Catholic Education Office (CEO) senior years 'Awakenings' units, this course offers students the opportunity to reflect critically on the contemporary youth culture in which they live, while presenting a Christian vision for life through prayer, scripture, personal reflection, the sacraments and social justice participation.

How will the Year 11 Vocational Religious Education unit be assessed?

- Written reflection on personal exploration of spirituality
- Analysis and presentation on social justice issues in Australia
- Participation in college life through social justice and retreat based activities
- Short answer responses
- Exploration, critique and presentation of contemporary youth issues
- Film analysis
- Debates

Examples of the types of classroom activities you will be doing in the Year 11 non-VCE Religious Education unit:

- Group Discussion
- Film
- Listening to a range of guest speakers
- Teacher led presentation
- Research Tasks

Time spent doing practical activity and theory work:

- The majority the Year 11 non-VCE Religious Education unit will be completed in class (theory)
- The practical application of this content occurs through involvement in College retreat and social justice based activities.

Who to ask:

Mr Winfield (Head of Religious Education)

Year 11 Philosophy (VCE Units 1-2)

Why study Philosophy?

Philosophy encourages people to question the world around them, it is the study of the fundamental nature of existence, including knowledge, reality, and the world around us. If you are someone who questions the world, philosophy will fit you well. It will give you the tools to grapple with complex ideas and to form justified arguments. These skills are highly regarded in areas such as, but not limited to, law, international relations, economics, technology design, and strategic thinking.

Philosophy is the founding discipline of logic and continues to develop and refine the tools of critical reasoning. Philosophers grapple with the problems that lie at the foundation of issues of public debate such as artificial intelligence, justification for a charter of human rights and freedom of speech.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

Key knowledge:

- Metaphysics: the study of the existence and nature of all things that exist.
- Central viewpoints and arguments of key philosophical thinkers
- Epistemology: the study of knowledge and beliefs.
- An understanding of the issues arising because of technology around concepts such as free will, time travel, and virtual reality.
- Historical development of key ideas in culture and philosophy.

Key Skills:

- How to formulate philosophical questions
- Questioning viewpoints through critical reasoning
- Sharing viewpoints clearly
- Arguing with different points of view.
- How to justify an argument
- The development of abstract and creative thinking
- Understanding other's perspectives
- Critical listening
- Evaluating information
- Analytical writing skills

How will Philosophy be assessed?

In VCE Units 1/2:

- Class work, homework
- Weekly tasks
- Debates
- Presentations
- Essays
- Class Discussion
- Semester examination.

Examples of the types of activities you will be doing in Philosophy:

In VCE Units 1/2:

- Socratic questioning
- Film study
- Investigating technology
- Debates
- Multimodal presentations
- Class discussion

Where to next?

In Year 12 study Units 3/4 Philosophy. Studying VCE Philosophy would be beneficial for the following academic pathways:

Higher Education:

Bachelor Degrees (including, but not limited to): Education, Arts, Psychology, Politics, Legal Studies, International Relations, Sociology, and Computer Science.

Careers:

The analytical and abstract thinking skills taught in philosophy are highly sought after. Listed here is but a few examples, government, politics, philosophy, lecturer, academic, and lawyer.

Who to ask:

Mr Winfield (Head of Religious Education & Philosophy Teacher).

VCAA information:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/philosophy/Pages/Index.aspx>

ENGLISH GROUP (Compulsory)

GENERAL INFORMATION

Students must note the following regarding the awarding of the Victorian Certificate of Education:

- A student must satisfactorily complete a minimum of three units from the English group.
- Two of these units must be a Units 3/4 sequence from any one of the English group of studies
- To attain the Victorian Certificate of Education (VCE), students must satisfactorily complete a VCE Units 3 and 4 English study sequence in the one calendar year.

ENGLISH PATHWAYS

VCE English options have been expanded to accommodate the diversity of students needs. Consequently, St Patrick's offers a variety options to students to meet the English requirement component of the VCE.

Year 11

There are four English options available to Year 11 students:

1. VCE Units 1/2 English
2. VCE Units 1/2 English Language
3. VCE Units 1/2 Literature
4. VCE Units 1/2 Foundation English

Year 12

There are four English options available to Year 12 students:

1. VCE Units 3/4 English
2. VCE Units 3/4 English Language
3. VCE Units 3/4 Literature
4. VCE Units 3/4 English AND English Support

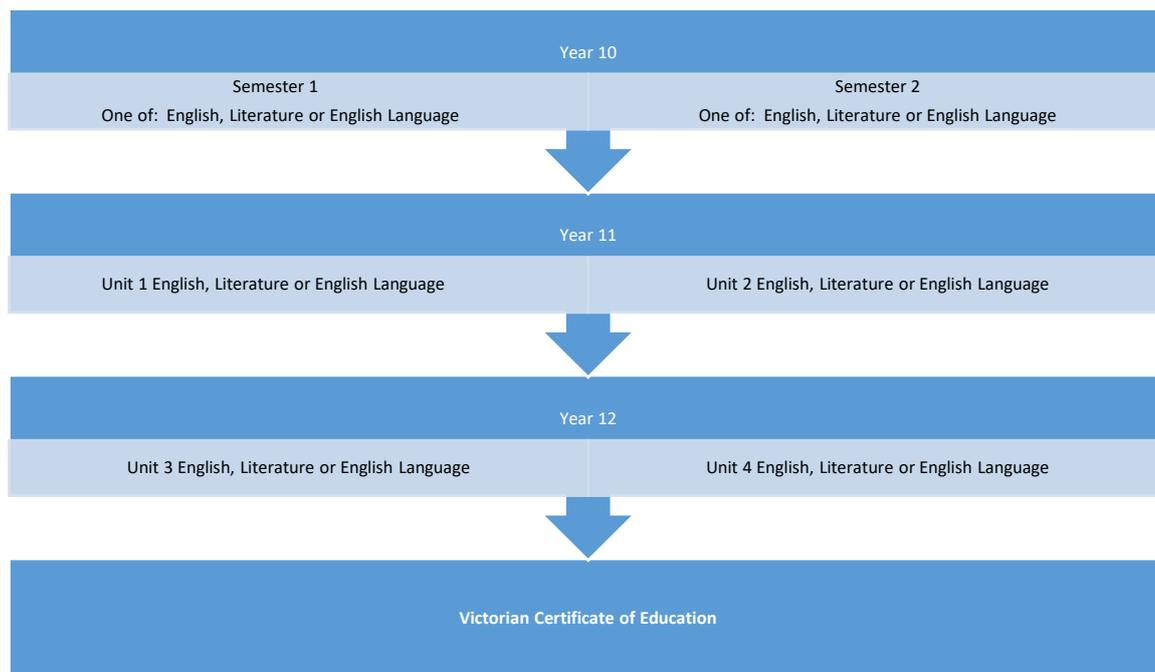
Pathway options:

Year 10

All English studies encourage students to regard reading, writing, listening, speaking and thinking as active and integrated processes. English studies approach language development through the study of a variety of contexts in which language is used. Literature focuses on the close study of texts and students reflect critically on their interpretations and those of others.

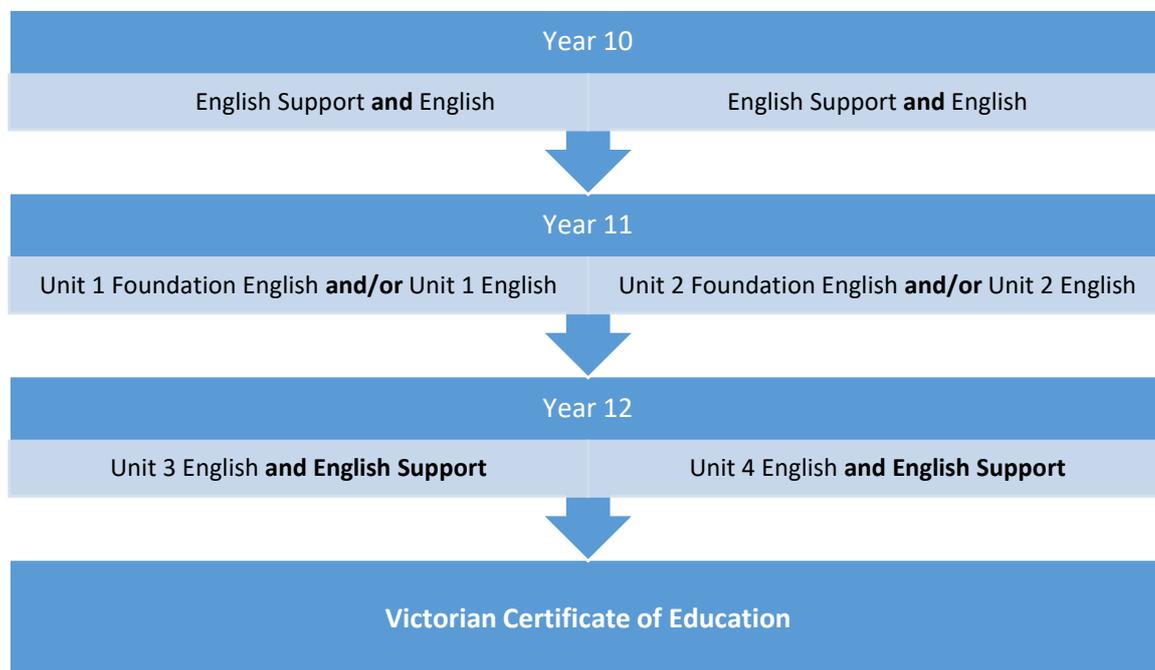
Standard English Pathway to VCE

This is the default Senior School English sequence that SPC students undertake in order to attain a VCE. Please refer to Eligibility for award of the VCE for further details.



English Support Pathway to VCE

Students with specific literacy requirements will undertake this sequence to attain the VCE. English Support involves 3 additional English sessions per week as well as 2 Supported Study sessions.



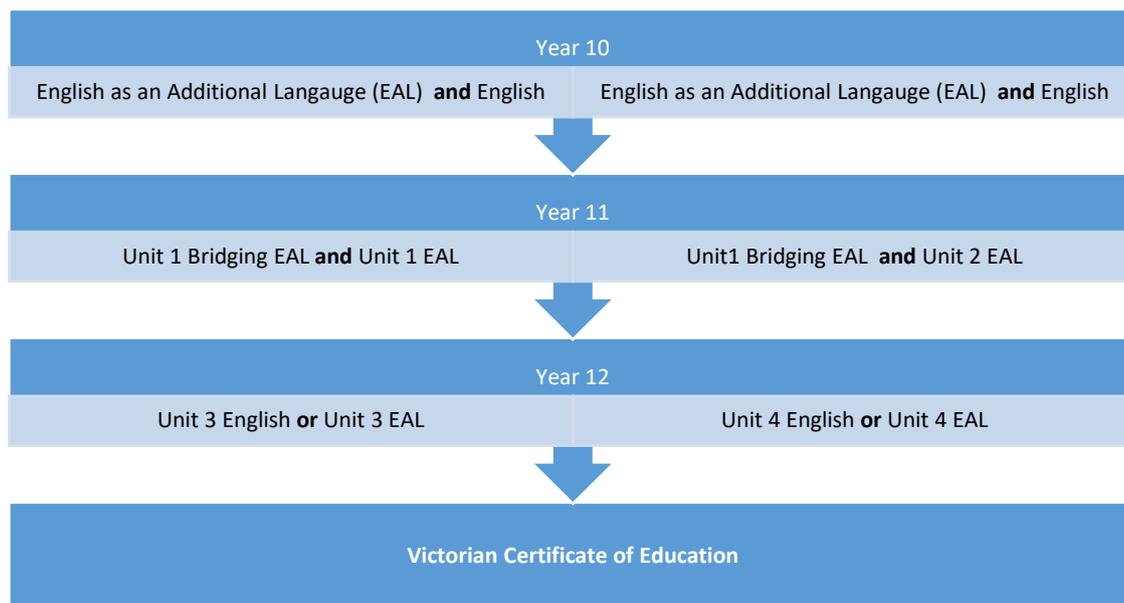
VCE Units 3/4 English as an Additional Language (EAL)

From time-to-time, the enrolment at St Patrick's includes a number of students who meet the English as an Additional Language (EAL) eligibility requirements. Enrolment in EAL is available only to students who have approved EAL status.

Subject to student demand, an EAL class may be established. Any student who believes that they meet the EAL requirements, should discuss this with their current English study teacher or Ms Slater, English as an Additional Language (EAL) Co-ordinator, as a matter of priority.

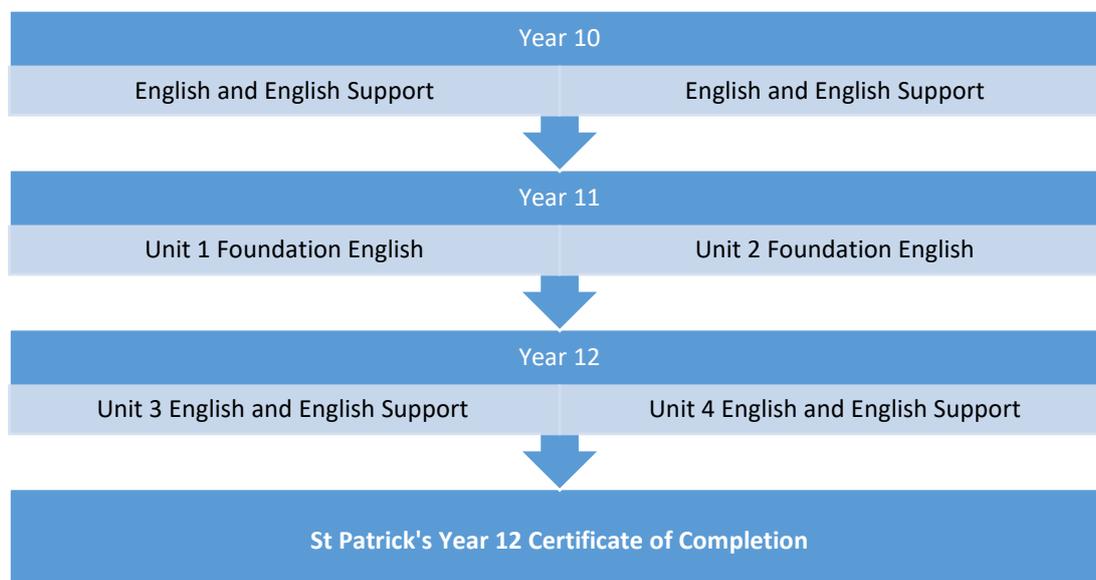
English as an Additional Language (EAL) Pathway to VCE

This sequence is for students who meet the English as an Additional Language (EAL) eligibility requirements. St Patrick's College offers EAL to any students in Years 7 to 11 who do not speak English at home. However, eligibility for Units 3 and 4 EAL is determined by the VCAA and requires students have studied English full-time for less than 7 years.



English Support Pathway to St Patrick's Year 12 Certificate

This sequence is run on an invitation-only basis. Students with identified needs will be invited into this program if it is deemed and agreed by all concerned that successful completion of the VCE or VCAL is not attainable. Students will not be enrolled or assessed and therefore will not be eligible to receive the VCE or VCAL.



English (VCE Units 1-4)

Why study English?

The English language is central to the way in which we understand, critique and appreciate our world and to the ways in which we participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1-4 include the ability to:

- Read, comprehend and analyse a range of texts.
- Write for a variety of audiences and purposes, making authorial choices appropriate to these.
- Address and engage an audience in spoken presentations.
- Identify and analyse how written and visual language is used in persuasive texts and to present a reasoned point of view in an oral or written form.

How will English be assessed?

In VCE Units 1-4:

- Text response essays.
- Imaginative, expository, analytical and persuasive writing.
- Language and argument analysis essays.
- Oral presentations.

Examples of the types of classroom activities you will be doing in English:

In VCE Units 1-4:

- Class discussion
- Peer teaching
- Group work
- Reading texts aloud
- Viewing film
- Essay writing
- Student/teacher conferencing.

Where to next?

Teaching; journalism; professional writing; publishing; public relations.

Who to ask:

Your English teacher or Mr Magee (Head of the English Faculty).

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/english/index.html>

English Language (VCE Units 1-4)

Why study English Language?

English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE English Language Units 1/2 include:

- The properties that distinguish human communication as unique.
- The primary modes of language: spoken, written, sign.
- The structure of language, from morphemes to lexemes, to phrases and clauses, to sentence structures and types.
- Use key concepts and metalanguage appropriately to describe and analyse language use in an objective and a systematic way compare written texts with transcripts of spoken English and analyse the nature and functions of each.
- The nature and the developmental stages of child language acquisition.
- The major theories of child language acquisition.
- Commonalities and differences between learning a language as a young child and as an adult, including first- and additional-language learning.
- The historical development of English from Old English to present-day Australian English and factors influencing language change.
- The codification and the making of Standard English, focusing on the origins of the English spelling system.

Knowledge and skills students will gain in VCE English Language Units 3/4 include:

- Stylistic features in informal and formal speech and writing.
- Use key concepts and metalanguage appropriately to describe and analyse spoken and written language use in an objective and a systematic way.
- Analyse the nature, features and functions of informal and formal written texts and transcripts of informal spoken English.
- Analyse the effects of context on language choices.
- Analyse the nature, features and functions of informal and formal texts.
- Metalanguage to discuss informal and formal language in texts.

How will English Language be assessed?

In VCE English Language Units 1-4:

- | | |
|---|---------------------------------|
| • A folio | An essay |
| • An analysis of spoken and/or written text | Short-answer question questions |

Examples of the types of classroom activities you will be doing in English Language:

In VCE English Language Units 1-4:

- | | |
|-----------------------------------|---|
| • Class discussion | • A test |
| • A multimodal presentation | • A case study |
| • An essay | • An analysis of spoken and/or written text |
| • Short-answer questions | |
| • Viewing and reading texts aloud | |

Where to next?

Teaching; journalism; professional writing; acting; publishing; public relations.

Who to ask:

Your Year 10 English study teacher or Mr Magee (Head of the English faculty).

VCAA information:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/enqlangindex.aspx>

Literature (VCE Units 1-4)

Why study Literature?

Literature provides a privileged and joy-filled exploration of worlds, places, eras and experiences beyond our own. In Literature we read the classics which span time and place, and we study more contemporary literature from a wide range of genre: novels, film, poetry, plays, short stories, biographies, and autobiographies. What we discover is that people have not really changed over time, for example, we relate to Shakespeare's stories (even the ones set in Ancient Rome) because they could be our own!

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1-4 include the ability to:

- Interpret and engage with novels, plays, short stories and poetry
- Respond creatively to literary works
- Analyse literary language
- Develop an understanding of and an ability to use literary devices.

How will Literature be assessed?

In VCE Units 1/2:

- Essays (comparative, interpretive, analytical or discursive)
- Debates
- Close analyses of selected passages
- Creative responses to novels
- Analysing texts through literary perspectives (e.g. feminist, Marxist, psychoanalytical, post-colonial)
- Oral or a written review
- Multimedia presentations.

In VCE Units 3/4:

- Imaginative responses to novels, short stories and plays.
- Analytical essays
- Close analysis essays
- Analysing texts through literary perspectives (e.g. feminist, Marxist, psychoanalytical, post-colonial)
- Comparing novels, plays and short stories with film adaptations.

Examples of the types of classroom activities you will be doing in Literature:

In VCE Units 1/2:

- Class discussion
- Class performances
- Group work
- Reading texts aloud
- Viewing film
- Reading poetry
- Essay writing.

In VCE Units 3/4:

- Class discussion
- Group work
- Reading texts aloud
- Viewing film
- Reading poetry
- Essay writing.

Where to next?

The skills of literary interpretation can be transferred to any number of disciplines, including: Law; politics; teaching; journalism; professional writing; acting; set and costume design; film production; publishing; public relations; and many more.

Who to ask:

Your Year 10 English study teacher, Ms Lees or Mr Murphy (Literature Teachers), or Mr Magee (Head of the English Faculty).

VCAA information: <http://www.vcaa.vic.edu.au/vce/studies/literature/literatureindex.html>

Foundation English (VCE Units 1/2)

Why study Foundation English?

- The Foundation English study is for students who have studied Pre-Vocational English and Vocational English who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies.
- It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and English as an Additional Language (EAL), VCE Literature, or VCE English Language Units 1–4 and in other VCE studies.
- Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills. The study may be taken as a bridging course into the VCE or by students completing technically orientated courses.

Please note: a Unit 3/4 sequence of a VCE English study is required for the satisfactory completion of the VCE.

Structure:

The study is made up of two units:

- Unit 1: English for practical purposes
- Unit 2: Thinking and learning through English

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- How to plan an oral presentation so students speak clearly and confidently in front of an audience;
- How to listen carefully to the views and arguments of others;
- How to apply various approaches to reading written text to gain an understanding of its meaning
- How to view a variety of media texts in order to understand how visual language creates meaning;
- How to use written language effectively in order to present meaning for a variety of different purposes;
- How to proof-read written work in order to improve spelling, punctuation and grammar errors.

How will Foundation English be assessed?

- Written activities (includes short and longer responses to questions)
- Reading activities (includes different types of texts: novels, newspapers, short stories, own choice)
- Speaking and participating in class discussion activities.

Examples of the types of classroom activities you will be doing in Foundation English:

- Written and verbal summaries of reading material;
- Creative presentation of issues, views and arguments (individual/pair/class groupings);
- Viewing films and documentaries;
- Using computers to locate information needed to plan oral presentations;
- Analysing the views and persuasive language of others;
- Comparing texts and how they present meaning.

Time spent doing practical activity:

- Students spend time practising the reading and writing strategies learnt in the theory lessons. These strategies are applied to a variety of written and film texts, to current media issues and to workplace documents.

Time spent doing theory:

Class time is spent helping students to understand how writers and presenters make meaning clear and effective to an 'audience/reader'. Students can then apply the appropriate strategies learnt in the preparation of their own written and oral presentations.

Where to next?

Students who satisfactorily complete Foundation English typically go on to study VCE Units 3/4 English and English Support in Year 12.

Who to ask:

Your Year 10 English teacher or Mr Magee (Head of the English Faculty).

VCAA information:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/foundationenglish/Pages/Index.aspx>

English Support (Year 12)

Why study English Support?

The English Support course is designed for students who may:

- Need additional time and assistance to strengthen and refine their literacy skills to support their study in Units 3/4 English and other VCE Unit 3/4 studies.
- The course integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge of written and oral language skills.
- The course will support students with the preparation of their Unit 3/4 English SACs and course work.

Please note: This subject must be taken in conjunction with Unit 3/4 English. This subject does not contribute to a study score.

Structure:

To successfully attain the VCE, students must complete a Unit 3 and 4 sequence in one of the English studies. English Support is designed to assist invited students to do so through the development and consolidation of their literacy skills. It is also structured to build students' understanding of, and confidence in their ability to successfully complete the tasks that they will be required to complete in order to succeed in their VCE English study.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- How to plan and prepare an oral presentation so students speak clearly and confidently in front of an audience;
- How to write extended analytical text responses;
- How to apply various approaches to reading written text to gain an understanding of its meaning
- How to view and analyse a variety of media texts in order to understand how visual language creates meaning;
- How to use written language effectively in order to present meaning for a variety of different purposes;
- How to proof-read written work in order to improve spelling, punctuation and grammar errors.

How will English and English Support be assessed?

- Written activities (includes short and longer responses to questions)
- Reading activities (includes different types of texts: novels, newspapers, short stories, own choice)
- Speaking and participating in class discussion activities.

Students with specific literacy requirements will undertake this sequence to prepare and provide them with the best opportunity to successfully attain the VCE. English Support involves three sessions per week in addition to English as well as two Supported Study sessions. The College will contact students who would be seen to benefit from this offering.

Time allocation:

Twenty, 45 minute sessions per fortnight for the whole year:

- 10 sessions per fortnight Unit 3/4 English
- 6 sessions per fortnight Year 12 English Support
- 4 sessions per fortnight Year 12 Supported Study

Who to ask:

Your Year 11 English teacher or Mr Magee (Head of the English Faculty).

Students with specific literacy requirements will undertake this sequence to attain the VCE. English Support involves 3 additional English sessions per week as well as 2 Supported Study sessions.

BUSINESS GROUP

Accounting (VCE Units 1-4)

Why study Accounting?

Accounting is a central part of a general business education. If you are interested in operating your own business or becoming a manager in business, then this subject will be a valuable use of your time. This study focuses on the procedures of accounting and finance and the way in which these procedures may be used. The study examines the processes of recording and reporting financial information to provide users with appropriate information as a basis for planning, control and effective decision making. It introduces financial information in a range of forms: raw data, records and reports. Accounting requires a problem solving attitude.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Reasons for establishing a small business
- Factors that lead to the success or failure of a small business
- Identify, classify and record financial data
- Use correct accounting terminology
- Explain and apply the principles underlying the recording of financial data and preparation of accounting information
- Prepare and analyse financial reports to make business decisions

Knowledge and skills students will gain in VCE Units 3/4 include:

- How to record accounting data in a format that will enhance decision making for businesses
- How to prepare financial reports at the end of reporting sessions
- Preparing budgets and analysing financial information to improve the performance of a business

How will Accounting be assessed?

In VCE Units 1/2:

- Tests
- Case studies
- Exam

In VCE Units 3/4:

- SACs that contribute to 50% of the study score
- An end of year examination contributing 50% of the study score

Examples of the types of classroom activities you will be doing in Accounting:

In VCE Units 1/2:

- Practical exercises
- Computer exercises
- Case studies
- Discussion
- Theory questions

In VCE Units 3/4:

- Folio of practical exercises (including ICT)
- Tests and Case studies
- Theory questions

Time spent doing theory and practical activity:

Students will spend approximately 40% of their time doing theory work such as written responses in short answer form. The remaining 60% of class time is used to complete practical such as written recording and reporting work.

Where to next?Higher Education:

Bachelor Degrees: Commerce, Business, Management, Law, Marketing, Tourism, Economics, Finance.

TAFE:

Certificate and Diploma Courses: Accounting, Business Studies, Management and Administration, Hospitality and Tourism, Office Administration, Finance and Banking.

Employment Fields:

Accountancy, Law, Taxation, Marketing, Management and Administration, Hospitality and Tourism, Real Estate, Banking, Public Service (Local, State and Federal)

Accounting is a subject that will provide the necessary background for any student wishing to complete a degree in the Commerce or Business Faculty of Universities and TAFE Colleges. Most business or commerce courses will have Accounting units as core Areas of Study

Who to ask:

Your Year 10 VCE Unit 1 Business Management teacher, Mr Joosten or Mrs Dixon (VCE Accounting teachers) or Mr Miller (Head of the Humanities faculty).

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/account/accountindex.html>

Business Management (VCE Units 1 - 4)

Why study Business Management?

Business management enables a student to study a variety of organisations that vary in their size, ownership and resources. Business management examines the ways in which people at different levels within an organisation manage their resources in order to achieve the objectives of an organisation. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Describe and analyse the context in which large-scale organisations operate.
- Describe and analyse major aspects of the internal environment of large-scale organisations.
- Identify and evaluate strategies and processes used to increase productivity in relation to operations management.
- Identify and evaluate practices and processes related to human resource management.
- Analyse and evaluate the management of change in large-scale organisations.
- Recognise the link between sound ethical and social management of businesses and the successful achievement of their strategic goals.

How will Business Management be assessed?

- School Assessed Coursework tasks which include tests and case studies contributing to 50% of the study score
- End of year examination contributing 50% to the study score.

Examples of the types of classroom activities you will be doing in Business Management:

- Class discussion
- Reading and response to questions
- Note taking
- Case study analysis.

Where to next?

Higher Education:

Bachelor Degrees: Commerce, Business Administration, Marketing, Law, Economics and Accounting.

TAFE:

Certificates and Diploma Courses: Administration, Accounting, Financial Control, Marketing and Human Resource Management.

Employment Fields:

Management, Administration, Teaching, Marketing and Human Resource Management.

Who to ask:

Mr Miller (Head of the Humanities faculty) or your Year 10 VCE Unit 1 Business Management teacher.

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/busmngmnt/businessstindex.html>

Economics (VCE Units 1-4)

Why study Economics?

Economics is a foundational study for anyone interested in business. No matter what aspect of the business world you are interested in, economics is the starting place. Economics is also recognised as the starting place for all practical reform to change any aspect of society.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Understanding of the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and be able to apply economic decision making to current economic problems
- Be able to define key economic concepts and use them appropriately
- Understanding of the nature of economic growth and inflation, explain how these issues are affected by the actions of economic decision-makers and evaluate the impact of these issues on living standards
- Evaluate the impact of contemporary economic issues on living standards
- Describe the factors that influence Australia's population and labour markets and analyse how changes in these areas may impact upon living standards
- Describe the nature of contemporary global economic issues and evaluate the impact of these on living standards.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Understand how resources are allocated in Australia to provide the highest material and non-material living standards possible
- Understand and critique how key decisions made in Australian politics and public policy impact on the economy
- Define the key economic goals that are pursued by Australia
- Examine the key challenges to Australia's economic success
- Examine critically the role of governments in increasing the living standards of Australians
- Gain an appreciation of international economic situations.

How will Economics be assessed?

In VCE Units 1/2:

- Tests
- Case studies
- Structured questions

In VCE Units 3/4:

There are two areas of study per semester, so four major school assessed tasks over the year comprising of:

- Multiple choice questions
- Short answer questions
- Structured responses
- Analytical reports
- Extended responses

These will contribute to 50% of the study score. The end of year examination of two hours contributes 50% to the study score.

Examples of the types of classroom activities you will be doing in Economics:

In VCE Units 1/2:

- Reading
- Analysing graphs and statistics
- Media analysis
- Class discussion
- Structured questions
- Note taking
- Direct teaching.

In VCE Units 3/4:

- Construction of economic models used to explain and predict economic activity in Australia
- Identification and examination of key economic data
- Construction and application of modern economic theory
- Critical analysis of the current economic situation and contemporary explanations of leading commentators
- Debates
- Newspaper analysis
- The application of economic models is a significant aspect of the course. The construction of economic experiments using these models, and the subsequent critique of these models and their ability to assist in making accurate economic judgments is a key activity in the classroom.
- The initial task of each topic is the understanding of the key terms that can be related in a systematic way to produce an economic model. These models are then used to make predictions about future economic outcomes. The theory and the practice are in constant conversation in economics, which is why it is so exciting and engaging. Economics is the language of the modern society.

Where to next?

Higher Education:

All business degrees and applicable business studies courses, Rural economics, Specialist economics fields

Employment Fields:

Education, Law, Journalism, Politics, Management, Administration, Marketing, Finance, Human Resource Management, Private sector analyst, Government advisor.

Many employers expect a degree of economic knowledge. To know economics is to make oneself immediately more employable.

Who to ask:

Mr Miller (Head of the Humanities faculty), Mrs Dixon or Mr Brodie (VCE Economic teacher).

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/economics/economicsindex.html>

Industry and Enterprise (VCE Units 1-4)

Why study Industry and Enterprise?

Industry and Enterprise prepares students for effective workplace participation. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace. Students investigate job tasks and processes in work settings as well as entry level requirements associated with work in selected industries.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- The notion of career, including the concepts of career development, multiple career pathways and lifelong learning
- Techniques for developing personal career goals and pathways
- Research and report on a range of personal career goals and pathways
- Identify personal and social competencies
- Demonstrate competency in entry-level OH&S requirements
- Analyse the likely impact of future industry growth areas and emerging employment trends on individuals and work settings.

Who would benefit from studying Industry and Enterprise?

- Students who are completing an SBAT or VET course (Industry pathway)
- Students who have an interest in the pursuing a trade

Note - students must complete 35 hours at a workplace each semester. If this is not possible in your circumstances, then you would not be able to meet the requirements of this subject.

How will Industry and Enterprise be assessed?

Students will be assessed through:

- Workplace Learning Report
- Work-related skills portfolio
- Tests
- Exam

Examples of the types of activities you will be doing in Industry and Enterprise:

- Workplace visits
- Guest speakers
- Practical demonstrations
- Role plays

Time spent doing practical activity and classroom theory:

Students will spend 40% of their class time completing theory work, and 60% doing practical activity.

Where to next?

Higher Education:

Bachelor Degrees: Commerce

TAFE:

Apprenticeship and TAFE Diplomas and Certificate Courses: Administration, Business

Employment Fields:

Trades and small businesses

Who to ask:

Mr Miller (Head of the Humanities faculty) or Mr Leviston (VCE Industry and Enterprise teacher)

VCAA information: <http://www.vcaa.vic.edu.au/Pages/vce/studies/industryenterprise/ieindex.aspx>

Legal Studies (VCE Units 1-4)

Why study Legal Studies?

Legal Studies provides students with an understanding of the processes and procedures which govern our country. There is no area of life that the law does not have an impact upon. The basis of modern life is largely determined by those rules that direct individuals and communities. It is absolutely necessary for success as a citizen of Australia to develop an understanding of the ways that laws are generated, structured and operate in Australia.

Legal Studies offers the unique opportunity of contributing to your study score whilst at the same time, contributing to your success as a citizen, teaching you the ways to gain influence in the community. The lawmakers in Australia are increasingly gaining a central place in Australia: it is negligent to remain ignorant of their role and influence.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Gain an insight into the legal process
- Gain an understanding of how laws are made
- Gain an understanding of what constitutes a criminal offence and how our society addresses criminology
- Introduce students to legal terminology and its use in our society
- Be able to describe an individual's rights and responsibilities as citizens in the community
- Explore the process in which legal rights are enforced
- Gain an understanding of contract law, negligence and wills and inheritance.

Knowledge and skills students will gain in VCE Units 3/4 include:

- An ability to explain the principles and structures of the Australian parliamentary system
- Explore the external factors which impact on legislative change in our society through contemporary examples
- Critically evaluate the law making process of parliament
- Explain the role of the Commonwealth Constitution and its impact on legislative change
- Gain an understanding of human rights and their statutory protection
- Gain an understanding of the role courts play in the creation of law
- Explain the range of dispute resolution methods available and critically evaluate their effectiveness
- Explain the processes and procedures of the resolution of criminal cases and civil disputes
- Evaluate the effectiveness of the Australian legal system.

Prerequisites

There are no prerequisites for entry to Units One, Two and Three Legal Studies. Students must undertake units one and three as a sequence. The nature and scope of this study relies on high level literacy skills with most assessment conducted in the form of extended written responses.

How will Legal Studies be assessed?

In VCE Units 1/2:

- Weekly homework tasks
- Tests
- Exam

In VCE Units 3/4:

- SAC's (Outcomes) which contribute 50% to the study score
- End of year exam of two hours which contributes 50% to the study score

Examples of the types of classroom activities you will be doing in Legal Studies:

In VCE Units 1/2:

- Class discussion on current issues
- Mock courts
- Court visits

In VCE Units 3/4:

- Prison visit
- Power point presentations
- Media analysis
- Class discussion
- Newspaper file
- Focus on current issues
- Study of case law.

Where to next?

Higher Education:

Bachelor Degrees: Arts, Arts (Criminal Justice), Arts (Public Safety), Commerce, Law, Police Studies

TAFE:

Certificate and Diploma Courses: Administration, Business (Court and Parliamentary Reporting), Investigative Services, Legal Practice, Security Management, Social Science (Justice)

Employment Fields:

Clerk of Courts, Conveyancing, Court Officer, Lawyer, Office Administrator, Paralegal Worker, Police Officer, Public Servant (e.g. Policy Advisors, Ombudsman), Security Officer, Journalism, Parliament, Social Worker, Education, Business

Who to ask:

Mr Miller (Head of the Humanities faculty) or Mrs Ryan VCE Legal Studies teachers.

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/legalstudies/legalindex.html>

COMPUTING GROUP

Applied Computing (VCE Units 1/2)

Why study Applied Computing?

In the study of computing you will create and use digital systems to meet the needs of a client. A digital system focuses on the functions and technical underpinnings of hardware, software and networking requirements to make information meaningful for a client. This means that through a real-world case study approach you will learn (1) skills in a variety of industry based software applications, (2) learn problem solving skills and strategies and, (3) become a worldly digital citizen that recognises interactions and impact.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Innovative solutions: Working collaboratively to develop a solution that uses emerging technology such as Artificial Intelligence, Robotics, Games Development or Virtual Reality.
- Network security: Investigate the technology behind computer networking and the rapidly emerging area of cybersecurity.
- Computational thinking: Algorithmic, logical and mathematical thinking to solve problems when creating digital systems.
- Software development: Creating applications for a client using the problem-solving methodology (PSM) to fully realise the client's needs with a quality piece of software.
- Programming: The fundamental building blocks of how to use a programming language to create a digital system.

How will Computing be assessed?

The satisfactory completion of Applied computing VCE Units 1/2 will require students to demonstrate competency in all key knowledge and key skills outlined in the Applied computing study design. Tasks will be assessed through:

- Collaborative work to create innovative solutions using emerging technology.
- The development and creation and coding of working software solutions.
- A report response that addresses key PSM tasks.
- Topic tests and an End of Semester Exam.

Examples of the types of activities you will be doing in Computing:

- Practical utilisation of software and development of proficient skills in this software including cloud-based applications.
- Creation of computer programs for different platforms and the analysis of data to create meaningful information for a user.
- Analysis, design and simulations of computer networks and the exploration into cybersecurity and safety including hacking.
- Use of emerging hardware and software to create innovative solutions to problems.
- Students will utilise a variety of online content and resources and undertake teacher led discussion and classroom activities.

Time spent doing practical activity and classroom theory:

Students will spend 35% of their class time completing theory work, and 65% doing practical activity.

Where to next?

Students successfully completing VCE Units 1/2 Applied computing have a choice of undertaking Data analytics and/or Software development at the VCE Units 3/4 level.

VCAA information:

Applied Computing 2020 - 2023 Study Design

<https://www.vcaa.vic.edu.au/Pages/vce/studies/computing/computingindex.aspx>

Who to ask: Mr Fernée (Head of Computing Faculty) or Mr Beggs Unit 1/2 Applied computing teacher.

Computing: Data analytics (VCE Units 3/4)

Why study Data analytics?

With so much data being collected in the world, who is going to make meaning of this? Data is being collected every day from a plethora of sources such as sensors, social media and Geographic Information Systems (GIS) which all present interesting findings that can benefit people. In Unit 3, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. In Unit 4 students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

What knowledge and skills will you gain?

- Strategies to organise, manage and work with data sets to create meaning.
- Skills in the use of core data software applications including databases and spreadsheets.
- Techniques and software to manage detailed projects.
- Data visualisation software to present information in meaningful ways
- Formulating, creating and undertaking a research project.
- Cybersecurity and information security strategies.

How will Data analytics be assessed?

The satisfactory completion of Data analytics VCE Units 3/4 will require students to demonstrate competency in all key knowledge and key skills outlined in the Applied computing study design.

- School Assessed Coursework (SAC): Students will complete two outcomes in class that have both practical and written components. Tasks will explore database and spreadsheet software and will make up 20% of a student's overall score.
- School Assessed Task (SAT): Students undertake an individual research project over the duration of the year and present their findings in a visual form. The SAT task will contribute 30% to a student's overall score.
- End-of-year examination: This external assessment asks students to demonstrate knowledge from the entire year of coursework. This assessment will contribute 50% of a student's study score.

Examples of types of activities you will be doing in Data analytics:

- Learn various software applications such as databases, spreadsheets, visualisation software and web pages through tutorials and practical exercises.
- Develop strategies to manage and work with data.
- Delve into the world of cybersecurity and the importance of protecting data
- Develop and create their own individual research project

Time spent doing practical activities and classroom theory:

40% of the time will be spent on doing practical development tasks and 60% of time will be spend doing theory and class work.

Where to next?

Data analytics will enable students in a wide variety of pathways. There are undergraduate university degrees, TAFE courses and employment opportunities in this rapidly growing field of computing. Most computing pathways and degrees will use the skills learnt in Data analytics and many other courses will have data analytics components in them.

VCAA information:

Applied computing 2020 – 2023 <https://www.vcaa.vic.edu.au/Pages/vce/studies/computing/computingindex.aspx>

Who to ask: Mr Fernée (Head of Computing Faculty).

Computing: Software development (VCE Units 3/4)

Why study Software development?

If you like coding and spending time creating on a computer, this course will intrigue you. 📄 Software development will give you an insight and experience into the process of designing, developing and implementing a purpose designed software solution. Along with spending time in learning coding skills, you will explore how IT systems are used in different situations.

What knowledge and skills will you gain?

- Computer coding and development experience
- Understanding of the steps involved in bringing a solution to market
- How to become a project manager
- Cybersecurity and software security

How will Software development be assessed?

The satisfactory completion of Software development VCE Units 3/4 will require students to demonstrate competency in all key knowledge and key skills outlined in the Computing study design.

- School Assessed Coursework (SAC): Students will complete two outcomes in class that have both practical and written components. Tasks will include the development of programming modules to create a solution and the exploration into cybersecurity and software security. The SAC tasks contribute to 20% of a student's overall score.
- School Assessed Task (SAT): SAT: Students will create a software solution over the duration of the year for their own need or opportunity. The SAT task will contribute 30% of a student's overall score.
- End-of-year examination: This external assessment asks students to demonstrate knowledge from the entire year of coursework. This assessment will contribute 50% of a student's study score.

Examples of types of activities you will be doing in Software development:

- Coding exercises that explore the use of different types of algorithms.
- Designing computer software with various tools like pseudo code, UML and DFD's.
- Creating of a software solution based off a need or opportunity
- Explore the cybersecurity threats to organisations and systems.

Time spent doing practical activity:

Student will spend 50% of class time doing practical activity. A large portion of the practical aspect of this subject involves learning techniques and procedures for computer programming.

Time spent doing theory:

Student will spend 50% of class time doing classroom theory. Theory involves understanding coding and development concepts.

Where to next?

Software development can lead to an ICT career that can branch out into a number of pathways such as cybersecurity, games industry, programming and project management. High level ICT skills will also be useful in disciplines like science and business. There are undergraduate university degrees, TAFE courses and employment opportunities in this rapidly growing field.

VCAA information:

Applied computing 2020 – 2023

<https://www.vcaa.vic.edu.au/Pages/vce/studies/computing/computingindex.aspx>

Who to ask:

Mr Fernée (Head of Computing Faculty).

HEALTH and PHYSICAL EDUCATION GROUP

Health and Human Development (VCE Units 1-4)

Why study Health and Human Development?

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

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

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

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

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions
- youth perspectives on the meaning and importance of health and wellbeing
- variations in perspectives of and priorities relating to health and wellbeing, according to age, culture, religion, gender and socioeconomic status
- the function and food sources of major nutrients important for health and wellbeing
- the use of food selection models and other tools to promote healthy eating among youth, such as the Australian Guide to Healthy Eating, the Healthy Eating Pyramid and the Health Star Rating System
- overview of the human lifespan
- perceptions of youth and adulthood as stages of the lifespan
- physical, social, emotional and intellectual development in infancy and early childhood
- the impact of early life experiences on future health and development.

Knowledge and skills students will gain in VCE Units 3/4 include:

- concepts of health and wellbeing (including physical, social, emotional, mental and spiritual dimensions) and illness, and the dynamic and subjective nature of these concepts
- benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally
- Australia's health system, including Medicare, private health insurance, the Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme, and its role in promoting health in relation to funding, sustainability, access and equity
- similarities and differences in health status and burden of disease in low-, middle- and high-income countries, including Australia
- rationale and objectives of the UN's SDGs

- key features of SDG 3 'Ensure healthy lives and promote wellbeing for all at all ages'
- relationships between SDG 3 and SDGs 1, 2, 4, 5, 6 and 13 that illustrate collaboration between the health sector and other sectors in working towards health-related goals.

How will Health and Human Development be assessed?

In VCE Units 1/2:

- Research Tasks and Data Analysis
- Case Study Reports
- Tests and an end of semester Exam.

In VCE Units 3/4:

A student's level of achievement for Units 3/4 will be determined by School Assessed Coursework and the end-of-year examination. SAC tasks will include:

Tests

Examples of the types of classroom activities you will be doing in Health and Human Development:

In VCE Units 1/2:

- Research tasks, data analysis and interpretation
- Case study analysis, online activities.
- Multimedia presentation.

In VCE Units 3/4:

- Research tasks, data analysis and interpretation
- Case study analysis, online activities.
- Multimedia presentation.

Time spent doing practical activity:

There are no practical activities involved with this subject.

Time spent doing theory:

It is primarily a theory based subject, with some laboratory and online based activities.

Where to next?

Bachelor Degrees in: Physical Education, Human Movement, Exercise & Sport Science, Health Science, Outdoor Education & Recreation, Health Promotion, Public Health, Sport & Recreation Management, Physiotherapy, Occupational Therapy, Education, Dietetics and Nutrition, Medicine, Biomedicine, Nursing, Paramedicine, Midwifery, Psychology, Sports Management, Disability Studies, Coaching, Chiropractic, Human Biology, Clinical Sciences, Social Work and Myotherapy. Combined degrees.

Graduate Diplomas, Professional Masters and Professional Doctorates in: Exercise Physiology, Clinical Exercise Science, Exercise Rehabilitation, Education, Teaching, Physiotherapy, Medicine, Dietetics, Nutrition, Sport Psychology, Biomechanics/Ergonomics, Health Promotion, Occupational Health & Safety, Outdoor Education & Recreation, Event Management, Sports Coaching, Sports Medicine.

TAFE Certificates & Diplomas: Personal Training, Fitness, Massage, Sport and Recreation, Coaching.

Employment Fields:

Secondary Teacher, Primary Teacher, Early Childhood Educator, Exercise Physiologist, Sport Scientist, Dietician, Nutritionist, Sport Development Officer, Myotherapist, Massage Therapist, Personal Trainer, Fitness Instructor, Nurse, Midwife, Sports Administrator, Facility Manager, Paramedic, Coach, Recreation Officer, Physiotherapist, Occupational Therapist, Sports Physician/Doctor, Sport Psychologist, Social & Youth Worker, Health & Safety Officer, Public Health Officer, Adventure & Sports Tourism, Chiropractor, Complimentary Therapies, TAFE Teacher, University Lecturer, Institutes and Academies of Sport, University Researcher.

Who to ask:

Mr Giampaolo, (Head of HaPE Faculty), or VCE Health and Human Development teacher, Mr Webb.

VCAA information:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx>

Outdoor and Environmental Studies (VCE Units 1-4)

Why study Outdoor and Environmental Studies?

Outdoor and Environmental Studies provides students with an opportunity to study both natural environments which have minimal influence from humans and natural environments which have been subject to human intervention. Outdoor recreation activities are undertaken to create learning experiences which enable students to understand how human-nature relationships have, over time, been constructed. The activities that students partake in will enable them to develop critiques of human-nature relationships and a sympathetic understanding of nature and make informed contributions to discussions on environmental issues.

Structure of Outdoor and Environmental Studies in 2020:

Please note, that due to restrictions around the planning and organisation of camps, staffing and staff to student ratios, St Patrick's will be offering one VCE Units 1/2 class and one VCE Units 3/4 class in 2020.

The class size for both of these classes will be set at a maximum of 24 students per class. In the instance where more students apply for either class than can be catered for, further processes will be enacted to determine which students are best suited for the course. Factors that will be considered include:

- Previous satisfactory completion of VCE Units 1/2 Outdoor and Environmental Studies (for students applying to study VCE Units 3/4)
- Results from previous year(s)
- Recommendations from previous teachers
- Successful completion of a follow-up interview.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- the use and meanings of terms including nature, outdoor environments, wilderness, managed parks, and urban environments and built environments
- types of outdoor environments: wilderness, managed parks, urban environments and built environment
- the range of motivations for seeking outdoor experience
- strategies for planning safe and sustainable interactions with outdoor environment
- relevant technologies and their effects on outdoor experiences
- recreational users' understandings of specific outdoor environments
- community-based environmental action to promote positive impacts of humans on outdoor environments.

Knowledge and skills students will gain in VCE Units 3/4 include:

- an overview of Australian outdoor environments before humans, including characteristics of biological isolation, geological stability, and climatic variation
- relationships with Australian outdoor environments expressed by specific Indigenous communities before and after European colonisation
- the foundation and role of environmental movements in changing relationships with outdoor environments, in relation to at least one of the following: Lake Pedder (Tasmania), The Little Desert (Victoria), The Franklin River (Tasmania)
- societal relationships with outdoor environments reflected in different forms of conservation, recreation, primary industries, and tourism practice
- social and political debates about climate change, water management, and renewable energy and the impacts of these debates on societal relationships with outdoor environments
- understandings and critiques of sustainability and sustainable development
- observable characteristics of healthy outdoor environments, including: quality and adequacy of water, air and soil, amount of biodiversity, amount of pest and introduced species
- at least two recent or current conflicts over the use of outdoor environments, including at least one from the following: marine national parks and sanctuaries, grazing in the Alpine National Park, desalination plant at Wonthaggi, proposed Great Forest National Park, extraction of coal seam gas.

How will Outdoor and Environmental Studies be assessed?

VCE Units 1-2 will be assessed internally at the College through a variety of research based activities, end of semester exam as well as successful completion and reflection of practical experiences.

In VCE Units 3/4, a student's level of achievement will be determined by School Assessed Coursework and the end-of-year examination. SAC tasks will include:

- Case study, laboratory report
- Tests.

Examples of the types of activities you will be doing in Outdoor and Environmental Studies:

In VCE Units 1/2:

- Case study analysis
- Identifying Victoria's differing environments and the uses of these areas
- Looking at the implementation of technology into outdoor activities
- Planning and preparation for practical experiences
- Watching documentaries and discussing issues with the class
- Research tasks

In VCE Units 3/4:

- Planning and preparation for practical experiences.
- Watching documentaries and discussing issues with the class.
- Research tasks, Case study analysis.

Time spent doing practical activity:

Practical experiences are vital to help students relate the physical environment to the theoretical components of the course outline. Therefore, students will participate in a number of practical experiences which range from day trips to multi-day experiences in a variety of Victorian environments. In order for these activities to be conducted safely, some class time is dedicated to teaching the necessary skills required on the practical experiences. This includes but is not limited to navigation skills, equipment maintenance, tent set-up, cooking skills and physical preparation.

Please note: The type of practical experiences will be determined by a number of factors including; class dynamic, staffing and environmental factors. Participation in the practical components of VCE Outdoor and Environmental Studies is compulsory. However, all theoretical work must be up-to-date prior to participation in practical experiences.

Where to next?

Higher Education

Bachelor Degrees in: Physical Education, Human Movement, Exercise & Sport Science, Health Science, Outdoor Education & Recreation, Forestry, Agriculture, Natural Resource Management, Environmental Studies, Sport & Recreation Management, Education.

TAFE Certificates & Diplomas: Personal Training, Outdoor Recreation, Fitness, Sport and Recreation, Coaching.

Employment Fields:

Secondary Teacher, Primary Teacher, Recreation Officer, Environmental Protection, Outdoor Experience Leader & Guiding, Department of Natural Resources, Field Officers, Park Ranger, Public Health Officer, Adventure/Nature-based Tourism, Occupational Health & Safety Officer, Environmental researcher.

Who to ask:

Mr Giampaolo (Head of HaPE Faculty), VCE Outdoor and Environmental Studies teachers, Mr Daniel and Mr Geaghan.

VCAA information: <http://www.vcaa.vic.edu.au/vce/studies/outdoor/outdoorindex.html>

Physical Education (VCE Units 1-4)

Why study Physical Education?

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education.

Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- the concepts of physical activity, sport and exercise
- social, cultural and environmental enablers and barriers to movement such as family, peers, socioeconomic status, level of education, cultural values, geographic location and access to facilities
- the structure and function of the skeletal system including bones of the human body, classification of joints and joint actions
- the structure and function of the cardiovascular system, including the structure and function of the heart and blood vessels and blood flow around the body at rest and during exercise
- the structure and function of the respiratory system, including the structure and function of the lungs, mechanics of breathing and gaseous exchange at the alveoli/capillary and the capillary/muscle interface
- forms of physical activity such as play, games, sports, transportation, chores, exercise and recreational activities
- prevalence and trends of physical activity, sport and sedentary behaviour in the population
- the role of the social-ecological model and/or the Youth Physical Activity Promotion Model in evaluating physical activity promotion and sedentary behaviour reduction initiatives and strategies.

Knowledge and skills students will gain in VCE Units 3/4 include:

- classification of movement skills including fundamental movement skills, sport specific skills, open and closed skills, gross and fine skills, and discrete, serial and continuous motor skills
- biomechanical principles for analysis of human movement including: – angular and linear kinetic concepts of human movement: Newton's three laws of motion, inertia, mass, force, momentum and impulse – angular and linear kinematic concepts of human movement: distance, displacement, speed, velocity, acceleration and projectile motion (height, angle and speed of release) – equilibrium and human movement: levers (force, axis, resistance and the mechanical advantage of anatomical levers), stability and balance (centre of gravity, base of support and line of gravity)
- feedback including type (intrinsic, augmented, knowledge of results and knowledge of performance) and frequency.
- fuels (both chemical and food) required for resynthesis of ATP at rest and during physical activity, including the relative contribution of fuels at varying exercise intensities
- characteristics of the three energy systems (ATP–CP, anaerobic glycolysis, aerobic system) for physical activity, including rate of ATP production, the yield of each energy system, fatigue/limiting factors and recovery rates associated with active and passive recoveries

How will Physical Education be assessed?

In VCE Units 1/2:

- Tests, laboratory reports, case study analysis.
- End of semester exam.

In VCE Units 3/4:

A student's level of achievement for Units 3/4 will be determined by School Assessed Coursework and the end-of-year examination. SAC tasks will include:

- A case study
- A laboratory report
- A written report (of six-week training program)
- Tests.

Examples of the types of classroom activities you will be doing in Physical Education:

In VCE Units 1/2:

- Use of human anatomical models, physiological testing, biomechanical experiments and observations, practical demonstrations.
- Learning and coaching a new skill, analysis of a 'role model' coach, collect and evaluate data on physical activity behaviour, analyse decision making in sport.

In VCE Units 3/4:

- Collect measure and evaluate data using subjective and objective methods of assessing physical activity and sedentary behaviour.
- Participate in physical activities to collect and analyse data relating to the range of acute effects that physical activity has on the cardiovascular, respiratory and muscular systems of the body
- Design, participate in, and evaluate a six-week training program that demonstrates the correct application of training principles and methods to enhance and maintain specific health-related fitness components.
- Compare and contrast practices designed to enhance performance and/or speed up recovery.

Time spent doing practical activity and theory:

Students will spend approximately 70% of classroom time completing theory. All practical activity explains, complements or extends on the theory presented in the classroom.

Where to next?

Bachelor Degrees in: Physical Education, Human Movement, Exercise & Sport Science, Health Science, Outdoor Education & Recreation, Health Promotion, Science, Public Health, Sport & Recreation Management, Physiotherapy, Occupational Therapy, Teaching, Dietetics and Nutrition, Medicine, Biomedicine, Nursing, Paramedicine, Midwifery, Psychology, Sports Management, Disability Studies, Coaching, Chiropractic, Human Biology, Clinical Sciences, Social Work, Myotherapy.

Graduate Diplomas, Professional Masters and Professional Doctorates in: Exercise Physiology, Clinical Exercise Science, Exercise Rehabilitation, Education, Teaching, Physiotherapy, Paramedicine, Medicine, Dietetics, Nutrition, Sport Psychology, Biomechanics/Ergonomics, Health Promotion, Occupational Health & Safety, Outdoor Education & Recreation, Event Management, Sports Coaching, Sports Medicine.

TAFE Certificates & Diplomas: Personal Training, Fitness, Massage, Sport and Recreation, Coaching.

Employment Fields:

Secondary Teacher, Primary Teacher, Early Childhood Educator, Exercise Physiologist, Sport Scientist, Dietician, Nutritionist, Sport Development Officer, Myotherapist, Massage Therapist, Personal Trainer, Fitness Instructor, Nurse, Midwife, Sports Administrator, Facility Manager, Paramedic, Coach, Recreation Officer, Physiotherapist, Occupational Therapist, Sports Physician/Doctor, Sport Psychologist, Social & Youth Worker, Health & Safety Officer, Public Health Officer, Adventure & Sports Tourism, Chiropractor, Complimentary Therapies, TAFE Teacher, University Lecturer, Institutes and Academies of Sport, University Researcher.

Who to ask: Mr Giampaolo (Head of HaPE Faculty), VCE Physical Education teachers, Mr Carmody or Mr Kinnerly.

VCAA information: <http://www.vcaa.vic.edu.au/vce/studies/physicaledu/phyeduindex.html>

HISTORY GROUP

History: VCE Unit 1 and Unit 2 - 20th Century

History Unit 1 (1918-1939) & Unit 2 (1945-2000) - 20th Century History

Why study 20th Century History?

The first half of the twentieth century was a session marked by significant change. Throughout the session new forms of economic and political organisations and cultural expression reflecting different responses to these changes emerged. This unit considers the way in which Western societies responded to these changes, how they affected people's lives, meanwhile Unit 2 explores the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The context for this course includes:

- The interwar years
- Ideologies of Fascism and Communism.
- Competing ideologies during the Cold War era.
- Traditional ideas, values being challenged and changed in the second half of the 20th century.

What skills will you gain Unit 1 and Unit 2 History?

The ability to:

- Evaluate historical documents, images and films
- Write history essays.

How will Unit 1 and Unit 2 History be assessed?

- Analytical and Evaluation essays
- Reports
- Examinations.

Examples of the types of classroom activities you will be doing in History:

- Reading
- Viewing documentaries
- Class discussion
- PowerPoint presentations
- Film analysis
- Structured questions.

Where to next?

Higher Education

Bachelor Degrees in Arts, Education, Law, Journalism, Social Work, Librarianship.

Employment Fields

Teaching, Research, Archaeology, Museum Curatorship, Journalist, Professional Writing, Historian, Librarian, Archivist, Government Departments.

Who to ask:

Mr Young or Mrs Coghlan (VCE Units 1/2 History teacher) or Mr Miller (Head of the Humanities faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/history/aushistory/aushistoryindex.html>

History – Australian (VCE Units 3/4)

Why study Australian History?

History is the record of human experience, and an examination of relationships. It leads the student to consider concepts such as justice and equality, power and greed, ambition, fear and loneliness. History helps us understand our world and our origins. It makes us aware of how the past is used in society today and helps us develop valuable life skills.

History is a discipline of constant inquiry, requiring the student to find out about causes and consequences with reference to social, demographic, technological and environmental change. History enables students to grow in understanding of themselves and society, and promotes the development of the whole person.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Key events in Australia's history
- Evaluate historical documents and images
- Explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact and response on the indigenous population
- Analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation 1890 - 1920
- Analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 – 1950 (World War II)
- Evaluate the extent to which changing attitudes are evident in Australia's reactions to significant social and political issues (Vietnam War) and Aboriginal land rights
- Excellent examination skills
- Analytical and research skills.

How will Australian History be assessed?

- Four School Assessed Coursework tasks which contribute 50% to the study score
- End of year (two hour) exam which contributes 50% to the study score.

Examples of the types of classroom activities you will be doing in Australian History:

- Reading
- Writing practice responses
- Class discussions
- Structured questions
- Evaluating historical documents and images.

Where to next?

Higher Education

Bachelor Degrees in Arts, Education, Law, Journalism, Social Work, Librarianship.

Employment Fields

Teaching, Research, Archaeology, Museum Curatorship, Journalist, Professional Writing, Historian, Librarian, Archivist, Government Departments.

Who to ask:

Mr Leviston, VCE Units 1-4 History teacher or Mr Miller (Head of the Humanities faculty)

VCAA information: <http://www.vcaa.vic.edu.au/vce/studies/history/aushistory/aushistoryindex.html>

History – Revolutions (VCE Units 3/4)

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in pervasive change to society. Their consequences have had a profound effect on the political and social structures of the post-revolutionary society. The course is an exciting study that gives you an understanding of the complexity of causes and consequences of the revolutionary narrative and you will also learn about some of the amazing people who experienced these momentous events.

2020 Areas of Study:

Russia and America.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- To view recent historical events from an informed viewpoint;
- To evaluate historical documents and images;
- To develop an interest in the world around you and understand how historical events and outcomes impact well beyond the context of the event.

How will Revolutions be assessed?

- Research tasks
- Document and image analyses
- Essays.

Examples of the types of classroom activities you will be doing in Revolutions:

- Class discussion
- Oral presentations
- Direct teaching
- Document and image analysis
- Group work
- 'Question and answer' tasks and quizzes
- Internet research.

Where to next?

- Teaching
- Research
- Archaeology
- Museum curatorship
- Professional writing
- Political Science.

Who to ask:

Mr Murphy, VCE Units1-4 History teacher or Mr Miller (Head of the Humanities faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/history/revolutions/revolutionindex.html>

LANGUAGES GROUP

Japanese (VCE Units 1-4)

Why study Japanese?

The study of Japanese contributes to student personal development in a number of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Japanese is a language spoken by approximately 128 million people worldwide. A world economic power and one of Australia's most important trading partners, Japan has an increasing influence in Victoria through innovations in science, technology, retail, fashion, cuisine, sport and the arts.

VCE Japanese attracts a significant scaling advantage and bonus in the calculation of the ATAR.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Use spoken Japanese to participate in personal conversations and make presentations
- Interpret information from spoken and written texts and use this information in new contexts
- Write a range of texts to present information and ideas
- Learn approximately 50 new kanji

Knowledge and skills students will gain in VCE Units 3/4 include:

- Use written Japanese to present information, evaluate and persuade.
- Interpret information from written and spoken texts and respond to the texts in Japanese.
- Consolidate knowledge of the 200 prescribed kanji.

Students in Year 11 and 12 Japanese are eligible to participate in the study tour to Japan.

How will Japanese be assessed?

In VCE Units 1/2, students will complete three outcome tasks per semester demonstrating their ability to:

- Communicate in spoken and written Japanese.
- Understand and interpret spoken and written Japanese.

They will also complete an examination each semester.

In VCE Units 3/4, students will complete three SAC tasks in semester one and three SAC tasks in semester two. These SAC tasks contribute 50% of the final mark for Japanese. In the SAC tasks students demonstrate their ability to:

- Communicate in spoken and written Japanese.
- Understand and interpret spoken and written Japanese.

Students will also complete the Japanese examination which contributes 50% of the final mark. The examination consists of two parts, a 15-minute oral examination and a written examination of two hours.

Examples of the types of classroom activities you will be doing in Japanese:

In VCE Units 1-4:

- Read and listen to modified Japanese texts
- Participate in role plays and interviews
- Write letters, emails, diary entries and other short texts
- Practice reading and writing scripts
- Consolidate knowledge of scripts, vocabulary and grammatical structures.

Time spent doing practical activity and classroom theory:

All class activities involve the practical use of the Japanese language.

Where to next?

Knowledge of Japanese may open doors to a wide range of employment possibilities in fields such as business, education, tourism and hospitality. People with knowledge of Asian Languages and Asia are often employed by Non-Government Organizations working in Asian countries.

Who to ask: Mrs McIntyre (Head of the Language faculty).

VCAA information: <http://www.vcaa.vic.edu.au/vce/studies/lote/japanese2nd/jap2ndindex.html>

MATHEMATICS GROUP

GENERAL INFORMATION

The study of mathematics has been designed to prepare students for both employment and tertiary study. The study of mathematics within the VCE is not mandatory but provides a common link to many areas of tertiary study and employment and therefore most students choose to study it to at least VCE Units 1/2. Completing a VCE Units 3/4 Mathematics study requires increasing mathematical aptitude from Further Mathematics to Mathematical Methods and the most demanding mathematics study, Specialist Mathematics.

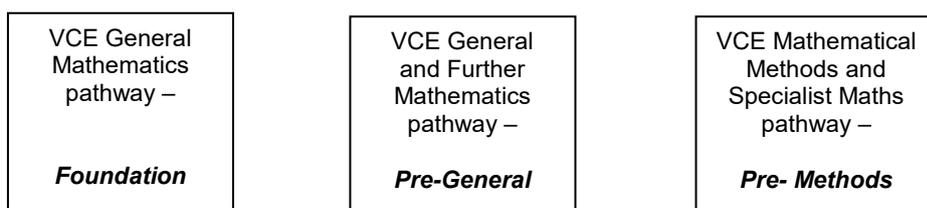
OUTCOMES

The work requirements and assessment tasks for all Mathematics courses of study are based around three Outcomes:

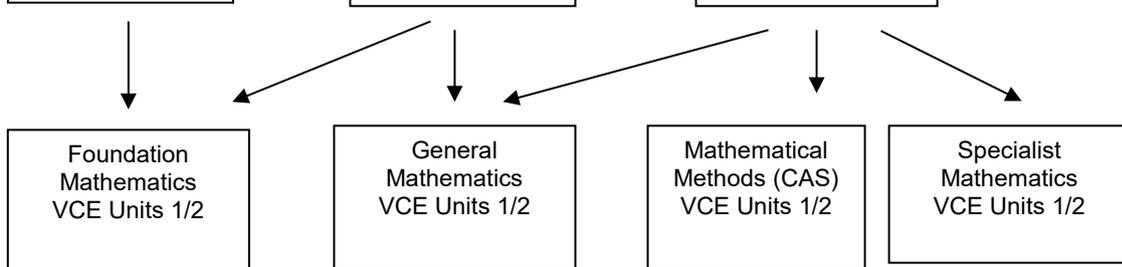
- Definition and explanation of the key concepts, in relation to the appropriate areas of study. Application of mathematical routines and procedures to standard problems.
- Application of mathematical processes in non-routine contexts and the analysis of these applications of mathematics.
- Select and appropriately use technology to develop the mathematical ideas, produce results and carry out analysis in situations requiring mathematical modelling.

COURSE PATHWAYS

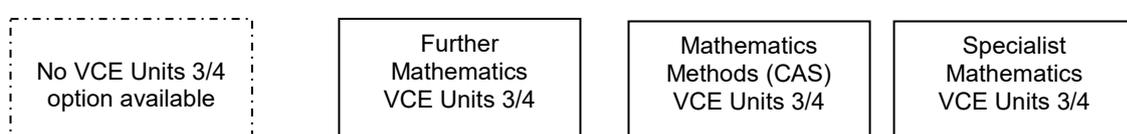
Year 10



Year 11



Year 12



ASSESSMENT

Assessment and the awarding of satisfactory completion for a unit are based on demonstrated achievement of the three outcomes.

EXCURSIONS AND OTHER ACTIVITIES

Mathematics students are encouraged to take part in:

- The Australian Maths Competition.
- University study days.
- AMT Mathematics Challenge

CALCULATORS

The following calculators are mandatory requirements from the VCAA for all VCE Units 3/4 Mathematics courses. At St Patrick's they are also a mandatory requirement of the prerequisite Year 10 and Units 1/2 subjects.

Foundation Stream

- Scientific Calculator (approximate cost of \$20) – Students should have this calculator from years 7-10

General/Further Stream

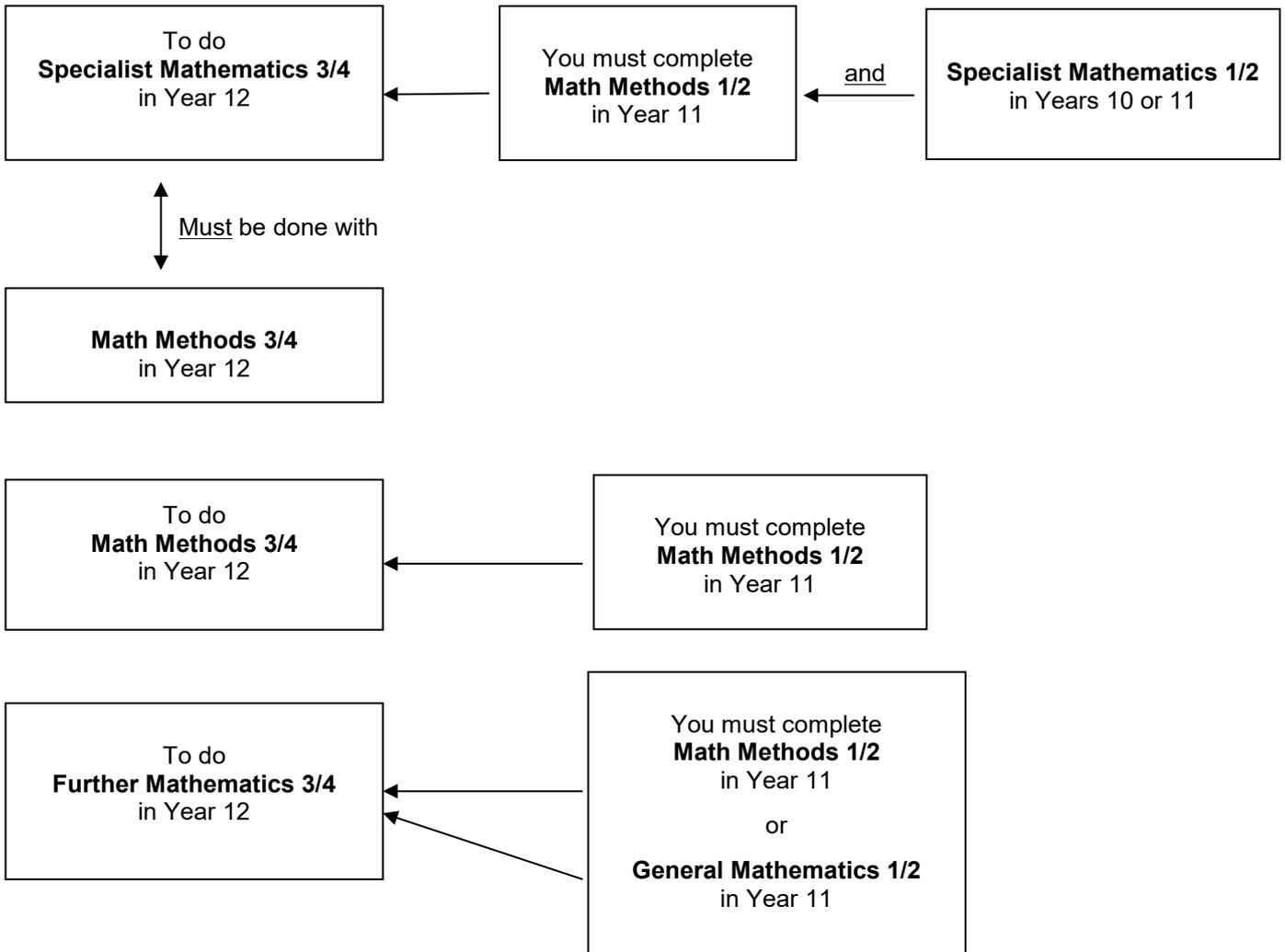
- Scientific Calculator (approximate cost of \$20)
- TI nspire CAS (approximate cost of \$200)

Methods/Specialist Stream

- Scientific Calculator (approximate cost of \$20)
- TI nspire CAS (approximate cost of \$200)

POSSIBLE STUDY SEQUENCES

Possible study sequences for students who have the aspirations and aptitude to complete a VCE Units 3/4 Mathematics subject:



Foundation Mathematics (VCE Units 1/2)

Why study Foundation Mathematics?

Foundation Mathematics is for students who wish to continue studying but who do not have the aspiration or aptitude to complete a scored VCE Units 3/4 study in Mathematics the following year.

What knowledge and skills will you gain?

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

The areas of study for Foundation Mathematics are:

- Space, shape and design
- Patterns and number
- Data and statistics
- Measurement

Knowledge and skills students will gain include:

- Students will develop their mathematical thinking, with each of the topics covered having as many practical applications as possible.
- Students will develop their use of technologies in a mathematical context via a scientific calculator and appropriate computer programs (for example, Excel)

How will Foundation Mathematics be assessed?

Foundation Mathematics will be assessed by class work, tests, assignments, summary and review notes and an end of semester exam.

Examples of the types of activities you will be doing in Foundation Mathematics:

The majority of classes will entail concepts being modelled by the teacher and then the students practising new work on paper or on the calculator or computer. This process will be complemented by student led investigation into two areas of focus.

Time spent doing practical activity:

When applicable, there will be practical activities relating to the topic being covered.

Time spent doing theory:

Most class time will be spent learning a mathematical process and then practicing it.

Where to next?

Foundation Mathematics is designed to be useful to students aspiring to trades, retail and administrative positions. **It is not designed to prepare a student for a scored VCE Units 3/4 Mathematics.**

Who to ask:

Your Year 10 Mathematics teacher or Mr Corden (Head of Mathematics Faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/mathematics/general/genmathindex.html>

General Mathematics (VCE Units 1/2)

Why study General Mathematics?

General Mathematics provides courses of study for a broad range of students and is designed as a base for VCE Further Mathematics Units 3/4.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Students will develop their mathematical thinking, through the study of topics that are a base for Units 3/4 Further Mathematics
- Students will develop their use of appropriate technology with the TIInspire calculator

How will General Mathematics be assessed?

General Maths will be assessed by class work, tests, projects and an end of semester exam.

Examples of the types of activities you will be doing in General Mathematics:

The majority of classes will entail concepts being modelled by the teacher and then the students practising new work on paper or on the calculator or computer.

A CAS calculator, the TI nspire, will be used as a learning tool and as an aid for completing work. This calculator is a mandatory requirement of this course.

Time spent doing practical activity:

On occasions there will be some practical activities relating to the topic being covered.

Time spent doing theory:

Nearly all class time will be spent learning a mathematical process and then practicing it.

Where to next?

Students may continue into VCE Units 3/4 Further Mathematics or may terminate their VCE mathematics studies with VCE Unit 1/2 General Mathematics.

Who to ask:

Your Year 10 Mathematics teacher or Mr Corden (Head of Mathematics Faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/mathematics/general/genmathindex.html>

Further Mathematics (VCE Units 3/4)

Why study Further Mathematics?

Further Mathematics is a VCE Unit 3/4 study that is designed to be accessible to many students. It is undertaken by students who are seeking employment immediately after secondary school and by students who are aiming for tertiary education. It is a minimum maths prerequisite for many courses.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Students will develop their mathematical thinking, through the study of topics that have practical applications.
- Students will develop their use of appropriate technology with the TIInspire calculator

How will Further Mathematics be assessed?

For VCE Units 3/4 Further Mathematics all internal assessment tasks will be completed under test conditions in class or on a Wednesday afternoon in the Pavilion. There are two external exams in November **both** with a calculator and notes.

Examples of the types of activities you will be doing in Further Mathematics:

The majority of classes will entail concepts being modelled by the teacher and then the students practising new work on paper or on the calculator or computer.

A CAS calculator, the TI nspire, will be used as a learning tool and as an aid for completing work. This calculator is a mandatory requirement of this course.

Time spent doing practical activity:

On occasions there will be some practical activities relating to the topic being covered.

Time spent doing theory:

Nearly all class time will be spent learning a mathematical process and then practicing it.

Where to next?

- Tertiary study in biological sciences, statistics, tourism, business, accounting, education.
- Employment in hospitality, trades, defence or retail.

Who to ask:

Your Year 10 Mathematics teacher or Mr Corden (Head of Mathematics Faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/mathematics/further/furthermathindex.html>

Mathematical Methods (VCE Units 1-4)

Why study Mathematical Methods?

Mathematical Methods is a pre-requisite for many tertiary courses including some engineering, science, commerce, IT and medical related courses. VCE Units 1/2 are also recommended for students hoping to undertake electrical apprenticeships.

It should be taken by students who enjoy mathematics and who have not experienced too many difficulties with Year 10 Pre-Methods Mathematics. VCE Mathematical Methods Units 3/4 may be taken on its own, in combination with VCE Units 3/4 Further Mathematics, in combination with VCE Specialist Mathematics Units 3/4, or in combination with both Further and Specialist Mathematics. If three VCE Units 3/4 mathematics studies are taken, only two may contribute to the primary four in ATAR calculations.

What knowledge and skills will you gain?

Students will become more proficient in mathematical thinking/reasoning, algebra and use of appropriate technology. This will stand them in good stead for any mathematics they need to learn at any subsequent date. It will also develop their cognitive and reasoning acuity beyond mathematics.

Topics include:

- Functions & Graphs
- Algebra
- Calculus
- Probability & Statistics

How will Mathematical Methods be assessed?

Mathematical Methods will be assessed with tests, application tasks and exams; some with the aid of a CAS calculator and some without the aid of any calculator. For VCE Units 3/4 all internal assessment tasks will be completed under test conditions in class and there are two external exams in November; one with no calculator or notes, the other with a calculator and notes.

Examples of the types of activities you will be doing in Mathematical Methods:

The majority of classes will entail concepts being modelled by the teacher and then the students practising new work on paper or on the calculator or computer.

A CAS calculator, the TI nspire, will be used as a learning tool and as an aid for completing work. This calculator is a mandatory requirement of this course.

Other activities that are part of Mathematical Methods

Students are expected to complete a significant amount of practice outside of class (homework).

Where to next?

Tertiary Study in, but not limited to, chemical and physical sciences, Mathematics, Engineering, Medicine/Physiotherapy, Architecture, Defence (ASFA – Science/Engineering), Aeronautics.

Who to ask:

Your current mathematics teacher, Mr Corden (Head of Mathematics Faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/mathematics/cas/casindex.html>

Specialist Mathematics (VCE Units 1/2)

Why study Specialist Mathematics?

Any student considering doing VCE Specialist Mathematics Units 3/4 should complete VCE Specialist Mathematics Units 1/2. Doing Specialist Mathematics Units 1/2 will also enhance students' experience of success with the academic rigour of VCE Mathematical Methods Units 1-4.

Students may be invited to do VCE Specialist Mathematics Units 1/2 while in Year 10 based on their Year 9 performance. Any student enrolled in VCE Mathematical Methods Units 1/2 may also choose to do VCE Specialist Mathematics Units 1/2 while in Year 11. Students are not to do this subject as their only Year 11 mathematics study.

What knowledge and skills will you gain?

Students will become more proficient in mathematical thinking, algebra and appropriate technology. This will stand them in good stead for any mathematics they need to learn at any subsequent date. It will also develop their cognitive and reasoning acuity beyond mathematics. Topics include:

- Algebra
- Complex numbers
- Vectors
- Circular functions
- Number theory.

How will Specialist Mathematics be assessed?

VCE Specialist Mathematics will be assessed with tests, application tasks and exams; some with the aid of a CAS calculator and some without the aid of any calculator or notes. Some of the application tasks will be completed as take-home tasks.

Examples of the types of classroom activities you will be doing in Specialist Mathematics:

The majority of classes will entail concepts being modelled by the teacher and then the students practising new work on paper or on the calculator or computer.

A CAS calculator, the TI nspire, will be used as a learning tool and as an aid for completing work. This calculator is a mandatory requirement of this course.

Other activities that are part of Specialist Mathematics:

Students are expected to complete a significant amount of practice outside of class (homework).

Who to ask?

Your current mathematics teacher, M Corden (Head of Mathematics Faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/mathematics/general/genmathindex.html>

Specialist Mathematics (VCE Units 3/4)

Why study Specialist Mathematics?

Specialist Mathematics is a pre-requisite or a recommended study for some tertiary courses, typically engineering or high level mathematics courses. It should only be taken by students who enjoy mathematics and who have been reasonably successful with VCE Unit 1 Mathematical Methods. This study cannot be taken in isolation; it must be done in conjunction with VCE Mathematical Methods Units 3/4. Some material covered in VCE Mathematical Methods Units 3/4 is developed further in VCE Specialist Mathematics Units 3/4. Students should also have completed VCE Specialist Mathematics Units 1/2.

What knowledge and skills will you gain?

Students will become more proficient in mathematical thinking, algebra and appropriate technology. This will stand them in good stead for any mathematics they need to learn at any subsequent date. It will also develop their cognitive and reasoning acuity beyond mathematics. Topics include:

- Complex numbers
- Vectors
- Calculus
- Kinematics

How will Specialist Mathematics be assessed?

Specialist Mathematics will be assessed with tests, application tasks and exams; some with the aid of a CAS calculator and some without the aid of any calculator. All internal assessment tasks will be completed under test conditions in class and there are two external exams in November; one with no calculator or notes, the other with a calculator and notes.

Examples of the types of activities you will be doing in Specialist Mathematics:

The majority of classes will entail concepts being modelled by the teacher and then the students practising new work on paper or on the calculator or computer.

A CAS calculator, the TI nspire, will be used as a learning tool and as an aid for completing work. This calculator is a mandatory requirement of this course.

Other activities that are part of Specialist Mathematics

Students are expected to complete a significant amount of practice outside of class (homework).

Who to ask:

Your current mathematics teacher, Mr Corden (Head of Mathematics Faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/mathematics/specialist/specialmathindex.html>

SCIENCE GROUP

Biology (VCE Units 1-4)

Why study Biology?

Biology is a science which is making constant discoveries and advancing our understanding of the nature of living things. In the twenty-first century, the fields of genetics, biotechnology, climate science, medical science, neuroscience, sport science and many others will require a depth of knowledge related to cells, biochemistry, genetics and essential cell processes in organisms

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- The activity of cells including: their composition; the variety of cell types; and the processes which occur in plants and animals due to the specialisation of cell structures.
- Investigating the functioning of plants and animals in terms of: nutrients; water and gases; transport of substances; elimination of wastes; and reproduction.
- Classification techniques and systems.
- Environmental factors which will influence the survival of plants and animals in their habitat.
- Physiological, structural, behavioural and reproductive adaptations of plants and animals.
- The nature, types and components of ecosystems and the interrelationships between the living and non-living parts of an ecosystem.
- The process of cell replication, division and cycle
- The study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Investigate the biochemical processes that are common to autotrophic and heterotrophic life forms.
- Consider the universality of DNA and investigate its structure; the genes of an organism, as functional units of DNA and code for the production of a diverse range of proteins in an organism.
- Investigate the significant role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structure of proteins, how the structure of a protein relates to its function in an organism's tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes
- Examine evidence for evolution of life forms over time and explore hypotheses that explain how changes to species have come about
- Investigate emerging technological applications and the implications of advances in molecular genetics.

How will Biology be assessed?

In VCE Units 1/2:

- Class work and homework
- Practical reports
- Presentations
- Topic tests
- Semester examinations.

In VCE Units 3/4:

- The level of achievement in Units 3 and 4 will be determined by
 - Unit 3 School-Assessed Coursework: 20 per cent
 - Unit 4 School-Assessed Coursework: 20 per cent
 - End-of-year examination: 60 per cent.

Examples of the types of activities you will be doing in Biology:

In VCE Units 1/2:

- Practical work involving: the use of microscopes; examination of plant and animal cells and systems; and the process of experiment design.
- Practical work involving the use of second-hand data.
- Applying knowledge to genetic crosses
- Bookwork and worksheets.
- Research and class presentations.
- Analysis of data and the application of scientific method.
- Topic tests that include various types of questions; multiple choice and short answer with a focus on application of concepts to new scenarios.

In VCE Units 3/4:

- A summary report of a series of practical activities related to biochemical processes
- Analysis of the practical activities performed in line with the scientific method
- A summary report of a practical activity related to recombinant DNA using bacteria as a vector
- Topic tests that include various types of questions; multiple choice and short answer with a focus on application of concepts to new scenarios.

Time spent doing practical activity:

In Units 1/2, approximately six double sessions per Unit (semester). Practical activity will involve both first-hand and second-hand data. In Units 3/4, the course allows for a number of opportunities for students to participate in practical sessions which are often completed as part of the SAC requirements.

Time spent doing theory:

In Units 1/2, the majority of time allocated for each semester is spent on theoretical knowledge and the analysis and application of key concepts. In Units 3/4, the course is theory based and a majority of class time is spent studying the relevant topics in many different forums e.g. analysing data, investigating, and looking at technological advances.

Where to next?

Studying VCE Biology would be beneficial for the following career pathways:

Higher Education:

Bachelor Degrees: Agricultural Science, Applied Science, Biology, Biotechnology, Biomedical Science, Botany, Environmental Science, Food Science, Forestry, Genetics, Human Movement, Marine Science, Medicine, Nursing, Zoology.

TAFE:

Certificate and Diploma Courses: Agriculture, Horticulture, Horse Studies, Forestry, Animal Technology, Laboratory Technology.

Employment Fields:

Agricultural Science, Aquaculture, Botany, Fisheries and Wildlife, Genetics, Horticulture, Laboratory Technician, Medicine, Medical Science, Microbiologist, Nursing, Parks and Recreation, Paramedic, Zoology/Animal Keeper and many others

Who to ask:

Your current Science teacher or Ms Parsons (Head of Science Faculty and VCE Biology Teacher).

VCAA information:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/biology/Pages/Index.aspx>

Chemistry (VCE Units 1-4)

Why study Chemistry?

As all matter is composed of atoms, Chemistry underpins all sciences. Chemistry permeates numerous fields of endeavour, including agriculture, art, biochemistry, dietetics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science and winemaking. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- The Periodic Table – History, development, trends.
- Atomic Theory – mass number, isotopes, electronic configuration.
- The Mole Concept – calculation of masses, empirical formulae, percentage composition.
- Materials – Bonding in metals, ionic compounds, molecular compounds, polymers.
- Water – special properties, acids and bases, redox reactions.
- Conduct and develop experimental techniques.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Chemical analysis techniques used to analyse products in a laboratory.
- Organic chemical pathways used to produce large biomolecules.
- Industrial chemistry and the factors that affect the rate and extent of a chemical reaction.
- Supplying and using energy from chemical transformations.

How will Chemistry be assessed?

In VCE Units 1/2:

- Classroom tests
- Practical reports
- Summary reports of practical work
- Second-hand data interpretation
- Responding to stimulus material
- Design and completion of a scientific poster
- Semester exams.

In VCE Units 3/4:

- Tests based on practical exercises.
- Responding to stimulus material
- Second-hand data interpretation
- Design and completion of a scientific poster
- End of year exam (worth 60% of the study score).

Examples of the types of activities you will be doing in Chemistry:

In VCE Units 1/2:

- Mixing chemicals and measuring the resulting masses or volumes
- Making polymers
- Making galvanic cells
- Testing water samples.
- Designing an investigation

In VCE Units 3/4:

- Analysing the chemical components of everyday chemicals
- Preparing artificial fragrances and flavours
- Investigate factors which affect the rates of reactions
- Carry out electrolysis of solutions to make elements.
- Designing an investigation

Time spent doing practical activity and classroom theory:

Students will spend approximately 70% of class time completing theory work and 30% of class time doing practical work to complement or reinforce theory work.

Where to next?

If you are thinking of a career in any science or health field, then you should do Chemistry.

Bachelor Degrees:

Agricultural Science, Engineering (Chemical and Environmental), Pharmacy, Science, Biomedical Science, Biochemistry, Medicine

TAFE:

Certificate and Diploma Courses: Laboratory Technology, Environmental Management, Forensic Science.

Employment fields:

Agricultural Science, Biochemist, Chemical Engineer, Analytical Chemist, Drug Development, Environmental Chemist, Food Technologist, Forensic Science, Industrial Chemist, Minerals Process Engineer, Occupational Health and Safety, Pharmacist, Polymer Scientist, Quality Controller.

Who to ask:

Your current Science teacher, Mr O'Loughlan, Mrs Kavanagh or Ms Simpson (Senior School Chemistry teachers) or Ms Parsons (Head of Science Faculty).

VCAA information:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/chemistry/Pages/Index.aspx>

Environmental Science (VCE Units 1 & 2)

Why study Environmental Science?

VCE Environmental Science enables students to understand Earth as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students explore how the relationships between these systems produce environmental change over a variety of timescales. They investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.

Note: Only Unit 1 and 2 is being offered in 2020. Both Unit 1 and 2 and Unit 3 and 4 will be offered in 2021.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Processes for creating the essential conditions to sustain life on Earth, including the systems and inputs/outputs required.
- Environmental factors that affect Earth over time.
- Characteristics, sources and transport of pollutants, along with measuring, monitoring, treating and managing them.
- Students design and conduct a practical investigation into the monitoring of ecosystems or their components and/ or change in ecosystems.
- Developing an understanding of the characteristics of scientific research methodologies and techniques of primary qualitative and quantitative data collection relevant to the investigation including experiments and/or fieldwork.
- Developing skills that display the characteristics of effective science communication: accuracy of scientific information; clarity of explanation of scientific concepts, ideas and models; contextual clarity with reference to importance and implications of findings; conciseness and coherence; and appropriateness for purpose and audience.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Importance of biodiversity, how it changes over time and how it can be measured.
- Understanding the threats to biodiversity along with proposals on the protection and restoration of biodiversity.
- Apply their knowledge to sustainability and environmental management.
- Fossil fuels
- Comparing different energy sources, such as fossil fuels and how science can be used to reduce the impacts of their use.
- Outlining the major factors that alter Earth's atmosphere and measurements that show evidence of changes in climate.
- Comprehension of the consequences of changing the composition of gases in the atmosphere.
- Student will design a practical investigation related to biodiversity or energy use from an environmental management perspective.

How will Environmental Science be assessed?

In VCE Units 1/2:

- Class work and homework
- Practical report log book
- Student designed investigations
- Presentations
- Topic tests
- Semester examinations.

In VCE Units 3/4:

The level of achievement in Units 3 and 4 will be determined by

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

Examples of the types of activities you will be doing in Environmental Science:

In VCE Units 1/2:

- Practical work that involves the use of first or second-hand data.
- Fieldwork exercises
- Student designed practical investigation
- Researching and creating advice for current case studies
- Bookwork and worksheets.
- Multimodal presentation based on sustainability and environmental management
- Media analysis/response
- Topic tests.

In VCE Units 3/4:

- Practical report log book
- Student designed practical investigation
- Evaluation of research
- Media analysis/response
- Topic tests.

Time spent doing practical activity:

In Units 1/2, approximately six double sessions per Unit (semester). Practical activity will involve both first-hand and second-hand data. In Units 3/4, the course allows for a number of opportunities for students to participate in practical sessions which are often completed as part of the SAC requirements.

Time spent doing theory:

In Units 1/2, the majority of time allocated for each semester is spent on theoretical knowledge and the analysis and application of key concepts. In Units 3/4, the course is theory based and a majority of class time is spent studying the relevant topics in many different forums e.g. analysing data, investigating, and looking at technological advances.

Where to next?

Studying VCE Environmental Science would be beneficial for the following career pathways:

Higher Education:

Bachelor Degrees: Agricultural Science, Applied Science, Biology, Botany, Environmental Science, Forestry, Marine Science, Zoology.

TAFE:

Certificate and Diploma Courses: Agriculture, Horticulture, Horse Studies, Forestry, Animal Technology, Laboratory Technology.

Employment Fields:

Agricultural Science, Aquaculture, Botany, Fisheries and Wildlife, Horticulture, Laboratory Technician, Parks and Recreation, Zoology/Animal Keeper and many others

Who to ask:

Your current Science teacher, Ms Spierings (Environmental Science teacher) or Ms Parsons (Head of Science Faculty).

VCAA information:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/environmentalscience/Pages/Index.aspx>

Physics (VCE Units 1-4)

Why study Physics?

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe. The knowledge gained through physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical and technical applications.

Knowledge in physics is gained through complex processes. For example, theories developed as a result of studying the ways that matter interacts with matter, and the ways that light and matter mutually interact, have led to innovations in medicine, electronics, energy use, telecommunications and materials science.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Thermal Physics
- Electricity
- Nature of matter concentrating mainly on the nucleus
- Motion
- One detailed study (from 12 given options)
- Practical Investigation.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Energy
- Electricity
- Gravitation
- Magnetism
- Newton's Laws
- Light & Matter
- Wave Model
- Particle Model.

How will Physics be assessed?

In VCE Units 1/2:

- Demonstration of achievement of outcomes for Units 1 and 2 will be based on performance in assessment tasks such as practical work and structured written practical reports, data analysis tasks, a summary report of selected practical investigations, response to media articles, topic tests and semester exams.

In VCE Units 3/4:

- The level of achievement in Units 3 and 4 will be determined by school assessed coursework (40% of the final mark) such as practical reports, tests, data analysis tasks, summary reports of selected practical investigations and an end-of-year examination each worth 60% of the final mark.

Examples of the types of activities you will be doing in Physics:

In VCE Units 1/2:

- Use of conceptual models to describe and explain observed physical phenomena.
- Use of simple mathematical modelling to organise data and make predictions
- Extensive and regular experimental work in the laboratory
- Make and test predictions, identify discrete and continuous variables, select relevant independent variables and recognise controlled variables
- Understanding of physics is further developed through the application of models to more complex phenomena.

In VCE Units 3/4:

- Explore the importance of Energy in explaining and describing the physical world.
- Explore the interactions, effects and applications of Gravitational, Electric and Magnetic fields.
- Explore the design and operation of particle accelerators.
- Use Newton's laws and Einstein's theories to investigate and describe motion.
- Examine the production of electricity and its delivery to homes.
- Explore the use of wave and particle theories to model the properties of light and matter.
- A student designed practical investigation will be undertaken. The findings of the investigation are to be presented in a scientific poster format.

Time spent doing practical activity and theory:

Varies because it is dependent on topic being covered.

Other requirements:

Students proposing to study VCE Units 1/2 Physics also need to be studying a VCE Units 1/2 Mathematics subject that continues through to the VCE Unit 3/4 level.

Where to next?

This study is recommended for students with a wide range of expectations, including students who are aiming for medical, engineering, technological and science-based careers.

Higher Education:

Bachelor Degrees: Science, Engineering, Computer Science, Applied Physics, Astronomy and Astrophysics, Image Processing, Materials Science, Theoretical Physics.

TAFE:

Certificate and Diploma Courses: Electronics, Engineering, Telecommunications.

Employment Fields:

Aerospace Engineering, Civil Engineering, Computing and Communications, Electronics, Geologist, Geomatics, Medical Imaging, Mechanical Engineering, Mining and Mineral Exploration, Robotics and Mechatronics

Who to ask:

Your current Science teacher; Mr Emerson, Ms Purcell (Senior School Physics teachers) or Ms Parsons (Head of Science faculty).

VCAA information:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/physics/Pages/Index.aspx>

Psychology (VCE Units 1-4)

Why study Psychology?

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. In undertaking this study, students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society. In VCE Psychology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues, and communicate their views from an informed position.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Explore the role of the brain in mental processes and behaviour
- Investigate brain plasticity and brain damage
- Understanding the complexity of psychological development, including typical/atypical development
- Studying sensation and perception along with distortions in perception.
- Understanding social cognition and social contexts that influence behaviour.
- Students apply and extend their knowledge and skills developed in their areas of study to investigate a question related to brain function and/or psychological development.
- Students analyse the scientific characteristics of scientific research methodologies, including techniques for primary qualitative and quantitative data collection relevant to the investigation: experiments, surveys, questionnaires, observational studies and/or use of rating scales; reliability and validity of data; and minimisation of experimental bias.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Outline the functioning of the nervous system functioning.
- Stress as an example of a psychobiological process.
- Understanding the neural basis of learning and memory, models that explain learning and the process and reliability of memory.
- Explaining the nature of consciousness and sleep as an altered state of consciousness.
- Investigating the importance of sleep and effects of sleep disturbances and possible treatments.
- Defining mental health, along with factors that contribute to the progression of mental health disorders.
- Application of a biopsychosocial approach, as a scientific model, to explain specific phobia.
- Exploring factors that lead to the maintenance of mental health.
- Describing the characteristics of scientific research methodologies and techniques of primary qualitative and quantitative data collection relevant to the selected investigation: experiments, self-reports, questionnaires, interviews and/or use of rating scales; reliability and validity of data; and minimisation of experimental bias.

How will Psychology be assessed?

In VCE Units 1/2:

- Class work, homework
- Practical report log book
- Student designed investigations
- Presentations
- Topic tests
- Semester examination.

In VCE Units 3/4:

The level of achievement in Units 3 and 4 will be determined by

- Unit 3 School-Assessed Coursework: 16 per cent
- Unit 4 School-Assessed Coursework: 24 per cent
- End-of-year examination: 60 per cent.

Examples of the types of activities you will be doing in Psychology:

In VCE Units 1/2:

- Practical work and involving the use of first or second-hand data.
- Student designed practical investigation
- Researching current case studies
- Bookwork and worksheets.
- Multimodal presentations
- Media analysis/response
- Topic tests.

In VCE Units 3/4:

- Practical report log book
- Student designed practical investigation
- Evaluation of research
- Media analysis/response
- Topic tests.

Time spent doing practical activity:

In Units 1/2, approximately three to four double sessions per Unit (semester). Practical activity will involve both first-hand and second-hand data. In Units 3/4, the course allows for opportunities for students to participate in practical sessions which are often completed as part of the SAC requirements.

Time spent doing theory:

In Units 1/2, the majority of time allocated for each semester is spent on theoretical knowledge and the analysis and application of key concepts. In Units 3/4, the course is theory based and a majority of class time is spent studying the relevant topics in many different forums e.g. analysing data and case study investigation.

Where to next?

Studying VCE Psychology would be beneficial for the following career pathways:

Higher Education:

Bachelor Degrees: Psychology, Education. Human Relations, Counselling, Management, Behavioural Studies, Allied Health.

TAFE:

Certificate and Diploma Courses: Counselling, Social Services.

Employment Fields:

Psychology (Sports, Education, Forensic, Health, Social), Human Resources, Business Management, Neuropsychology, Developmental Psychology.

Who to ask:

Your current Science teacher, Miss Binnie (Senior School Psychology teacher) or Ms Parsons (Head of Science Faculty).

VCAA information:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/psychology/Pages/Index.aspx>

TECHNOLOGY GROUP

Food Studies (VCE Units 1-4)

Why study Food Studies?

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

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

What knowledge and skills will you gain?

This study enables students to:

- develop as informed, discerning and capable food citizens.
- build practical food skills in the planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food.
- apply principles of nutrition, food science and sensory evaluation to food planning and preparation.
- extend understanding of food origins, cultures, customs and behaviours.
- understand global and local systems of food production, distribution and governance develop awareness of a diverse range of influences on food choice.
- research and discuss issues relating to economic, environmental and ethical dimensions of our food system.
- analyse and draw evidence-based conclusions in response to food information, food advertising and current food trends.

How will Food Studies be assessed?

In VCE Units 1/2:

- Production work and records of production
- Topic tests (short and/or extended answer)
- End semester examination.

In VCE Units 3/4:

- In accordance with the VCAA guidelines, School-Assessed Coursework
- End-of-year examination.

Major topics covered in Units 1/2 include:

- Food Origins - This unit focuses on food from historical and cultural perspectives.
- Food Makers - In this unit students investigate food systems in contemporary Australia.

Major topics covered in Units 3/4 include:

- Food in Daily Life - This unit investigates the many roles and everyday influences of food.
- Food Issues, Challenges and Futures - In this unit students examine debates about global and Australian food systems.

Time spent doing practical activity:

One double lesson (90 minutes) per week.

Time spent doing theory:

One double and one single lesson per week.

Recommendations

A recommended VCE subject match is Health and Human Development.

Where to next?

Higher Education: Applied Science, Food Science and Nutrition, Applied Science Consumer Science, Food Technology, Hospitality Studies, Hotel Management, Tourism.

TAFE: Certificate and Diploma Courses, Commercial Cookery, Hospitality, Food Service.

Employment Fields: Catering, Chef, Baker, Flight Catering, Food Technology, Home Economist, Hospitality Food Service, Hospital Food Service, Hotel/Motel Management, Pastry Cook, Food Processor, Teaching, Nursing, Dietician.

Who to ask:

Your Food Studies teacher or Mr Peter Ryan (Head of Technology faculty).

VCAA information:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/foodstudies/foodstudiesindex.aspx>

Product Design and Technology (VCE Units 1-4)

Why study Product Design and Technology?

Many of our daily activities involve problem solving to some degree. In problem solving we follow a process of identifying a problem, exploring suitable options to solve the problem, putting the most suitable option into practice and evaluating the success of the chosen option. This design based study engages student's problem solving skills. In following the design process, students develop a knowledge and understanding of materials and production processes to design, create and evaluate products suitable for their intended purpose.

All four units in this study will provide opportunities for students to undertake significant design and production activities. Each unit is mainly wood based, but not exclusively. In Units 1/2, design and production activities will be teacher directed. In Units 3/4, students will initiate and undertake a major design and production task of their own choice. This will be a single product constructed over Units 3 and 4.

What knowledge and skills will you gain?

Throughout VCE Units 1-4, this study allows students to access a diverse range of knowledge and skills related to product design and development. Units 1/2 provides students with an introduction to the design process, from concept stage to finished product, this knowledge is further developed and expanded in Units 3/4.

Some of the diverse design skills and knowledge include:

- Creative and critical design thinking methods and techniques;
- Structure of a design brief, methods of researching, methods of developing design options as well as planning production work;
- Developing different drawing techniques including concept sketches, presentation drawings, working drawings and CAD;
- Develop sequential planning, organisational and efficient work skills and practices;
- Understanding of environmental and sustainability impacts of material use, manufacture, disposal etc.;
- Evaluate the effectiveness of design, planning and production processes.

Some of the diverse production skills and knowledge include:

- Risk management for safe, accurate and efficient application of production processes, using materials, tools equipment and machines
- Processes applicable to selected materials
- Selection of tools, equipment and machines for particular purposes
- Understand the relationship between the properties of materials and their selection and use as part of the design process;
- Acquire, extend and apply a range of practical skills related to design, safe use of tools, equipment and machines and develop an understanding of the processes used in manipulating materials;
- Use of ICT where appropriate.

How will Product Design and Technology be assessed?

Satisfactory completion of VCE Units 1/2 is based on the student's overall performance in assessment tasks developed for each unit. Demonstration of achievement, in each Unit, will be determined by a range of related criteria developed through school based assessment.

In VCE Units 3/4, the Victorian Curriculum and Assessment Authority (VCAA) supervise the assessment of all students. In Product Design and Technology, the student's level of achievement will be determined by School-Assessed Coursework (SAC), a school-assessed task (SAT) and an end-of-year examination. Percentage contributions to the study score in Product Design and Technology are as follows:

- Unit 3 School-Assessed Coursework: 12%
- Unit 4 School-Assessed Coursework: 8%
- School-assessed task: 50%
- End-of-year examination: 30%.

Examples of the types of activities you will be doing in Product Design and Technology:

In VCE Units 1/2 design and production activities will be teacher directed. Unit 1 requires students to redesign an existing product. In previous years, students have been challenged with designing and producing a Hall Table. Unit 2 has been centred on a collaboratively designed and individually constructed piece themed around seating.

In VCE Units 3/4, students work with an end-user to determine a production piece of their own choosing. Students will complete one quality production piece for the year. It is expected this chosen piece will reflect the complex skills and techniques students have developed in previous years.

Time spent doing practical activity:

Units 1/2 students spend approximately half their course time on production and developing practical skills. Units 3/4 students spend approximately two thirds of the total class time doing their production work and associated skills tasks, materials testing etc.

Time spent doing theory:

In Units 1/2, approximately 50% of class time is spent on theory work which includes the development of a detailed design folio. Students are also required to maintain a *Record of Production Work* and an *Evaluation* at the completion of production.

VCE Units 3/4 students spend Term One developing a comprehensive design folio. Terms Two and Three are predominantly production along with continued folio development, SAC work and an Evaluation Report which details production activities.

Notes:

No compulsory extra charges will be made for students studying Units 1/2 and 3/4, although they will have to purchase an A3 display folio, the recommended textbook, workbook and protective clothing/safety spectacles.

Students who elect to use materials and supplies which cost more than their allocated school budget will be required to meet these costs before commencing production.

Where to next?

Higher Education:

Bachelor Degrees: Industrial Design - Teaching: Technology subjects.

TAFE:

Certificates and Diploma Courses: Applied Design, Design, Design and Visual Communication, Apprenticeships in building, furniture making, cabinet making and other wood based trades.

Employment Fields:

Industrial Design, Product Design, Cabinet Making, Furniture Design and Manufacture, Building, Wood Machinist.

Who to ask:

Your Design Technology teacher or Mr Ryan (Head of Technology faculty).

VCAA information: <http://www.vcaa.vic.edu.au/vce/studies/designtech/destechindex.html>

Systems Engineering (VCE Units 1-4)

Why study Systems Engineering?

This study involves learning about and working with mechanical and electrical / electronic systems. These are sometimes referred to electromechanical systems or “mechatronics”. The type of systems that students work with can range from simple electronic and mechatronic systems in kit form to student designed systems that focus on the mechanisation and electronic control of a concept.

Students plan, produce, test and evaluate their projects and record planning and progress in a folio that forms a large component of assessment for the study. They also study industrialised systems and how these affect our world in terms of social, economic and environmental outcomes. Students also gain skills in applying mathematics and physics concepts in a practical setting.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1-4 include:

- Acquire knowledge of mechanical systems.
- Acquire knowledge of electrical/electronic systems.
- Develop an understanding of ways in which basic systems may be linked to form more complex ones.
- Develop an understanding of the interaction between technological systems and the home, industry, commerce, the environment and society.
- Acquire knowledge of developments in technological systems.
- Understand the concept of design in relation to systems.
- Develop skills in the design, construction, repair, maintenance and modification of technological systems.
- Develop safe, logical and efficient work practices.
- Develop skills in the use of information and communication technologies.

How will Systems Engineering be assessed?

Satisfactory completion of VCE Units 1/2 is based on the student’s overall performance in assessment tasks developed for each unit. Demonstration of achievement, in each Unit, will be determined by a range of related criteria developed through school based assessment.

In VCE Units 3/4, the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. In Systems Engineering the student’s level of achievement will be determined by School-Assessed Coursework, a school-assessed task and an end-of-year examination. Percentage contributions to the study score in Systems Engineering are as follows:

- Unit 3 School-Assessed Coursework: 10 per cent
- Unit 4 School-Assessed Coursework: 10 per cent
- Unit 3 and Unit 4 School-assessed Task: 50 per cent
- End-of-year examination: 30 per cent.

Examples of the types of activities you will be doing in Systems Engineering:

In VCE Units 1/2:

- Recognise, identify, illustrate and use theoretical principals of mechanical and electro technology systems.
- Use appropriate processes in designing, planning, manufacturing, documenting, performance testing, fault diagnosis and evaluation of a functional system.
- Analyse a technological system in terms of its operation, function, energy use and social and environmental implications.
- Design, plan, produce and evaluate a functional integrated system with reference to relevant Australian Standards, and apply diagnostic fault-finding, repair and maintenance techniques in the production activities.

In VCE Units 3/4:

- Recognise, identify, represent, describe and explain the principals of controlled integrated technological systems.
- Design, plan, construct and document an integrated system
- Analyse and compare the environmental benefits and implications of using different energy sources (including alternative energy sources)
- Select components for, construct, diagnose, adjust, modify and repair an integrated technological system and its control devices commenced in Unit 3

Time spent doing practical activity and theory work:

Students will spend half of their time completing practical work and half doing classroom theory

Notes:

No extra charges will be made for students studying Units 1 and 2, although they will have to purchase a recommended textbook. Students who study Units 3 and 4 may have to contribute to the cost of their product, if they choose an excessively expensive production activity

Where to next?

Higher Education:

Bachelor degrees: Mechanical Engineering: Electrical and Electronic Engineering: Robotics and Mechatronics: Telecommunications: , Teaching: teachers of Technology and various Design courses

TAFE:

Electrical Trades, Engineering Trades.

Employment Fields:

Design, Teaching, Mechanical Engineering, Electrical Engineering.
Metalwork and engineering trades

Who to ask:

Your Systems Engineering teacher or Mr Ryan (Head of Technology faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/systemseng/systemsengindex.html>

THE ARTS GROUP

Media (VCE Units 1-4)

Why study Media?

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Media include:

- The production process from the pre-production (design) stage through production and post-production. For video this would include scripting, storyboarding, planning shoots, filming and editing footage (Adobe Premiere Pro)
- Analysing structure in Australian fictional media stories arising from cultural histories and institutions.
- Planning and creating narratives using appropriate processes: scripting according to Film Victoria guidelines, creating shooting scripts and creating storyboards.
- The ability to analyse the representations in visual images such as advertisements
- The ability to critically analyse film and television using appropriate filmic language.
- An understanding of genre and appropriate codes and conventions pertaining to different genres and styles.
- An understanding of how new media technologies impact upon society.
- An understanding of influence of the media in our society and the various theories and models used to attempt to describe this media influence.
- Analysing the media's role in both reflecting and influencing social values within our society.

How will Media be assessed?

In VCE Units 1/2:

- Written analysis
- Oral Presentations
- Group productions with a focus on cooperation and collaboration in the production process.
- Research projects.

In VCE Units 3/4:

- Written analysis (Short answer tests/essays)
- Media skills exercises (Filming, editing etc.)
- Individual production (A production design plan and final production or School Assessed Task SAT).

Examples of the types of classroom activities you will be doing in Media:

In VCE Units 1/2:

- Written analysis of film texts.
- Working in groups collaborating in creating a media product
- Analysing representations and their meanings in film, television and advertising.
- Planning, filming and editing video.
- Manipulating digital images.

In VCE Units 3/4:

- Written analysis of film texts.
- Individual development of media skills processes in pre-production design, production and post-production stages
- Peer teaching.

Time spent doing practical activity:

Approximately 40% of the contact time is spent on the practical component of the course, but the expectation is that some of this is completed outside of classroom hours.

Time spent doing theory:

Approximately 60% of classroom time is spent on theoretical content.

Where to next?

Higher Education:

Bachelor Degrees: Arts, Performing Arts, Humanities, Journalism, Marketing

Employment Fields:

Media, Education, Technology, Creative Arts, Performing Arts, Marketing

Who to ask:

Your VCE Units 1-4 Media teachers, Mr Hutchins, Ms Lees or Head of the Arts Faculty, Mr Lynn.

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/media/mediaindex.html>

Music Performance (VCE Units 1-4)

Why study Music Performance?

VCE Music Performance is a practical based music course that focuses on the art of music performance both in the context of a soloist and as part of a group. The course focusses on building performance and musicianship skills, representing a range of styles and diversity of character for performance and to study work of other performers. Students will identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. Students also develop skills in aural perception and comprehension, transcription, music theory and analysis.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Performance skills in both solo and group contexts
- Technical skills relevant to chosen instrument
- Sight reading, aural analysis, theory analysis
- Improvisation or composition of an original work.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Performance skills in either solo or group contexts
- Work and performances by Australian musicians.
- Develop skills in aural perception and comprehension.

How will Music Performance be assessed?

In VCE Units 1/2:

- Performance of contrasting works each semester
- Preparing for performance SAC both semesters
- Music Language
- Organisation of Sound Unit 2.

In VCE Units 3/4:

- SAC 1 – Performance Solo and Group (S/N)
- SAC 2 – Preparing for Performance SAC (10% Study Score Unit 3) (10% Study Score Unit 4)
- SAC 3 – Music Language Exam (10% Study Score Unit 3)
- Externally assessed Aural and Written Examination (20% study score)
- Externally assessed Performance Examination (50% study score).

Examples of the types of classroom activities you will be doing in Music Performance:

In VCE Units 1/2:

- Practical time allocated to development of repertoire and technical work
- Aural analysis
- Written work related to technical work and music theory
- Composition or Improvisation development.
- Performance opportunities.

In VCE Units 3/4:

- Practical time allocated to development of exam repertoire and SAC based technical work
- Aural analysis for SAC and externally assessed tests and exam
- Written presentation towards SAC's.
- Performance opportunities.

Time spent doing classroom theory and practical activity:

Students will spend some of their timetabled class time preparing for performance assessments and the final performance exam. Students will utilise the rest of the time to develop aural analysis skills and further develop technical skills such as scales and exercises.

Instrument Lessons

It is strongly recommended that students who undertake Music Performance also attend regular instrumental lessons, whether through the St Patrick's Music Department or externally. Your instrumental teacher will assist in choosing repertoire and developing works and technical exercises for technical testing and performance tests and exam.

Where to next?Higher Education:

Bachelor of Music (Melbourne University / Monash University), Bachelor of Fine Arts (Contemporary Music) (VCA)

TAFE:

Diploma of Music Performance (RMIT, Box Hill), Music Skills Performance, Diploma of Music Business (Nth Melbourne), Diploma of Sound Production.

Employment:

Professional Musician, Performance, Teaching (local and overseas), Sound Engineer, Music Therapist, Business, Sales and Retail, Song writing and composition, Radio, Music Representative for companies, Advertising, Music Journalism – reviewer.

Who to ask:

Ms Fiona Wilson (Head of Music Faculty).

VCAA information:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/music/musicperformunits3-4/musicperformunits3-4index.aspx>

Studio Arts (VCE Units 1-4)

Why study Studio Arts?

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices. Some of the essential elements of the courses include:

Studio practice:

Artists explore individual ideas, subject matter and conceptual possibilities based on artistic influences and inspiration and may draw on particular styles from different periods of time and culture.

Studio process:

In their studio practice, artists create artworks using a studio process. For the purpose of this study the studio process consists of five key stages: explore, develop, refine, resolve and present. At each stage of the studio process the student uses creative and critical thinking to document on the studio process.

Investigating studio practices:

The investigation of studio practices supports the development of the student's own practice. The research focuses on the visual analysis of subject matter in artworks and investigates how artists have interpreted sources of inspiration and influences in art making.

Visual language:

Visual language is an integral component of studio practice and refers to communication of ideas through experiences, images and objects. Artists use visual language to communicate the exploration, development and resolution of artworks.

Aesthetic qualities, art elements and art principles:

In their studio process artists use art elements and art principles to explore and express their ideas and to create aesthetic qualities. Artists use and consider art elements and art principles to create aesthetic qualities when they explore, develop, refine, resolve and present artworks.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Use of a range of methods for communicating ideas, observations and experiences through artworks
- Develop methods of selecting, organising and using visual reference material
- Ability to generate ideas and identify sources of inspiration
- Ability to use a variety of methods to translate ideas, observations and experiences through a visual language or art form
- Capacity to select, create, organise and use visual reference material to support art making
- Ability to reflect on ideas and work produced through oral and written forms.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Identify the characteristics of an exploration proposal
- Develop an understanding of the structure of a design process including a plan; conceptual possibilities; the focus and subject matter; art form/s; sources of inspiration, analysis and interpretation of the design process
- An understanding of how the characteristics of selected materials may support the communication of ideas
- A furthering of the techniques relating to the design process
- Expanded art language and terminology.

How will Studio Arts be assessed?

In VCE Units 1/2:

- Through the use of rubrics, self-assessment, peer assessment, tests, exam.

In VCE Units 3/4:

- Percentage contributions to the study score in Studio Arts are as follows:
- Units 3 and 4 School-Assessed Coursework: 10 per cent
- Units 3 and 4 School-assessed Task: 60 per cent
- End-of-year examination: 30 per cent.

Excursions: Students utilise the Ballarat Fine Art Gallery through formal and informal visits and will participate in an excursion to Melbourne to visit the National Gallery of Victoria.

Time spent doing practical activity:

Two double lessons (90 minute) per week

Time spent doing theory:

One single lesson (45 minutes) per week.

Where to next?

Higher Education: Bachelor Degrees: Fine Arts, Art and Design, Computer Mediated Art, Graphic Design, Visual Arts/Communication, Fashion.

TAFE: Certificates and Diploma Courses: Art, Design, Fashion Design, Visual Arts, Visual Communication, Visual Merchandise.

Employment Fields: Advertising, Artist, Art Administrator, Craftsperson, Fashion Design, Museum Technician, Poster Design, Potter, Printing, Public Relations, Sign writer, Sculptor, Visual Merchandiser.

Who to ask:

Your Year 10 Art teacher, Mrs Griffin, Mr Taylor or Head of the Arts Faculty, Mr Lynn.

VCAA information: <http://www.vcaa.vic.edu.au/vce/studies/studioarts/studioindex.html>

Theatre Studies (VCE Units 1-4)

Why study Theatre Studies?

Students engage in workshops based on theatre styles, play devising techniques, character development, text interpretation and rehearsing and performing a play. In their performances, they will communicate ideas and understandings about themselves and others, incorporating influences from their own and others cultures and times. Students evaluate the effectiveness of their performances and make changes to realise their intended aims. In addition to the intensive practical component of the course, students will develop analytical and reflective skills as well as research skills

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- An understanding of various Modern and Pre-Modern Theatre Styles.
- An understanding of how a play is constructed and how to review a play.
- An understanding of stagecraft elements.
- An ability to take a play from the rehearsal process to performance.

Knowledge and skills students will gain in VCE Units 3/4 include:

- An ability to take apply stagecraft elements to the rehearsal process and performance of a play.
- How to use knowledge of Theatre Styles to review and analyse a play in performance.

How will Theatre Studies be assessed?

In VCE Units 1/2:

- Through correct use of theatre terminology in research assignments, theatre reviews and aural presentations.
- Through script interpretation and self-analysis of performance.

In VCE Units 3/4:

- Through being able to maintain a folio documenting the rehearsal and performance process of a play.
- Through correct use of theatre terminology in research assignments, theatre reviews and aural presentations.

Examples of the types of classroom activities you will be doing in Theatre Studies:

In VCE Units 1/2:

- Scene Studies and Investigations into various Pre-Modern and Modern Theatre Styles.
- Going through the rehearsal process and performance of a play.

In VCE Units 3/4:

- Students will rehearse and incorporate stagecraft elements in order to perform a play.
- Students will undertake scene studies and monologues from a chosen Theatre Style.

Time spent doing practical activity:

Three Sessions (per week)

Time spent doing theory:

Two Sessions (per week)

Where to next?

Theatre Studies can lead to further study of Acting, Writing, Directing or Technical Theatre Work at a tertiary level.

Who to ask:

Ms Allen, Mr Ryan or Mr Lynn (Head of The Arts faculty)

VCAA information:

<http://www.vcaa.vic.edu.au/vce/studies/theatre/theatreindex.html>

Visual Communication Design (VCE Units 1-4)

Why study Visual Communication Design?

The study of Visual Communication Design will give students the opportunity to gain the understanding, use and ability to interpret a range of visual communications. It will provide the skills and knowledge for career pathways in graphic design, architecture, art and design and product design. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

What knowledge and skills will you gain?

Knowledge and skills students will gain in VCE Units 1/2 include:

- Practical drawing skills using a wide range of media including ICT
- An understanding of the use of design elements and principles, drawing systems and procedures.

Knowledge and skills students will gain in VCE Units 3/4 include:

- Further refinement of skills and application of the design process
- An understanding of professional practice in graphic design
- The ability to critically analyse examples of visual communications in terms of the intended audience, purpose and context.

How will Visual Communication Design be assessed?

In VCE Units 1/2:

- Assessment is by the degree to which a set of criteria is met in the development of solutions to given design briefs.

In VCE Units 3/4:

- Assessment is by the degree to which a set of criteria is met in the development of solutions to given design briefs.

Examples of the types of activities you will be doing in Visual Communication Design:

In VCE Units 1/2:

- Developing drawing skills, both freehand and with instruments by visually describing various objects in two and three dimensions
- Designing and analysing visual communications in and for various contexts
- Producing diverse styles of visual communications using ICT programs Adobe Illustrator and Photoshop.

In VCE Units 3/4:

- Analysing and developing visual communications in the communication, environmental and industrial design fields
- Developing solutions to a specific design brief through a folio of work
- Discussing real life solutions to a brief undertaken by a professional graphic designer
- Presenting their developed solutions to their design brief through a pitch.

Time spent doing practical activity:

Approximately 85% of the class time allocated to Visual Communication Design is used to completed practical activity.

Time spent doing theory:

15% of class time is used to study the theoretical aspects of Visual Communication Design.

Where to next? Career pathways in graphic design, architecture, art and design and product design.

Who to ask: Your VCE Units 1-4 Visual Communication Design teacher, Ms Clegg or Head of the Arts Faculty, Mr Lynn.

VCAA information: <http://www.vcaa.vic.edu.au/vce/studies/visualcomm/vcommindex.html>

VET OFFERINGS

VCE VET Certificate II in Building and Construction – Carpentry (partial completion)

Entry requirements:

Students wishing to study any VET certificate will need to complete the relevant application form, attend an interview, demonstrate interest in the area(s) related to the certificate and demonstrate a high level of commitment to learning in Year 10 to be eligible for this subject in Year 11.

Why study VET Building and Construction?

This two-year program is for students who are seriously considering a career in the building industry. VET Building and Construction aims to:

- Provide students with knowledge and skill to achieve modules that will enhance their employment prospects within the building and construction industry.
- Enable students to gain credit towards a nationally recognised credential, and to make a more informed choice of vocational and career paths.

NOTE: student will participate in approximately two-thirds of the 631 nominal hours thus not receive the full Certificate II in Building and Construction

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Workplace safety and industry induction
- Workplace procedures for environmental sustainability
- Basic first aid
- Levelling
- Safe handling and use of plant and power tools
- Workplace documents and plans
- Building structures
- Calculations for the building industry
- Quality principles for the building industry
- Introduction to scaffolding
- Carpentry hand tools
- Introduction to demolition
- Basic setting out
- Sub floor framing
- Wall framing
- Roof framing
- External cladding
- Installation of window and door frames
- Formwork for concreting

Examples of the types of classroom activities you will be doing in VET Building and Construction:

- Building a range of projects using common carpentry hand tools
- Conducting an OH & S audit
- Working as a team member
- Completing theory from a VET text book

How will VET Building and Construction be assessed?

Under full supervision in a classroom and simulated workplace, students must complete all practical and written tasks to an acceptable standard. Assessment methods will involve application of skills and knowledge related to the construction industry. Students will demonstrate competence through oral or written questioning, written tests, and practical tasks.

Time spent doing practical activity:

About 60% of the time allocated will be spent on practical activities.

Time spent doing theory:

About 40% of the time allocated will be spent on theory activities to accumulate knowledge related to building and construction.

Work placement:

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL complements the structured training undertaken at school. It provides the context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of modules, as determined by the RTO
- Increase of marketability
- Increase of opportunity for project based experience.

The VCAA strongly recommends a minimum of 80 hours SWL for this program. Work placement can be spread over the duration of the training program.

Recognition within the Senior Certificates:

The VCE VET Building and Construction program is designated a Group B study for satisfactory completion purposes. Students undertaking this program are eligible for up to four VCE VET units on their VCE Statement of Results: two units at Unit 1–2 level and a Unit 3–4 sequence

Students who receive a VCE Unit 3-4 sequence for the VCE VET Building and Construction program will be eligible for a 10% increment towards their ATAR (10% of the lowest study score of the primary four scaled studies).

Students undertaking VCAL will receive credit in the Industry Specific Skills strands at the equivalent of 1 credit at Intermediate or Senior level per 90 Unit of Competency nominal hours successfully awarded.

Where to next?

The VCE VET Building and Construction program provides partial completion of the Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry. Trade qualifications are available in General Construction: Carpentry – Framework/Formwork/Finishing.

Duration:

VET Building and Construction is a yearlong subject. It is studied for ten 45 minute sessions per fortnight. Some practical lessons may continue for up to one hour after school once per week.

Who to ask:

VET Building and Construction teacher, Mr Ferguson or Mr Ryan (Head of Technology faculty).

VCAA information:

<http://www.vcaa.vic.edu.au/vet/programs/building/buildconst.html>

*Please note: A student can only do **one** VET Certificate at the same level per year (e.g. a student cannot enrol in 1st Year VCE VET Engineering and 1st Year VCE VET Building and Construction. But a student can do 1st Year VCE VET Engineering and 2nd Year VCE VET Building and Construction.)*

VCE VET Certificate II in Engineering Studies

Entry requirements:

Students wishing to study any VET certificate will need to complete the relevant application form, attend an interview, demonstrate interest in the area(s) related to the certificate, have successfully completed all assessment tasks in subjects related to the certificate and a demonstrate a high level of commitment to learning in Years 9 and/or 10 to be eligible for this subject in Year 11.

Why study VET Engineering Studies?

This two-year course is for students who are seriously considering a career in the engineering or metal fabrication industries. VCE VET Engineering Studies is a nationally recognised pre-apprenticeship program that provides students with foundation knowledge and skills to enhance their employment prospects in the Engineering or wider manufacturing industries. The Certificate II in Engineering Studies provides a pathway into an engineering apprenticeship.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Occupational health and safety
- Use of engineering hand and power tools
- Careers in the engineering industry
- Applying basic fabrication techniques
- The use of IT for engineering work activities
- Performing basic machining processes
- Applying electro technology principles in an engineering work environment
- Producing basic engineering sketches and drawings
- Creating engineering drawings using computer aided systems.

How will VET Engineering Studies be assessed?

Students will be deemed “Competent” or “Not Competent”. Assessment will range from completing a series of tasks to a satisfactory standard and thus being deemed “Competent”, to passing end-of-module tests.

Examples of the types of activities you will be doing in VET Engineering Studies:

- Fitting and turning
- CAD drawing
- Making technical drawings
- Manufacturing engineering products using a range of hand and powered tools
- Using technical drawings

Time spent doing practical activity:

About 50% of the time allocated will be spent on practical activities.

Time spent doing theory:

About 50% of the time allocated will be spent on theory activities to accumulate knowledge related to engineering.

Work placement:

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL complements the structured training undertaken at school and provides the context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of modules, as determined by the RTO
- Increase of marketability
- Increase of opportunity for project based experience.

There is a minimum ten-day work placement for this program. Work placement can be spread over the duration of the training program.

Recognition within the VCE:

Students who complete Certificate II in Engineering Studies are eligible for four unit's credit towards their VCE: two units at Units 1 and 2 and a Units 3 and 4 sequence.

Students wishing to receive a study score for the Certificate II in Engineering Studies must undertake scored assessment. This consists of three coursework tasks worth 66% of the overall study score and an end of year examination worth 34% of the overall study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Duration:

The VCE VET Engineering program has a total duration of 390 hours over two years. The program consists of 8 units in the first year followed by a further five compulsory units and one elective in the second year. Students need to be fully aware that workshop sessions will run for one hour after school at least once a week to allow students to complete the full program.

Where to next?

The Certificate II in Engineering Studies provides you with the skills to undertake a work-based engineering apprenticeship leading into a range of careers as an engineering tradesperson within the engineering and manufacturing industry. Occupations include roles for the conception, design, manufacture, assembly, installation, repair, replacement, packaging and sales of a wide range of products.

Please note: A student can only do **one** VET Certificate at the same level per year (e.g. a student cannot enrol in 1st Year VCE VET Engineering and 1st Year VCE VET Building and Construction. But a student can do 1st Year VCE VET Engineering and 2nd Year VCE VET Building and Construction.)

Who to ask:

VET Engineering teachers or Mr Ryan (Head of Technology faculty)..

VCAA information:

<http://www.vcaa.vic.edu.au/vet/programs/engineering/engineering.html>

VCE VET Certificate III in Sport and Recreation

Entry requirements:

Students wishing to study any VET certificate will need to complete the relevant application form, attend an interview, demonstrate interest in the area(s) related to the certificate, have successfully completed all assessment tasks in subjects related to the certificate and demonstrate a high level of commitment to learning in Years 9 and/or 10 to be eligible for this subject in Year 11.

Why study VCE VET Sport and Recreation?

VCE VET programs are vocational certificates approved for senior secondary school students and endorsed for recognition in the VCE by the Victorian Curriculum and Assessment Authority (VCAA). This two-year program leads to nationally recognised qualifications as well as contributing towards the attainment of VCE Units 1-4 which may also contribute towards an ATAR score at the completion of Year 12.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Occupational Health and Safety in sport and recreation
- Conducting risk analysis
- Conducting a sport and recreation session for participants

How will VCE VET Sport and Recreation be assessed?

A study score is available for VCE VET Sport and Recreation. To be eligible for a study score, students must achieve all the units of competence designated as the VCE VET Unit 3-4 sequence.

The study score is derived from

- Completion of three assessable tasks designed to determine competence of the cluster units of competency within each task
- Completion of an examination in the end-of-year examination session, based on the underpinning knowledge and skills in the evidence guide of the units of competence.

Examples of the types of activities you will be doing in VET Sport and Recreation:

- First Aid
- Instructing activity sessions
- Structured workplace learning with sport and recreation industry
- Umpiring

Time spent doing practical activity:

The amount of time undertaking practical activities is approximately 40%. Please note that there are some requirements for practical activities regarding assessment and structured workplace learning that need to be completed external to class time.

Time spent doing theory:

The amount of time undertaking theory is approximately 60%. This time is focused upon developing the required underpinning knowledge and skills required by someone employed in the Sport and Recreation industry.

Work placement:

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL complements the structured training undertaken at school and provides the context for:

- Enhancement of skills development
- Practical application of industry knowledge
- Assessment of modules, as determined by the RTO
- Increase of marketability
- Increase of opportunity for project based experience.

The VCAA strongly recommends a minimum of 80 hours SWL for this program. Work placement can be spread over the duration of the training program.

Recognition within the VCE:

Students who complete the VCE VET Certificate III in Sport and Recreation are eligible for four units of credit towards their VCE: two units at Units 1/ 2 level and one Units 3/4 sequence.

Students wishing to receive a study score for the VCE VET Certificate III in Sport and Recreation must undertake a scored assessment. This consists of three coursework tasks worth 66% of the overall study score and an end of year examination worth 34% of the overall study score. This study score can contribute directly to the primary four or as a fifth or sixth study.

Students undertaking VCAL will receive credit in the Industry Specific Skills strands at the equivalent of 1 credit at Intermediate or Senior level per 90 Unit of Competency nominal hours successfully awarded.

Where to next?

This course is an industry-based course designed to develop certain skills and competencies within the Sport and Recreation industries. There are many opportunities such as:

- Sports administration/officiating
- Athlete career education
- Outdoor recreation
- Sports training and conditioning
- Commercial tour companies running adventure and recreation activities
- School-based fitness and outdoor recreation programs
- Corporate programs
- Community health and fitness centres

Entry requirements;

VCE VET Sport and Recreation has no specific academic pre-requisites for entry into the first year of the course. However, students should carefully note the following:

- This is a VET subject and as such requires a degree of maturity to cope with the academic and work place demands both in the classroom and during structured workplace learning opportunities.

To be eligible to enrol in the VCE Unit 3 and 4 sequence at SPC students are required to complete all units of competency of the first year of the course (therefore being awarded VCE Units 1 and 2).

Notes:

Students should avoid selecting VET Sport and Recreation together with Outdoor and Environmental Studies due to the time required for external activities.

*A student can only do **one** VET Certificate at the same level per year (e.g. a student cannot enrol in 1st Year VCE VET Certificate III in Sport and Recreation and 1st Year VCE VET Building and Construction).*

Who to ask:

VET Sport and Recreation teachers Mr Kinnersly, Mr Carmody and Mr Daniel.

VCAA information:

<http://www.vcaa.vic.edu.au/vet/programs/sportrecreation/sportrec.html>

VET Structured Workplace Learning - Recognition

Entry requirements:

Students wishing to enrol in this unit must be either studying a VCE VET or enrolled in an SBAT.

Why undertake Structured workplace learning?

Structured workplace learning (SWL) provides an opportunity for students to apply the skills and knowledge they have learnt in their VCE VET program within an appropriately matched workplace.

The learning experiences help students to relate the theoretical information to a real world work context and develop their employability skills.

How is structured workplace learning recognised?

A student can gain credit towards the VCE or VCAL by successfully participating in SWL and completing the workplace reflections. Workplace reflections are recorded in a Workplace Learning Record (WLR). A WLR must be completed by a student to be eligible for a SWLR credit. It is the responsibility of the student to maintain the WLR.

How does a student achieve a credit?

To achieve a credit in SWLR, a student must:

- be enrolled in a minimum of 180 hours in a VET program
- complete a minimum of 10 days full-time equivalent work placement
- complete all three sections of the WLR:
 - complete the responses for a minimum of six units of competency (UoC) in Section 2
 - ensure that at least one UoC is a Work, Health and Safety unit
 - submit a completed WLR for assessment.

What types of information can be recorded in a WLR?

The WLR has three sections:

1. a learner profile
2. VET units of competency learnings in the workplace
3. student post-placement reflection.

The WLR evidence can be drawn from:

- observations at the workplace
- activities and tasks undertaken at the workplace
- learning from discussions with staff at the workplace
- workplace documents prepared or used to support
- workplace activities
- photos/videos of equipment/processes/workplace activities.

Note: the use of any workplace material should be discussed with the employer or workplace supervisor.

How is the SWLR program recognised?

When the staff member has assessed a student's SWL program, the staff member will complete and sign the SWL Recognition

Assessment Record and provide it to the school VASS administrator for result entry.

- a student will receive a Satisfactory (S) or a Not Satisfactory result (N) for units undertaken in the SWLR program
- a student can gain a maximum of 4 units of credit for SWLR
- a typical SWL program for a student will be one credit per year
- credit is available at VCE Units 1 and 2 level only and for all three levels of VCAL as general credits.

Who to ask:

Director of Pathways and Applied Learning, Mr Damian Kinnersly

VET Employment Pathways– Certificate I

Entry requirements:

Students wishing to study any VET certificate will need to complete the relevant application form, attend an interview, demonstrate interest in the area(s) related to the certificate, have successfully completed all assessment tasks in subjects related to the certificate.

Why study VET Employment Pathways?

Employment Pathways is designed to offer students the opportunity to prepare for employment, develop a career plan, learn how to search for jobs and participate in work experience.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Career identification
- How to conduct career and job search
- Curriculum Vitae development
- Interview skills
- Workplace knowledge
- Personal development

How will VET Employment Pathways be assessed?

- Worksheets
- Role plays
- Investigations
- Work placement reports

Examples of the types of classroom activities you will be doing in VET Employment Pathways:

- Web searches
- Role plays
- Visits to *That Place*
- Online OH & S activities

Time spent doing practical and theory activity:

Students will spend approximately half of their classroom time completing practical activities and half doing theory tasks.

Where to next?

Participation in the course will equip students with the confidence and knowledge to pursue a career or find full-time work when they transition from school to work.

Duration:

VET Employment Pathways is a yearlong subject. Students wishing to study Employment Pathways must choose it in both the first and second semesters. It is studied for ten 45 minute sessions per fortnight.

Who to ask:

VET Employment Pathways teacher, Mr Sutton or the Enhanced Learning Coordinator, Mrs Richards.

ST PATRICK'S COLLEGE - Senior School Subject Selection Planner

(for students entering Year 11 in 2020)

2019 Year 10:

Semester	RE/Sport (compulsory)	English (one of)	Mathematics (one of)	Science and Humanities	Elective 1	Elective 2	Elective 3	External VET or SBAT
Semester 1	RE Sport	Pre-Voc Eng English Eng Lang Literature	Modified Maths Voc Maths Pre-General Pre-Methods	At least one of: Biology Chemistry Enviro Science Physics Psychology Science & Soc				
Semester 2	RE Sport	Pre-Voc Eng English Eng Lang Literature	Modified Maths Voc Maths Pre-General Pre-Methods	At least one of: Hist – 20 th Cent Hist – Revs				

2020 Year 11:

Semester	Religious Education (one of)	English (one of)	First preference	Second preference	Third preference	Fourth preference	Fifth preference	External VET or SBAT
Semester 1	R&S 1 T&T 1 Faith in Action Non-VCE R&S 3	English Eng Lang Literature Foundation English						Proposed: Which preference will it replace?
Semester 2	R&S 2 T&T 2 Non-VCE R&S 4	English Eng Lang Literature Foundation English						Proposed: Which preference will it replace?

2020 Year 12:

Semester	Religious Education (one of)	English (one of)	First preference	Second preference	Third preference	Fourth preference	Fifth preference
All whole-year studies	Non-VCE	English					Usually private study
	Non-VCE (Faith)	English and					
	Non-VCE (Music)	English Support					
	R&S 3/4	English Language					
	T&T 3/4	Literature					

VCAL:

Semester	Religious Education	Literacy	Numeracy	Personal Development Skills	Work Related Skills	Industry Specific Skills	Internal VET or SBAT/ SWL/ Projects	External VET or SBAT/ SWL/ Projects
Semesters 1 and 2	Year 12 non-VCE Religious Education	Senior Literacy	Senior Numeracy (or VCE Maths – to be negotiated)	Senior Personal Development Skills	Senior Work Related Skills	Internal VET or External VET or SBAT	Internal VET or SBAT/ SWL/ Projects Negotiated program	External VET or SBAT/ SWL/ Projects Negotiated program

