Senior school Handbook Years 10 – 12

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

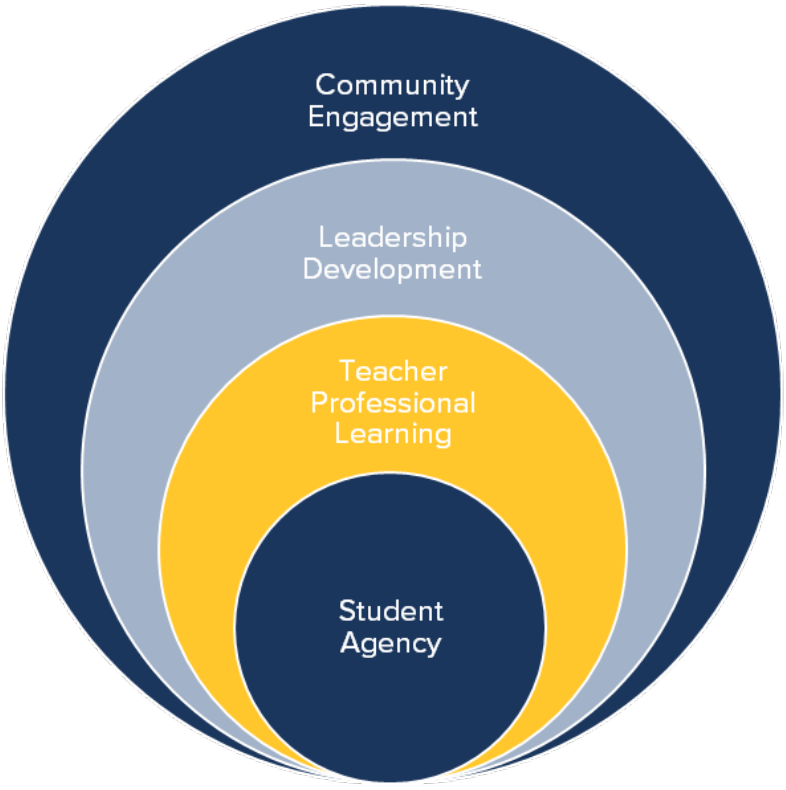
St John's College
Mission, Vision and Values

MISSION

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

VALUES

STRATEGY

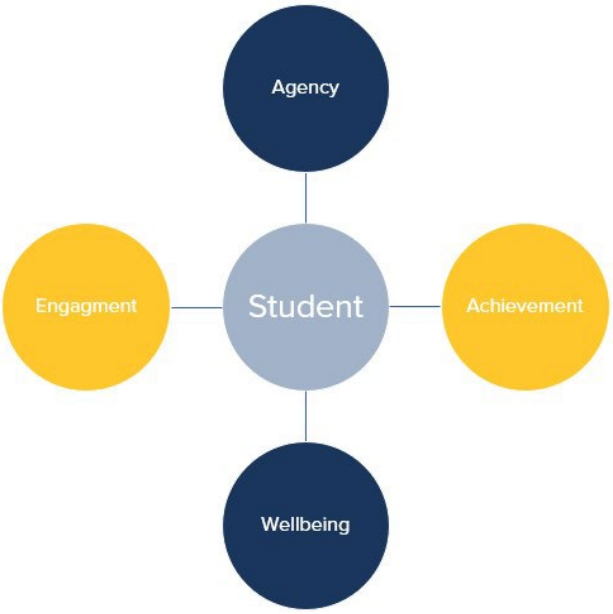


VISION

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

GUIDING PHILOSOPHY

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

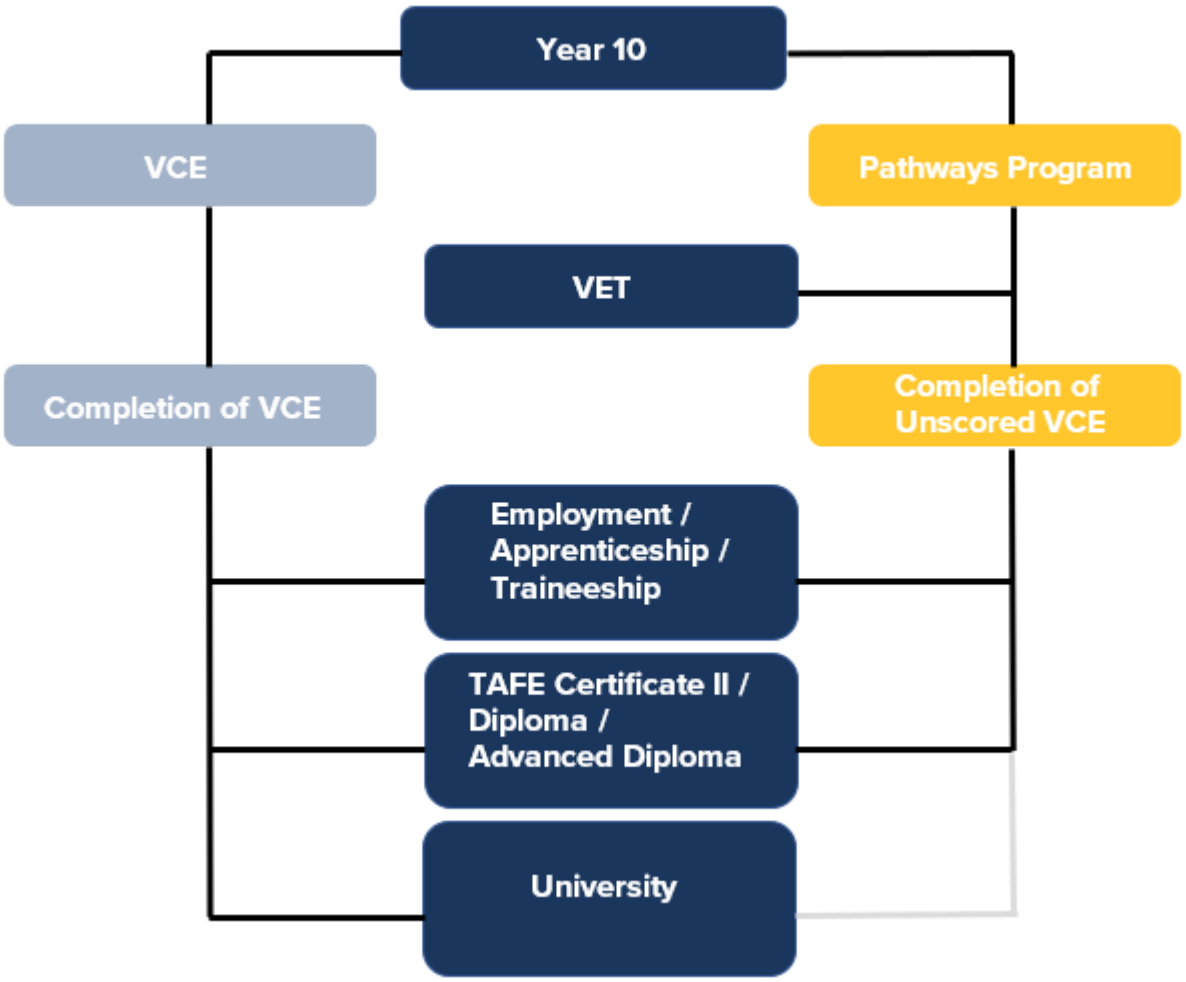


St John's College Pathways

St John's College offers the Victorian Certificate of Education (VCE), as well as a bespoke VCE Pathways Program.

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

The VCE Pathways Program gives students the option of completing an unscored VCE program. It allows more flexibility in the delivery of assessment and does not require students to sit end of year exams. Students must still satisfactorily complete all Unit outcomes to the required standard to achieve a 'Satisfactory' outcome. They would be eligible at the end of Year 12 to be awarded a VCE Certificate by VCAA, however they would not receive an ATAR for the purposes of tertiary selection.



VCE & VCE PATHWAYS OVERVIEW

VCE	VCE Pathways Program
A two-year certificate.	A two-year certificate.
Certificate awarded when requirements of VCE are met, usually at the end of two years.	Certificate awarded when requirements of VCE Pathway Program are met, usually at the end of two years.
A main requirement for entry into university. Some employers also require it for selection purposes.	Best suited to students seeking employment, vocational training, traineeships, apprenticeships or TAFE courses. May also be suited to students wishing to apply for entry into university courses that do not require an ATAR.
Course consists of VCE units.	Course consists of VCE units and can include VET Units.
Semester-long units of work where set outcomes must be completed by the end of the semester.	Semester-long units of work where set outcomes must be completed by the end of the semester.
All students studying a Unit must meet the same outcomes.	All students studying a Unit must meet the modified outcomes.
Assessment is based on tasks completed in class and exams.	Assessment is based on tasks completed in class and exams, as well as on evidence collected through a wide range of activities, including coursework and classroom activities.
Students must satisfactorily complete 16 Units, including 3 Units of English, and Units 3 & 4 in at least 3 other subjects.	Students must satisfactorily complete 16 Units, including Foundation English, Foundation Mathematics and Units 3 & 4 in at least 3 other subjects.
Students attend school for four periods per day, five days a week.	Students attend school for four periods per day, five days a week.

All students are subject to the same discipline and welfare policies, uniform policies and attendance requirements. Students are offered the same opportunity to participate in all College programs including graduation ceremonies, sport and other extracurricular activities.

VCE or VCE Pathways Program?

The choice between VCE and VCE Pathways is based on the preferred learning style of the student and the desired outcome. Students who struggle with Year 10 level work are likely to find the challenges of VCE overwhelming and be better suited to the VCE Pathways Program.

Effort and application are essential for a VCE Pathways student. The VCE Pathways Program gives students the literacy and numeracy skills that are important for work and life. Students may also wish to complete a Vocational Education and training (VET) certificate as part of the Pathways Program. On completion of the VCE Pathways Program, students can move into apprenticeships, TAFE or the workforce.

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

Qualification Recommendation

To ensure students make choices in which they will experience success, St John's College will provide a recommendation for the most suited senior secondary qualification (VCE or VCE Pathways Program) based on information gained via student meetings and data on student performance and aptitude.

SUBJECT OFFERINGS YEARS 10-12

Subjects on offer at St John's College		
YEAR 10	**VCE**	**VCE Pathways Program**
English/EAL	English/EAL	* Foundation English
Mathematics	Biology	* Foundation Maths
Health	Business Management	Biology
Humanities	Chemistry	Business Management
Modern Greek	Modern Greek	Modern Greek
Physical Education	Health & Human Development	Health & Human Development
Pre-VCE Science	History	History
Biology	Legal Studies	Legal Studies
Chemistry	Mathematics:	Physical Education
Physics	General/Further	Psychology
Psychology	Methods	Visual Communication Design
	Physical Education	
Elective offerings:	Physics	
Elective offerings vary	Psychology	
year to year	Visual Communication Design	** Compulsory Subjects*
School based –	**School based –**	**School based –**
Orthodoxy	Orthodoxy	Orthodoxy

Students can access subjects that are unavailable at the College, or not available due to timetabling clashes, via virtual learning through Virtual School Victoria (VSV) and the Victorian School of Languages (VSL).

YEAR 10 COURSE INFORMATION

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

Early Start VCE/VET

Some students will be able to start a VCE or VET subject a year early.

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

In order to gain a place in this program, teachers will be recommending students based on level of achievement, work practices and attendance. A student must demonstrate that they are at an Achievement Standard of “Well Above Standard” (WAS) for the Year 9 level, as specified by the Victorian Curriculum standards. Entry into Early Start VCE may be subject to an Admissions Test to determine academic suitability.

Our Early Entry VCE typically consists of students completing a Unit 3/4 (Year 12) subject in Year 11. Almost all VCE studies are designed so that they are standalone, meaning that you are not required to complete Unit 1 and 2 (Year 11) to complete Unit 3 and 4 (Year 12). It also gives the College a better indication of student strengths so that we are better able to recommend early entry VCE subjects that students will succeed in.

We generally do not recommend Year 10 students selecting Unit 1 & 2 subjects. As we are a small school, our timetabling does not allow a student to select a VCE subject without resulting in clashes with the mainstream Year 10 classes. If a student decides to select a VCE subject in Year 10 and has met the admission requirements, we ask parents/guardians to sign a contract acknowledging that it is the student’s responsibility to ensure that they keep up with the work requirements of the Year 10 subjects that they would miss due to the clashes.

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

Year 10 Course Planning

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

	Year 10	Year 11	Year 12
VCE Program	> English/EAL > Mathematics > Health > Humanities > Modern Greek > Physical Education > Science > Elective Subjects	> VCE English/EAL > 4 additional VCE and/or VET Subjects	Unit 3 & 4 > VCE English/EAL > 4 additional VCE/VET Subjects
Early Start VCE	> English/EAL > Mathematics > Health > Humanities > Modern Greek > Physical Education > Science > Elective Subjects > VCE or VET Subject *	> VCE English/EAL > 1 Unit 3 & 4 VCE/VET Subject > 3 additional VCE/VET Subjects	Unit 3 & 4 > VCE English/EAL > 4 additional VCE/VET Subjects
Pathways Program	> English/EAL > Mathematics > Health > Humanities > Modern Greek > Physical Education > Science	> VCE Foundation English > VCE Foundation Math > 3 additional VCE/VET Subjects	> VCE Foundation English > VCE Foundation Math > 3 additional VCE/VET Subjects

Work Experience

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

Year 10 Examinations

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

Satisfactory Completion of Year 10

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

Study Guide & The Use of Study Lessons

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

In VCE, students need to find two and a half to three hours to complete homework and study each night. While the amount of homework set each night may vary, each student should allocate time to complete set tasks, as well as study.

Homework

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

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

Study

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

- Re-reading class notes
- Practising vocabulary
- Revision of work completed earlier
- Wider reading
- Re-organising folders and notes
- Re-reading texts and novels
- Summarising notes and further reading.

Study Periods

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

St John's College Careers Website

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

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

VCE COURSE INFORMATION

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

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

Early Entry VCE & VET

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

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

VCE VET Programs

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

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

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

Scored VCE VET program

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

Unscored VCE VET program

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

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

In addition, as VET is held offsite at various locations and times, enrolment in VET as part of a VCE program will likely result in students missing classes held at St John's College. It is the responsibility of the student to ensure that they keep up with the work requirements of their missed classes. It is recommended that VET be undertaken as part of the VCE Pathways program.

GAT

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

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

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

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

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

Assessment

The relevant Study Design outlines the assessment for all levels of achievement in each study. All VCE studies include school assessment and examinations. Every Study Design is published and distributed by the Victorian Curriculum and Assessment Authority (VCAA) and be accessed online

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

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

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

Calculating the ATAR

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

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

The ATAR is developed from an aggregate produced by adding:

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

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

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

Study Scores

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

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

Scaling

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

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

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

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

Choosing VCE Studies

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

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

The best advice is to choose studies:

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

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

Organisation of Studies

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

In order to keep the breadth of VCE options available, Year 11 and Year 12 classes where there are 10 students (or less) in total are combined. Combining classes is something many schools do to streamline provision of programs and to keep subject options available.

- Combining Year 11 and 12 classes is not a new practice at the College.
- Face to face hours are compliant with requirements.
- An additional period per cycle is provided to teachers of combined classes for planning and to meet with individual or small groups of students outside scheduled class.

To support learning, we employ strategies to maximise teaching time during class including:

- Using Edrolo and/or other similar online portals/eLearning platforms.
- Using a flipped classroom model to ensure reading and preparation work are undertaken outside class time.

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

Students can access subjects that are unavailable at the College, or not available due to timetabling clashes, via virtual learning through Virtual School Victoria (VSV) and the Victorian School of Languages (VSL). In this instance, the College will provide tutoring support in addition to the teaching and learning program provided by Virtual School Victoria.

Please note that students undertaking courses via Virtual School Victoria and/or Virtual School of Languages will incur an additional cost over and above their school fees to cover tuition and materials fees set by the institutions. The College will fund 50% of the tuition costs, with parents/guardians covering the remaining 50% as well as any associated material fees. Fees are subject to change on an annual basis. For an indication of costs, please see the Head of Senior School.

Tertiary Selection

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

Selection into tertiary courses is based on:

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

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

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

VCE PATHWAYS PROGRAM COURSE INFORMATION

The VCE Pathways Program supports students in completing their senior secondary education and obtaining the VCE (Victorian Certificate of Education), without an ATAR. This option is recommended for students who may find the academic rigour of a VCE with ATAR difficult.

The VCE Pathways program allows the College to make adjustments to assessment, to assist students in demonstrating Learning Outcomes. The VCE Pathways Program also gives students the literacy and numeracy skills that are important for work and life, by incorporating Foundation Math and Foundation English. Students may also wish to complete a Vocational Education and training (VET) certificate as part of the Pathways Program.

On completion of the VCE Pathways Program, students can move into apprenticeships, TAFE or the workforce, or into university pathways that do not require an ATAR.

Transferring from VCE to VCE Pathways

In the event that a student wishes to transfer to the VCE Pathways program, they will be asked to:

- Complete and return the signed Change of Stream form
- Meet with the Head of Senior School to ensure that the VCE Pathways Program is suitable for future career aspirations.
- Sign the Unscored VCE Agreement

SUBJECT HANDBOOK -

YEAR 10 CORE

YEAR 10 CORE

Orthodoxy – Years 10 - 12

Course Description

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

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

- Orthodox Worship

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

- The Liturgical Life of the Church

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

- The Sacramental Life of the Church

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

- Early Church History

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

- Byzantine Church History

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

- Contemporary Moral Issues

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

Assessment

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

English

Course Description

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

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

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

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

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

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

Assessment

Students will be assessed in the following areas:

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

- Writing
  Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

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

Pathways

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

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

VCE English/EAL

Health and Physical Education

Course Description

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

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

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

- Men's and Women's Health Issues
- Physical Activity
- Improving Performance
- First Aid and Sports Injury

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

- Games and sports
- Lifelong physical activities

Assessment

Students will be assessed through:

Health

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

Physical Education

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

Pathways

VCE Health & Human Development VCE Physical Education VCE Psychology

Modern Greek Language

Course Description

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

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

Assessment

Students will be assessed on:

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

Pathways

VCE Greek

Humanities

Course Description

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

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

Assessment

Students will be assessed on:

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

Pathways

VCE History VCE Geography

Mathematics

Course Description

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

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

Assessment

Students will be assessed on:

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

Pathways

VCE General Mathematics VCE Mathematical Methods VCE Specialist Mathematics

Science

Course Description

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

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

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

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

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

Assessment

Students will be assessed on:

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

Pathways

VCE Biology VCE Chemistry VCE Physics VCE Psychology

YEAR 10 ELECTIVES

SUBJECT HANDBOOK -

YEAR 10 ELECTIVES

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

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

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

Previously run electives include:

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

V
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SUBJECT HANDBOOK – VCE

English/EAL

Scope of study

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

Rationale

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

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

Aims

This study enables students to:

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

Structure

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

Foundation English

Scope of study

VCE Foundation English focuses on how English is used to communicate through written, spoken and multimodal texts of varying complexity. A range of texts are drawn from the past and from the present, from Australia and from other cultures. Other texts may be selected for the analysis and presentation of a persuasive text. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

Rationale

The Foundation English study is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and English as an Additional Language (EAL), and in other VCE studies.

Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills. The study may be taken as a bridging course into the VCE or by students completing technically orientated courses. Foundation English also provides an opportunity for students to develop stronger connections between the Australian Core Skills Framework and their English studies. Each area of study offers scope for teacher discretion to tailor the course to the needs of their cohort. This can be done, for instance, through the selection of appropriate texts. For students in vocational courses, more emphasis can be given to workplace texts. For students using Foundation English as a bridge into VCE English, greater prominence can be given to literary works. The flexibility in assessment tasks also enables teachers to cater for the needs of their students.

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

Aims

This study enables students to:

- strengthen and extend their competence and confidence in using Standard Australian English in meeting the demands of further study, the workplace and their own needs and interests
- strengthen and extend their language skills through thinking, reading, writing, speaking and listening
- communicate ideas and information effectively using the conventions of written and spoken language

- listen and speak in a range of informal and formal settings for different audiences and purposes
- read a range of texts to construct personal, creative, comparative and critical responses
- read accurately to locate, extract, understand, organise and synthesise ideas and information
- control the conventions of Standard Australian English in order to edit and proofread their writing to enhance accuracy of expression and clarity of meaning
- acquire a vocabulary to talk precisely about language and texts.

Structure

The study is made up of two units:
Unit 1: English for practical purposes
Unit 2: Thinking and learning through English

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

Biology

Scope of study

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

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Aims

This study enables students to:

- develop knowledge and understanding of key biological models, theories, concepts and issues from the individual cell to species level
- develop knowledge and understanding of organisms, their relationship to their environment, and the consequences of biological change over time, including the impact of human endeavours on biological processes and the survival of species

and more broadly to:

- understand the cooperative, cumulative, evolutionary and interdisciplinary nature of science as a human endeavour, including its possibilities, limitations and political and sociocultural influences

- develop a range of individual and collaborative science investigation skills through experimental and inquiry tasks in the field and in the laboratory

Structure

The study is made up of four units.
Unit 1: How do organisms regulate their functions?
Unit 2: How does inheritance impact on diversity?
Unit 3: How do cells maintain life?
Unit 4: How does life change and respond to challenges?

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

Business Management

Scope of study

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management Study Design follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies in response to contemporary challenges in establishing and operating a business.

Rationale

In contemporary Australian society there is a range of businesses managed by people who establish systems and processes to achieve a variety of business objectives. These systems and processes are often drawn from both historical experience and management theories that are designed to optimise the likelihood of achieving success.

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

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

Aims

This study enables students to:

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

Structure

The study is made up of four units.

Unit 1: Planning a business
Unit 2: Establishing a business
Unit 3: Managing a business
Unit 4: Transforming a business

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

Chemistry

Scope of study

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

Rationale

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

Aims

This study enables students to:

- develop knowledge and understanding of matter and its interaction with energy, as well as key factors that affect chemical systems, to explain the properties, structures, reactions and related applications of materials in society
- understand and use the language and methodologies of chemistry to solve qualitative and quantitative problems in familiar and unfamiliar contexts
- develop knowledge and understanding of how chemical systems can be controlled to develop greener and more sustainable processes for the production of chemicals and energy while minimising any adverse effects on human health and the environment, with consideration of wastes as underutilised resources and/or feedstock for another process or product

Structure

The study is made up of four units:
Unit 1: How can the diversity of materials be explained?
Unit 2: How do chemical reactions shape the natural world?
Unit 3: How can design and innovation help to optimise chemical processes?

Unit 4: How are carbon-based compounds designed for purpose?
Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit.

Modern Greek Language

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

Scope of study

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

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

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

Aims

This study is designed to enable students to:

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

Structure

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

Health and Human Development

Scope of study

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

Rationale

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

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

Aims

This study enables students to:

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

Structure

The study is made up of four units:
Unit 1: The health and development of Australia's youth
Unit 2: Individual human development and health issues
Unit 3: Australia's health
Unit 4: Global health and human development

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

History

Scope of study

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

Rationale

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

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

Aims

This study enables students to:

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

Structure

The study is made up of four units:

Modern History

- Unit 1: Change and conflict
- Unit 2: The changing word order

Revolutions

- Units 3 and 4 Revolutions

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

Legal Studies

Scope of study

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

Aims

This study is designed to enable students to:

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

Structure

The study is made up of four units:

Unit 1: Criminal law in action
Unit 2: Issues in civil law
Unit 3: Law-making
Unit 4: Resolution and justice

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

Mathematics

Scope of study

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

Rationale

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

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

Aims

This study enables students to:

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

Structure

The study is made up of the following units:
Units 1–4 Foundation Mathematics
Units 1–4 General Mathematics
Units 1–4 Mathematical Methods

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

described in terms of key knowledge and key skills. The areas of study from which content is drawn as applicable to each unit are: Algebra, number and structure; Calculus; Data analysis, probability and statistics; Discrete Mathematics; Functions, relations and graphs; and Space and measurement. Units 1–4 have been developed as a sequence, with Units 1 and 2 covering assumed key knowledge and key skills as preparation for Units 3 and 4.

Foundation Mathematics

Unit 1 and 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. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

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 areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

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. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving integer, rational and real arithmetic, sets, lists and tables, contemporary data displays, diagrams, plans, geometric objects and constructions, 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, 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.

Unit 3 and 4

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'. All four areas of study are to be completed over the two units, and content equivalent to two areas of study covered in each unit. The selected content for each unit should be developed using contexts present in students' other studies, work and personal or other familiar situations, and

in national and international contexts, events and developments.

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics 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.

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.

General Mathematics

Unit 1 and 2

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

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

Unit 3 and 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'.

Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices* and *Networks and decision mathematics*.

Assumed knowledge and skills for General Mathematics Units 3 and 4 are contained in General Mathematics 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 General Mathematics Units 3 and 4.

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.

Mathematical Methods

Unit 1 and 2

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. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra, number and structure' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

The focus of Unit 2 is the study of simple transcendental functions, the calculus of polynomial functions and related modelling applications. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. At the end of Unit 2, students are expected to have covered the content outlined in each area of study.

In undertaking this unit, 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. 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 the unit as applicable.

Unit 3 and 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. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. 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 Mathematical Methods Units 3 and 4.

For Unit 3 a selection of content would typically include the areas of study 'Functions, relations and graphs' and 'Algebra, number and structure', applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study. For Unit 4, a corresponding selection of content would typically consist of remaining content from 'Functions, relations and graphs', 'Algebra, number and structure' and 'Calculus' areas of study, and the study of random variables, discrete and continuous probability distributions, and the distribution of sample proportions from the 'Data analysis, probability and statistics' area of study. For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content, including to probability distributions of continuous random variables.

The selection of content from the areas of study should be constructed so that there is a development in the complexity and sophistication of problem types and mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to these areas of study. There should be a clear progression of skills and knowledge from Unit 3 to Unit 4 in an area of study.

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, differentiation, anti-differentiation, integration and inference, 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.

Physical Education

Scope of study

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. VCE Physical Education enables students to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits.

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

Aims

This study enables students to:

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

Structure

The study is made up of four units:

Unit 1: The human body in motion
Unit 2: Physical activity, sport and society
Unit 3: Movement skills and energy for physical activity
Unit 4: Training to improve performance

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

PHYSICS

Scope of study

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Rationale

VCE Physics enables students to use observations, experiments, measurements and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

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

Aims

This study enables students to:

- apply physics models, theories and concepts to describe, explain, analyse and make predictions about diverse physical phenomena
- understand and use the language and methodologies of physics to solve qualitative and quantitative problems in familiar and unfamiliar contexts

Structure

The study is made up of four units:

Unit 1: How is energy useful to society?
Unit 2: How does physics help us to understand the world?
Unit 3: How do fields explain motion and electricity?
Unit 4: How can two contradictory models explain both light and matter?

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

Psychology

Scope of study

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

Students study contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing. Where possible, engagement with Aboriginal and Torres Strait Islander ways of doing, being and knowing has been integrated into the study, providing students with the opportunity to contrast the Western paradigm of psychology with Indigenous psychology. An understanding of the complexities and diversity of psychology provides students with the opportunity to appreciate the interconnectedness of concepts both within psychology and across psychology and the other sciences.

Rationale

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental

psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

Aims

This study enables students to:

- develop knowledge and understanding of psychological models, theories and concepts to describe, explain, analyse and predict human thoughts, emotions and behaviour
- understand and apply a biopsychosocial approach to human thoughts, emotions and behaviour
- apply psychological models, theories and/or concepts to everyday situations to enhance understanding of mental wellbeing

Structure

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?
Unit 2: How do internal and external factors influence behaviour and mental processes?
Unit 3: How does experience affect behaviour and mental processes?
Unit 4: How is mental wellbeing supported and maintained?

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

Visual Communication Design

Scope of study

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

Rationale

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

Aims

This study enables students to:

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

Structure

The study is made up of four units.

Unit 1: Introduction to visual communication design

Unit 2: Applications of visual communication within design fields
Unit 3: Visual communication design practices
Unit 4: Visual communication design development, evaluation and presentation

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

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SUBJECT HANDBOOK – VET

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

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

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

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

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

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

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

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

Students can withdraw from a course if they change their mind up until the end of February. After this date, all tuition and materials fees must be paid regardless of the

withdrawal date as the College needs to meet its contractual obligations.

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

STEP 1: “Application Form” to Head of Senior School

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

STEP 2: “Enrolment Form” to Host School

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

STEP 3: Payment of Program Costs

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

FORMS

Pathway forms

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

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

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