VCE Handbook
2025

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Vision

The Vision of Minaret College is to produce a healthy Australian Muslim identity which is: connected, conscious, sincere to its traditions and committed to excellence, good citizenship and compassionate service to humanity.

Mission

Our Mission is to provide an integrated Islamic and secular education that will help the students develop their talents and capacities to their full potential, taking into account the social, cultural, and economic needs of the Islamic community and the nation as a whole.

Philosophy

Our Philosophy is to help students improve their learning and increase their knowledge on a daily basis to the best of their abilities.

Message from the Executive Principal

As students approach their Victorian Certificate of Education (VCE) years, they stand at the crossroads of their future, where every direction marks a different pathway. And we understand that this can be intimidating. Hence, our aim is to assist Minaret College students in understanding the numerous study and career options available to them to ensure that they are headed in the right direction to attain success now and in the future.

Each year VCE students decide which pathway to embark on post graduation. For students who wished to pursue the tertiary pathway, 98% of our graduates in 2023 successfully received at least one offer to their course of choice. We work hard to provide our students with the support they need to reach their goals.

In our efforts to support the diverse interests of all our students, I'm excited to share that from 2025, Minaret College students will have even more pathways to choose from. We will be offering the Victorian Certificate of Education Vocational Major (VCE VM), which is a two-year applied learning program that is part of the VCE. This programme allows students to finish VCE while pursuing an apprenticeship or traineeship or wish to have an employability edge after finishing Year 12. Minaret students will now be able to continue and graduate with their peers no matter which pathway they have chosen to pursue.

There are two key components in preparing students for success whether they're in mainstream VCE or VCE VM – subject selection and individualised study plans. Subject selection carries the weight of shaping possible career and tertiary options in future and can itself be a source of motivation. And to help them excel in those subjects, individualised study plans guide students to make lifestyle adjustments, such as time management, study habits and motivation strategies. These two factors work in tandem to help them align to their goals.

This handbook equips students with the information required to make decisions regarding VCE, by presenting the many pathways there are for students. In addition, the Minaret College Team is experienced and well-resourced to guide students. Students can seek personal advice by booking time with their VCE Coach, Wellbeing Coach, Careers Coach or any relevant member of staff, who will be able to provide tailored guidance.

In addition, I urge all students to familiarise themselves with key VCE dates, and plan their time carefully. I also highly encourage students to take advantage of the various weekend and holiday classes that are available.

Minaret College administers VCE in compliance with the Victorian Curriculum and Assessment Authority (VCAA) guidelines.

Hence, students should also familiarise themselves with VCE processes.

To our dear students, I hope you find this handbook helpful as you embark on this important phase of your studies. The Minaret Team is always ready to guide and support you, and work with you to achieve your personal goals in the years to come.

Mohammed Taksim
Executive Principal

Senior Staff Contacts

At all times, academic staff are available to provide advice and assistance. Specific advice on the structure of the VCE and tertiary entrance requirements can be obtained from:

Springvale Campus	Officer Campus
Omar Marzouk *Head of Campus*	**Rashdan Rashid** *Head of Campus*
Aguss Hashim *Head of Secondary School*	**Atif Khan** *Head of Senior School*
Ogbaad Jama *Deputy Head of Secondary School*	**Raihan Mohamed Nawawi** *Deputy Head of Secondary School*
Zoya Ali *Deputy Head of Secondary School*	**Jalila Azadzoi** *Assistant Head of Secondary School*
Bahrudin Efendic *Secondary Curriculum Specialist*	**Aminah Giousoh** *Secondary Curriculum Specialist*
Mohamed Heikal Yusope *VCE Coach*	**Qaisar Ameer** *VCE Coach*
Farrah Diba Mohamed Tahar *Careers Coach*	**Marc Chong** *Careers Coach*
Rohani Mohamad *VASS Strategist (Both Campuses)*	

Introduction

This handbook is a guide for our VCE and VCE (VM) students, parents, and staff. It outlines Minaret College's policies and procedures for the delivery of VCE senior school studies accredited by the Victorian Curriculum and Assessment Authority (VCAA).

Minaret College offers a comprehensive range of VCE subjects each year where students are able to select the different subjects that best meet their needs. We are passionate in supporting all of our students to be successful at VCE and beyond.

As a guide, students should carefully select the subjects of their choice - ones that are realistic and match their abilities, interests and requirements for tertiary education or future career pathways.

Our VCE Program

VCE subjects are taught on a semester basis according to units (i.e. Unit 1 and 3 are only taught in Semester One and Unit 2 and 4 are only taught in Semester Two). Thus, a VCE subject is usually offered as a sequence of Units 1-2 or Units 3-4. Below is a typical combination of VCE units that our students enrol in:

	Units 1-2	Units 3-4
Year 10	2	0
Year 11	8	2
Year 12	0	8

To be awarded the Victorian Certificate of Education (VCE), students must satisfactorily complete at least 16 units of study consisting:

- a minimum of three units from the English group, inclusive of a Units 3-4 sequence.

- at least 3 other sequences of Units 3-4 studies, which can include further sequences from the English group.

Selecting your VCE program

Your VCE program is the complete list of VCE units that you enrol in over the Senior school years. Most of our VCE students graduate with 20 units completed over three years. If you are planning to enrol in a Unit 3-4 in Year 11, you should be aware that these units are more challenging than Units 1-2. Also keep in mind that you can vary the number of units you do in any one year.

Over the years, Minaret College has been offering a comprehensive range of VCE subjects. Students are able to select subjects that can best meet their needs. In the instance where the school is not able to offer a subject, students may consider enrolling in distance education through the Virtual School of Victoria (VSV). The enrolment with VSV is subject to the approval by the Head of Senior School. Forms which VCE students may be required to refer to during the VCE are available towards the end of this handbook. Further information on distance education can be found at https://www.vsv.vic.edu.au/.

Students should also select and plan carefully their academic pathway – one that matches their abilities and interests. It is best to choose VCE subjects that will allow students the flexibility should they change their mind about their future

tertiary courses or career pathways.

In general, students choose VCE subjects that they are likely to:

- be interested in,

- be good at, and;

- meet the requirements for further study or work.

Promotion and Subject Selection

Promotion to Year 10

Year 9 students are promoted to Year 10 if they satisfy the following requirements.

- Must attain an attendance rate of 90% or above under normal circumstances.

- Should respect and abide by the Minaret College Student Code of Conduct and Discipline Policy.

- Achieve a minimum result of 40% for English and;

- Pass at least half of their subjects (result of 50% or higher average across semester one and two results)

The following section details VCE subjects a Year 10 student can select, including eligibility criteria.

Eligibility to study VCE Subjects in Year 10

All Year 10 students will be enrolled in two units of VCE subjects - Text and Traditions or Religion and Society. Students may study a second Unit 1-2 sequence only if;

- they meet 70% for equivalent Y9 subjects (refer to table on next page) or;

- they achieve "Exceeding" for Y9 NAPLAN (all strands) or;

- endorsed by Head of School, Head of Campus and approved by Executive Principal

Only the below VCE subjects can be selected for students to study in Year 10:

Art Making and Exhibiting
Business Management
General Mathematics
Health and Human Development

All the listed subjects are conditional on student demand and timetable availability.

The approval of students' enrolment in any VCE subject will be dependent upon their Year 9 academic performance as shown in the table below:

VCE Subject Units 1-2	Year 9 Subject	Overall average required in Year 9
Art Making and Exhibiting	Arts	70% or higher
Business Management	Humanities	70% or higher
General Mathematics	Mathematics	70% or higher
Health and Human Development	Science	70% or higher

We highly encourage students to do a LOTE subject (Language Other Than English); mostly offered at the Victorian School of Languages (VSL). LOTE subjects are usually conducted at selected state schools for specific languages. More information is available at https://vsl.vic.edu.au/.

Promotion to Year 11

Year 10 students are automatically promoted to Year 11 if they satisfy the following requirements:

- Must attain an attendance rate of 90% or above under normal circumstances.
- Should respect and abide by the Minaret College Student Code of Conduct and Discipline Policy.
- Pass English and three other subjects (result of 50% or higher average across semester one and two results).

Where a student does not satisfy the above requirements, he/she can enrol in VCE VM (Vocational Major). Details can be found on page 20.

Eligibility to study VCE Subjects in Year 11

Depending on student's interest and abilities, they may study up to 5 VCE subjects in Year 11. Below are the common combinations of subjects taken by our Year 11 students:

Five-subject option

Combination	Units 1-2	Units 3-4
1	5	0
2	4	1

Any other combinations that differ from the above examples are possible subject to endosement by the Head of Secondary School, Head of Campus

and approval of Executive Principal. An application needs to be lodged through the VCE Coach.

The table below shows the grades required in Year 10 to select specific Unit 1-2 subjects in Year 11:

VCE Subject Units 1-2	Year 10 Subject	Overall average required in Year 10
Mathematical Methods	Mathematics	80% or higher
Specialist Mathematics	Mathematics	80% or higher
Chemistry	Science	80% or higher
Physics	Science	80% or higher

In order to study one Unit 3-4 subject at Year 11, students are required to achieve a satisfactory grade (S) in the relevant Unit 1 and Unit 2 subject.

If a student receives a satisfactory grade (S) in Year 10 for Units 1-2 of Text and Tradition or Religion and Society, we strongly recommend they complete Units 3-4 of the same subject in Year 11.

The Executive Principal or his delegate may approve an exemption of any requirement on a case-by-case basis.

Promotion to Year 12

Year 11 students are automatically promoted to Year 12 if they satisfy the following requirements.

- Must attain an attendance rate of 90% or above under normal circumstances.
- Should respect and abide by the Minaret College Student Code of Conduct and Discipline Policy.
- Pass each Unit 1 and 2 subject (result of 50% or higher average across semester exam results) and;
- Achieve a satisfactory grade (S) for the unit.

Eligibility to Study VCE Subjects in Year 12

In order to study a Units 3-4 level in Year 12, students in Year 11 must:

- Pass each Unit 1 and 2 subject (result of 50% or higher average across semester exam results) and;
- Achieve a satisfactory grade (S) for the unit.

Students at the end of Year 11 who achieve a satisfactory grade (S) for their units but achieve less than an average of 50% across semester exam results may be promoted to Year 12 by agreeing to complete unscored VCE.

Where a student does not satisfy the above requirements, the Executive Principal or his delegate may approve an exemption of any requirement on a case-by-case basis.

VCE Assessment

Satisfactory Completion

VCE graduation depends on the satisfactory completion of the outcomes for each of the units that make up a student's course of study. These outcomes are specified in the Study Design, published by VCAA which describe the knowledge and skills required for satisfactory completion.

Satisfactory completion of the outcomes for a unit results in the awarding of an 'S' (Satisfactory). Failing to satisfy the requirements of the outcome/s will result in an 'N' (Not Satisfactory) being awarded for the whole unit.

The 'S' or 'N' result for all students is reported to VCAA in each subject and appears on each student's statement of results.

Units 3-4 SACs/SATs

School-assessed Coursework (SAC) assesses each student's level of achievement in the outcomes, as specified in the study design. Teachers inform students of upcoming SACs, administer SACs and provide feedback on SAC performance. Students need to devote sufficient time to revising for SACs and ask their teachers questions about anything concerning the SAC that they are unsure about.

School-assessed Tasks (SATs) are set to assess specific sets of practical skills and knowledge, applicable to skill-based VCE subjects.

In addition to the above, other internal assessments are conducted throughout the semester to allow ample opportunities for students to exhibit the required learning outcomes as prescribed in the study design.

Units 1-2 Assessment

The 'S' or 'N' results are the only assessment information passed on to VCAA.

In addition to the S/N grading, Minaret College assesses student work and performance in various tasks, such as projects, presentations, assignments, tests and examinations to inform students and parents of the academic progress being made. Whilst not reported to VCAA, these results do provide information to aid in subject selection for Units 3-4.

Satisfactory VCE Unit Result

A student receives 'S' for a unit when the school determines that all outcomes are achieved satisfactorily.

A student must:

- produce work that demonstrates achievement of the outcomes.

- submit work on time.

- submit work that is clearly their own.

- observe the VCAA and school rules.

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

Not Satisfactory VCE Unit Result

A student receives 'N' for the unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate achievement of the outcomes.

- the student has failed to meet a school deadline for the assessment task, inclusive if an extension of time has been granted for any reason, including Special Provision.

- the work cannot be authenticated.

- there has been a substantial breach of rules, including cheating and subject class attendance rules.

VCE Unit Result of J

The student receives a "J" result for the unit when a student is no longer attending classes and/or has not submitted work for assessment.

The "J" result is not reported on the student's statement of results. The Units with a "J" result are made available to VTAC and are treated as equivalent to those with an "N" result.

Assessment in Year 11

Internal assessment at the VCE level must meet VCAA requirements as specified in the respective Study Designs. Furthermore, assessment tasks in Year 11 subjects should be engaging and challenging to prepare students for the following year.

The assessment tasks during the semester are used to allow students to exhibit Learning Outcomes, while formal unit exams in June and November complete the preparation for Units 3-4.

Year 11 Exams

The exams for Units 1-2 will be held at the end of semester 1 and 2 respectively.

During the exam period, no formal classes will

operate. Attendance at exams is compulsory for all students. These exams are important and are a student's best guide to their likely performance in Year 12.

Types of External Examinations

The General Achievement Test (GAT) assesses the following skills and domains:

- Literacy and Numeracy
- Mathematics, Science and Technology
- The Arts and Humanities
- Critical and Creative Thinking

All Units 3-4 students are required to sit for GAT regardless of their year level, unless exempted by VCAA. Relevant information on GAT is available at https://www.vcaa.vic.edu.au/assessment/vce-assessment/general-achievement-test/Pages/index.aspx

VCE examinations are organised by the VCAA, and these are typically held in late October and November each year. Oral examinations for LOTE subjects are conducted before the written examinations begin.

GAT and VCE examinations from the previous years, as well as the suggested solutions, are available on the VCAA's website. Students are also encouraged to access and study the examiners' reports of the past VCE examinations.

Percentage Range For SAC/ AT's Grades

Student performance on assessment tasks is reported as a letter grade by using the following percentages:

A+	90-100
A	80-89
B+	70-79
B	60-69
C+	55-59
C	50-54
D+	45-49
D	40-44
E+	30-39
E	0 - 29

Assessment Redemption Policy

Non-Satisfactory Result for Outcome

Any student who receives a non-satisfactory result "N" for an Outcome will be given multiple opportunities to redeem the assessment to obtain an "S" result (Satisfactory). Successful completion of the assessment via redemption will change the result to an 'S' however the original SAC score will not be updated.

Absence from SACs

It is compulsory for all students to attend every formal assessment tasks. Those who were absent will need to submit an application (with supporting evidence) to complete the missed assessment.

If a student knows that he/she is not able to attend on the day that an assessment is scheduled, he/she must apply for an extension. This application should be lodged at least one working day before the assessment date.

It is the responsibility of the student who is absent from a SAC with a valid reason to lodge a Catch-Up SAC Application with the VCE Coach immediately upon return to school. The application form can be found in the appendix section of this handbook.

If a student is absent from attending an assessment task (e.g. chapter test or SAC) without a valid reason (defined as approved absences), he/she receives a NA (Not Assessed) for that assessment and possibly an 'N' for the assessment outcome(s).

Nonetheless, although students can redeem for an "S" satisfactory result, the school score will remain as NA.

The assessment flow chart on page 14 explains the redemption process in detail.

Authentication

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is clearly their own. Other than work that is appropriately referenced and sourced (including websites), no part of a student's work may be copied from any other person's work. Students are advised to keep rough notes or some evidence that the final product is the result of the student's research and drafting.

Plagiarism is never tolerated at the College. Teachers will explain to their students how to reference material with footnotes and bibliographies. The teacher will monitor the development of the task and keep a record of this process using a form prescribed by VCAA. The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the outcome task at or about the time of submission of the work.

If the teacher is not satisfied that the work solely belongs to the student, the student may be required to:

- provide evidence of the development of the work.

- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work.

- provide samples of other work.

- complete a supervised supplementary assessment task related to the original task.

- attend an interview with the Head of Senior School or complete a test to demonstrate an understanding of the work.
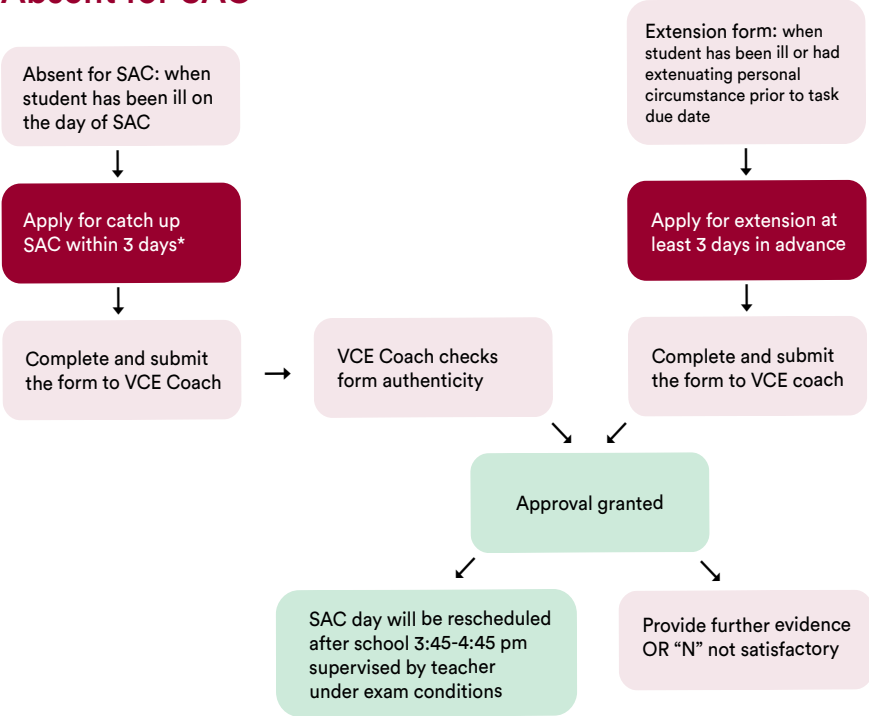
In the event of a substantive breach of the rules, the school will be obliged to:

- reprimand the student.

- make other arrangements with the student for the re-submission of the outcome task; however, they will get zero for the assessment task.

- cancel the result for a specific task or cancel the total assessment for the unit concerned.
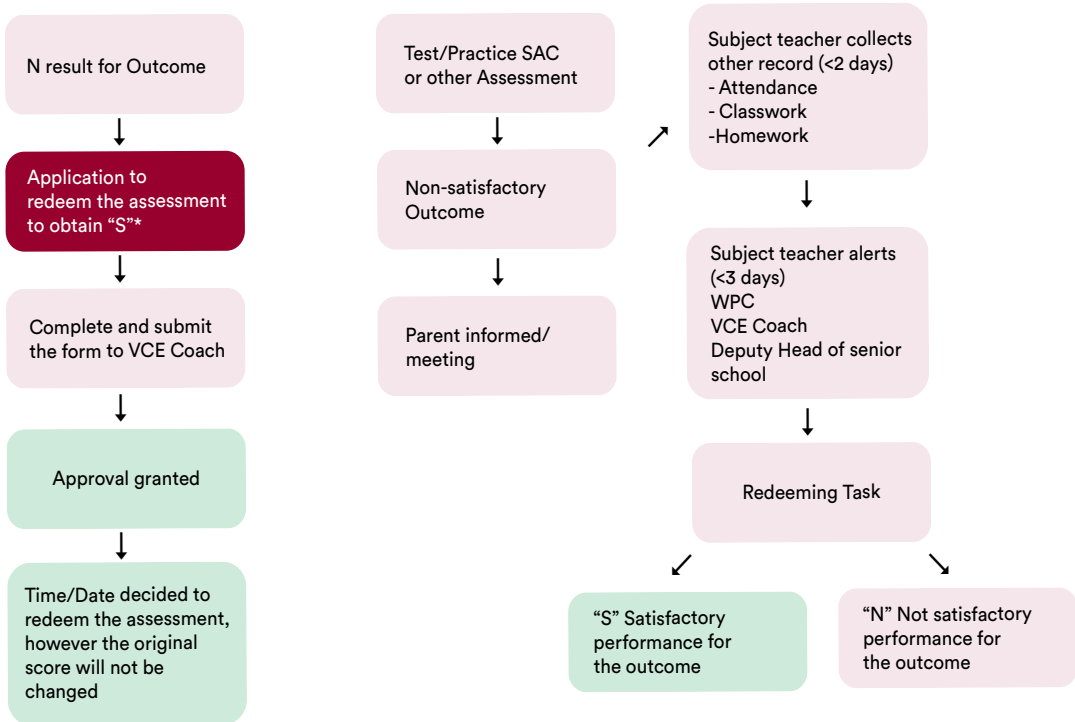
Flow Chart of VCE Assessment Redemption Procedure

Absent for SAC

Absent for SAC: when student has been ill on the day of SAC

↓

Apply for catch up SAC within 3 days*

↓

Complete and submit the form to VCE Coach → VCE Coach checks form authenticity

Extension form: when student has been ill or had extenuating personal circumstance prior to task due date

↓

Apply for extension at least 3 days in advance

↓

Complete and submit the form to VCE coach

↘ ↙

Approval granted

↙ ↘

SAC day will be rescheduled after school 3:45-4:45 pm supervised by teacher under exam conditions

Provide further evidence OR "N" not satisfactory

Non-Satisfactory Outcome

N result for Outcome

↓

Application to redeem the assessment to obtain "S"*

↓

Complete and submit the form to VCE Coach

↓

Approval granted

↓

Time/Date decided to redeem the assessment, however the original score will not be changed

Test/Practice SAC or other Assessment

↓

Non-satisfactory Outcome

↓

Parent informed/ meeting

↗

Subject teacher collects other record (<2 days)
- Attendance
- Classwork
-Homework

↓

Subject teacher alerts (<3 days)
WPC
VCE Coach
Deputy Head of senior school

↓

Redeeming Task

↙ ↘

"S" Satisfactory performance for the outcome

"N" Not satisfactory performance for the outcome

VCE Reporting

Two End of Semester Reports

Semester reports are issued at the ends of Terms 2 and 4. They contain information about the student's attainment and specific information about each learning outcome.

Attendance Policy

The correlation between school attendance and student achievement levels is well established. Our Attendance Policy is designed to give students the fairest possible circumstances under which to complete their VCE.

The aims of the attendance policy are:

- to maintain a high standard of education at Minaret College and support students to achieve the best possible results.

- to ensure that students undertake the required coursework and to complete assessment tasks during class time.

- to authenticate students' own work through observations.

Therefore to satisfy the VCE rules and regulations as required by the VCAA Guidelines:

- students are expected to attend all scheduled lessons of a unit (excluding explained absences due to excursions, incursions, disciplinary consequences, sports, camps, sick leave, approved leave, or other school activities).

- students who do not attend 90% of the scheduled lessons will be required to meet with the Promotion Review Panel and may receive an 'N' if the absences are negatively impacting their ability to satisfactorily complete the unit requirements.

- it is expected and required that personal appointments will be made out of class time.

- teachers will monitor students' attendance by taking rolls in every lesson.

- under VCAA guidelines, there is no appeal to the VCAA if a Student is penalised for breaching school attendance rules.

When a student is absent

A medical certificate or an absence note written and signed by a parent/guardian must be submitted directly to the Year Level Wellbeing Coach on the student's return to school.

When is a medical certificate required?

1. A medical certificate is required for absences of more than two consecutive days.

2. A medical certificate is required for absences on days when School-Assessed Coursework (SACs), School-Assessed Task (SATs) or Assessment Tasks (ATs) are due.

The medical certificate must be attached to a note from the parent/guardian and submitted to the Year Wellbeing Coach. NA (Not Assessed) will be awarded to SACs and SATs when an absence is due to illness is not supported by a medical certificate or legitimate reasons (e.g., accidents, death).

Unexplained and Unapproved Absences

An unexplained absence is an absence where no explanation has been provided for the absence.

Examples of unexplained and unapproved absences include:

1. Holidays taken during school time without approval.

2. Other leisure activities such as hair appointments, driving lessons and shopping.

3. More than one absence covered by a parent or guardian note, but without a medical certificate, per semester.

4. Absent from a subject class without acceptable justification (e.g incursion, counselling) although the student is present at school.

5. Lateness to class of more than 10 minutes.

After three unauthorised absences from school or class, the parent/guardian will be contacted by the Year Level Wellbeing Coach to determine the consequences.

Lateness

Students who are late to class disrupt the learning of their classmates who arrive on time. Continued lateness without valid reason may result in exclusion from a VCE class.

Study Scores

A study score shows how well students have performed at Units 3 - 4 level compared to everyone else who took the same subject in that year. Study scores are calculated by the VCAA and are used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR (Australian Tertiary Admission Rank).

Study scores come in two forms: raw scores and scaled scores. The generic maximum score is 50, and the mean (most commonly known as average) for the scaled scores is set at 30. Hence, if a student's scaled score is 31, this means that he/she achieved a score that is approximately higher than 50% of the Victorian students who did the same subject.

The scaled score is adjusted yearly based on the performance of each year's cohort. Some studies are scaled up, down or minimally affected.

For example, the VTAC scaling report for 2023 shows that raw study scores of 30 and 40 in English were adjusted to scaled scores of 28 and 39 respectively, while in Indonesian Second Language, raw scores of 30 and 40 were scaled up to 37 and 46 respectively.

For more reports visit https://vtac.edu.au/reports.

ATAR Calculation

The ATAR (Australian Tertiary Admissions Rank) is calculated based on at least four study scores:

- a Units 3-4 sequence from the English group
- the top three Units 3-4 sequences, plus
- 10% of the next two best Units 3-4 sequences.

English/EAL and the top three Units 3-4 sequences are referred to as the primary four. The scaled scores of the primary four and the bonus two subjects (if available) are used to calculate ATAR (see a sample below from monash.edu).

Tertiary Entrance Requirements

It is the responsibility of individual students to ensure that their chosen program meets the entrance requirements for any tertiary course they are interested in. Students should consult the VICTER document for their year level available at www.vtac.edu.au or talk to a Careers Coach.

The following is a summary of tertiary entrance requirement for some of the university courses.

Degrees in the Medical Field

Bachelor of Medical Science and Doctor of Medicine (MD) program at Monash University:

Year 12 Prerequisites:

- English (EAL): Units 3 and 4 with a study score of at least 35.
- English (other than EAL): Units 3 and 4 with a study score of at least 30.
- Chemistry: Units 3 and 4 with a study score of at least 30.

Additional Requirements:

- University Clinical Aptitude Test (UCAT): Completion of the UCAT is required.
- Interview: Required for some domestic applicants.

ATAR Requirements:

- Highest ATAR: 99.95
- Median ATAR: 98.50
- Lowest ATAR: 97.50

Bachelor of Biomedical Science program at Deakin University:

Year 12 Prerequisites:

- English: Units 3 and 4 with a study score of at least 25 in English (EAL) or 20 in English other than EAL.
- Chemistry: Units 3 and 4 with a study score of at least 20.
- Mathematics: Units 3 and 4 with a study score of at least 20 in one of Mathematical Methods or Specialist Mathematics.

Additional Requirements:

ATAR Requirements:

- The minimum ATAR for the Burwood campus is 80.05.
- The minimum ATAR for the Waurn Ponds campus is 72.5.

Special Entry Access Scheme (SEAS): Available for students who have experienced disadvantage, which may help boost their ATAR.

Degrees in the Engineering Field

Engineering Electrical and Electronics (Honours) – Deakin University

Year 12 Prerequisites:

- English (EAL): Units 3 and 4 with a study score of at least 25.
- English (other than EAL): Units 3 and 4 with a study score of at least 20.
- Mathematical Methods: Units 3 and 4 with a study score of at least 20.
- Physics or Specialist Mathematics: Units 3 and 4 with a study score of at least 20.

Additional Requirements:

ATAR Requirements:

- The specific ATAR requirements can vary yearly, but for competitive courses like engineering, a higher ATAR is typically expected
- The minimum ATAR for the Burwood campus is 70.5.
- The minimum ATAR for the Waurn Ponds campus is 66.4.

Engineering Chemical (Honours) – RMIT University

Year 12 Prerequisites:

- Units 3 and 4: a study score of at least 30 in English (EAL) or at least 25 in English other than EAL
- Units 3 and 4: a study score of at least 20 in one of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics
- Units 3 and 4: a study score of at least 20 in Chemistry.

ATAR Requirement:

- Highest 98.55 Median 80.75 Lowest 61.55

Engineering (Diploma)/Engineering Honours (Industrial) (Degree) – La Trobe College

Year 12 Prerequisites:

- Units 3 and 4: satisfactory completion of any English
- Units 3 and 4: satisfactory completion in one of Maths: Mathematical Methods or Maths: Specialist Mathematics.

No ATAR requirement

Degrees in Arts

Arts – Monash University

Year 12 Prerequisites:

- Units 3 and 4: a study score of at least 27 in English (EAL) or at least 25 in English other than EAL.

ATAR Requirement:

- Highest 99.10 Median 76.20 Lowest 62.15

Major Studies

Anthropology, Archaeology and ancient history, Arts, Behavioural studies (minor), Bioethics (minor), Chinese studies, Communications and media studies, Criminology, Critical performance studies (minor), Economics, European languages (French, German, Italian, or Spanish and Latin American), Film and screen studies, Gender studies, Global

Asia, Health humanities, History, Holocaust and genocide studies (minor), Human geography, Human rights, Humanities, Indigenous cultures and histories, Indonesian studies, International relations, International studies, Japanese studies, Jewish studies (minor), Journalism, Korean studies, Languages, Linguistics and English language,

Literary studies, Music, Philosophy, Politics, Psychology, Social science, Sociology.

Arts – Deakin University

Year 12 Prerequisite

- Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

ATAR Requirements:

- The minimum ATAR for the Burwood campus is 60.

- The minimum ATAR for the Waurn Ponds campus is 62.6.

Major Studies

Animation (Burwood, Online, minor only), Anthropology, Arabic (Burwood, Online), Chinese, Criminology, Design thinking (minor only), Education (Burwood, Online), English - children's literature, English - creative writing, English - literature, Film and television studies (Burwood, Online, minor only), Gender and sexuality studies, History, Indigenous studies (Online, minor only), Indonesian, International relations, Media and communication, Media studies (Burwood, Online), Performing arts (Burwood), Philosophy, Politics and policy studies, Public relations studies, Religious studies, Social media, Sociology, Spanish (major Burwood, Online; minor, Burwood, Online, Waurn Ponds), Sport and society (minor only), Sport journalism, Strategic advertising (Burwood, Online), Visual arts and photography (Burwood), Visual communication design, Web design (minor only).

Arts – The University of Melbourne

Year 12 Prerequisites:

- English (EAL): Minimum study score of 30 in Units 3 and 4.

- English (other than EAL): Minimum study score of 25 in Units 3 and 4.

ATAR Requirements:

- Guaranteed ATAR: 88.00

- Lowest selection rank: 87.00

- Lowest ATAR selected: 65.60

Major Studies

Ancient world studies, Anthropology, Arabic studies, Art history, Asian studies, Chinese societies (minor), Chinese studies, Classics, Creative writing, Criminology, Development studies (minor), Economics, English and theatre studies, English language studies (minor), Environmental studies (minor), European studies (minor), French studies, Gender studies, Geography, German studies, Hebrew and Jewish studies, History, History and philosophy of science, Indigenous studies, Indonesian studies, Islamic studies, Italian studies, Japanese societies (minor), Japanese studies,

Knowledge and learning (minor), Korean studies (minor), Law and justice (minor), Linguistics and

applied linguistics, Media and communications, Medieval and early modern studies (minor), Philosophy, Politics and international studies,

Psychology, Russian studies, Screen and cultural studies, Sociology, Spanish and Latin American studies.

Degrees in Science

Science – Monash University

Year 12 Prerequisites:

- English (EAL): Units 3 and 4 with a study score of at least 30.

- English (other than EAL): Units 3 and 4 with a study score of at least 25.

- Mathematics: At least one of Mathematical Methods or Specialist Mathematics, Units 3 and 4 with a study score of at least 25.

- Science: At least one of Biology, Chemistry, Environmental Science, Geography, Physics, or Psychology, Units 3 and 4 with a study score of at least 25.

Additional Requirements:

- ATAR: An ATAR of 85.00 or above is typically required for entry.

Major Studies

Anatomy and developmental biology, Applied mathematics, Astrophysics, Biochemistry, Botany, Chemistry, Climate and atmospheric science, Computational science, Earth science, Ecology and conservation biology, Environmental science, Financial and insurance mathematics, Genetics and Genomics, Geographical science, Geosciences, Human pathology, Immunology, Mathematical statistics, Mathematics, Microbiology, Molecular biology (minor), Pharmacology, Physics, Physiology, Plant sciences, Psychology, Pure mathematics, Science, Statistics, Zoology.

Science – Deakin University

Year 12 Prerequisites:

- English (EAL): Units 3 and 4 with a study score of at least 25.

- English (other than EAL): Units 3 and 4 with a study score of at least 20.

ATAR Requirements:

- Minimum ATAR: 50

Major Studies

Animal biology, Biochemistry, Biology, Botany, Cell biology and genomics, Chemistry, Ecology, Ecosystems, Environmental geology, Environmental science, Genetics & genomics, Human biology, Mathematics, Mathematics (modelling), Microbiology, Palaeontology (Burwood), Physiology, Plant biology.

Science – Swinburne University of Technology

Year 12 Prerequisites:

- English (EAL): Units 3 and 4 with a study score of at least 25.

- English (other than EAL): Units 3 and 4 with a study score of at least 20.

ATAR Requirements:

- Minimum ATAR: 50

Major Studies

Applied mathematics, Biochemistry, Biotechnology, Chemistry, Environmental science, Physics.

(*ATAR reported exclude adjustment factors)

General Achievement Test

The General Achievement Test (GAT) is an assessment prepared and marked by VCAA to test the following skills and domains:

- Literacy and Numeracy

- Mathematics, Science and Technology

- The Arts and Humanities

- Critical and Creative Thinking via an extended writing task

All students enrolled in Units 3 and 4 of any VCE subject or VCE VM study must sit the GAT, unless exempted by VCAA.

GAT results do not contribute towards ATAR calculation. However, its results are used to statistically moderate school-based assessment results and help in the calculation of Derived Examination Scores (DES). DES is only applicable if it is necessary due to illness, accident, or trauma. Students will receive their GAT results in the Statement of Results produced by VCAA.

VCE Special Provisions

In providing the best and fair opportunity for every VCE student, arrangements and allowances can be made in teaching/learning and assessments. These special provisions would assist students in their studies and formal assessments. Schools and the VCAA have different procedures in granting the special provisions allowed for each student.

At schools, proper documentation is required to ensure eligibility for special provisions in classroom learning and school-based assessment. Students shall demonstrate that they could be adversely affected by an acute or chronic illness, an impairment or disability, and/or factors relating to personal circumstance. The VCE team works with the school counsellors, wellbeing coaches, and special-need coach to determine the nature of the provisions granted.

Meanwhile, the VCAA is responsible for provisions for VCE external assessments, including the General Achievement Test (GAT). It aims to approve provisions that are consistent with those that are already implemented by the school. VCAA offers two types of provisions: Special Examination Arrangements (SEA), and/or A Derived Examination Score (DES).

SEA may be approved by the VCAA for students with disabilities, illnesses, or other circumstances. Those who demonstrate that their capacity to access a VCE external assessment is impaired, due to one or more of the following, are eligible to apply for SEA:

- Mental health condition

- Health impairment

- Physical disability

- Specific learning disorder

- Language disorder

- Deaf and hard of hearing

- Vision impairment

- Motor disorder

* Eligibility criteria in 2024

Special Examination Arrangements may include:

- Rest breaks and/or extra working time

- Separate rooms for individual students

- Use of computers, tablets, and/or assistive technology

- Readers, scribers, clarifiers, AUSLAN interpreters
- Alternative format examination papers
- Alternative examination venues

Students who experience an illness, an injury, or personal trauma before or during VCE external assessment should discuss with the VCE coach, if applying for **Emergency SEA** could help them for their examinations. As an alternative to emergency SEA, affected students whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for DES. If their application is approved, a DES will be calculated by the VCAA. Both SEA and DES applications are submitted to VCAA through school. It requires complete and supportive evidence, as well as the approval of the Executive Principal.

VCE Vocational Major (VM) Program

The VCE Vocational Major (VM) is a comprehensive two-year program, available to students in Years 11 and 12. The VCE VM program emphasises applied learning, teaching students essential skills and knowledge through real-life experiences that directly relate to their future aspirations. Students gain practical insights by engaging in hands-on activities within a supportive and respectful environment.

The VCE VM equips students for seamless transitions into apprenticeships, traineeships, further education and training, university through alternative pathways, or direct entry into the workforce. Assessment is conducted at the school level through authentic activities, without external examinations. Consequently, students do not receive a study score or an ATAR. Upon successful completion, students are awarded the Victorian Certificate of Education (VCE) with the designation "Vocational Major" to acknowledge their accomplishments.

VCE VM Structure

The VCE VM at Minaret College includes specific subjects tailored to prepare students for vocational pathways. The key subjects are:

- VCE VM Literacy
- VCE VM Numeracy

- VCE VM Work Related Skills (WRS)
- VCE VM Personal Development Skills (PDS)
- Additionally, students must complete 180 hours of VET at Certificate II level or above.

Each subject comprises four units, each with defined outcomes assessed through various learning activities and tasks. Students will apply their knowledge and skills in practical settings and participate in community-based projects and team activities.

Year	Units 1-2 (Year 10)	Units 3-4 (Year 11)	VET (Year 11-12)
10	2 (Religion and Society or Texts and Traditions)		
11	8 (Literacy, Numeracy, Personal Development Skills, Work Related Skills)	2 (Religion and Society or Texts and Traditions)	Cert II or Cert III
12		8 (Literacy, Numeracy, Personal Development Skills, Work Related Skills)	Cert II or Cert III

Assessment and Reporting

Satisfactory Completion

Graduation from the VCE VM depends on the satisfactory completion of the outcomes for each unit. These outcomes are specified in the Study Design published by the Victorian Curriculum and Assessment Authority (VCAA).

- **Satisfactory** Completion: Achieving the outcomes for a unit results in the awarding of an 'S' (Satisfactory).
- **Not Satisfactory:** Failing to satisfy the requirements of the outcomes will result in an 'N' (Not Satisfactory) for the whole unit

Course Requirements

To successfully complete the VCE VM, students must complete at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3-4 sequence)
- 3 other Unit 3-4 sequences

- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (totalling 180 hours)

Typically, students will undertake between 16-20 units over the two-year period. Additional VCE subjects and structured workplace learning are also available.

The decision of whether a unit is satisfactorily completed is made at the school level based on the work submitted. This process adheres to the guidelines and regulations set by the VCAA and Minaret College. Students have the flexibility to enrol in VCE subjects alongside the mandatory VCE VM requirements to gain additional credits. Furthermore, Structured Workplace Learning (SWL) or a School-Based Apprenticeship or Traineeship (SBAT) can be included in the VCE VM program. Students may receive credit for workplace time through Structured Workplace Learning Recognition.

General Achievement Test (GAT) for VCE VM Students

The General Achievement Test (GAT) Part 1 is mandatory for VCE VM students enrolled in Units 3 and 4 unless exempted by VCAA. It evaluates key skills essential for vocational and applied learning pathways.

Special Provisions for VCE VM Students

Special provisions can be made in teaching, learning, and assessments to ensure every VCE VM student has the best opportunity to succeed.

- **School-Based Special Provisions:** Documentation is required to ensure eligibility for special provisions in classroom learning and school-based assessments.
- **VCAA Special Provisions:** The VCAA offers Special Examination Arrangements (SEA) and/or a Derived Examination Score (DES) for students with disabilities, illnesses, or other circumstances.

Vocational Education and Training (VET)

VET enables secondary students to combine their senior school studies with vocational training. Students participate in VET subjects as part of their the VCE VM program.

Useful Websites for VCE VM Students

- VCAA: **www.vcaa.vic.edu.au**
- Labour Market Insights: **www.jobsandskills.gov.au/data/labour-market-insights**
- myfuture: **www.myfuture.edu.au**
- Australian Apprenticeships: **www.apprenticeships.gov.au**

External Leadership Awards for Year 10, 11 & 12 Students

Our college has been participating in a number of external leadership awards as we celebrate our students' exceptional contributions in all or some of the listed capabilities:

- Academic achievements
- Leadership potential
- Community involvement
- Sports achievements
- Strong moral character

The Leadership Awards	Year Levels
AMPOL Best All Rounder Award (formerly known as CALTEX Awards) AMPOL Australia's Best All Rounder	Year 12
ADF Long Tan Youth Leadership & Teamwork Award	Year 10 & 12
ADF Future Innovators Award	Year 10 & 12
Kwong Lee Dow Young Scholars Program	Year 10
Melbourne Principals Scholarship	Year 12
Australian Olympic Change-Maker	Year 10, 11 & 12
La Trobe Leadership and Community Service Award (Jason Wood MP)	Year 12 Officer Campus only
Community Spirit and Leadership Award (Clare O'Neil Federal Member for Hotham)	Year 12 Springvale Campus only
VCE Leadership Award	Year 11 or 12

For more information on the awards criteria and submission dates, please refer to the relevant Wellbeing Coaches.

Useful VCE Websites

VCAA (www.vcaa.vic.edu.au)

Provides information on VCE subjects including content, assessment. Also includes information regarding the VCE Vocational Major.

VTAC (www.vtac.edu.au)

Provides information on various tertiary courses including ATAR, number of offers, prerequisites, middle band and extra requirements. It also administers tertiary course, SEAS and some scholarship applications.

Labour Market Insights (www.jobsandskills.gov.au/data/labour-market-insights)

Provides information on job prospects, employment statistics, weekly earnings, vacancies, training and required skills for various jobs and includes a career quiz.

myfuture (www.myfuture.edu.au)

As well as providing detailed information on a wide variety of jobs including their tasks, skills and training, enables searches for specific scholarships and includes a mini career explorer and career profile.

Partnership with TSSM

TSSM is widely regarded as Victoria's leading provider of quality VCE tuition. Its specialised Exam Preparation and Head Start courses provide VCE students and teachers with the resources and inspiration they need to optimise VCE scores. TSSM has a huge pool of qualified VCE teachers who are highly regarded as subject experts and mark the official VCAA examinations.

As part of our VCE Support program to students, Minaret College has established a partnership with TSSM in order to enhance the capacity of our Senior Secondary School students in their VCE Program and ultimately lead to better outcomes in their overall VCE results. Given that TSSM offers almost all the subjects covered in the Minaret College VCE program, many students will benefit from the partnership inshaAllah.

Glossary of Terms

ATAR – Australian Tertiary Admissions Rank

It is the overall ranking on a scale of 0-99.95 that is given to a candidate based on the study scores achieved. The ATAR is used by universities and TAFE institutes to select students for their courses.

GAT – General Achievement Test

A test that is done by all students studying a Units 3-4 sequence. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard and used as part of statistical moderation of coursework.

Outcomes

What a student must know or be able to do when a unit is completed.

SAC – School Assessed Coursework

The assessment of work, done mainly in class time, to establish how a student is performing in Units 3-4.

SAT – School Assessed Task

A task done in some studies to assess how a student is performing in Units 3-4 that is set and marked by teachers according to VCAA specifications.

Satisfactory Completion

This means that a student has successfully completed all the outcomes of a unit in a particular study and an "S" has been given. If an outcome of a unit is not satisfactorily completed, an "N" is given for that unit.

Statement of Results

A set of documents, which formally state the results a student has achieved in the VCE and whether the student has graduated.

Statistical Moderation

The process used to adjust each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

Study

A subject available in the VCE and made up of a sequence of four semester units.

Study Design

The description of the content of a study and how students' work is to be assessed. The VCAA publishes a Study Design for each VCE study. All VCE providers must adhere to the study designs.

Study Score

A score from 0-50, which shows how a student has performed in a study, relative to all other students doing that same study. It is based on the results in school assessments and external examinations.

VTAC – Victorian Tertiary Admissions Centre

The organisation which administers a selection system for undergraduate courses on behalf of Victorian universities, TAFE institutes and independent tertiary colleges.

VCAA – Victorian Curriculum and Assessment Authority

The Victorian state government authority responsible for setting VCE curriculum and VCE coursework assessment and examinations.

Accounting

VCE Accounting explores the financial recording, reporting, analysis and decision-making systems and processes of a sole proprietor trading business. Students study both theoretical aspects of accounting and practically apply these principles. They collect, record, report, analyse, apply, evaluate and discuss accounting information using both manual and ICT based methods. Students apply critical thinking skills to a range of business situations. They model alternative outcomes and use financial information generated to provide accounting advice to business owners, whilst taking into account ethical as well as financial considerations.

Unit 1: Role of Accounting in Business

This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

Area of study 1

→ The role of accounting

Area of study 2

→ Recording financial data and reporting accounting information for a service business

Unit 2: Accounting and decision making for a trading business

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.

They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance

Area of study 1

→ Accounting for and managing inventory

Area of study 2

→ Accounting for and managing accounts receivable and accounts payable

Area of study 3

→ Accounting for and managing non-current assets

Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.

Area of study 1
→ Recording and analysing financial data

Area of study 2
→ Preparing and interpreting accounting reports

Unit 4: Recording, reporting, budgeting and decision-making

In this unit, students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Area of study 1
→ Extension of recording and reporting

Area of study 2
→ Budgeting and decision-making

Applied Computing

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

Unit 1: Applied Computing

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

In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

Unit 2: Applied Computing

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

In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

In year 12 Students have a choice between Data Analytics and Software Development

Data Analytics

Unit 3: Data Analytics

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

In Area of Study 1 students respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings. Appropriate software tools include database, spreadsheet and data visualisation software.

In Area of Study 2 students propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Area of study 1
→ Data analytics

Area of study 2
→ Data analytics: analysis and design

Unit 4: Data Analytics

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

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into infographics or dynamic data visualisations, and evaluate the solutions and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students investigate security practices of an organisation. They examine the threats to data and information, evaluate security strategies and recommend improved strategies for protecting data and information.

Area of study 1
→ Data analytics: development and evaluation

Area of study 2
→ Cyber Security: data and information security

Software Development

Unit 3: Software Development

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

In Area of Study 1 students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Area of study 1
→ Software development: programming

Area of study 2
→ Software development: analysis and design

Unit 4: Software Development

Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design

prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT). In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions.

Area of study 1
→ Software development: development and evaluation

Area of study 2
→ Cyber Security: secure software development practices

Art Making & Exhibiting

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Unit 1: Explore, expand and investigate

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Area of study 1
→ Explore – materials, techniques and art forms

Area of study 2
→ Expand – make, present and reflect

Area of study 3
→ Investigate – research and present

Unit 2: Understand, develop and resolve

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Area of study 1
→ Understand – ideas, artworks and exhibition

Area of study 2
→ Develop – theme, aesthetic qualities and styles

Area of study 3
→ Resolve – ideas, subject matter and style

Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

Area of study 1

→ Collect – inspirations, influences and images

Area of study 2

→ Extend – make, critique and reflect

Area of study 3

→ Connect – curate, design and propose

Unit 4: Consolidate, present and converse

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Area of study 1

→ Consolidate – refine and resolve

Area of study 2

→ Present – plan and critique

Biology

The study of VCE Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences. An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice.

Unit 1: How do organisms regulate their functions?

In this unit, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment. A student- adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Area of study 1
→ How do cells function?

Area of study 2
→ How do plant and animal systems function?

Area of study 3
→ How do scientific investigations develop understanding of how organisms regulate their functions?

Unit 2: How does inheritance impact on diversity?

In this unit, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expressions and predict outcomes of genetic crosses. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, physiological and behavioural adaptations that enhance an organism's survival and consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the Australian ecosystems.

Area of study 1
→ How is inheritance explained?

Area of study 2
→ How do inherited adaptations impact on diversity?

Area of study 3
→ How do humans use science to explore and communicate contemporary bioethical issues?

Unit 3: How do cells maintain life?

In this unit, students explore the relationship between nucleic acids and proteins as key molecules in cellular processes in prokaryotic and eukaryotic cells. They explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices. Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism applications and gene technology such as CRISPR-Cas9.

Area of study 1

→ What is the role of nucleic acids and proteins in maintaining life?

Area of study 2

→ How are biochemical pathways regulated?

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

In this unit, students study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. They consider how evolutionary biology is based on the accumulation of evidence over time in molecular biology. Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issues in either Unit 3 or Unit 4.

Area of study 1

→ How do organisms respond to pathogens?

Area of study 2

→ How are species related over time?

Area of study 3

→ How is scientific inquiry used to investigate cellular processes and/or biological change?

Business Management

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as ethical and socially responsible members of society, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of VCE 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.

Unit 1: Planning a business

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

Area of study 1
→ The business idea

Area of study 2
→ Internal business environment and planning

Area of study 3
→ External business environment and planning

Unit 2: Establishing a business

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

Area of study 1
→ Legal requirements and financial considerations

Area of study 2
→ Marketing a business

Area of study 3
→ Staffing a business

Unit 3: Managing a business

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

Area of study 1
→ Business foundations

Area of study 2
→ Human resource management

Area of study 3
→ Operations management

Unit 4: Transforming a business

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

Area of study 1
→ Reviewing performance – the need for change

Area of study 2
→ Implementing change

Chemistry

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. Students explore the impact of chemistry on their own lives, and on society and the environment and develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours.

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

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

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3.

Area of study 1
→ How do the chemical structures of materials explain their properties and reactions?

Area of study 2
→ How are materials quantified and classified?

Area of study 3
→ How can chemical principles be applied to create a more sustainable future?

Unit 2: How do chemical reactions shape the natural world?

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Area of study 1
→ How do substances interact with water?

Area of study 2
→ How are substances measured and analysed?

Area of study 3
→ How do quantitative scientific investigations develop our understanding of chemical reactions?

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

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

Area of study 1

→ What are the current and future options for supplying energy?

Area of study 2

→ How can the yield of a chemical product be optimised?

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

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

Area of study 1

→ How are organic compounds categorised and synthesised?

Area of study 2

→ How are organic compounds analysed and used?

Area of study 3

→ How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

VCE Chemistry is a prerequisite for over 150 courses across Victorian tertiary institutions particularly in the areas of:

- Biomedical Science
- Pharmaceutical Science
- Engineering
- Medicine

English and EAL

VCE English and English as an Additional Language (EAL) focuses on the how English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis 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.

Students who have been in Australia for less than seven years - and for whom English is not their first language - are eligible to study English as an Additional Language instead of studying English.

Unit 1: English Students

On completion of this unit students should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in a text. Students should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

EAL Students

On completion of this unit the student should be able to make personal connections with, and identify selected vocabulary, text structures, language features and ideas in a text.

In this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe decisions made about selected vocabulary, text structures, language features and conventions used during writing processes.

Area of study 1

→ Reading and exploring texts

Area of study 2

→ Crafting texts

Unit 2: English Students

On completion of this unit students should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. Students should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

EAL Students

On completion of this unit the student should be able to identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning.

The student should be able to explore and develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Area of study 1

→ Reading and exploring texts

Area of study 2

→ Exploring argument

Unit 3: English Students

On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text, informed by the vocabulary, text structures and language features and how they make meaning.

The student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to explain their decisions made through writing processes.

EAL Students

On completion of this unit the student should be able to listen to and discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.

On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts, designed to respond to a specific context and audience to achieve a stated purpose; and to comment on their decisions made through writing processes.

Area of study 1

→ Reading and creating texts

Area of study 2

→ Creating Texts

Unit 4: English Students

On completion of this unit the student should be able to analyse explicit and implicit ideas, concerns and values presented in a text, informed by vocabulary, text structures and language features and how they make meaning.

In this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

EAL Students

On completion of this unit the student should be able to discuss ideas, concerns and values presented in a text, informed by selected vocabulary, text structures and language features and how they make meaning.
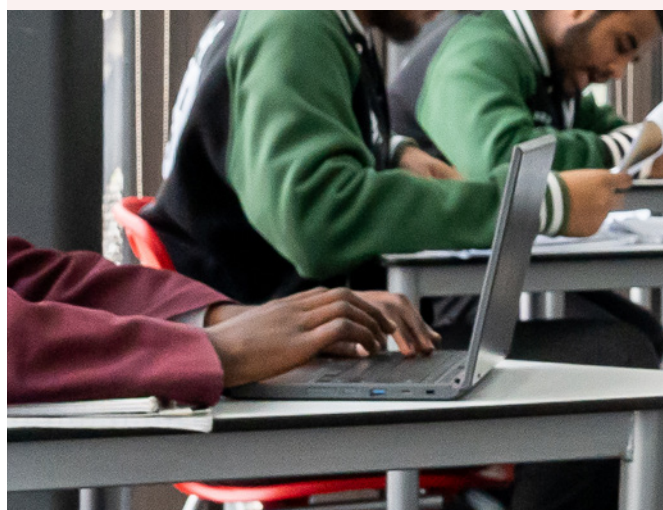
On completion of this unit the student should be able to analyse the use of argument and language in persuasive texts, including one written text (print or digital) and one text in another mode (audio and/or audio visual); and develop and present a point of view text.

Area of study 1

→ Reading and comparing texts

Area of study 2

→ Analysing argument

Health & Human Development

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

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students consider wellbeing to be an implicit element of health.

Area of study 1
→ Concepts of health

Area of study 2
→ Health and nutrition

Area of study 3
→ Youth health and wellbeing

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Area of study 1
→ Developmental transitions

Area of study 2
→ Youth health literacy

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time.

Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Area of study 1
→ Understanding health and wellbeing

Area of study 2
→ Promoting health in Australia

Unit 4: Health and human development in a global context

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

Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Area of study 1
→ Global health and human development

Area of study 2
→ Health and the Sustainable Development Goals

VCE Health and Human Development is helpful in over 20 courses across Victorian tertiary institutions particularly in the areas of:

Paramedicine

- Speech Pathology
- Sport Coaching and Development
- Dietetics
- Biomedical Science
- Nutrition
- Nursing

Legal Studies

VCE Legal Studies examines the institutions and principles that are essential to the Australian legal system. Students develop an understanding of the rule of law, law-makers, legal institutions, the relationship between the people and the Australian Constitution, the protection of rights in Australia, and the Victorian justice system.

Through applying knowledge of legal concepts and principles to a range of actual and/or hypothetical scenarios, students develop an ability to use legal reasoning to argue a case for or against a party in a civil or criminal matter. They develop an appreciation of the ability of people to actively seek to influence changes in the law and analyse both the extent to which our legal institutions are effective, and whether the Victorian justice system achieves the principles of justice.

Unit 1: The presumption of innocence

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

Area of study 1
→ Legal foundations

Area of study 2
→ Proving guilty

Area of study 3
→ Sanctions

Unit 2: Wrongs and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Area of study 1
→ Civil liability

Area of study 2
→ Remedies

Area of study 3
→ Human Rights

Unit 3: Rights and justice

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

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

Area of study 1
→ The Victorian criminal justice system

Area of study 2
→ The Victorian civil justice system

Unit 4: The people and the law

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

Area of study 1
→ The people and the law makers

Area of study 2
→ The people and the reform

VCE Legal Studies is a prerequisite for tertiary studies in Law.

Mathematics

What is Mathematics all about?

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, computing and constructing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem-solving.

Mathematics studies consist of Units 1-4 in four separate courses:

- Foundation Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

All Units 1–4 mathematics have been developed as a sequence. Therefore, Units 1 and 2 cover assumed key knowledge and key skills in preparation for, and which can be assessed in, Units 3 and 4.

Foundation Mathematics Units 1 & 2

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations.

Areas of study

→ Algebra, number and structure

→ Data analysis, probability and statistics

→ Discrete mathematics – financial and consumer mathematics

→ Space and measurement

Foundation Mathematics Units 3 & 4

This course focuses on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts.

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

Areas of study

→ Algebra, number and structure

→ Data analysis, probability and statistics

→ Discrete mathematics – financial and consumer mathematics

→ Space and measurement
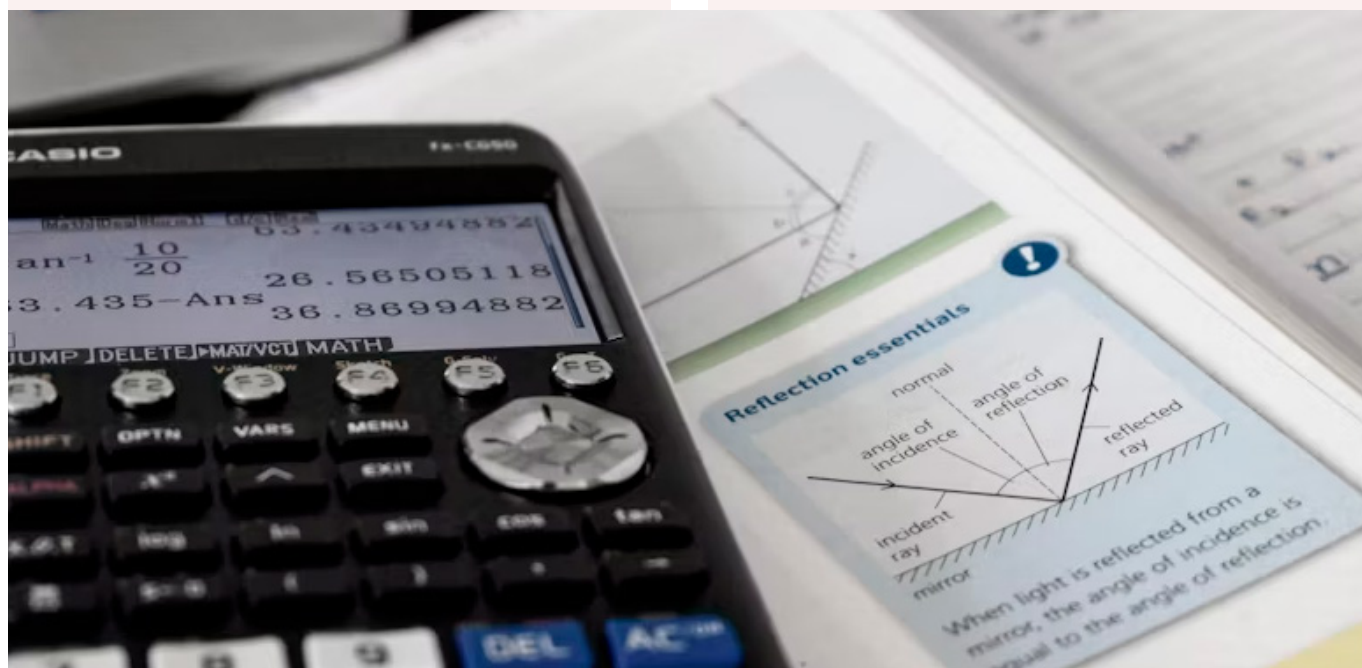
General Mathematics Units 1 & 2

To study General Mathematics students are required to pass Year 10 Mathematics. All the topics require students' understanding of skills and concepts from the Years 7-10 Mathematics Curriculum.

This study presents mathematical ideas that cater to a range of student interests and prepare them for multiple future pathways into career and further education.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. CAS calculator is required for this course.

Areas of study 1

→ Data analysis, probability and statistics – investigate and compare data distributions and relationships between two numerical variables

Areas of study 2

→ Algebra, number and structure – arithmetic and geometric sequences, recurrence relations and financial mathematics

Areas of study 3

→ Functions, relations and graphs – linear functions, graphs and equations, transformations and modelling of non-linear data

Areas of study 4

→ Discrete mathematics – matrices, graphs and networks

→ Space and measurement – space, measurement, and applications of trigonometry

General Mathematics Units 3 & 4

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

Areas of study 1

→ Data analysis, probability and statistics

 – data distributions, associations between two variables, and modelling linear associations and time series

Areas of study 2

→ Discrete mathematics

→ Recursion and financial modelling, including depreciation of assets, compound interest investments and loan

→ Matrices, including matrices and their applications

→ Networks and decision mathematics, including different kinds of graphs and networks, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

Mathematical Methods Units 1 & 2

To study Mathematical Methods, students need to do very well in the Year 10 Mathematics and have excellent conceptual understanding and sound skills in secondary mathematics curriculum, with and without the use of technology.

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology.

There is a high volume of content in Mathematical Methods and students will be required to complete a significant amount of work. Hence, it is crucial that students take the progression of this subject from Unit 1 through to Unit 4 seriously.

Areas of study 1

→ Functions, relations and graphs – functions and their graphs (e.g., polynomials, power, circular, exponential) in a variety of modelling contexts and theoretical investigations

Areas of study 2

→ Algebra, number and structure – support students' work in the other areas of study

Areas of study 3

→ Calculus – rates of change, differentiation and integration

Areas of study 4

→ Data analysis, probability and statistics – basic probabilities, counting principles, and the use of lists, tables and diagrams to calculate probabilities

Mathematical Methods Units 3 & 4

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and key skills for the outcomes of these units.

Areas of study 1

→ Functions, relations and graphs – the applications of functions, their graphs and transformations (e.g., polynomials, power, circular, exponential, logarithm, hybrid functions)

Areas of study 2

→ Algebra, number and structure – the algebra of functions, including composition of functions, inverse functions and the solution of equations

Areas of study 3

→ Calculus – graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions

Areas of study 4

→ Data analysis, probability and statistics – discrete and continuous random variables, probability functions, and statistical inference for sample proportions

Specialist Mathematics Units 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Unit 1

Areas of study 1

→ Algebra, number and structure – the development of formal mathematical notation, definition, reasoning and proof to solve problems

Areas of study 2

→ Discrete mathematics – the study of sequences, series and first-order linear difference equations, combinatorics, and matrices

Unit 2

Areas of study 1

→ Data analysis, probability and statistics – the study of simulation, sampling and sampling distributions

Areas of study 2

→ Space and measurement – trigonometry, transformations, and vectors in the plane

Areas of study 3

→ Algebra, number and structure – complex numbers

Areas of study 4

→ Functions, relations and graphs – partial fractions; reciprocal and inverse circular functions and their graphs and simple transformations of these graphs; locus definitions of lines, parabolas, circles, ellipses and hyperbolas and the cartesian, parametric and polar forms of these relations

Specialist Mathematics Units 3 & 4

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

Areas of study 1

→ Discrete mathematics - the development of mathematical argument and proof (e.g., conjectures, connectives, and proof techniques including mathematical induction)

Areas of study 2

→ Functions, relations and graphs – rational functions and other simple quotient functions, curve sketching of these functions and relations, and the analysis of key features of their graphs

Areas of study 3

→ Algebra, number and structure – the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field

Areas of study 4

→ Calculus – the advanced calculus techniques for analytical and numerical differentiation and integration of a broad range of functions, and combinations of functions

Areas of study 5

→ Space and measurement – the arithmetic and algebra of vectors, vector and cartesian equations, and vector calculus

Areas of study 6

→ Data analysis, probability and statistics – the study of linear combinations of random variables and introductory statistical inference, the determination of confidence intervals, and hypothesis testing

Physical Education

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise. Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise. Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

Unit 1: The human body in motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore and analyse the relationships between the body systems and movement, and how these systems interact and respond at various intensities.

Students investigate possible conditions and injuries associated with the musculoskeletal system and recommend and implement strategies to minimise and manage such injuries and conditions. They consider the ethical implications of using permitted and prohibited practices to improve the performance of the body systems, evaluating perceived physiological benefits and describing potential harms.

Area of study 1

→ How does the musculoskeletal system work to produce movement?

Area of study 2

→ What role does the cardiorespiratory system play in movement?

Unit 2: Physical activity, sports and society

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

Through a series of practical activities, students experience and explore different types of physical activity promoted within and beyond their community. They gain an appreciation of the movement required for health benefits and the consequences of physical inactivity and sedentary behaviour. Using various methods to assess physical activity and sedentary behaviour, students analyse data to investigate perceived barriers and enablers, and explore opportunities to enhance participation in physical activity.

Students explore and apply the social-ecological model to critique a range of individual- and settings-based strategies that are effective in promoting participation in regular physical activity. They create and participate in a personal plan with movement strategies that optimise adherence to physical activity and sedentary behaviour guidelines. By investigating a range of contemporary

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

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

Area of study 1

→ How do physical activity, sport and exercise contribute to healthy lifestyles?

Area of study 2

→ What are the contemporary issues associated with physical activity and sport?

Unit 3: Movement skills and energy for physical activity

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

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

Area of study 1

→ How are movement skills improved?

Area of study 2

→ How does the body produce energy?

Unit 4: Training to improve performance

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

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

Area of study 1

→ What are the foundations of an effective training program?

Area of study 2

→ How is training implemented effectively to improve fitness?

Physics

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. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In Physics, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws.

Unit 1: How is energy useful to society?

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

Area of study 1

→ How are light and heat explained?

Area of study 2

→ How is energy from the nucleus utilized?

Area of study 3

→ How can electricity be used to transfer energy?

Unit 2: How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options, where the selection of the option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Area of study 1

→ How is motion understood?

Area of study 2

→ Options

Area of study 3

→ How do physicists investigate questions?

Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.
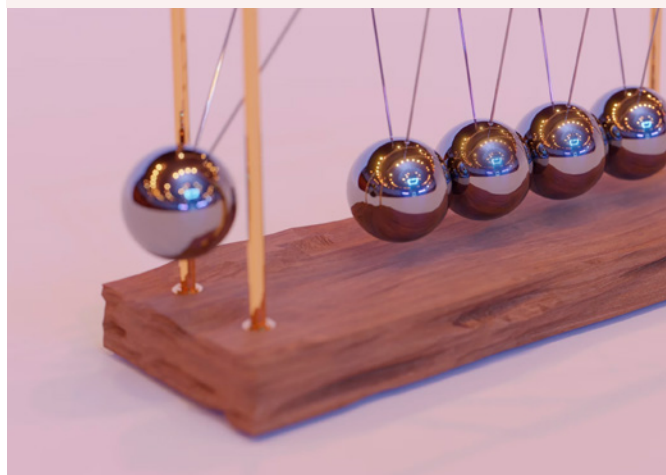
Area of study 1
→ How do physicists explain motion in two dimensions?

Area of study 2
→ How do things move without contact?

Area of study 3
→ How are fields used in electricity generation?

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

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model.

Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Area of study 1
→ How has understanding about the physical world changed?

Area of study 2
→ How is scientific inquiry used to investigate fields, motion or light?

VCE Physics is a prerequisite for over 115 courses across Victorian tertiary institutions particularly in the areas of:

- Occupational Therapy
- Physiotherapy
- Speech Pathology
- Medical Imaging
- Engineering
- Biomedical Science
- Information Technology
- Paramedicine

Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models and theories are considered. Each of these has strengths and weaknesses, yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological and social factors.

Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected.

Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3.

Area of study 1

→ What influences psychological development?

Area of study 2

→ How are mental processes and behaviour influenced by the brain?

Area of study 3

→ How does contemporary psychology conduct and validate psychological research?

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3.

Area of study 1

→ How are people influenced to behave in particular ways?

Area of study 2

→ What influences a person's perception of the world?

Area of study 3

→ How do scientific investigations develop understanding of influence on perception and behaviour?

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory

Area of study 1
→ How does the nervous system enable psychological functioning?

Area of study 2
→ How do people learn and remember?

Unit 4: How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

Area of study 1
→ How does sleep affect mental processes and behaviour?

Area of study 2
→ What influences mental wellbeing?

Area of study 3
→ How is scientific inquiry used to investigate mental processes and psychological functioning?

VCE Psychology is a prerequisite for over 60 courses across Victorian tertiary institutions particularly in the areas of:

- Psychology
- Health Sciences
- Paramedicine
- Science
- Criminology
- Law

Religion & Society

The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues. This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. Students study the role of religions in supporting adherents to grapple with the big questions of human existence and to respond to significant life experiences.

Unit 1: The role of religion in society

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

Area of study 1

→ The nature and purpose of religion

Area of study 2

→ Religion through the ages

Area of study 3

→ Religion in Australia

Unit 2: Religion and Ethics

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist. Students study the principles that guide decision making? Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments.

Area of study 1

→ Ethical decision-making and moral judgment

Area of study 2

→ Religion and ethics

Area of study 3

→ Ethical issues in society

Unit 3: The search for meaning

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Area of study 1

→ Responding to the search for meaning

Area of study 2

→ Expressing meaning

Area of study 3

→ Significant life experience, religious beliefs and faith

Unit 4: Religion, challenge and change

In this unit students explore challenge for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination. Religious traditions or denominations are to be selected from Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

Area of study 1

→ Challenge and response

Area of study 2

→ Interaction of religion and society

Texts & Traditions

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written sacred texts that have grown from and shaped those traditions. Examining the sacred texts on which religious traditions are founded enables students to gain a good understanding of the basis of those traditions. These sacred texts become a touchstone of the tradition as it develops and responds to changing circumstances. Students study the sacred texts in their original social, cultural, religious, political and historical settings, as well as investigate the impact such texts have had throughout history and are having on the world today

Minaret College was the first school in Victoria to offer Islamic Tradition. Students will learn about the relationship between Islam and the Quran. There is no expectation or pre-requisite for this subject except for the rule that Unit 3 is a pre-requisite for Unit 4. Students with good background knowledge of Islam would find the subject easier than those without it.

Unit 1: Texts in traditions

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition. The skills of exegetical method are introduced to the students.

This unit also explores how sacred texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of sacred texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

Area of study 1
→ The importance of sacred texts to the tradition

Area of study 2
→ The exegesis of text

Area of study 3
→ Sacred texts and later traditions

Unit 2: Texts in society

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Therefore, the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions.

They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them. Students compare how sacred texts from different religious traditions address these social issues.

Area of study 1

→ Sacred texts in the past

Area of study 2

→ Sacred texts today

Area of study 3

→ Comparing religious traditions

Unit 3: Texts and the early tradition

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

Area of study 1

→ The background of the tradition

Area of study 2

→ Audience, purposes and literary aspects of the set texts

Area of study 3

→ Interpreting texts - Exegesis (Part 1)

Unit 4: Texts and their teachings

In this unit students continue to apply exegetical methods to the passages for special study begun in unit 3, but to greater depth.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the tradition. In this unit a significant idea, belief or social theme contained in the set text will be studied, and the interpretation of the text in light of the idea, belief or theme considered.

Area of study 1

→ Interpreting texts – Exegesis (Part 2)

Area of study 2

→ Religious themes and their teaching purpose

Area of study 3

→ Themes in the later tradition and the later use of scripture

Visual Communication Design

VCE Visual Communication Design is distinct in its study of visual language and the role it plays in communicating ideas, solving problems and influencing behaviours. Students learn how to manipulate type and imagery when designing for specific contexts, purposes and audiences. They choose and combine manual and digital methods, media and materials with design elements and principles. In doing so, students learn how aesthetic considerations contribute to the effective communication and resolution of design ideas, and how an understanding of visual language, its role and potential is the foundation of effective design practice.

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time.

Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Area of study 1

→ Reframing design problems

Area of study 2

→ Solving communication design problems

Area of study 3

→ Design's influence and influences on design

Unit 2: Design contexts and connections

This unit builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Area of study 1

→ Design, place and time

Area of study 2

→ Cultural ownership and design

Area of study 3

→ Designing interactive experiences

Unit 3: : Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Area of study 1
→ Professional design practice

Area of study 2
→ Design analysis

Area of study 3
→ Design process: defining problems and developing ideas

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes.

Area of study 1
→ Design process: refining and resolving design concepts

Area of study 2
→ Presenting design solutions

Literacy Units 1-4

VCE Vocational Major Literacy empowers students to read, write, speak, and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms, and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital, and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, students will develop their capacity to respond to information. Listening, viewing, reading, speaking, and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual, and oral communication are designed to meet the demands of different audiences, purposes, and contexts, including workplace, vocational, and community contexts. This understanding helps students develop their writing and orally, so that they become confident in their use of language in various settings.

The development of literate practices includes an emphasis on critical literacy so that students understand the social nature of language and how texts position readers in relation to particular ideologies.

Minaret College is dedicated to supporting students in their academic and vocational endeavours, providing a comprehensive and engaging VCE VM program.

Unit 1

Area of study 1: Literacy for Personal Use

→ In this area of study students will develop their reading and viewing skills and expand their responses beyond the Victorian Curriculum F–10: English, Victorian Pathways Certificate: Literacy and EAL Pathway C (Level 3). Students will read texts that serve a variety of purposes, from everyday content written to convey information, to texts written for specific workplaces or educational settings.

Area of study 2: Understanding and creating digital texts

→ In this area of study students build on and work to consolidate their digital literacy skills. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media. They will continue to develop the analytic skills they used in Area of Study 1 to identify and discuss aspects of digital texts.

Unit 2

Area of study 1: Understanding issues and voices

→ In this area of study, students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in vocational or workplace settings.

Area of study 2: Responding to opinions

→ In this area of study students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

Unit 3

Area of study 1: Accessing and understanding informational, organisational and procedural texts

→ In this area of study students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. Students will learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience.

Area of study 2: Creating and responding to organisational, informational or procedural texts

→ This area of study focuses on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

Unit 4

Area of study 1 Understanding and engaging with literacy for advocacy

→ In this area of study students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Area of study 2: Speaking to advise or to advocate

→ In this area of study students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning. The presentation needs to be developed in consultation with the teacher and should focus on an area of student interest with a clearly stated vocational or personal focus. Students are encouraged to connect this area of study to their learning in Unit 4 of either Work Related Skills or Personal Development Skills.
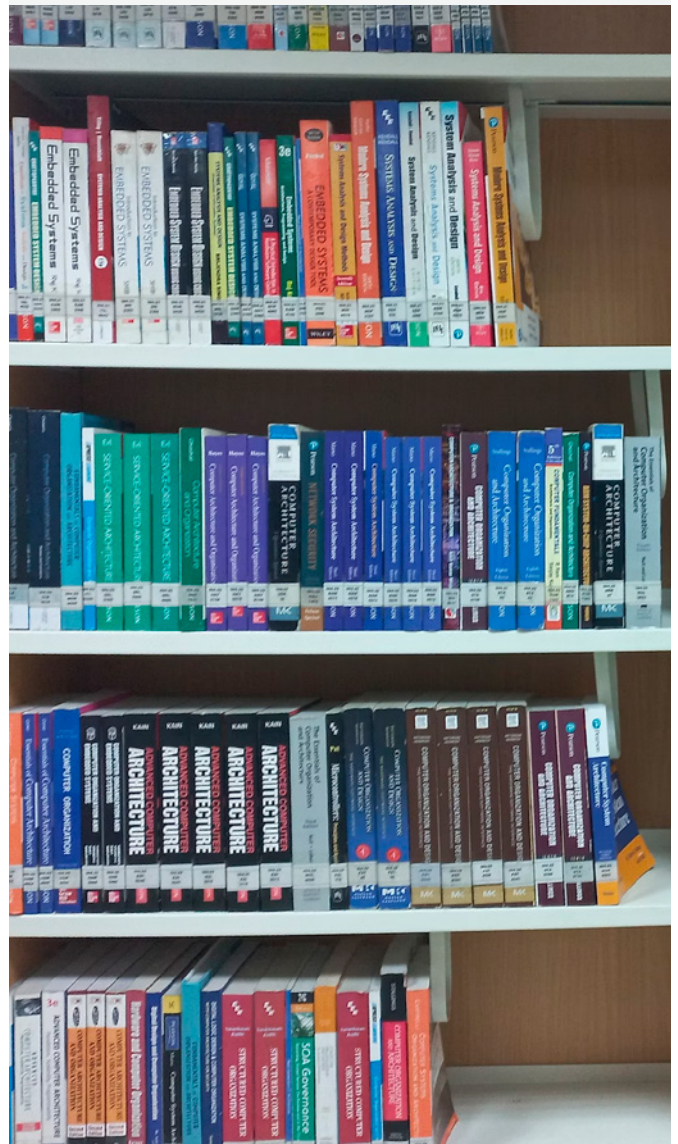
Numeracy Units 1-4

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

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

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational, and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

Unit 1

Area of study 1: Number

→ In this area of study students will develop number sense through meaningful application of numeracy practices to a range of contexts where whole numbers, fractions, decimals and percentages are used. Students will select the appropriate method or approach required and communicate their ideas.

Area of study 2: Shape

→ In this area of study students will learn to recognise, describe and name common two- and three-dimensional shapes. They will classify, manipulate, represent and construct common and familiar shapes in diagrammatical and concrete forms. They will also become familiar with common characteristics and properties used in classifying shapes.

Area of study 3: Quantity and measures

→ In this area of study students will develop an understanding of routine and familiar metric quantities and their units of measurement applied to single- and multi-step measurement tasks. They will conduct estimations of measurements, undertake routine measurements, perform measurement calculations, and convert units within the metric system with the embedded use of

different technologies.

Area of study 4: Relationships

→ In this area of study students will recognise, understand and represent simple patterns of relationship and change in mathematical terms where it exists in common and familiar contexts and applications.

Unit 2

Area of study 5: Dimension and direction

→ In this area of study students will develop an understanding of space, direction and location in relation to common landmarks and key compass directions. They will give and follow directions to locations based on digital and printed maps and diagrams. The study of dimension also includes common and routine angles with degrees and an awareness of the one-, two- and three-dimensions of space.

Area of study 6: Data

→ Data can be found in everyday life, workplaces and society. In this area of study, students will collect, represent and undertake common analyses of data to look for patterns in data and derive meaning from data sets located within familiar and routine contexts. Data should be examined for comparison and

analysis. Students should draw conclusions from the data and be confident in describing general patterns and trends.

Area of study 7: Uncertainty

→ In this area of study students will explore the basic concepts and everyday language of chance. They will make mathematical predictions about the likelihood of common and familiar events occurring or not occurring. They will also consider conclusions from familiar known events or data and make very simple inferences.

Area of study 8: Systematics

→ In this area of study students will understand the inputs and outputs of technology that can be used in everyday lives for the purposes of planning, collecting, sorting or categorising common and familiar quantitative or mathematical data and information. Students will choose a number of inputs of familiar data, compare the outputs and results, and understand the representations and any summary information derived from the technology.

Unit 3

Area of study 1: Number

→ In this area of study students undertake single- and multi-step operations and tasks applied to a range of numbers, including positive and negative numbers, fractions, decimals and percentages and numbers expressed using familiar power notations. Students should be confident in selecting the appropriate method or approach required and communicating their ideas

Area of study 2: Shape

→ In this area of study students learn to recognise and name a range of two-dimensional shapes and three-dimensional objects. They classify, manipulate, represent and construct a range of simple and compound shapes in diagrammatical and concrete forms. Students also become familiar with the different characteristics and properties used in classifying shapes.

Area of study 3: Quantity and measures

→ In this area of study students develop an understanding of metric measurements and their units of measurement applied to multi-step measurement tasks including working with commonly used non-metric measurements and their units of measure.

Area of study 4: Relationships

→ In this area of study students recognise, understand and represent relationship and change in more formal mathematical terms, where it exists in relevant real-life contexts and applications. Students should understand when change is occurring and be able to identify and use formal mathematical relationships, variables, and mathematical processes to determine the results of change.

Unit 4

Area of study 5: Dimension and direction

→ In this area of study students develop an understanding of the use of space, direction and location in relation to landmarks and compass directions. Students should be able to accurately give and follow complex directions to multiple locations based on digital and printed maps and diagrams. The study of dimension also includes angles with degrees and spatial awareness.

Area of study 6: Data

→ Data can be found in everyday life, workplaces and society. In this area of study, students collect, represent and undertake different analyses of data to discover patterns in data, undertake summary statistics, and derive meaning from data located within relevant but possibly unfamiliar or non-routine contexts.

Area of study 7: Uncertainty

→ In this area of study students use concepts of randomness, chance and probability. Students should be able to make mathematical predictions about the likelihood of events occurring or not occurring.

Area of study 8: Systematics

→ In this area of study students develop an understanding of inputs and outputs of technology, including emerging technologies, that can be used for the purposes of planning, collecting, sorting or categorising a range of quantitative or mathematical data and information

Work Related Skills Units 1-4

The VCE VM Work Related Skills (WRS) examines skills, knowledge, and capabilities essential for achieving career and educational goals. This study helps students understand workplace environments and the future of work and education, involving both theoretical and practical learning for successful transitions to desired pathways.

Key aspects include:

- Focus on the future of work, workplace skills and capabilities, industrial relations, workplace environment and practice, and personal portfolio development.

- Preparation for workforce transition or further education through confidence, self-awareness, information interpretation, and informed decision-making.

- Application of knowledge and skills gained from the study in both classroom settings and Structured Workplace Learning (SWL).

- Development of active and engaged citizens capable of effective communication, self-advocacy, and adaptability.

Unit 1: Careers and learning for the future

→ This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries.

Area of study 1: Future careers

→ In this area of study students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends.

Area of study 2: Presentation of career and education goals

→ In this area of study students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

Unit 2: Workplace skills and capabilities

→ In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Area of study 1: Skills and capabilities for employment and further education

→ In this area of study students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries.

Area of study 2: Transferable skills and capabilities

→ In this area of study students will recognise the relationship between transferable and employability skills and capabilities. They will investigate the role of ongoing education, training and development for essential and specialist skills, and how these skills can be applied across different jobs and industries.

Unit 3: Industrial relations, workplace environment and practice

→ This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success.

Area of study 1: Workplace wellbeing and personal accountability

→ In this area of study students will be introduced to the features and characteristics of a healthy, collaborative and harmonious workplace. They will examine the concept of culture and consider the characteristics of work–life balance.

Area of study 2: Workplace responsibilities and rights

→ In this area of study students will explore workplace relations, including the National Employment Standards and methods of determining pay and conditions.

Area of study 3: Communication and collaboration

→ In this area of study students will apply effective and efficient workplace communication strategies. They will consider their role and the role of teams in the workplace.

Unit 4: Portfolio preparation and presentation

→ In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

Area of study 1: Portfolio development

→ In this area of study students will explore the purpose of a portfolio and consider the intended audiences and uses of portfolios in different contexts. They will discuss and compare the features and uses of physical and digital portfolios and examine the characteristics of a high-quality portfolio.

Area of study 2: Portfolio presentation

→ In this area of study, students will apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students will use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content.

Personal Development Skills Units 1-4

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

Key aspects include:

- Opportunities for students to explore influences on identity, set personal goals, interact positively with diverse communities, and respond to challenges.

- Development of self-knowledge, care, reliable information sourcing, teamwork, and future pathway identification.

- Concepts of effective leadership, self-management, project planning, and teamwork to support engagement in various environments.

- Methods like self-reflection, independent research, critical and creative thinking, and collaborative action to enhance understanding and connection to the world, fostering resilient, capable citizens.

Unit 1: Healthy individuals

→ This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts.

Area of study 1: Personal identity and emotional intelligence

→ In this area of study, students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Area of study 2: Community health and wellbeing

→ In this area of study, students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community.

Area of study 3: Promoting a healthy life

→ In this area of study, students will investigate key advancements in technology and the impact of technology on individuals and society. They will explore how technology is used to facilitate health promotion programs and understand the importance of using strategies to assess the reliability, validity and accuracy of health and wellbeing-related information.

Unit 2: Connecting with community

→ This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing.

Area of study 1: What is community?

→ In this area of study, students will explore the concept of community at a local, national and global level. They will understand the characteristics that influence how communities are formed, different groups within community, factors that influence groups, and also consider the role of citizenship.

Area of study 2: Community cohesion

→ In this area of study, students will examine issues affecting local, national and global communities, both in the current context and in anticipation of future challenges, to understand differing perspectives and the impact on community cohesion.

Area of study 3: Engaging and supporting community

→ In this area of study, students will consider the concept of community engagement and recognise the benefits and challenges of community engagement to address a range of issues. They will investigate the key features of effective community engagement to address issues and implement initiatives.

Unit 3: Leadership and teamwork

→ This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts.

Area of study 1: Social awareness and interpersonal skills

→ In this area of study, students will examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others.

Area of study 2: Effective leadership

→ In this area of study, students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society.

Area of study 3: Effective teamwork

→ In this area of study, students will examine leadership and collaboration within teams. They will demonstrate the characteristics and attributes of effective team leaders and team members and reflect on personal contribution and leadership potential as they participate in a team or group activity.

Unit 4: Community project

→ This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve.

Area of study 1: Planning a community project

→ In this area of study, students will complete an extended community project that addresses an environmental, cultural, economic or social issue. They will conduct research to identify a range of relevant issues in the community and justify the selection of a focus for the project.

Area of study 2: Implementing a community project

→ In this area of study, students will implement a detailed plan for the selected community project and consider the key elements and key considerations when implementing a plan of action through to completion. Students will consider the possible health, safety and ethical risks of a project, document evidence and make decisions on how findings will be organised, analysed and presented.

Area of study 3: Evaluating a community project

→ In this area of study, students will evaluate the outcomes of the completed community project. They will become familiar with strategies to effectively communicate reflections and findings and engage with audiences.

Application for Catch Up/Extension School Assessed Coursework (SAC)

(Student lodges this form to the VCE Coach)

Date of Application		
Name of Student/Signature		
Student's email ID		
Class		
Original Date of SAC		
Name/Signature of Parent		
Name/Signature of Subject Teacher		
Name of Subject and Unit		
Signature of VCE Coach (Approver)		Date of Approval:

Catch up SAC Day and Time (Teacher ticks (□) the option below.)	Subject teacher writes the Catch-up SAC date below.
Thursday (3.45pm—5.00pm)	
Wednesday (3.45pm—5.00pm)	

Reason for SAC absence (Student ticks (□) the reason below.)	Evidence Attached
Illness/Injury	Medical Certificate/Doctor's Letter
School Event (Excursion/ incursion camp, debate etc.)	WBC Approval Form
Any other reason	WBC Approval Form

NOTES

- The application for extension must be lodged at least **two working days prior** to the scheduled assessment.
- Rescheduling of SAC will not be granted more than two weeks from the date of original SAC.
- Parents will be responsible to arrange the pick-up of their child on the day he/she writes catch-up SAC.
- Application form will not be accepted without the **Evidence Attached.**

Supervising Teacher Name:	
Comment:	

WBC Approval Form

(For all non-medical reasons, complete this form, have it approved by
WBC and submit it as evidence with your Catch-Up SAC application form)

Date of Application	
Name of Student	
Student's email ID	
Class	
Original Date of SAC	
Name of Subject Teacher	
Name of Subject and Unit	

Student Statement	
Student Signature	

Name of Parent/Signature		
Name of WBC/Signature		
Date		

Minaret College Distance Education Guidelines 2025

Students wishing to take VCE subjects offered through Virtual School Victoria (VSV) at Minaret College during 2025 must ensure that the following guidelines are met as a part of their application.

1. Students must be enrolled at the Officer Campus or Springvale Campus as a full time student for the duration of 2025.

2. All students who wish to apply for VSV must meet with the Head of Senior School.

All applications are due in January 2025

3. Students must be familiar with the 2025 VSV Handbook. The 2025 Handbook will be available online at the VSV website.

4. Students are responsible for the VSV fees if they are enrolling in a subject not currently offered at the Officer Campus or Springvale Campus.

5. Students who are enrolling in a VSV VCE subject due to timetable clashes will have their VSV fees reimbursed by Minaret College if they achieve "S" in both Units 1&2 or Units 3&4.

6. Students seeking approval for enrolment in a VCE subject offered by VSV must meet the following criteria:

   a. Students may only take 1 VCE subject through VSV

   b. Students should be able to demonstrate how the subject they are applying for will support their career pathway/university course

   c. The school is responsible for assigning a supervisor for the student. Students are not to approach teaching staff and request that they act as their supervisor.

Student

I, (name) _____ have read the Minaret College Distance Education Guidelines 2025 and will ensure that the above guidelines are met as a part of my application.

Signature: _____   Date: _____

Parent/Guardian

I, (name) _____ have read the Minaret College Distance Education Guidelines 2025 with my child and agree with the requirements and guidelines outlined above.

Signature: _____   Date: _____

Application For Redemption of Assessment

(Student lodges this form to the VCE Coach)

Student Name / Signature		
Class		
Name of Subject and Unit		
Original Date of SAC		
Details of Original SAC		
Proposed Date of Redemption of Assessment (By Subject Teacher)		
Name/Signature of Subject Teacher		
Name/Signature of Parent		
Signature of VCE Coach (Approver)		Date of Approval:

Outcome to be demonstrated:	
Redemption Assessment Day and Time (By Subject Teacher)	
Details of Redemption Task (By Subject Teacher)	

NOTE

- The student will be provided with an opportunity to demonstrate their competency in the outcome areas
  identified above and an alternative assessment will be undertaken under the conditions outlined by the subject teacher. This will allow the student the opportunity to receive an 'S' result for the outcome.

- Please note that the original score of the assessment will not be changed. Original SAC scores will also be submitted to VCAA for Study Score purposes.

Supervising Teacher Name: (If applicable)	
Comment:	

Student Wellbeing

Student Code of Conduct

The below version was correct at the time of printing. Always refer to the College website to the most up-to-date version.

Introduction

As an Islamic school, Minaret College (the College) prides itself in the way its students conduct themselves inside and outside the College campus. We promote the practice of Islamic principles that focus on respect, kindness and generosity. Our approach to student management and wellbeing is proactive, interactive, collaborative and restorative in nature. Our College values focus on rights and responsibilities, routines, rituals, rules, benefits and consequences for conduct. The goal is to enable students and empower them to manage their behaviour, their relationship and their learning by themselves.

This Student Code of Conduct applies to all students currently enrolled at the College, from this point on referred to as "students". This Student Code of Conduct outlines the way in which the College requires students to conduct themselves when visiting the College campus, participating in College activities and communicating with members of our community (including other students, staff and parents).

Acceptable conduct

Students are required to:

- Uphold the Islamic ethos of the College.
- Be virtuous and upright members of the College community and broader society.
- Behave in a way which does not compromise the safety and wellbeing of others, reporting any concerns to appropriate staff (for example: Teachers, Coaches, Head of School, Head of Campus or the Executive Principal).
- Be kind, accepting and respectful towards others; inclusive towards people who identify as Aboriginal or Torres Strait Islander, children from culturally and/ or linguistically diverse backgrounds, and children with a disability.
- Follow the College rules, policies and procedures as required.
- Listen to and follow teachers' instructions, complete work and homework to the best of one's ability, participate in activities, ask for help or clarification when needed.
- Attend College regularly, be on time for classes and not to leave the College campus without permission.
- Wear the prescribed College uniform, without make-up, tattoos, jewellery, nail polish or hair products.
- Maintain an appropriate standard of behaviour when traveling to and from the College campus, and when in College uniform.
- Take care of their own belongings and respect the property of others.
- Take care of and protect College property and equipment, reporting any damage or misuse to teachers in charge.
- Be responsible for and ensure the College campus and classroom environment is kept clean and tidy at all times.
- Avoid both online and offline activities which could damage the College's reputation.

Students must not:

- use violence of any kind at any time;
- interrupt or disrupt a teacher whilst classroom instructions or learning activities are taking place;
- raise their voice when speaking to other students and staff;
- discipline or reprimand another student;
- bully or harass students, staff, contractors, volunteers, and visitors to the College;
- take a photo or video recording of another student unless the parent of the student is present at the time and consents to the photo or video recording being taken;
- smoke cigarettes or attend the College whilst under the influence of alcohol or illicit drugs;
- deliberately exclude another student or treat a student differently from other students;
- speak to other students in a derogatory or offensive manner;
- post a photo or video recording of another

student on social media without consent;

- post a photo or video recording of a student on social media without obtaining consent from the student's parent beforehand;

- intimidate, undermine, threaten, bully or harass other students;

- disclose the personal details of a student to another person without consent; or

- bring weapons or unsafe, dangerous or inappropriate equipment, materials or tools to the College.

When using social media

Students recognise the potential for damage to be caused, directly or indirectly, to the College and others as a result of their personal use of social media especially in circumstances when they can be identified as a student of the College.

When using social media, students must:

- respect a person's personal environment and must not harass other people online;

- act with integrity;

- not use social media to voice grievances about the College;

- make reasonable efforts to ensure that they comply with the College's Social Media Policy;

- be respectful to students, staff, contractors, volunteers and parents;

- not create accounts that hold themselves out to be affiliated with the College;

- never reveal confidential information relating to the College, staff members, contractors, volunteers, other parents, and/or students at the College; and

- not post on social media defamatory, offensive, sexually inappropriate, or other material that may damage the reputation of the College.

Making a complaint

- Students should report any cases of behaviour in breach of the Student Code of Conduct to a teacher or staff member in confidence.

- When making a complaint to the College, students are required to act in a manner consistent to the Student Code of Conduct.

- If a student is unable to resolve a grievance, he or she may seek resolution through discussion with the form teacher, student wellbeing Coach, Head of School or Head of Campus. The first

contact point for students will be form teachers.

- The College reserves the right to vary disciplinary procedures for a particular misdemeanour by weighing the interests of individual students against those of the wider College community.

- Consequences of a breach

- Any person may notify the Executive Principal or other staff member of a possible breach of the Student Code of Conduct.

- The Executive Principal or his delegate will investigate the complaint to determine whether there has been a breach of the Student Code of Conduct or other policy.

- If satisfied that a breach has occurred, the Executive Principal or his delegate may implement disciplinary action against the respondent such as a warning, direction to provide an apology, exclusion from extra-curricular programs, suspension from the College grounds for a period of time, or termination of enrolment.

- The Police or Department of Families, Fairness and Housing (DFFH) will be informed of any unlawful breaches of the Student Code of Conduct in accordance with applicable legislation.

Organisation and Time Management

Organisation:

Declutter

Get rid of the items you no longer need or serve you to ensure you are in a clean and clutter free workspace.

Plan ahead

Being prepared will help reduce any last minute stresses. You can do this by packing your school bag and making your lunch the night before. Check your diary to see if you need to bring anything extra to school, like your PE kit. Also set your alarm a few minutes earlier than normal allowing you to wake up slowly and calmly.

Everything has a place

Create a space for different items. Use boxes or organise things into piles to ensure you know where everything is when you need it. Remember to put things back where they belong when you are finished with them.

Morning Routines are important

W: **W**ake up early for Fajr prayer

A: Thank **A**llah #gratitude

K: #**K**nowledge, recite the Qur'an

E: **E**at healthy breakfast

U: **U**plift your body and mind

P: **P**lan your day

Routines provide stability and structure allowing you to accomplish other things during the day.

Time Management:

10 ways to manage your time

1. **Be realistic**
   Homework and assignments take time, so be realistic about the time you will need to spend on each task.

2. **Allocate your time**
   Create a weekly schedule to determine how much time to spend on homework and activities. Don't forget to include time for rest and relaxation!

3. **Write a to-do list**
   Writing a to-do list every day or every week reminds you of the important tasks you need to focus on.

4. **Remember the bigger picture**
   It is important to have long-term goals in order to keep motivated. This allows you to set your short-term goals to lead to accomplishing your long-term goals.

5. **Know which study method works for you**
   Everyone learns differently, so find out what works best for you, whether it's studying in the library, or in a group.

6. **Continually prioritise your tasks**
   Decide which tasks on your to-do list need to be completed first by determining if they are urgent or important.

7. **Find a dedicated study space and time**
   Ensure the place you study is free from distractions so you can focus and complete the tasks efficiently.

8. **Stop procrastinating**
   Get started on the biggest task first and then do the smaller, quicker tasks.

9. **Have a good support system**
   Surround yourself with supportive family and friends, who will help and encourage you when needed.

10. **Don't be afraid to say "no"**
    There will be times where you will need to decline an invitation in order to study. Decline politely and perhaps suggest another more suitable time.

Stress Management

Stress is a physical reaction your body has to situations you find difficult or challenging. Not all stress is bad, sometimes stress can be good as it can help a person become focussed and encourages change. It is when you are not able to be productive and feel so overwhelmed that you cannot concentrate, that stress is bad for you.

Symptoms of stress:

Effects of stress on the mind:

- Being short tempered about things you wouldn't have been normally.
- Being irritable with yourself and others
- Constantly worrying or anxious about things
- Being restless, biting your nails and pacing the room
- Sadness or anger
- Lack of concentration and focus
- Feeling very emotional and overwhelmed

Effects of stress on the body

- Headaches
- Muscle tension or pain
- Fatigue
- Skin irritations
- Digestive issues
- Insomnia
- Increased blood pressure

Some ways to help manage stress:

Exercise

Exercise in any form, such as walking around the block, or dancing in your bedroom, can help with stress management. Being active boosts endorphins, improving your mood and can help you think clearly when you return.

Healthy eating

A healthy, balanced diet which includes fruits and vegetables will assist in keeping your body and immune system strong and healthy.

When you eat better, you feel better too! Try to reduce or cut out caffeine completely from your diet as it can contribute to nervousness and insomnia.

Me time

Take some time out to just relax. You can do this by having a hot bath, meditating, reading a book, going for a walk outside or watching TV.

Reach out to others

Surround yourself with encouraging and understanding people, whom you can confide in when feeling stressed. It's important to talk to those you trust in times of need.

Laugh

Watching a comedy or remembering something funny and laughing can lower cortisol - which is known as the 'stress hormone'.

Get enough sleep

Turn off social media and electronics one hour before bed, and try get at least 8 hours of uninterrupted sleep every night.