## Introduction

The Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) are conducted under the auspices of the Victorian Curriculum and Assessment Authority. Completion of the VCE or VCAL may lead to a variety of future options including employment and/or further study at TAFE or University.

At MacKillop College our guiding principle is to ensure each student achieves their best by recognising their own gifts and talents. We strongly encourage students entering the senior years of schooling to select subjects for which they have demonstrated a propensity and clear capability.

Both the VCE and VCAL reflect the College's commitment to academic rigour and we strive to achieve results for each student that exemplifies excellence for that student. To that end we will guide students into courses that are appropriate to them and will be proactive in ensuring their capacity to undertake selected studies or combinations of subjects prior to the commencement of their final years.

Students and parents need to be aware that the move into senior secondary education has additional responsibilities for students and increased expectations. For example, skills such as time management and organisation will be dependent more on the student's own self-discipline and self-motivation than in previous years.

MacKillop College provides course selection and careers advice to all students. However, it is important that, before committing to a particular course, students and parents avail themselves of other information beyond this guide. These additional sources may include past and present students, current teachers, other parents, employer groups, tertiary institutions and career centres.

## Glossary of Terms

**ATAR –** Australian Tertiary Admissions Rank

**Assessment Tasks -** Tasks used to measure each student's level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and are completed mainly in class time.

**Derived Exam Score** – VCAA may approve the use of a calculated or anticipated exam score if a student is adversely affected during an examination period.

**General Achievement Test (GAT) -** All students undertaking VCE Units 3 & 4 will sit a General Achievement Test, which will be used to monitor school assessment and used in the moderation of external examinations.

**Outcomes -** Achievement requirements for a Unit of Study. Students are required to demonstrate achievement of all outcomes in the unit.

**Quality Assurance -** The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels.

**Satisfactory Completion -** Satisfactory completion of all Units will be based on completion of all the outcomes prescribed for the Unit.

**School Assessed Coursework (SAC)** – Assessment tasks used to measure each student's level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed in class.

**School Assessed Task (SAT*)* –** Extended assessment tasks to be completed by students undertaking a Units 3 & 4 sequence in *Art, Product Design & Technology (Fibre & Wood), Food Technology, Media and Visual Communication & Design* only. Performance on each task will be summarised by a letter grade from $A^+$ to UG and reported to the VCAA. These tasks can be completed in both class and at home. If students are permitted to complete part of the task at home, the "Authentication Record for School Assessed Tasks" needs to be completed on a regular basis.

**Semester -** Equivalent to half a school year.

**Sequence of Units -** Most studies are designed as a sequence of four units to be taken in each semester over two years. VCE Units 3 & 4 must be taken as a sequence.

**Special Provision -** Where illness or other factors affect performance, students may seek special provision.

**Study -** A sequence of half-year Units in a particular curriculum area, for example: English, Mathematics, Japanese and VCAL Work Related Skills (Intermediate).

**Study Design -** The study design describes the units available within the Study and prescribes the objectives, areas of study, work requirements and assessment tasks.

**Unit -** A semester-length component of a Study.

**Units 1 & 2 -** Units within a VCE study designed to approximate the Year 11 level of difficulty.

**Units 3 & 4 -** Units within a VCE study designed to approximate the Year 12 level of difficulty.

**VCAA -** The Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment, certification and administration of the VCE at Years 10, 11 and 12 levels in Victoria.

**VCAL -** The Victorian Certificate of Applied Learning.

**VCE -** Victorian Certificate of Education.

**VET** – Vocational Education and Training.

**VQA -** Victorian Qualifications Authority – responsible for the accreditation, registration and certification of all qualifications in Victoria.

## Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is usually a two-year program of study.
The program is made up of semester (2 terms) length units. At MacKillop each student is expected to study at most 23 units over the course of their VCE years.
Year 11 Students will study **12 units** over two semesters.
Year 12 students will study at most **11 units** over two semesters.

In order to complete the VCE, students must satisfactorily complete:

(a) At least 3 units of English, with at least one unit at Unit 3 or Unit 4 level of either English, English Language or Literature
(b) At least 3 sequences of Unit 3 & 4 subjects other than English, including VCE VET Units 3 & 4 sequences
(c) At least 16 VCE units
(d) Minimum of 50 hours class time per unit (as per VCAA requirements)

### VCE Subjects offered at MacKillop College

| | |
|---|---|
| Accounting | LOTE – Italian |
| Art | LOTE – Japanese |
| Biology | LOTE – French |
| Business Management | Mathematical Methods |
| Chemistry | Media |
| Computing | Music Performance |
| Dance | Outdoor and Environmental Studies |
| Drama | Philosophy |
| Economics | Physical Education |
| English | Physics |
| English Language | Product Design and Technology |
| Environmental Science | Psychology |
| Food Studies | Religion and Society |
| Foundation Mathematics | Specialist Mathematics |
| Further Mathematics | Texts and Traditions |
| General Mathematics | Theatre Studies |
| Geography | Visual Communication Design |
| Health and Human Development | VET – Business |
| History | VET – Interactive Media Design |
| Legal Studies | VET – Music (Technical Production) |
| Literature | VET – Sport and Recreation |

At MacKillop College students are required to study at least one unit of Religious Education during each year of their VCE study. For students not studying either Religion and Society 3 & 4 or Texts and Traditions 3 & 4 in Year 12, the Religious Education subject will be a school-based unit that is not accredited towards the VCE.

# Victorian Certificate of Applied Learning

**General Information**

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Years 11 and 12 students. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. And like the Victorian Certificate of Education (VCE) it is a recognised senior secondary qualification.
The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

Students who do the VCAL are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school.

The Victorian Certificate of Applied Learning (VCAL) is accredited at three award levels:

- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior).

The three qualification levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.
If you choose to transfer into VCAL at the completion of a semester of VCE you will receive credit for any units you have completed.

VCAL units at each level reflect the progression in skills, knowledge and attitude development. For example:

- At Foundation level, students learn under close supervision with high levels of direction. Knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
- At Intermediate level, learning is reasonably autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
- At Senior level, learning is autonomous in regard to planning and work activities but conducted under supervision. Knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

**Aims of the Qualification**

The VCAL qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. The VCAL's flexibility enables the student to undertake a study program that suits their interests and learning needs. Personal development, the utilisation of a student's particular interests, and new pathways for senior secondary students, in the context of applied learning are underpinning principles of the VCAL.

VCAL acknowledges this within:

- the development of knowledge and employability skills that help prepare the individual for employment and for the participation in the broader context of family, community and lifelong learning
- the development of knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

**Course Requirements**

To be awarded a VCAL, students must successfully complete a learning program which is designed to comply with the following credit requirements. It must:

- Be made up of 10 credits
- Include curriculum components from each of the following four VCAL curriculum strands:
  a) Literacy and Numeracy Skills
  b) Industry Specific Skills
  c) Work Related Skills
  d) Personal Development Skills.
- Contain curriculum components drawn from:
  - VCAL units
  - VCE units
  - VET units.
- Include:
  - a minimum of two VCAL units
  - in the Literacy and Numeracy Skills strand, curriculum components to the value of one credit for literacy and one credit for numeracy
  - in each of the remaining three strands, curriculum components to the value of at least one credit in each
- Include curriculum components to the value of six credits at the level of the VCAL award, of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit
- At the VCAL Intermediate and Senior levels, the learning program must include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand. One credit is awarded on successful completion of 90 nominal hours of accredited Further Education curriculum
- VET and Further Education form an integral part of the VCAL. VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level.
- Credits classified at Foundation level, that is VCAL Foundation units, VET and Further Education units at Level I, cannot contribute to Senior level.

If students successfully complete the VCAL, they will receive a certificate and a statement of results that details the areas of study they have completed. This certificate is recognised as a senior secondary qualification.

**Delivery Modes**

VCAL allows for a range of delivery modes in a variety of settings. Delivery modes may include but are not limited to:

- applied learning linked to community, work or school activities
- classroom delivery based on whole class, small group or individual activities
- flexible delivery such as distance learning and online learning
- projects that are integrated across several VCAL strands.

Delivery settings may include schools, post compulsory providers, community, workplace, sporting or simulated environments.

Delivery and assessment must be in accordance with the requirements of the individual curriculum components selected for the study. The delivery and assessment must be consistent with the requirements of the VCAA.

**VCAL Delivery Principles**

The delivery of VCAL is based on adult learning and youth development principles.

These principles have been found to be relevant in providing successful programs for students seeking a pathway to further vocational education and training and/or employment.

These principles provide for:

- curriculum content negotiated to build on the student's interests, abilities and strengths
- curriculum content that focuses on practical 'hands-on' opportunities for learning
- curriculum content and delivery strategies that encourage personal development and growth and include opportunities to integrate learning across the learning program
- recognition of student achievement and student contributions that is both formal and informal
- curriculum and delivery strategies that enable students to learn at their own pace
- curriculum and delivery strategies that enable students to learn in different ways according to different learning styles
- delivery and assessment that assists the individual to achieving positive educational outcomes
- curriculum that values and engages the contribution of young people
- curriculum that builds competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours of young people
- curriculum and delivery strategies that encourage civil and civic participation and promote active citizenship
- development of partnership approaches to program planning and delivery that link young people with the broader community.

**Educational and Delivery Practices**

The VCAL awards are underpinned by the following curriculum principles:

- student-centred approaches and decision making regarding program design, delivery and evaluation
- opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
- program delivery that builds resilience, confidence and self-worth
- learning environments that strengthen connections with the community
- students can enter and exit VCAL at each level to pursue a range of pathway options

The following practices will be considered when planning VCAL Learning Programs for students.

**i) Negotiating learning programs**

It is important that students are actively involved in negotiating and planning their individual learning program, in particular the VCAL units.

**ii) Using flexible delivery modes**

When planning the VCAL Learning Program, teachers will determine the delivery modes most suited to students' needs and circumstances. Delivery of the VCAL can take place in classrooms, online, in community or workplace settings and may use workplace or community contexts. MacKillop College will ensure that delivery modes for units of competence or modules are consistent with any mandatory requirements specified in the relevant accredited curriculum document.

**iii) Adopting student centred teaching practices**

Delivery will be based on student centred experiential learning activities such as role plays, case studies, guest speakers and audio visual presentations. Where possible, teachers will extend the learning experiences beyond the classroom through excursions and field trips and through applied learning, e.g. by integrating the classroom learning with another unit that has an applied or practical focus.

**iv) Integrating curriculum**

The teaching and learning program for the various units, units of competence and modules that make up the learning program can be integrated. The knowledge and skills development that lead to the learning outcomes in one unit, such as a VCAL unit, can be extended by including content drawn from a VET unit or module. Record keeping for each curriculum component will reflect assessment of each learning outcome and/or unit of competence.

Programs can be designed to include a thematic or project based approach. Planning for this includes learning experiences and assessment tasks that are based on integration of learning outcomes. This might include combining the learning outcomes from different curriculum components in the same or different curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities.

## School Based Apprenticeships and Traineeships (SBATs)

VCAL students can apply to commence a School Based Apprenticeships and Traineeships. School Based Apprenticeships and Traineeships enable students to gain a vocational and technical qualification while completing school studies. They are a great career option for students in Year 11 and Year 12 who have made the decision to pursue a career within a specific trade-related industry.
The features of a School Based Apprenticeships and Traineeships include:

- Students can finish Years 11 and 12 while starting an apprenticeship / Traineeship
- Students are paid a training wage or apprentice wage for the time spent 'on-the-job' with an employer
- Students can gain nationally accredited qualifications in an industry as part of the program
- Students are covered by a training contract, which links to an industrial award or agreement

Generally, students completing a School Based Apprenticeship and Traineeship will attend TAFE and Work Placement one day per week each and will complete their school-based program on the other three days of the week, however some programs involve block release for TAFE of one week at a time over several weeks of the year. As TAFE and Work Placement requirements will create an additional workload for students, only those students meeting the following criteria will be considered for participation:

- A demonstrated ability to cope with the requirements of the school-based learning program (ie. VCAL program)
- Demonstrated appropriate work habits, both at school and at home
- Demonstrated that they are reliable and punctual in submission of required work
- Demonstrated regular attendance at school
- Shown they are cooperative in their dealings with all members of the school community and respectful of and compliant with the College General Expectations
- Demonstrated a willingness to work constructively within the established procedures of MacKillop College

## Study Guide

Homework and study are essential if you are to complete VCE or VCAL to the best of your ability. Homework is used to complement and supplement the study of each subject, while study (often overlooked) aims to increase student understanding and retention of knowledge through encouraging ongoing, independent learning.
In VCE or VCAL you need to find **two and a half to three hours** to complete homework and study each night. While the amount of homework set each night may vary, each student should allocate time to complete set tasks as well as study.

**Homework**
Homework tends to be task oriented, teacher directed and has set completion dates that students must meet. The types of homework set by teachers may be:

(a) Practical exercises – providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills.
(b) Preparatory homework – providing opportunities for students to gain background information so they are better prepared for future lessons.
(c) Extension assignments – encouraging students to pursue knowledge individually and imaginatively.

**Study**
Study tends to be student centred, self-initiated and should be ongoing in nature. Study can take the following forms:

- re-reading class notes
- practising vocabulary
- revision of work completed earlier
- wider reading
- re-organising folders and notes
- re-reading texts and novels
- summarising notes and further reading

All students should use their College diaries to record homework.

# Senior Pathways – Rules, Regulations and Procedures

## 1. Satisfactory Completion of Units.

In accordance with VCAA recommendations the regulations regarding satisfactory completion of units at MacKillop College are as follows:

### 1.1 What constitutes an 'S' for a VCE Unit?

Students must reach a satisfactory standard in all outcomes for the Unit of Study.

*"For a satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance."*

and

*"In those studies where the set of assessment tasks for School Assessed Coursework scores covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award **S** for the unit."*

(VCE and VCAL Administrative Handbook)

At the beginning of the Unit of Study, each student will receive details about the work they must do to satisfy the unit and the conditions under which the work is to be done. Copies of these documents can be collected from the common drive on the college intranet, subject teachers, Domain Leaders or VCE Leader.

*To achieve an outcome the student must:*

- *produce work that meets the required standard* (above 50%)
- *submit work on time*
- *submit work that is clearly his/her own*
- *observe the VCAA and school rules.*

If a teacher judges that **all** outcomes are achieved, the student satisfactorily completes the unit."

(VCE and VCAL Administrative Handbook)

**Please Note:**

If a student does not the meet the requirements for an outcome, this will result in an **N** for that outcome and an overall **N** for the unit.

### 1.2 What constitutes an S for a VCAL Unit?

A student will receive an **S** for a unit in the Work Related Skills, Personal Development Skills, Numeracy Skills and Literacy Skills units when they have demonstrated competency in all learning outcomes for the unit. Outcomes will be assessed as either **S** (Satisfactory) or **N** (Not Satisfactory). Individual Graded Assessments may be graded as either Competent on Not Competent.

An overall assessment of **S** (Satisfactory) or **N** (Not Satisfactory) will be given for the unit.

A student must demonstrate that they are competent in all elements in each learning task to pass the overall Unit in any given subject. All teachers will maintain record sheets of a student's progress. Students will also maintain records of their achievements; these should be carefully monitored by parents.

### 1.3 What constitutes an S for a VET Unit?

VET is a yearlong subject. A student will receive an **S** for a Unit of Competency (UOC) within their VET subject if they are able to demonstrate the minimum level of competency required by the unit within the certificate.

## 2. Due Dates

Due dates and times for the completion of assessment tasks, SATs and outcomes must be strictly adhered to. Late submission of work will incur the result of N and a zero score for any assessed coursework. **If a student is awarded N for an outcome the whole unit is deemed as unsatisfactory.** An N form notification letter will be forwarded to parents and students. Students will have the opportunity to appeal the N result. Any appeal must be in writing and must be lodged via the VCE, VCAL or VET Leader **within one week of receipt of the N result notification**. Students then need to attend a hearing with the Deputy Principal – Learning & Teaching (Year 10 – 12), VCE, VCAL or VET Leader and Subject Teacher or Level Coordinator. A parent/guardian may attend the hearing as a support role, not as an advocate. **A written response to the appeal will then be issued within 14 days.**

No individual subject teacher may grant an extension on the submission date.

All dates for SAC's will be given to students prior to the SAC.

- **'Date'** in this context refers to a given week in the school year, rather than a specific day.
  E.g. Students will be informed that a SAC will occur during the week beginning …..
- However, **SATs** will be due on a specific date.

No other due dates may be introduced. If a teacher wishes to reschedule a task because the students are not ready to be assessed or due to other circumstances, this will be done in consultation with the VCE or VCAL Leader. Adequate notification will be provided to all students in the class or classes.

### 2.1 Due Dates for VCE 'Assessment Tasks':

When a student is absent during a School Assessed Coursework (SAC) Task and has a medical certificate or Statutory Declaration **and** a note from parent/guardian on returning to school, then they will be required to complete the SAC according to the process outlined in the Supplementary SAC procedure.

### 2.2 Due Dates for SATs (Units 3 & 4):

If a student is absent on a due date for a SAT, it must still be **submitted by 4.00 pm** on that date. In these circumstances the VCE Leader must be contacted to nominate the person who will submit the SAT and the expected submission time. An extension of time cannot be granted.

### 2.3 Due Dates for VCAL 'Assessment Tasks':

When a student is absent during an Assessment Task and has a medical certificate or Statutory Declaration (for a single day absence only) **and** a note from parent/guardian on returning to school, then they will be required to complete the Learning Outcome according to the process outlined in the Supplementary Learning Outcome procedure.

## 3. Special Provision

A student is eligible for Special Provision if, at any time while studying for the VCE or VCAL, he/she is adversely affected in a significant way by:

- illness (physical or psychological)
- any factors relating to personal environment
- other serious cause
- an impairment or disability, including learning disabilities.

The adverse circumstances affecting the student must in no way be within the control of the student, for example a student who nominates for a student representative position may not then claim disadvantage on grounds related to that position. Prolonged absence from school or study is not in itself grounds for Special Provision.

The VCAA specifies four variations of 'Special Provision':

- Student programs
- School-based assessment
- Special Examination Arrangements
- Derived Examination Score.

If a student believes they have a need to apply for Special Provision, students should speak to the VCE or VCAL Leader about eligibility and the process of application.

## 4. Absence

Students should attend all classes. An absence from any class is considered to be an 'Unapproved Absence' except for the following circumstances:

- A note from a parent/guardian **and** a medical certificate or statutory declaration is provided to cover the absence. Statutory Declaration will only be accepted for a single day absence and if a student is absent for consecutive days, a medical certificate must be produced. All documentation must be produced no later than 3 days after the student's return to school and shown to the student's homeroom teacher or the absence will be deemed an 'Unapproved Absence' and the student may risk failing the subjects for which he/she was absent. Statutory declarations must be made on the day of illness and completed by the parent/guardian.
- The student is required to attend a school organised activity or excursion. (Please note that students will be permitted, at the discretion of the Deputy Principal or their delegate, to be absent from a maximum of 300 minutes of class time per subject per semester in order to participate in representative sporting activities and other activities such as Senior Sports Days or rehearsals for the musical and/or other performances. Documentation proving student involvement will need to be produced before approval will be granted.)
- The parent/guardian has discussed with the VCE, VET or VCAL Leader or Year Level Coordinator(s) special circumstances that prevent attendance (e.g. representation at state level sport, funeral of a close friend or relative). Any absence approved will be at the discretion of the VCE, VET or VCAL Leader.

Activities such as entertaining relatives or family friends, family holidays, preparing for a debutante ball, applying for a Learner's Permit or Driver's License and the like are not considered valid reasons for school absence and will be deemed 'Unapproved' whether or not a parent/guardian note is provided explaining the absence.

In all cases parent/guardians are urged to contact the school in a timely manner if their son/daughter is unable to attend classes.

## 5. Attendance Requirements

Attendance in the classroom is vital if a student is to successfully complete their VCE or VCAL studies. The volume of work to be covered in all subjects is such that even if they are absent for even a brief period a student's progress may be adversely affected. Access to textbooks, computer programs, tutors and the like are all valuable aides to student performance but there is simply no substitute for being in the classroom and interacting with the teacher and other students.

Regular attendance in class is also vital for allowing teachers to authenticate student work; extended absence from class, whether Approved or Unapproved makes authentication of student work very difficult, if not impossible. If a teacher is unable to authenticate student work the student risks failing the outcome and therefore the unit. It is for this reason that the attendance policy at VCE and VCAL level is so stringent.

Attendance at each subject must not be less than 95% for 'Unapproved Absences'. [This means that a student may miss a maximum of *5% of class time per unit per semester as 'Unapproved Absences'. In practical terms, this means that a student may miss a maximum of* ***200 minutes of class per unit per semester*** *for reasons other than those deemed as 'Approved* Absences'].
The VCAA also stipulate that students must complete a minimum of 50 hours contact time per unit. If a student's **actual attendance is less than 80%** (Approved and Unapproved Absences combined) they will be unable to satisfy the 50 hour requirement and will receive an 'N' result for that unit.
Student attendance will be marked every lesson. In the event of a teacher being absent, students are expected to attend class in the designated room – a roll will be taken by the teacher assigned to take the lesson. The list of students present will be given to the class teacher.

If a student misses numerous classes due to absences caused by reasons involving Special Provision, the student may still be recommended to repeat the unit(s) in order to recover the work missed.

## 6. Submission of Work

All work must be submitted to subject teachers during class time or at the completion of class time on the due date.
In the event that:

- a class is not held on the due date
  or
- the subject teacher is absent on the due date

work must only be handed in to the VCE or VCAL Leader or relevant Year Level Coordinator.
**Do not give work to any other teacher, other than those mentioned above.**

## 7. Lost / Damaged Work

If a student's work is lost or damaged by the student or teacher, evidence of production, i.e. notes and rough drafts must be produced. It is a requirement of students undertaking SATs that they keep such evidence of production for the duration of the year. In the event that work is lost or damaged, a complete written statement describing circumstances of the incident must be provided to the VCE or VCAL Leader as soon as is practicable after the loss or damage occurred. The principal, acting on advice from both the teacher and the VCE or VCAL Leader shall determine the course of action to be taken and/or the unit result for the student.

## 8. Use of Computers

Students using computers must keep in mind the following points:

(a) there must be an alternative system available for use in case of computer or printer malfunction or unavailability
(b) each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer
(c) hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
(d) the location of any saved work is not made available to other students. For example, devices containing files of assessment tasks should not be lent to other students under any circumstances

**Please Note:**
Work lost due to computer / memory device failures etc. are not grounds for an extension of work or to appeal an **N** result due to non submission.

## 9. Redemption and Appeals

Students cannot re-sit an assessment task to improve their result. They can only re-sit an assessment task or submit further work to achieve an **S** result for the outcome or unit but their grade **cannot change** from the original result.

Students who have achieved **N** for an outcome will be issued with an **N** form notification letter which will be posted to their parents/guardians. Students have **one week** from the date of notification of the N result to appeal the result. If a student wishes to make an appeal, this must be written by the student and submitted to the VCE, VCAL or VET leader. Students will then be required to attend an appeal hearing and, if the appeal is successful, may be given the opportunity to obtain **S** for the outcome. All appeals will be considered by the Senior Pathways Committee.

## 10. Correspondence

All correspondence between the college and students and their families relating to **N** results, appeals and other urgent factors relating to an individual student's place in the VCE or VCAL course, will be via mail.

## 11. Authentication

**Unit Outcomes and Coursework Assessment**

Completion of unit outcomes will be accomplished in class time and teachers are required to adhere to the VCAA rules for authentication.

## 12. Administrative Procedures for Authentication of Student Work

### 12.1 Authentication procedures for School Assessed Tasks.

Students will retain ALL evidence of the development of the School Assessed Task (SAT) from planning and drafting through to the final piece of work. Students will present developmental work to the teacher for sighting at least three times for the SAT prior to the submission of the finished piece of work. At each time of the sighting of a SAT the student will sign an "Authentication Record School Assessed Tasks" that is held by the teacher.

### 12.2 Student responsibilities (for all Graded Assessments):

Students will acknowledge all resources used. This includes;

- text, web sites and source material;
- the name/s and status of any person/s that provided assistance and the type of assistance provided (including tutors).
- Students should refer the MacKillop College Student Diary for detailed information on the citing of sources for school work.

Students must **not** receive undue assistance from any other person in the preparation and submission of work.

### 12.3 Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context;
- prompting and general advice from another person or source which leads to refinements or self-correction.

### 12.4 Unacceptable levels of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgment;
- actual corrections or improvements made by another person.

Students will sign a *'Declaration of Authenticity. School Assessed Tasks and Coursework completed outside class time'* form when submitting a SAT or Coursework done outside class time to a teacher.

At the time of submission, students may be asked to demonstrate their understanding of the SAT or Coursework. This demonstration may take the form of an interview, a supplementary assessment task or a test. Students will receive notification in writing **at least 24 hours** prior to the conduct of the interview, assessment task or test. Notification will be delivered to the parents / guardians of the student via mail. The student must produce written evidence of the development of the SAT or Coursework done out of class time **within 24 hours** of receiving a written request for such evidence. This written request must be signed and dated by the subject teacher concerned and the VCE or VCAL Leader. The student will be notified of any penalties as a result of a breach of the rules for authentication, in writing.

Students have the right of appeal to the Principal and to the VCAA against any penalty imposed for breaches of authentication. A student's intention to appeal must be received in writing at the VCAA **within 7 days** of the Principal's written notification to the student.

Students appealing to the VCAA may ask the VCE or VCAL Leader for advice regarding the appeals process.

## 13. Penalties for Incidents Involving a Breach of Authentication

The principal has the power to:

- reprimand a student
- give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA
- refuse to accept that part of the work or SAT which infringes the rules and base a decision whether to award the work an **N** or an **S** upon the remainder of the work
- refuse to accept any of the work or SAT if the infringement is judged by the Principal to merit such a decision, in which case a **N** will be awarded for the work or the student should be awarded **NA** (Not Assessed) for the SAT

The Principal has the discretion to penalise by a reduction of marks as deemed appropriate as a consequence of an authentication breach of rules. In all cases of breach of rules, the principal will be guided in his decision by advice from the VCE or VCAL Committee.

## 14. VCE Assessment

Outcomes will be assessed as either **S** (Satisfactory) or **N** (Not Satisfactory).
Individual Graded Assessments may be graded on either:

- a letter grade scale or percentage
- a criteria sheet (VH, H, M, L, VL, NS)
- a test score result.

An overall assessment of **S** (Satisfactory) or **N** (Not Satisfactory) will be given for the unit.

A student who meets all attendance requirements and achieves a score of 50% or higher on any School Assessed Coursework (SAC) or School Assessed Task (SAT) will automatically receive an S for that assessment. If a student falls below a score of 50% on any SAC or SAT, other avenues may be investigated to try and determine if an S can be awarded for the outcome. If a teacher determines that the assessment has not satisfied the requirements of the outcome, then the student will receive an N for the assessment, and in most cases will lead to an N for the unit.
All teachers will maintain records of a student's progress. Students also need to maintain records of their achievements; these should be carefully monitored by parents.

### 14.1 Units 1 & 2 VCE School Assessment

Each outcome will be graded as either: **S** (Satisfactory) or **N** (Not Satisfactory).
Any outcome of a standard that is not satisfactory will be awarded **N** (Not Satisfactory), therefore the overall assessment of the Unit will be **N** (Not Satisfactory).
Students will also be awarded a grade for each of the assessment tasks on the end of semester school report. The grades are awarded by the school and will not appear on the VCAA Certificate.

### 14.2 Unit 1 & 2 Examinations

Examinations are an integral element of the assessment of Unit 3 & 4 subjects, usually comprising between 34% and 66% of the total marks for a given subject; therefore, familiarity with examination techniques, structure and content at VCE level is crucial for students if they are to realise their full academic potential. With this point in mind, it is vital that students are exposed to subject examinations before they commence Unit 3 & 4 studies and examinations in Units 1 & 2 take on an important role in terms of helping prepare students for the rigor of Unit 3 & 4 studies.

Examinations in Unit 1 & Unit 2 will be as similar to corresponding Unit 3 & 4 examinations as is practicable. These exams will be conducted at the end of Semesters One and Two respectively.
The Unit 1 & 2 examinations are vital for determining a student's level of performance in a given subject and at the completion of each unit students will receive an **overall grade** for the unit indicating their academic performance in the subject as determined by a combination of SAC results, test results and exam results. In most Unit 1 & 2 subjects, the examination will contribute 50% to the overall graded assessment of the unit. Please refer to the table on the following page.

A student who fails the examination in either Unit 1 and 2 or the actual unit itself of a subject which he/she wishes to carry on to Unit 3 & 4 level may be advised, after consultation between the student, their parents, the subject teacher and the VCE Leader to reconsider that particular subject choice for study at Unit 3 & 4 level. At the very least, such students will be required to undertake extra preparation work in addition to holiday homework set for the subject. The aims of this extra work are to consolidate skills and to identify and address specific weaknesses so as to provide a firmer academic footing at Unit 3 & 4 in that subject.

Any student who wishes to undertake a Unit 3 & 4 subject without having completed at least Unit 1 or 2 in that subject will also be required to complete extra preparation work for the proposed subject. Students taking up a Unit 3 & 4 subject without having completed either Unit 1 or 2 in that subject area, should also be aware that preference for admittance to that particular subject at Unit 3 & 4 level will be given to students who have completed Unit 1 and/or Unit 2 studies in that subject.

Parents and students are reminded that as per the VCAA regulations, teacher performance is not considered grounds for appeal against a SAC, examination, or unit result. It is the policy of MacKillop College that VCE students will not be permitted to change classes because of perceived issues with a subject teacher.

### 14.3 Units 3 & 4 VCE School Assessment

Each outcome will be graded as either: **S** (Satisfactory) or **N** (Not Satisfactory)

Any outcome of a standard that is not satisfactory will be awarded **N** (Not Satisfactory), therefore the overall assessment of the Unit will be **N** (Not Satisfactory)

| Subject | School Assessed Coursework (%) | School Assessed Task (If applicable) (%) | Written Examination (%) | Oral or Performance Exam (%) |
|---|---|---|---|---|
| Accounting | 50 | - | 50 | - |
| Art | 20 | 50 | 30 | - |
| Biology | 50 | - | 50 | - |
| Business (VET) | 50 | - | 50 | - |
| Business Management | 50 | - | 50 | - |
| Chemistry | 50 | - | 50 | - |
| Computing | 50 | - | 50 | - |
| Dance | 25 | - | 25 | 50 |
| Drama | 40 | - | 25 | 35 |
| Economics | 50 | - | 50 | - |
| English | 50 | - | 50 | - |
| English Language | 50 | - | 50 | - |
| Environmental Science | 50 | - | 50 | - |
| Food Studies | 20 | 50 | 30 | - |
| Foundation Mathematics | 50 | - | 50 | - |
| General Mathematics | 50 | - | 50 | - |
| Geography | 50 | - | 50 | - |
| Health and Human Development | 50 | - | 50 | - |
| History | 50 | - | 50 | - |
| Interactive Digital Media (VET) | 50 | - | 50 | - |
| Languages Other Than English (LOTE) | 50 | - | 35 | 15 |
| Legal Studies | 50 | - | 50 | - |
| Literature | 50 | - | 50 | - |
| Mathematical Methods | 50 | - | 50 | - |
| Media | 20 | 50 | 30 | - |
| Music Performance | 25 | - | 25 | 50 |
| Music (Technical Production) (VET) | 50 | - | 50 | - |
| Outdoor and Environmental Studies | 50 | - | 50 | - |
| Philosophy | 50 | - | 50 | - |
| Physical Education | 50 | - | 50 | - |
| Physics | 50 | - | 50 | - |
| Product Design and Technology | 20 | 50 | 30 | - |
| Psychology | 50 | - | 50 | - |
| Specialist Mathematics | 50 | - | 50 | - |
| Sport and Recreation (VET) | 50 | - | 50 | - |
| Theatre Studies | 45 | - | 30 | 25 |
| Visual Communication Design | 20 | 50 | 30 | - |

This overall performance grade is separate from the unit result (**S** or **N**) which is achieved by completing outcomes in each unit. Both the overall grade and the unit result will be used to determine whether or not a student should attempt to take a particular subject at Unit 2 or at Unit 3 & 4 level.

**Students are required to obtain at least 60% on the Unit 1 & 2 written examination in order to progress and undertake scored assessment at the Unit 3 & 4 level of that subject.**

## 15. VCE Supplementary School Assessed Coursework (SAC) Tasks

If a student is absent on the day on which a SAC is scheduled, and the absence has been deemed 'approved', they will be entitled to sit a SAC of equivalent difficulty, challenge or scale. This SAC is known as a 'Supplementary SAC' and will be graded as per the procedure for any SAC done in class, i.e., the student will receive a score for the SAC.

If the absence has been deemed an 'Unapproved Absence' the student **will not** be permitted to sit the Supplementary SAC in order to redeem an **S** result for the subject.

Supplementary SACs will be scheduled for the next available time immediately following the date of the missed SAC and students must be prepared to sit the Supplementary SAC on this date. Failure to attend the rescheduled SAC without appropriate documentation, ie, a medical certificate or equivalent will result in the student receiving an **N** result for that piece of work.

Students and parents are reminded that 'study periods' are considered an extension of academic and study time by the college and as such should be kept free for Supplementary SACs, revision classes, practice examinations and the like.

The completion of SACs in a timely fashion is of great benefit in allowing students to keep up with their work and to receive valuable feedback from the teacher; it is for this reason that students who are absent from the scheduled Supplementary SAC session must re-sit the Supplementary SAC on the following Monday afternoon, between 3.30pm and 5.10pm.

## 16. VCAL School Assessment

Outcomes will be assessed as either **S** (Satisfactory) or **N** (Not Satisfactory). Individual Graded Assessments may be graded as either Competent on Not Competent.

An overall assessment of **S** (Satisfactory) or **N** (Not Satisfactory) will be given for the unit.

A student must demonstrate that they are competent in all elements in each learning task to pass the overall Unit in any given subject. All teachers will maintain record sheets of a student's progress. Students will also maintain records of their achievements; these should be carefully monitored by parents.

### 16.1 Assessment Principles for VCAL Learning Programs

Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.

### 16.2 Integrated Assessment in VCAL

Assessment in the VCAL can be integrated to focus on the assessment of integrated curriculum projects/activities rather than specific assessment tasks developed for individual learning outcomes or elements of competency. In developing an integrated or holistic approach to assessment, a number of outcomes (VCAL learning outcomes and/or VET learning outcomes) from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

### 16.3 VCAL Assessment for Students with Disabilities

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. In some instances the time taken to provide a response in alternative modes may be considerably longer and it may be unrealistic to expect such learners to achieve the outcomes in the stated nominal hours. Students may need an extended time to complete the learning outcomes in these cases.

When assessing students with particular learning needs the validity and reliability of assessment must be maintained.

### 16.4 Recognition of Prior Learning (RPL) in VCAL

Recognition of Prior Learning (RPL) is applicable to students who can demonstrate prior learning and experience relevant to the VCAL Personal Development Skills (PDS) and Work Related Skills (WRS) units. Where students have been granted RPL, evidence must be completed and kept by the VCAL Leader that demonstrates successful completion of all of the unit learning outcomes.

RPL is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, experience or general life experience. Decisions regarding RPL for VCAL PDS and WRS units are the responsibility of the VCAL Leader.

### 16.5 Assessment Principles for VCAL Units

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes.

The learning outcomes encompass broad generic skills important for active citizenship, work and further study. The VCAL Curriculum Planning Guides contain learning outcomes for VCAL Literacy and Numeracy Skills, VCAL Work Related Skills, and VCAL Personal Development Skills units.

The assessment principles outlined previously in this section also pertain to assessment of VCAL units.

Assessment of VCAL units should enable:

- an integrated or project approach to the development of assessment tasks that recognise learning that has occurred in the context of work and community settings
- assessments that are linked at times to authentic tasks and activities
- more than one opportunity to demonstrate a learning outcome successfully, if appropriate
- successful completion of all learning outcomes through either the one integrated assessment task or spread over a number of different tasks
- assessment that does not disadvantage any student and that provides flexibility in the range of methodologies that caters to the needs of individual students.

### 16.6 Assessment Methods for VCAL Units

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit in the VCAL learning program. Assessment methods must be flexible, valid, reliable and fair and may include compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:

- student self-assessment
- teacher observation
- reflective work journals
- student log books
- oral presentations
- oral explanation of text
- written text
- physical demonstration of understanding of written or oral text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing of practical tasks
- photographic/video productions
- Multimedia presentations.

### 16.7 Successful Completion of VCAL Units

The College coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines for the accredited curriculum.

For VCAL units, students will receive a satisfactorily completed (**S)** or not yet complete (**N)** result for each unit. Students will receive an **N** in a VCAL unit if they do not meet the course requirements outlined in the Curriculum Planning Guides.

## 17. VCAL Supplementary Learning Outcome

If a student is absent on the day on which an outcome is scheduled, and the absence has been deemed 'approved', they will be entitled to sit a Learning Outcome of equivalent difficulty, challenge or scale. This outcome is known as a 'Supplementary Learning Outcome'.

If the absence has been deemed an 'Approved Absence' by the College then the supplementary outcome will be graded as per the procedure for any outcome done in class.

If the absence has been deemed an 'Unapproved Absence' the student **will not** be permitted to sit the Supplementary Learning Outcome in order to redeem an **S** result for the subject.

Supplementary Learning Outcomes will be scheduled for the next available afternoon immediately following the date of the missed outcome and students must be prepared to sit the Supplementary Learning Outcome on this date. Failure to attend the rescheduled outcome without appropriate documentation, ie, a medical certificate or equivalent will result in the student receiving an **N** result for that piece of work.

## 18. Vocational Education and Training

### 18.1 VET Satisfactory Unit of Competence Result

Students receive an **S** for a unit of competence when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Students receive an **S** for a module when they have demonstrated achievement of all the learning outcomes as assessed by the RTO.
Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete Units of Competence/modules. Most VCE VET programs consist of four VCE VET units containing one Unit 3 & 4 sequence.

### 18.2 VET Not Satisfactory Unit of Competence Result

Students will receive an **N** for a Unit of Competence if they have not yet demonstrated competence. Students receive an **N** for a module when they have not yet demonstrated achievement of all learning outcomes. Where a student has not satisfied sufficient Units of Competency/modules to be awarded satisfactory completion of a VCE VET unit, the result is left blank.

If a student does not receive an S on their mid-year report, there is opportunity for the student to be deemed competent by the end of the year if they are able to meet the minimum competency standard.

## 19. Reporting of Results / Grades

The VCAA will assess students on each of the outcomes using their criteria.
After assessment tasks are submitted and marked, teachers will provide appropriate feedback to students in the form of:

- written comments
- very high, high, medium, low, very low, not shown on a criteria sheet
- raw tests score for each individual piece of assessment

The VCAA will moderate all School Assessed Coursework against the examination(s), therefore,
Staff at MacKillop College will **NOT** report or provide feedback on:

- the students ranking position in the Unit of Study
- the totalling or averaging of scores for Assessment Tasks
- a letter grade for the Assessment Tasks or SATs

**Students need to be aware that their total School Assessed Coursework scores may change following moderation done by the Victorian Curriculum and Assessment Authority.**

***School Assessed Coursework and School Assessed Task grades are awarded by the Victorian Curriculum Assessment Authority and not by MacKillop College.***

# The Role of the Parent / Guardian

The prime responsibility for the satisfactory completion of the senior years of schooling rests with the student. However, parent/guardians (and teachers) also have a role to play in the final years of the student's secondary education. Formal education is carried out at the school. This process continues in the home setting, especially in the realm of attitudes and values. In the home the education may be less formal, less structured but no less valuable.

Parent/guardian support may be offered in a variety of ways such as in the following examples.

**Discussion**
Regular discussion between parent/guardians and students may identify areas of satisfaction or areas of concern. Such discussion may resolve a problem or may lead to some process to attempt solutions.

Discussion topics might include:

- What is education?
- How does the student evaluate his or her own progress?
- What is a reasonable balance between school commitments, family commitments, sport, employment, social activities, etc.? (The school recommends a maximum of 9 hours per week of employment. Every hour over this becomes detrimental to a student's study program)
- What is a reasonable amount of homework for a student? (The school recommends 15-18 hours per week in Year 11, 18-20 hours per week in Year 12)
- What strategies does the student employ to deal with hectic schedules of outcomes and studying for exams?
- What type of encouragement and discipline from the parent/guardian will benefit the student?

**Student Environment in the Home**
Ideally, students will be able to do their schoolwork in an area free from noise and household distractions. Health issues may be addressed by the provision of good quality lighting and ventilation, as well as suitable ergonomic furniture.

**Liaison with School**
Parent/guardians are welcome to contact the school at any time. In most cases the first contact should be made with the student's pastoral teacher. This may then lead to further contact with appropriate personnel such as subject teachers, Level Coordinators, VCE Leader, VCAL Leader, VET Coordinator etc.

## Pathways after Satisfactory Completion of the VCE

By the time students have completed the VCE they have completed 12 or 13 years of schooling. Careful consideration should be given before a further course of study is attempted. A course of study after VCE will probably involve either a TAFE College or a University.

To enter most Tertiary Institutions, Year 12 VCE students need to apply to the Victorian Tertiary Admissions Centre (VTAC).

VTAC distributes a booklet called 'A Guide to University and TAFE Courses' - this booklet is issued to all students, and gives details about the entry requirements (prerequisites) for hundreds of university and TAFE courses in Victoria. It informs students what subjects they need at Year 12 and what else they must do to be eligible to apply for a particular course. It must be thoroughly understood by any student intending to do a Degree, Diploma, Associated Diploma or advanced Certificate Course.

Students must check with Tertiary Institutions as to the **required** subjects for the courses they want to study.

Students are also encouraged to go to Open Days held by the institutions which display their courses and facilities.

## Pathways after Satisfactory Completion of the VCAL

The VCAL is designed to develop and extend pathways for young people. On completion of a VCAL, students will be able to make informed choices about employment or education pathways.

Meaningful pathways are created through linking student aspirations and future employment goals to the choice of accredited curriculum in individualised ways, as well as connecting local community partnerships with VCAL learning programs for work and industry experiences, active participation in community and to support young people.

The ability to include curriculum from across education sectors in VCAL learning programs connects students with broader options for work, further education and active community participation.

Successful partnerships in the VCAL work at building a culture of collaboration, crossing bridges between schools and other providers. Achieving the pathways that arise from these partnerships relies on strong cooperative relationships and commitment to:

- a shared understanding that 'learning does not stop at the school gate'
- personal, current, working knowledge of cultures of both TAFE institutes/ACE organisations and schools, with easy movement between the sectors
- a 'whole community' approach, with shared leadership, pooling resources and expertise and letting go of exclusive ownership of learning programs.

Pathways at each level of VCAL certificate completion can include the following:

- Intermediate or Senior Level VCAL
- Completion of VCE at Year 11 or Year 12
- New Apprenticeships (including traineeships)
- Study at TAFE or some University courses (these are limited and careers advice is required)
- Employment.

## Careers Reference Service

The Careers Reference Service operates as an integral part of the College's student counselling services. The Careers Counsellor is available to parents and students, through an appointment system. The Careers library is constantly updated. A wide variety of materials are available in the form of books, handbooks, pamphlets, DVDs, videos and computer programs.
Careers Services provided include:

- Information on a range of career related issues, e.g. apprenticeships, traineeships.
- Assistance and advice with job search techniques
- Provision of guest speakers to address students
- Organising excursions, e.g. Careers Expo, Tertiary Information Service events.
- Providing workshop activities and structured lessons on career related topics
- Advocating on students' behalf when necessary
- Dissemination of information relevant to senior students
- TAFE information
- Tertiary course information
- Coursescan computerised package

## Selecting a Course of Study

**Step 1**
Read the appropriate subject descriptions in the Senior Pathways Handbook.

**Step 2**
Select a course of study. However, it is important to get an initial picture of the program you intend to undertake.
When selecting subjects consider the following:

- Student's interests and motivation
- Known ability and performance in subject areas
- Student's needs
- Requirements for a particular career choice
- Prerequisites that may be necessary for admission to tertiary courses
- A course that leaves options open for the future

**Step 3**
Input subject selections electronically and return the signed receipt of your selections to the Deputy Principal – Learning and Teaching by the due date.

**Step 4**
Review the subjects chosen. If students need to change their choice of subjects, students may negotiate with Deputy Principal – Learning and Teaching. Student initiated changes will be allowed during a period of time to be determined in November after the completion of the end of year exams.

**Step 5**
Final approval of courses will be distributed after the completion of end of year exams and all subject results have been finalised.
Final subject selection in the mathematics and LOTE domains will be determined after consultation within the relevant domains. In instances where the College determines that a student may not be eligible to undertake a certain subject, the individual student and their parents will be notified before the close of the school year in order to make a subject change.

# Prerequisite Criteria for Unit 1 & 2 Subjects

The following provides a list of prerequisites subjects that students must successfully complete before being eligible to study the appropriate Unit 1 & 2 Subject.

| Learning Area | Unit 1 & 2 Subject | Prerequisite |
|---|---|---|
| **English** | - | - |
| **Mathematics** | Mathematical Methods | Year 10 Enhanced Maths |
| **Science** | - | - |
| **Health & Physical Education** | - | - |
| **Humanities** | - | - |
| **LOTE** | Italian | Year 10 Italian |
| | French | Year 10 French |
| | Japanese | Year 10 Japanese |
| **The Arts – Performing** | Dance | Selection Criteria |
| | Music Performance | Year 10 Music or AMEB Grade 2 Theory/Practical Equivalent |
| **The Arts – Visual** | - | - |
| **Religious Education** | - | - |
| **Digital Technologies and Computing** | - | - |
| **Design and Technologies** | - | - |
| **VET** | - | - |

# Prerequisite Criteria for Unit 3 & 4 Subjects

The following provides a list of prerequisites subjects that students must successfully complete before being eligible to study the appropriate Unit 3 & 4 Subject.

| Learning Area | Unit 3 & 4 Subject | Prerequisite |
|---|---|---|
| **English** | English Language | English Language Unit 1 & 2 |
| | Literature | Literature Unit 1 & 2 |
| **Mathematics** | Further Maths | General Mathematics 1 & 2 |
| | | Mathematical Methods Unit 1 & 2 |
| | Mathematical Methods | Mathematical Methods Unit 1 & 2 |
| | Specialist Mathematics | Mathematical Methods Unit 1 & 2 |
| | | Specialist Mathematics Unit 1 & 2 |
| **Science** | Chemistry | Chemistry Unit 1 & 2 |
| | Physics | Physics Unit 1 & 2 |
| **Humanities** | - | - |
| **Health & Physical Education** | - | - |
| **LOTE** | French | French Unit 1 & 2 |
| | Italian | Italian Unit 1 & 2 |
| | Japanese | Japanese Unit 1 & 2 |
| **The Arts – Performing** | Dance | Dance Unit 1 & 2 |
| | Drama | Drama Unit 1&/or 2 |
| | Music Performance | Music Performance 1 & 2 |
| | Theatre Studies | Theatre Studies Unit 1 &/or 2 |
| **The Arts – Visual** | Art | Art Unit 1 &/or 2 |
| | Media | Media Unit 1 &/or 2 |
| | Visual Communication Design | Visual Communication Design Unit 1 &/or 2 |
| **Religious Education** | Religion and Society | Texts and Traditions 1 &/or 2 **or**<br>Religion and Society 1 &/or 2 **or**<br>Philosophy 1 &/or 2 |
| | Texts and Traditions | Texts and Traditions 1 &/or 2 |
| **Digital Technologies and Computing** | Informatics | Computing Unit 1 &/or 2 |
| | Software Development | Computing Unit 1 &/or 2 |
| **Design and Technologies** | Fibre | Fibre Unit 1 &/or 2 |
| | Food Studies | Food and Technology Unit 1 &/or 2 |
| | Wood | Wood Unit 1 &/or 2 |
| **VET** | Beauty Services | Year 11 Beauty Services |
| | Interactive Digital Media | Year 11 Interactive Digital Media |
| | Music (Technical Production) | Year 11 Music (Technical Production) |
| | Sport & Recreation | Year 11 Sport & Recreation |
| **VCAL** | All Subjects | Year 11 VCAL |