

**SENIOR SCHOOL
HANDBOOK
YEARS 10 – 12**



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We ask that parents and guardians take time to discuss subjects and future pathways with their child in order to ensure that their subject choices are carefully considered. Please read all the information regarding course selection requirements and subject information thoroughly. Further advice and counselling are available.

ST JOHN'S COLLEGE

MISSION, VISION AND VALUES

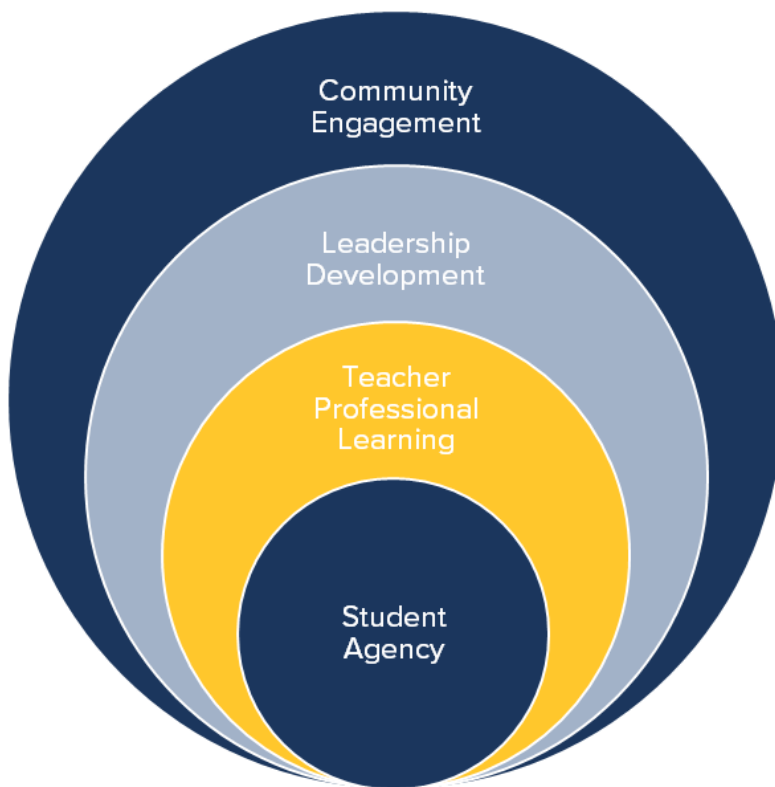
MISSION

To foster a love of learning, live the Orthodox Christian values of love, kindness, responsibility and humility, and celebrate Hellenism, in a community environment where everyone is welcome.

VALUES



STRATEGY

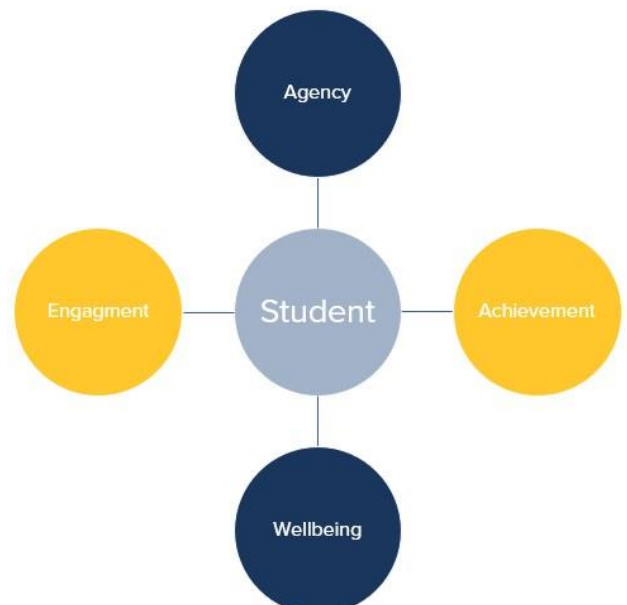


VISION

Our vision is to educate the whole person, academically, socially, spiritually and morally. Students leave the school with the knowledge, skill and confidence to succeed in their chosen field; to 'walk the right path – Philotomo'.

GUIDING PHILOSOPHY

We believe that when students feel safe and accepted at school, they are best able to engage in their learning. Student engagement and agency in learning are the foundation of educational achievement and personal growth.



SUBJECT OFFERINGS YEARS 10-12

Subjects on offer at St John's College			
YEAR 10	YEAR 11 VCE Units 1 and 2	YEAR 12 VCE Units 3 and 4	VCAL
English/EAL	English/EAL	English/EAL	Literacy and
Mathematics	(compulsory)	(compulsory)	Numeracy Skills
Health	Accounting	Accounting	Industry Specific –
Humanities	Biology	Biology	Skills (via VET)
Modern Greek	Business -	Business -	Work Related Skills
Physical Education	Management	Management	Personal -
Pre-VCE Science	Chemistry	Chemistry	Development Skills
Biology	Computing	Informatics	Structured –
Chemistry	Modern Greek	Modern Greek	Workplace
Physics	Health & Human –	Health & Human –	Learning
Psychology	Development	Development	
	History (20 th Century)	History (Revolutions)	
<i>Elective offerings:</i>	Legal Studies	Legal Studies	
Students complete	Mathematics:	Mathematics:	
four electives, two	General	Further	
per semester, during	Methods	Methods	
the year. Elective	Specialist	Specialist	
offerings vary year to	Music Performance	Music Performance	
year	Physical Education	Physical Education	
	Physics	Physics	
	Psychology	Psychology	
	Visual –	Visual –	
	Communication	Communication	
	Design	Design	
School based –	School based –	School based –	School based –
Orthodoxy	Orthodoxy	Orthodoxy	Orthodoxy
Pastoral Care	Pastoral Care	Pastoral Care	Pastoral Care

YEAR 10 COURSE INFORMATION

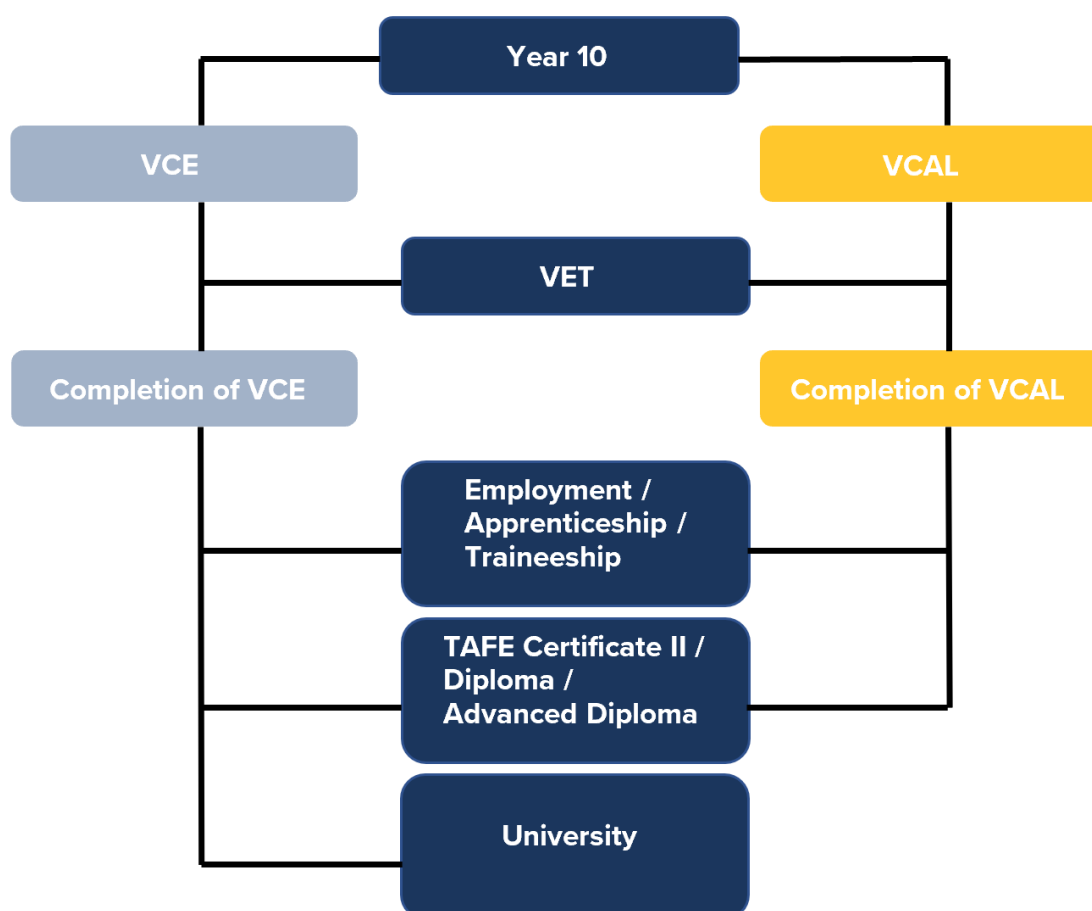
Year 10 is the start of the Senior Years journey, where the concept of students choosing their educational pathways becomes a key part in designing their educational experiences over the next three years. At Year 10, students have a choice in the subjects that they study. These are divided into core study options and elective studies. Some students may choose to select a VCE or VET subject as an early start option.

YEAR 10 COURSE PLANNING

Year 10 is an important year of schooling where students begin to focus upon areas of specialisation related to both their future schooling and their intended pathways both in VCE and at a tertiary level.

	Year 10	Year 11	Year 12
Standard Program	<ul style="list-style-type: none"> > English/EAL > Mathematics > Health > Humanities > Modern Greek > Physical Education > Science > Four elective Subjects 	Unit 1 & 2 > VCE English/EAL > 5 additional VCE/VET Subjects	Unit 3 & 4 > VCE English/EAL > 4 additional VCE/VET Subjects
Early Start Program	<ul style="list-style-type: none"> > English/EAL > Mathematics > Health > Humanities > Modern Greek > Physical Education > Science > Two elective Subjects > VCE or VET Subject * 	Unit 1 & 2 > VCE English/EAL > 4 additional VCE/VET Subjects > 1 Unit 3 & 4 VCE/VET Subject	Unit 3 & 4 > VCE English/EAL > 4 additional VCE/VET Subjects
VCAL Program	Successful completion of a standard Year 10 Program	> 4 VCAL approved Subjects > 1 VET Subject > SWL	> 4 VCAL approved Subjects > 1 VET Subject > SWL

ST JOHN'S COLLEGE PATHWAYS



EARLY START VCE/VET

Some students will be able to start a VCE or VET subject a year early. This means that they will be able to undertake a Unit 1 and 2 VCE or VET subject in Year 10 and then complete the Unit 3 and 4 components in Year 11.

An Early Start VCE subject can be of benefit to an academically successful student as they are able to step up to the demands of a VCE subject a year early. This will give them an additional Study Score which may assist their ATAR.

In order to gain a place in this program, students must demonstrate above average academic performance and an excellent work ethic. This will be determined through academic ability on teacher assessments, performance on mid-year exams and rankings on both interim and semester reports.

An Early Start VET subject is one that has a direct link to an industry area and these subjects will provide an industry recognised Certificate II or III qualification. Completed VET units count towards the VCE and VCAL unit requirements, and scored subjects can count towards a student's ATAR at the end of Year 12.

WORK EXPERIENCE

Work Experience is a mandatory program where Year 10 students will be exposed to the world of work. Work Experience can assist students to develop employability skills and an understanding of the work environment, career options and pathways as a positive foundation for their life-long learning. Students will spend one week of term time working with an employer to observe, learn and undertake manageable tasks that are part of the employer's work demands but within the skill set of the student. Students will gain an understanding of the workplace and work-related issues, such as technological change, health and safety, working conditions and wages.

YEAR 10 EXAMINATIONS

St John's College conducts internal examinations for Year 10 at the end of Semester 1 and Semester 2. These examination periods and the style of examinations, model VCAA Unit 3 and 4 examinations. Unit 3 and 4 examinations have significant weightings, therefore Year 10 examinations are considered a very important part of a student's preparation for their final years of VCE. Performing well in exams involves a variety of skills, including knowing expectations, good time management, learning and memorisation skills. Completing examinations in Year 10 allows students to develop these skills.

SATISFACTORY COMPLETION OF YEAR 10

Entry to VCE or VCAL requires satisfactory completion of all core subjects at Year 10. Please refer to the Assessment Policies and Procedures Handbook for further information.

VCE & VCAL OVERVIEW

<u>VCE</u> - Victorian Certificate of Education	<u>VCAL</u> - Victorian Certificate of Applied Learning
A two-year certificate.	Intermediate or Senior certificates awarded as each level is completed.
Certificate awarded when requirements of VCE are met, usually at the end of two years.	Certificate awarded when requirements of VCAL are met, typically within 12 months.
A main requirement for entry into university. Some employers also require it for selection purposes.	Best suited to students seeking employment, vocational training, traineeships, apprenticeships or TAFE courses.
All units have a theory component. Some subjects have a large practical component.	All units have large practical components.
Courses consist of VCE units and can include VET Units.	Courses consist of VCAL and VET units.
Semester-long units of work where set outcomes must be completed by the end of the semester.	Semester-long units of work where set outcomes must be completed by the end of the semester.
All students studying a Unit must meet the same outcomes.	All students studying a Unit must meet the same outcomes.
Assessment is based on tasks completed in class and exams.	Assessment is based on evidence collected through a wide range of activities, including work placement, coursework and classroom activities.
Students must satisfactorily complete 16 Units, including 3 Units of English, and Units 3 & 4 in at least 3 other subjects.	Students must complete a minimum of 10 credits, VCAL core subjects and credit gained through VET or VCE studies.
Students attend school for four periods per day, five days a week.	Students attend school for four periods per day, five days a week, including an approved Work Placement and VET attendance.

VCE and VCAL students are subject to the same discipline and welfare policies, uniform policies and attendance requirements. Both are overseen by VCAA, with all students enrolled in and reported on the same computer system (VASS). VCAL and VCE students are offered the same opportunity to participate in all College programs including graduation ceremonies, sport and other extracurricular activities.

VCE OR VCAL?

The choice between VCE and VCAL is based on the preferred learning style of the student and the desired outcome. A student who prefers an applied learning environment would be best suited to VCAL. Effort and application is essential for a VCAL student. A VCAL student completes their senior years with a TAFE Certificate, two years of work placement and the Year 12 VCAL Certificate. On completion of VCAL, students can move into apprenticeships, TAFE or the workforce.

A student who is a more academically focused learner would be more likely choose the VCE Pathway. VCE continues with the learning style that students are familiar with in secondary school. VCE has a 'study ready' focus for students. Students are able to choose their subjects and specialise in areas of interest and passion. Students who prefer the more traditional, familiar classroom environment will be comfortable in VCE. A VCE student must have good time management and study skills. This approach prepares students for entry into further study, university or the workforce.

SUITABILITY FOR VCE

For students who are achieving grades of D or below in core subjects, a meeting will be held with all stakeholders to discuss the suitability of the student for VCE. A student who struggles with Year 10 level work is likely to find the challenges of VCE overwhelming.

STUDY GUIDE & THE USE OF STUDY LESSONS

Homework and study are essential for a student to complete VCE or VCAL to the best of their ability. Homework is used to complement and supplement the study of each subject, while study aims to increase student understanding and retention of knowledge through encouraging ongoing and independent learning.

In VCE, students 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:

- Practical exercises – providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills.
- Preparatory homework – providing opportunities for students to gain background

information so they are better prepared for future lessons.

- 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.

Study Periods

Students are required to be in attendance at school at all times during the school day. When students have scheduled study lessons, this will appear on their timetables and students are expected to work quietly in the Senior Study Area or the Library. It is a requirement of the College that students attend these sessions and come suitably equipped to complete private study.

ST JOHN'S COLLEGE CAREERS WEBSITE

The St John's College careers website can be found at <https://www.stjohnscollegecareers.com.au/>. It aims to provide all the latest information that will help students make decisions about their future career and life beyond school.

You can use this site to locate University, TAFE and any other type of course across Australia, get information about the VCE and VCAL, search for job vacancies and much more.

VCE COURSE INFORMATION

The VCE (Victorian Certificate of Education) is a course undertaken in order to complete secondary education in Victoria. It is conducted under the guidance of the VCAA (Victorian Curriculum and Assessment Authority) and is the basis for attaining an ATAR (Australian National tertiary Admissions Rank) for tertiary selection.

- Students at St John's College will study 12 units (6 units per semester) in Year 11 and 10 units (5 units per semester) in Year 12.
- To meet the completion requirements of the VCE, each student must satisfactorily complete a total of no fewer than 16 units. These units must include:
 - Three units from the English group, including a Unit 3 and 4 sequence and,
 - Three sequences of Unit 3 and 4 studies other than English
- All Units 3 and 4 must be done as a sequence. There are some studies where it is strongly recommended that Unit 1 and/or Unit 2 be completed before attempting Units 3 and 4. If students wish to select Unit 1 of a study, they must also select Unit 2 of that study as part of their program. Unit 2 subject changes will be considered only in extraordinary circumstances and cannot be guaranteed due to timetabling constraints.
- Any number of these sequences may be drawn from VET. Some, but not all, VCE VET units result in a study score that contributes to an ATAR for university entrance; other VET sequences contribute to the ATAR through an increment.
- There are also some restrictions on certain combinations of VCE and VET studies that may affect students' ATAR calculations.
- Students are required to attend 95% of scheduled classes in order to successfully complete a unit of study.

EARLY ENTRY VCE & VET

Some students will be able to start a VCE or VET subject a year early. This means that they will be able to undertake a Unit 1 and 2 VCE or VET subject in Year 10 and then complete the Unit 3 and 4 components in Year 11.

Students who have accessed Early Entry VCE or VET in Year 10 may consider continuing with this program and completing the sequenced study of Unit 3 and 4 in Year 11. A strong performance in all aspects of assessment during the first year of Early Entry VCE/VET will be required to continue this accelerated study. In some cases, students will be required to defer their study of that subject in order to complete it in Year 12.

VCE VET PROGRAMS

VCE VET programs are vocational training programs approved by the VCAA and lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the Victorian Certificate of Education (VCE) and a nationally recognised Vocational Education and Training (VET) certificate. VET enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace. Successfully completing most VCE VET programs over two years will give students a full qualification. For example, Certificate II in Engineering Studies can be completed through the VCE VET Engineering program.

Students at St John's College have greater access to a wide range of VET programs provided through our membership with the Northern Melbourne VET Cluster (NMVC). The NMVC is a consortium of secondary schools that have joined forces to improve the provision of VET programs throughout our region. The NMVC plays a vital role in creating opportunities for students to explore vocational pathways. Membership allows students access to over 40 VET courses at NMVC Host schools, as external students.

Most VCE VET programs can provide credit for VCE Units 1 to 4. A small number of shorter qualifications can provide credit for VCE Units 1 and 2 only. Some VCE VET programs are scored and some VCE VET programs are unscored. VCE VET programs with a Units 3 and 4 sequence can be included in the calculation of a student's ATAR.

Scored VCE VET program

'Scored VCE VET studies' are VCE VET Unit 3 and 4 sequences with a scored assessment. When calculating the ATAR, VCE VET Unit 3 and 4 sequences with a scored assessment are treated in the same way as other Unit 3 and 4 VCE studies. However, if a student chooses not to take the scored assessment for a study when it is available, the study cannot be used in the calculation of the ATAR.

Unscored VCE VET program

Unscored VCE VET studies are VCE VET Unit 3 and 4 sequences with no scored assessment available. Since there are no scores available, VTAC may include the sequence as an increment (the fifth and/or sixth study). The increment cannot be awarded if assessment was available but the student chose not to take it. Up to two unscored VCE VET increments may contribute to the ATAR. The increment will be calculated as 10 per cent of the fourth study score of the primary four.

Please note that students undertaking VET courses will incur an **additional cost** over and above their school fees. Please refer to the section titled "Subject Handbook – VET" for further information.

GAT

All VCE students studying at least one Unit 3 and 4 study take the General Achievement Test (GAT). The GAT is an essential part of the VCE assessment procedures, and all students enrolled in one or more VCE Unit 3 and 4 sequences must sit the GAT.

Although GAT results do not count directly towards VCE results, they do play an important role in checking that internal assessments and external assessments have been accurately assessed. The VCAA will use GAT scores in:

- the statistical moderation of internal 'Graded Assessments',
- checking the accuracy of student scores in external assessments,
- the calculation of a Derived Examination Score (DES).

The General Achievement Test is a test of general knowledge and skills in written communication; Mathematics, science and technology; and, Humanities, the arts and social sciences. Each represents a body of general knowledge and skills that students are likely to have built up through their school years.

No special study is required for the GAT. Students will already have done preparation for the GAT through subjects such as English, Mathematics, Science and Humanities.

ASSESSMENT

The relevant Study Design outlines the assessment for all levels of achievement in each study. All VCE studies include school assessment and examinations. Every Study Design is published and distributed by the Victorian Curriculum and Assessment Authority (VCAA) and be accessed online at <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>.

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement on the set of outcomes specified for the unit.

The VCAA supervises the assessment of all students undertaking Units 3 and 4.

Please refer to the Assessment Policies and Procedures Handbook for further information.

CALCULATING THE ATAR

The Australian Tertiary Admissions Rank (ATAR) is not a score out of 100 – it is a ranking.

The ATAR is calculated by VTAC (Victorian Tertiary Admissions Centre) using VCE subject results issued by VCAA. The ATAR is solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies.

The ATAR is developed from an aggregate produced by adding:

- VTAC scaled study score in one of English, English Language, Literature or English as an Additional Language (EAL)
- The next best three VTAC scaled study scores permissible, and
- 10% of the fifth and sixth permissible scores that are available.

Students are ranked in order of their aggregate, a percentage rank is assigned and then converted to an ATAR. The ATAR is an estimate of the percentage of the population that the student has outperformed; if a student receives an ATAR of 60, it means they have performed better than 60% of students that year.

The ATAR is a number from 0 and 99.95 in intervals of 0.05. The highest rank is 99.95, the next highest 99.90, and so on. The lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as 'less than 30'.

STUDY SCORES

VCE study scores for all studies are reported on a scale of 0 to 50 with an average score of 30. However, it is not a score out of 50. It is a ranking which shows a student's performance compared with all other students who took that study in that year.

A student with a VCE study score of 30 is near the middle of the cohort, or has performed better than about half of all students who took that study in that year. A student with a VCE study score of 40 has performed better than about 91 per cent of all students who took that study in that year.

Scaling

All VCE study scores are scaled to ensure fairness by adjusting for the fact that it is more difficult to obtain a high study score in some studies than others. This is not because some studies are inherently harder than others. This is because some studies attract a more competitive cohort of students. Once VCE study scores are scaled, they become scaled

study scores.

Scaling is not always well understood, and many students believe that to achieve their best possible ATAR they need to choose studies that are scaled up. This is not true and may even work against them. Every year there are many students who achieve high VTAC Scaled Study Scores for studies that have been scaled down and achieve lower VTAC Scaled Study Scores for studies that have been scaled up.

If a student chooses a study that they are not very good at simply because it will be scaled up, the study score they receive will be a lot lower than what they could expect in a study they are good at and that interests them. While their score will be scaled up, it is unlikely that their VTAC scaled study score would be any higher than if they had chosen a more suitable study, even one that is scaled down.

By using VTAC Scaled Study Scores, fair comparisons can be made of students' achievements over all their studies, regardless of the studies they have taken. Because of this, students can freely choose studies they like or are good at without worrying about their ATAR. The calculation of the ATAR guarantees that all studies are treated equally and provides students with a common score for tertiary selection across Australia.

CHOOSING VCE STUDIES

The ATAR is designed so that it should not affect a student's choice of VCE studies. While scaling may raise the study scores in some subjects, the increase occurs only when the strength of competition is high. Scaling lowers the study scores of other subjects where the strength of competition is low. The strength of competition is measured by the total VCE performance of the students taking the study in that year.

Scaling and strength of competition thus balance out. This leaves students free to choose their studies on the right kinds of educational grounds: what they enjoy, what they are interested in and what they need as prerequisites for their intended future studies or careers.

The best advice is to choose studies:

- which the student enjoys
- which the student achieves well in
- that the student may need for future study or work, and
- which maintain and develop the student's special skills and talents.

If you need help in making your selections, please make sure you speak with your parents, your teachers and the Head of Pathways.

ORGANISATION OF STUDIES

At St John's College, we try very hard to arrange subjects so that students' selections can be accommodated. Studies are taken in blocks. Almost any combination of studies is possible, and blocks are set according to students' choice of units. However, it must be recognised that an unusual combination may not fit the timetable and therefore will not be possible to schedule.

It is also important to note that if only a small number of students wish to undertake a particular study, the school cannot guarantee to provide it. Likewise, avoidance of clashes between a student's subject selections cannot be guaranteed.

Students can access subjects that are unavailable at the College, or not available due to timetabling clashes, via virtual learning through Virtual School Victoria (VSV) and the Victorian School of Languages (VSL). Please note that students undertaking these courses will incur an additional cost over and above their school fees to cover tuition and materials fees set by the institutions. The College will fund 50% of the tuition costs, with parents/guardians covering the remaining 50%. Fees are subject to change on an annual basis. For an indication of costs, please see the Head of Pathways.

TERTIARY SELECTION

The minimum entrance requirement for all tertiary institutions is the satisfactory completion of the VCE. The Victorian Tertiary Admissions Centre (VTAC) calculates the ATAR and acts as the central processing body for Victorian Tertiary Institutions.

Selection into tertiary courses is based on:

- The Australian Tertiary Admissions Rank (ATAR)
- Completion of prerequisite VCE studies, and in some instances, a minimum study score (relative position), and/or
- Completion of special requirements such as attendance at an interview or submission of a folio of work.

This information is available on the VTAC website at www.vtac.edu.au. Further information can also be found at the St John's College careers website.

When applying for tertiary courses, students who have experienced disadvantage throughout their Unit 3 & 4 studies are eligible to apply for Special Consideration through the Special Entry Access Scheme (SEAS), late in Term 3. Many institutions offer alternative entry schemes that take into account short- and long-term disadvantage. While many are offered through the VTAC SEAS application process, others require students to apply directly to the institution. Information will be provided to students in Semester 2.

VCAL COURSE INFORMATION

The Victorian Certificate of Applied Learning (VCAL) is a practical option for students in Years 11 and 12 and broadens the educational, training and employment opportunities for students. Unlike the VCE, which provides a direct pathway to university, students who do the VCAL are more likely to be interested in going onto further VET training, completing an apprenticeship, traineeship or going directly into the workforce. The principles of Applied Learning heavily focus on a student-centred approach to embed and further develop employability and life skills.

The VCAL has four curriculum areas, called strands. These strands are:

- Literacy and numeracy skills
- Industry specific skills
- Work related skills
- Personal development skills.

The VCAL is offered at two levels: Intermediate and Senior. Intermediate VCAL is equivalent to Units 1 and 2 VCE. Senior level VCAL is equivalent to Units 3 and 4 VCE.

Intermediate level

At Intermediate level, the focus is on knowledge and employability skills development that lead to independent learning, confidence and a higher level of transferable skills.

Senior level

At the Senior level, the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. The demonstration of knowledge and skills that apply directly to the workplace or further training is also important.

VCAL STUDIES

To successfully achieve a VCAL certificate at any level, students need to obtain 10 credits.

A credit is gained for successful completion of a unit of study. A unit of study can be:

- one VCAL unit
- one VCE unit
- 90 hours for VET modules or units of competence

A student's VCAL learning program typically includes:

	Intermediate	Senior
Literacy	Reading and Writing Unit 1	Reading and Writing Unit 1
	Oral Communication Unit 2	Oral Communication Unit 2
Numeracy	Numeracy Skills Intermediate Unit 1	Numeracy Skills Senior Unit 1
Personal Development	Personal Development Skills Intermediate Unit 1	Personal Development Skills Senior Unit 1
	Personal Development Skills Intermediate Unit 2	Personal Development Skills Intermediate Unit 2
Work Related Skills	Work Related Skills Intermediate Unit 1	Work Related Skills Senior Unit 1
	Work Related Skills Intermediate Unit 2	Work Related Skills Senior Unit 2
Vocational Education Training	Required	Required
Structured Workplace Learning	Required	Required

ASSESSMENT

Assessment is competency based and requires students to gain a satisfactory level for each of the learning outcomes in the subject. To gain a satisfactory result, students submit written and practical evidence. This may include portfolios, experiential class work, journal entries, reflections, case studies, open book tests and teacher observations checklists.

In order to gain a VCAL certificate students need to:

- Satisfactorily participate in school and community-based projects and class work
- Complete Vocational Education and Training (VET) units
- Participate in Structured Workplace Learning (SWL)

Please refer to the Assessment Policies and Procedures Handbook for further information.

ATTENDING CLASSES AND PLACEMENTS

The main difference in attendance between VCE and VCAL is that VCAL students only attend St John's College on Mondays, Tuesdays, Thursdays and Fridays. On days that VCAL students are at the College, they are still expected to begin their school day at 8.15am along, with the Year 11 and 12 VCE students.

In most circumstances, students will undertake their VET Course at the chosen Training Organisation on Wednesdays. In some circumstances, this may take place on Fridays depending on the placement availability. Generally from Term 2, students will begin work placements on Mondays.

VCAL students are responsible for getting themselves to and from their VET course location, as well as to and from their work placements.

VCAL VET PROGRAMS

VCAL VET programs are vocational training programs approved by the VCAA and lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the Victorian Certificate of Applied Learning (VCAL) and a nationally recognised Vocational Education and Training (VET) certificate. VET enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace. Successfully completing most VET programs over two years will give students a full qualification. For example, Certificate II in Engineering Studies can be completed through the VET Engineering program.

Students at St John's College have greater access to a wide range of VET programs provided through our membership with the Northern Melbourne VET Cluster (NMVC). The NMVC is a consortium of secondary schools that have joined forces to improve the provision of VET programs throughout our region. The NMVC plays a vital role in creating opportunities for students to explore vocational pathways. Membership allows students access to over 40 VET courses at NMVC Host schools, as external students.

VET contributes to the VCAL through satisfying the requirements of the Industry Specific Skills or Work-Related Skills strands. Each completed 90-hour block of VET equals one VCAL unit.

Please note that students undertaking VET courses will incur an **additional cost** over and above their school fees. Please refer to the section titled "Subject Handbook – VET" for further information.

TRANSFERRING FROM VCE TO VCAL

Year 11 transfer from VCE to VCAL

In the event that a Year 11 student finds VCE is not the most appropriate pathway and they wish to transfer to VCAL midyear, they will be asked to:

- Complete and return the signed Change of Subject and VCAL Application form by the due date (approximately week 6 in Term 2).
- Meet with the Head of Pathways to ensure that VCAL is suitable for future career aspirations.

Application for transferring from Year 11 VCE to VCAL will generally open in the last two weeks of Term 2, with students commencing VCAL from Semester 2. All VCE students transferring mid-year to VCAL are expected to sit their VCE Unit 1 exams and make every effort to pass their VCE subjects, since every unit successfully completed provides a credit towards their VCAL certificate.

Year 12 transfer from VCE to VCAL

In the event that a Year 12 student finds VCE is not the most appropriate pathway, they will be asked to:

- Complete and return the VCAL Application.
- Meet with the Head of Pathways to ensure that VCAL is suitable for future career aspirations.

Transfer to VCAL from VCE is not available after February of the Year 12 year. Mid-year applications can be considered in Year 12, but are rare since most students would not meet the criteria for a VCAL in the same year.



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SUBJECT HANDBOOK -
YEAR 10 CORE

ORTHODOXY – YEARS 10 - 12

Course Description

Orthodoxy at St John's College is an integral part of the Senior Years curriculum. It aims to teach the Orthodox Christian message of salvation through Our Lord, Jesus Christ, sharing with others God's love and participating in the Liturgical Life and Holy Mysteries of our faith. Furthermore, through Orthodoxy students will gain access to, and an understanding of, the Orthodox Christian Church, its history and its teachings. Through their study of the Orthodox Christian faith, students are enabled to value religion for the ultimate meaning and purpose in life.

In the Senior Years curriculum, the following units are available:

- Orthodox Worship

Students will explore the universal need to worship God and trace the development of worship from Creation in both the Hebrew and non-Hebrew contexts, culminating in the teachings of Jesus Christ and His Church as the most authentic form of worship. Students will discuss worship from its roots in Old Testament Judaism to the Last Supper, and then from the catacombs to the Golden Age of Byzantium. Students will also examine the tangible aspects of contemporary Orthodox worship such as the church building, sacred vestments and vessels as well as symbols and icons. Students will also explore the various cycles of worship within the ecclesiastical year.

- The Liturgical Life of the Church

Students will explore the concept of Liturgy throughout the ages and discuss the background and development of the Orthodox Eucharist from the first to the fourth centuries. Students will examine the four Liturgical services celebrated by the Orthodox Church today. Students will also analyse various aspects of the Divine Liturgy of Saint John Chrysostom and discuss the symbolism of the service. Students will also discuss the centrality of the Divine Liturgy to Orthodox life as an encounter with God.

- The Sacramental Life of the Church

Students will explore the institution of the seven Sacraments of the Orthodox Church in the Holy Scriptures. Through learning about the Holy Sacraments in the Holy Scriptures students will discuss the sacraments as the means by which Christ sanctifies the members of His Church and gives them the grace to lead a Christ-like life. Students will also explore the seven Holy Mysteries (Sacraments) and describe the transmission of Grace through them. Students will identify the sacred elements and vessels used in each of the Holy Mysteries.

- Early Church History

Students will explore the historical, religious and sociocultural settings in which the Christian Church was established. They will explore the life of the Apostolic Church through a study of the Acts of the Apostles and the New Testament Epistles. Students will also examine the plight of the early Church under pagan persecution and its triumph in the fourth century A.D. Students will also discuss the development of the Church's structure, practice and theology.

- Byzantine Church History

Students will explore the historical, religious and sociocultural settings in which the Byzantine Church flourished. Students will discuss significant people and places of the Christian world between the 4th and 8th centuries A.D., and their influence towards the development of Christian doctrine. Students will identify the religious and political controversies that led to the convening of the Seven Ecumenical Councils and will discuss the formulation of the Orthodox Faith during the Golden Age of Byzantium. Students will outline the fundamental Trinitarian and Christological doctrines of the Orthodox Church and will also compare the similarities and differences between the Orthodox Church and other Christian denominations

- Contemporary Moral Issues

Students will identify relevant contemporary moral issues. Students will explore the Orthodox approach to ethics and contemporary moral and social issues. Students will describe that morality is a means to an end and must be intrinsically linked to personal and communal efforts for salvation. Students will identify ways in which individuals can develop personal responsibility and moral maturity and analyse situations which require moral decision making.

Assessment

Students will submit assessment tasks for each unit of work. These will include projects, research tasks, topic tests, assignments and presentations.

ENGLISH

Course Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment and that will challenge them. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, which develop students' critical understanding of the contemporary media and the differences between media texts.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives.

Persuasive texts challenge students to identify points of view and perspective and develops their ability to analyse the intended impact on the reader. This will be informed by analysis of the language choices and consideration for how language is employed to function as part of the contention and/or purpose.

Students create a range of imaginative, informative and persuasive types of texts including narratives, performances, discussions, literary analyses, transformations of texts and reviews.

The Year 10 course is also designed to introduce the students to skills required for Units 1 and 2 English.

Assessment

Students will be assessed in the following areas:

- Reading and Viewing

By the end of Level 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them.

- Writing
Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
- Speaking and Listening
Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Pathways

English is the only compulsory VCE subject and is an essential part of the ATAR score.

Most tertiary institutions require a minimum study score of at least 25 as a prerequisite for the courses they offer.

VCE English/EAL

HEALTH AND PHYSICAL EDUCATION

Course Description

By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

During Year 10 Health, the topics covered encompass the following areas:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety

During Year 10 Physical Education lessons, activities followed sit within the following headings:

- Games and sports
- Lifelong physical activities

Assessment

Students will be assessed through:

Health

- Verbal discussion in class
- Classwork
- Class tests
- Semester Examinations

Physical Education

- Verbal discussion in class
- Observation
- Peer and self evaluation
- Testing

Pathways

VCE Health & Human Development VCE Physical Education VCE Psychology
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MODERN GREEK LANGUAGE

Course Description

The Greek curriculum focuses on teaching students how to comprehend and interpret information in spoken Greek, initiate and maintain conversations presenting views on familiar topics, and using correct pronunciation, tone and intonation. Students read seen and unseen texts of various types on a range of topics, with an understanding of their purpose. They write original texts conveying information in different text types and styles, with logical sequencing of ideas and use of appropriate grammar. The curriculum also focuses on teaching students to use the appropriate language and mannerisms and demonstrate awareness of cultural protocols in interactions with local communities.

In Year 10, students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. They give examples of how language use varies according to cultural contexts, explaining why Greek interactions differ from those in English or other languages. They explain why Greek, like other languages, is fluid and dynamic as well as solid and influential. They explain ways in which language and culture are interrelated and influence each other.

Assessment

Students will be assessed on:

- Essay writing in Greek
- Reading comprehension
- Speaking in Greek (recitation, narration and/or conversation)
- Listening comprehension
- Project Work
- Semester Examinations

Pathways

VCE Greek

HUMANITIES

Course Description

During semester 1, the Humanities course focuses on World War II history. By examining key historical events, students will analyse the political and social ideals of the time. Significant events examined include the cause of World War II, the European battlefields, the Japanese front in the Pacific and how Australia functioned at home during the war. The political ideals of Democracy, Communism and Fascism are looked at, and contrasted with the modern political world.

In second semester, students study the impact of environmental issues on society, and the ideal of human well-being around the globe. Students consider the varied opinions of climate advocates and sceptics in regard to the true nature of environmental issues. Students also analyse the impact of human well-being when considering access to fresh water, food, education and employment.

Assessment

Students will be assessed on:

- Research tasks
- Creative Tasks
- Class tests
- Semester Examinations

Pathways

VCE History VCE Geography

MATHEMATICS

Course Description

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

Assessment

Students will be assessed on:

- Solving problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids.
- Solving problems involving linear equations, including those derived from formulas.
- Expanding binomial products and factorise monic quadratic expressions using a variety of strategies

Pathways

VCE General Mathematics VCE Mathematical Methods VCE Specialist Mathematics

SCIENCE

Course Description

Science is both a body of knowledge and a way of learning. It helps us to understand the world around us. At St John's College, the Year 10 curriculum is a precursor to VCE Sciences. Each semester, students will be taught the fundamentals for the VCE key knowledge and skills within each VCE science subject. These include Biology, Chemistry, Physics and Psychology.

While studying Biology, students will learn the concepts of inheritance and genetics. The nature of and reasons for variation between and within species are explored. Mendel's work on dominant and recessive characteristics and the concept of incomplete dominance are applied to make predictions of the outcome of a range of genetic crosses. The differences between the stages involved in and the purpose of mitosis and meiosis are examined. Through various activities, students develop an understanding of the nature of inheritance and the causes of various genetic disorders.

Within Chemistry, students gain an understanding of the atomic structure and properties of elements used to organise them in the periodic table. The students explain how chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. They learn that different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations. Chemical reactions, including combustion and the reaction of acids, are important in both non-living and living systems and involve energy transfer.

Through Physics, students develop an understanding of the forces of speed, motion, and inertia along with associated concepts such as speed, velocity and acceleration. These principles are consolidated through practical investigations. The relationship between work and energy is studied and different forms of energy are investigated.

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

Assessment

Students will be assessed on:

- Classwork
- Practical work
- Assignments
- Tests
- Semester Examinations

Pathways

VCE Biology VCE Chemistry VCE Physics VCE Psychology



SUBJECT HANDBOOK - YEAR 10 ELECTIVES

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The Year 10 course combines a number of core subjects with elective options from a broad range of subjects. It is our aim that every student enrolls in an elective program which best suits their interests, aptitude and possible future career prospects.

Students complete four (two per semester) electives during the year. Each elective runs for one semester and elective offerings vary year to year. This provides students with great opportunities to engage in areas that they find interesting and relevant and is a means for them to express themselves through their choices.

Information on electives will be provided to students in Term 3. Students and families should take the time to carefully consider their subject choices. Please read all the information regarding course selection requirements and subject information thoroughly. Students should seek consultation and advice where necessary.

Previously run electives include:

- Astronomy and rocket science
- Explain the brain
- Forensics
- Start up: Running a business
- Stretching the mind
- Science Investigation
- Web Design
- Networking
- Art
- Illustration for Design
- Music/Arts/Dance
- Drama/Stage Performance
- Young People and the Law



SUBJECT HANDBOOK – VCE

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ENGLISH/EAL

Scope of study

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

English helps equip students for participation in a democratic society and the global community

Aims

This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- analyse their own and others' texts, and make relevant connections to themselves, their community and the world
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- demonstrate, in the creation of their own written, spoken and multimodal texts, an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences

Structure

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

ACCOUNTING

Scope of study

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor of a small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. The preparation and presentation of financial statements is governed by the Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework).

Rationale

Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses. VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

Many students who study VCE Accounting will go on to further studies and careers in business and finance.

Aims

This study enables students to:

- acquire knowledge and skills to record financial data and report accounting information in a manner that is appropriate for the needs of the user
- develop an understanding of the role of accounting in the management and operation of a small business
- develop skills in the use of information and communications technology in an accounting system
- develop the capacity to identify, analyse and interpret financial data and accounting information
- use financial and non-financial information to improve the decision-making processes of a small business owner.

Structure

The study is made up of four units:

Unit 1: Establishing and operating a service business

Unit 2: Accounting for a trading business

Unit 3: Recording and reporting for a trading business

Unit 4: Control and analysis of business performance

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

BIOLOGY

Scope of study

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

Rationale

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

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

Aims

This study enables students to:

- develop knowledge and understanding of key biological models, theories and concepts, from the cell to the whole organism
- examine the interconnectedness of organisms, their relationship to their environmental context, and the consequences of biological change over time including the impact of human endeavours on the biological processes of species and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory

Structure

The study is made up of four units.

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3: How do cells maintain life?

Unit 4: How does life change and respond to challenges over time?

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

BUSINESS MANAGEMENT

Scope of study

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources. A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years.

Rationale

In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Aims

This study enables students to:

- understand and apply business concepts, principles and terminology
- understand the complex and changing environments within which businesses operate
- understand the relationships that exist between a business and its stakeholders
- recognise the contribution and significance of business within local, national and global markets
- analyse and evaluate the effectiveness of management strategies in different contexts
- propose strategies to solve business problems and take advantage of business opportunities.

Structure

The study is made up of four units.

Unit 1: Planning a business

Unit 2: Establishing a business

Unit 3: Managing a business

Unit 4: Transforming a business

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

CHEMISTRY

Scope of study

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes

Rationale

VCE Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes.

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Aims

This study enables students to:

- apply models, theories and concepts to describe, explain, analyse and make predictions about chemical phenomena, systems, structures and properties, and the factors that can affect them
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory
- develop an informed perspective on contemporary science-based issues of local and global significance.

Structure

The study is made up of four units:

Unit 1: How can the diversity of materials be explained?

Unit 2: What makes water such a unique chemical?

Unit 3: How can chemical processes be designed to optimise efficiency?

Unit 4: How are organic compounds categorised, analysed and used?

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

COMPUTING

Scope of study

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions. VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and, interactions and impact. Together these form the conceptual framework of the study and the organising elements for its key knowledge. An important component of the study is the opportunity for students to develop social capital, that is, the shared understanding in social networks that enable cooperation and a cooperative approach to problem solving.

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

Aims

This study enables students to:

- apply skills, techniques, processes and a methodology to create digital solutions that meet a range of needs and conditions
- understand how data can be represented in digital systems and structured and manipulated to become part of a digital solution
- become independent and discerning users of digital systems, able to critically appraise the opportunities and appropriateness of different digital systems in a range of settings
- understand the components of information systems and the architecture of the associated digital systems
- understand how digital systems, processes, legislation and personal behaviours can affect the integrity and security of data and information
- apply computational, design and systems thinking skills when creating digital solutions.

Structure

The study is made up of:

Unit 1: Applied Computing

Unit 2: Applied Computing

Unit 3: Data Analytics/Software Development

Unit 4: Data Analytics/Software Development

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

MODERN GREEK LANGUAGE

The language to be studied and assessed is the modern standard version of Greek. Students are expected to know that dialects and language variations exist, but they are not required to study them.

Scope of study

Greek is the official language of Greece and Cyprus. It is spoken throughout the world wherever there are Greek communities. It is one of the languages of the European Union and an Australian community language. Greek is shaped by over 3,000 years of historical, linguistic and cultural continuity. It gives expression to an eventful history and to a rich and varied modern culture. It also encapsulates two great historical traditions; the Classical and the Byzantine. The heritage of ancient Greece forms the basis of Western civilisation and has been integral to European thought. It continues to influence such fields of human endeavour as the arts, architecture, literature, philosophy, politics and the sciences. Many concepts in these fields derive from the classical period, and many others are labelled with terms derived from the Greek language.

The heritage of Greek Byzantium has particularly influenced Russia, various Balkan countries and countries around the eastern Mediterranean, and the Black Sea. It helped give impetus to the Renaissance in Western Europe. Today, the Byzantine influence is most visible in the art, architecture, music, ritual and theology of Eastern Orthodox Christianity. Greek is one of the most widely used languages in Australia. Historically, Greeks have made, and continue to make, a significant contribution to the development of Australian society.

The study of Greek contributes to the overall education of students, particularly in the areas of communication, cultural understanding, literacy and general knowledge. The ability to communicate in Greek may, in conjunction with other skills, also enhance vocational opportunities in fields such as the arts, banking, diplomacy, education, law, medicine, shipping, social services and tourism.

Aims

This study is designed to enable students to:

- use Greek to communicate with others
- understand and appreciate the cultural contexts in which Greek is used
- understand their own culture(s) through the study of other cultures
- understand language as a system
- make connections between Greek and English, and/or other languages
- apply Greek to work, further study, training or leisure.

Structure

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is

described in terms of key knowledge and skills.

HEALTH AND HUMAN DEVELOPMENT

Scope of study

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. At an individual level, the study of human development is about individual change, that is, a continuous lifelong process that begins at conception and continues until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past. At a society level, the study takes a global perspective on health and human development and uses definitions of human development that are consistent with approaches taken by both the World Health Organization (WHO) and the United Nations (UN).

Rationale

VCE Health and Human Development provide students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society.

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

Aims

This study enables students to:

- develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages of prenatal, childhood, youth and adulthood
- develop an understanding of the physical, mental and social dimensions of health and the interrelationship between health and individual human development
- develop an understanding that variations in health and human development are influenced by a range of determinants including biological, behavioural and social factors, as well as physical environments
- critically examine health and human development from an individual, a community, a national and a global perspective
- analyse the role of governments and non-government agencies in achieving sustainable improvements in health and human development in Australia and globally.

Structure

The study is made up of four units:

Unit 1: The health and development of Australia's youth

Unit 2: Individual human development and health issues

Unit 3: Australia's health

Unit 4: Global health and human development

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

HISTORY

Scope of study

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light. Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. Twentieth century history examines the aftermath of the Great War, as well as the causes and consequences of World War Two. Australian History investigates national history from colonial times to the end of the twentieth century, and includes the histories of Indigenous Peoples. Revolutions explore the causes and consequences of revolution in America and France.

Rationale

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

The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

Aims

This study enables students to:

- develop an understanding of the nature of history as a discipline and to engage in historical inquiry
- ask questions about the past, analyse primary and secondary sources, and construct historical arguments based on evidence
- use historical thinking concepts such as significance, evidence, continuity and change, and causation
- explore a range of people, places, ideas and periods to develop a broad understanding of the past
- engage with debates between historians in an informed, critical and effective manner
- recognise that the way in which we understand the past informs decision-making in the present

Structure

The study is made up of four units:

Twentieth century history

Unit 1: Twentieth century history 1918–1939

Unit 2: Twentieth century history 1945–2000

Revolutions

Units 3 and 4 Revolutions

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

LEGAL STUDIES

Scope of study

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society. Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Aims

This study is designed to enable students to:

- understand and apply legal concepts, principles and terminology
- develop an awareness of the impact of the legal system on the lives of individuals and on society
- acquire an understanding of legal rights, responsibilities and ways in which individuals can engage in the legal system
- understand the need for effective laws and legal processes
- investigate the dynamic nature of laws and legal processes
- analyse the processes and procedures involved in law-making and dispute resolution
- understand the operation of the Australian legal system and compare selected aspects with international systems
- develop and use effective methods of legal enquiry and research in order to utilise and communicate information
- apply legal principles to legal problems, explore solutions to these problems, and form reasoned conclusions
- develop the techniques for interpretation and analysis of legal cases.

Structure

The study is made up of four units:

Unit 1: Criminal law in action

Unit 2: Issues in civil law

Unit 3: Law-making

Unit 4: Resolution and justice

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

MATHEMATICS

Scope of study

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline.

VCE Mathematics is designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Aims

This study enables students to:

- develop mathematical concepts, knowledge and skills
- apply mathematics to analyse, investigate and model a variety of contexts and solve practical and theoretical problems in situations that range from well-defined and familiar to open-ended and unfamiliar
- use technology effectively as a tool for working mathematically.

Structure

The study is made up of the following units:

Unit 1 and 2

General Mathematics
Mathematical Methods
Specialist Mathematics

Unit 3 and 4

Further Mathematics
Mathematical Methods
Specialist Mathematics

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

PHYSICAL EDUCATION

Scope of study

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

VCE Physical Education prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

Aims

This study enables students to:

- use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise
- develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan
- engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement
- critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

Structure

The study is made up of four units:

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Movement skills and energy for physical activity

Unit 4: Training to improve performance

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

PHYSICS

Scope of study

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Rationale

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the universe.

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Aims

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory

Structure

The study is made up of four units:

Unit 1: What ideas explain the physical world?

Unit 2: What do experiments reveal about the physical world?

Unit 3: How do fields explain motion and electricity?

Unit 4: How can two contradictory models explain both light and matter?

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

PSYCHOLOGY

Scope of study

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena.

Rationale

VCE Psychology provides students with a framework for exploring the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Aims

This study enables students to:

- apply psychological models, theories and concepts to describe, explain and analyse observations and ideas related to human thoughts, emotions and behaviour
- examine the ways that a biopsychosocial approach can be applied to organise, analyse and extend knowledge in psychology and more broadly to:
- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences
- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory

Structure

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?

Unit 2: How do external factors influence behaviour and mental processes?

Unit 3: How does experience affect behaviour and mental processes?

Unit 4: How is wellbeing developed and maintained?

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

VISUAL COMMUNICATION DESIGN

Scope of study

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

Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies.

Aims

This study enables students to:

- develop and apply drawing skills using a range of techniques
- develop design thinking
- develop a range of skills in selecting and applying media, materials and manual and digital methods to support design processes
- apply a design process to create visual communications
- understand how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language
- develop a capacity to undertake ongoing design thinking
- understand how historical, social, cultural, environmental, legal, ethical and contemporary factors influence visual communications.

Structure

The study is made up of four units.

Unit 1: Introduction to visual communication design

Unit 2: Applications of visual communication within design fields

Unit 3: Visual communication design practices

Unit 4: Visual communication design development, evaluation and presentation

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



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SUBJECT HANDBOOK – VCAL

LITERACY

The purpose of the VCAL Literacy Skills units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life.

The areas of study for Literacy include reading, writing and oracy (speaking and listening) and students will demonstrate these skills in the areas of literacy for self-expression, literacy for practical purposes, literacy for knowledge and literacy for public debate.

In VCAL Literacy, students work through a range of practical, hands-on activities that incorporate all Literacy Outcomes.

Reading and Writing units

For people to participate effectively in the five social contexts, they need to have competence in the four reading and writing domains:

- Self-expression which focuses on aspects of personal and family life, and the cultures which shape these
- Practical purposes which focuses on forms of communication mainly used in workplace and institutional settings
- Knowledge which focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training and
- Public debate which focuses on matters of public concern, and the forms of argument, reason and criticism.

Oral Communication units

The oral communication units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. These are

- Self-expression
- Knowledge
- Practical purposes,
- Exploring issues and problem solving.

NUMERACY

Underpinning the VCAL Numeracy Skills units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. The Numeracy Skills units are to develop skills and knowledge that allow effective participation in the four main social contexts in which we function:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life.

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

Students will learn practical concepts that apply to business and industry settings to support their employability or transition to the workforce. Students work through a range of practical, hands-on activities that incorporate all Numeracy Outcomes.

Numeracy and mathematics

In the VCAL Numeracy Skills units numeracy and mathematics are interlinked. Numeracy gives meaning to mathematics and mathematics is the tool (the knowledge and skills) to be used efficiently and critically.

Numeracy is not associated with a level of mathematics, but is the critical awareness that builds bridges between mathematics and the real world.

PERSONAL DEVELOPMENT SKILLS

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

- The development of self
- Social responsibility
- Building community
- Civic and civil responsibility, for example through volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

In VCAL, students participate in community-based projects, voluntary work and/or structured activities that will help develop self-confidence, teamwork skills and other skills important for life and work. Students organise and take part in community projects, supporting and raising awareness of local community groups and initiatives to create positive change.

Learning outcomes

Some of the learning outcomes across the levels include:

- Planning activities/projects
- Demonstrating knowledge specific to different activities
- Demonstrating skills specific to the activity or project
- Solving problems
- Teamwork
- Self-Management
- Leadership
- Interpersonal skills
- Degree of autonomy

WORK RELATED SKILLS

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

Aims

These units are designed to:

- Integrate learning about work skills with prior knowledge and experiences
- Enhance the development of employability skills through work related contexts
- Develop critical thinking skills that apply to problem solving in work contexts
- Develop planning and work-related organisational skills
- Develop OHS awareness
- Develop and apply transferable skills for work related contexts

Employability skills

Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Learning
- Self-management
- Technology

In order to develop 'employability skills', VCAL students undertake Structured Workplace Learning.

STRUCTURED WORKPLACE LEARNING

A student can gain credit towards the Work Related Skills in VCAL by successfully participating in Structured Workplace Learning (SWL) and completing 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 SWL recognition credit. It is the responsibility of the student to maintain the WLR.

SWL provides the context for:

- Enhanced skill development
- Practical application of industry knowledge
- Assessment of units of competency
- Achievement of some learning outcomes for VCAL units
- Enhanced employment opportunities.

Some VET programs have a mandated SWL component. The SWL requirements are expressed in hours and weeks and are expected to be carried out over the duration of the VET programs.



SUBJECT HANDBOOK – VET

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Vocational Education and Training (VET) in schools is designed to broaden the range of study options available to an increasingly diverse senior school population by enabling applied, as well as academic learning. It allows students to combine VCE and VCAL studies with a study of TAFE modules whereby they may obtain a VET Certificate.

Generally, VET programs are completed over a two-year period, in order to gain the certificate. If students complete Year 11 only they receive a transcript of results from the TAFE provider indicating the modules completed and credit for Units 1 and 2 towards their VCE or VCAL.

Successful completion of a program provides additional pathways, with credit, into vocational education and training courses as well as into employment, including apprenticeships. These programs multiply options.

At St John's College, students may undertake VET at another school that is part of the Northern Melbourne VET Cluster (NMVC). These VET programs tend to be on a Wednesday and taught outside of normal school hours, which may require a late finish. Students would need to access a program which runs on Wednesday afternoon, in order to minimise impact on other timetabled classes. Students also need to be aware that catch up classes may be required, should a student miss classes or not be able to meet course requirements during scheduled classes.

Each year, the Northern Melbourne VET Cluster (NMVC) develops a Handbook outlining the extensive selection of VET programs available. The Handbook will be made available to students in Term 3.

Read the requirements of the selected program carefully. Please note, the printed arrangements regarding times, venues and program outlines are subject to change and will be confirmed at the Information Enrolment Evenings provided at Host Schools, which are generally scheduled for Term 4.

Please note that students undertaking VET courses will incur an **additional cost** over and above their school fees to cover tuition and materials fees set by Host schools. The College will fund 50% of VET tuition costs, with parents/guardians covering the material fees and remaining 50% of tuition costs. The associated charges for VET tuition and materials are variable depending upon course selection. For an indication of costs of VET courses, please see the Head of Pathways.

Costs will be invoiced by the College and must be paid to ensure confirmation of enrolment. All costs will be added to your St John's College invoice and the College will forward your payments to the provider.

Students can withdraw from a course if they change their mind up until the end of February. After this date, all tuition and materials fees must be paid regardless of the withdrawal date as the College needs to meet its contractual obligations.

There are three steps in making an application for a NMVC VET Program:

STEP 1: “Application Form” to Head of Pathways

Read the Handbook and program requirements carefully, select the program and complete the NMVC Application Form. Submit this application to the Head of Pathways by the Due Date printed on the Application Form.

STEP 2: “Enrolment Form” to Host School

Attend the Compulsory Information Enrolment Evening at the Host School in Term 4. The Head of Pathways will advise students about the location, date and time of this event. Please ensure that all details are clear and correct on the Enrolment Form which will be required from the Host school.

STEP 3: Payment of Program Costs

All VET programs attract fees. Program costs will vary according to the materials required by students to complete the program including tuition, uniforms, trade materials, transport, books and equipment. All fees associated with a VET program must be paid on time to St John’s College to confirm enrolment. Parents/guardians are responsible for material costs and 50% of the tuition fee.



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PATHWAY FORMS

The below forms can be obtained from the Head of Pathways or downloaded from the Pathways Portal Page on SEQTA.

- Early Start VCE/VET
- VCE/ VCAL Student Personal Details Form
- VCE Subject Selection Form
- VCAL Application Form
- VCE Permission to use ATAR Form (for those completing VCE only)
- VCAL Permission for Extended Distribution of Results and Further Education Offers (for those completing VCAL only)
- NMVC VET Student Application Form
- Change of Unit Request

