



Doctrina Vitae

Bacchus Marsh  
Grammar

2025

SENIOR SCHOOL  
HANDBOOK

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**VCE**

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# Senior School

The Bacchus Marsh Grammar Senior School is underpinned by a culture of high expectations and a calm structured learning environment, to ensure that all students achieve their personal best and are well-placed to succeed and thrive in their future endeavours.

Aligned with our ethos of an 'Education for Life', the Senior School provides an academically rigorous program. Students are supported to carefully select their program from a breadth of subjects to maximise their engagement and academic achievement. As well as providing a general pathway to VCE, students are also able to choose specialist pathways to accelerate their senior studies. Limited positions are also available in the Senior School's Vocational Major program.

The Senior School places strong emphasis on the development of self, with opportunities to serve and lead both within the school, and the wider community. Through programs such as the Duke of Edinburgh Award, students develop leadership skills and traits aligned to our School Values and transferable to modern workplaces. Senior Students are encouraged to become involved in the school's many co-curricular activities and leadership opportunities.

Bacchus Marsh Grammar senior students are supported by a team of specialist VCE teachers, tutors, career practitioners and a pastoral care team to achieve their full potential. Our students achieve excellent ATAR (Australian Tertiary Admissions Rank) results. These results are celebrated and demonstrate the students' readiness for their chosen pathway and their capacity to embark on their exciting futures equipped with the knowledge to be life-long learners.

We look forward to working with our students during their Senior years and through this rite of passage. This is a period of time when students will develop their independence and be challenged in their thinking and challenged to explore the opportunities and possibilities for their future.

Tutor Group teachers, classroom teacher and Head of Year will continue to play a pivotal role in the life of Senior School students. We encourage all families to engage in positive and consistent communication with staff to ensure the best outcomes for students.

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# Glossary of Terms

## Assessment

In Units 3 and 4 the student's level of achievement is determined by a combination of School-Assessed Coursework (SACs), School-Assessed Tasks (SATs) and Examinations.

## Assessment task

A task set by the teacher to assess student achievements of unit outcomes (see also Outcomes).

## Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of 0.05 – 99.95 that a student receives, based on their Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.

## Authentication

The process of ensuring that the work submitted by students for assessment is their own.

## Chief Assessor

An expert appointed by the Victorian Curriculum and Assessment Authority in each study to supervise the marking of the external examination(s) in that study.

## Coursework Assessment

See School-Assessed Coursework.

## Derived Exam Score

Students who are ill or affected by other personal circumstances at the time of a VCE external assessment and whose result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES. This is done through the Head of Year and approved by VCAA.

## Equivalent Qualification

For applicants who have recognised qualifications at the Year 12 level or above, obtained either interstate or overseas, the Victorian Curriculum Assessment Authority issues Statements of Equivalent Qualification to the VCE. The VCAA also assesses interstate and overseas qualifications for their equivalency to Year 11.

## Examinations

Unit 3 and 4 external assessments set and marked by the Victorian Curriculum and Assessment Authority. All studies have at least one examination. Written examinations, Performance and Oral examinations are held in October and November. Year 11 Examinations for relevant subjects will be conducted mid-year and end of year and are set and marked by BMG.

## General Achievement Test (GAT)

The test that is done by all students doing a Unit 3 and 4 sequence. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It does not count towards a student's ATAR, but students' GAT results are reported to them with their Statement of Results. They may be used for DES and may be considered for some tertiary entrance.

## Graded Assessment

All VCE studies have three graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have Coursework, and some have School-Assessed Tasks. Unit 1 and 2 assessment is marked for internal purposes, only 'S' or 'N' is reported to the VCAA.

## Higher Education

Completion of a tertiary subject as part of VCE.

## Outcomes

What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.

## Satisfactory Completion

The school's decision that a student has demonstrated achievement of outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N'.

## School-Assessed Coursework (SAC)

A School-based Assessment which is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess the student's achievement of Unit 3 and 4 outcomes.

## School-Assessed Task (SAT)

A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A School-Assessed Task is set by the Victorian Curriculum and Assessment Authority and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

## SEA - Special Provisions

Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

## Special Provision and SEAS (Special Entry Access Scheme)

The Special Entry Access Scheme (SEAS) allows tertiary selection officers to grant special consideration for course entry to applicants but does not exempt students from meeting institutional and course entry requirements. Administered by VTAC.

## Semester

One-half of the academic year. Most units are completed in one semester.

## Sequence

Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

## Statement of Marks

For each examination including the GAT, students can apply to the VCAA for a statement showing the marks they obtained for each question/criteria and the maximum mark available.

## Statement of Marks – Study Score

A Statement is also available containing the scores for each of the graded assessments and describing the calculation of the Study Score. See also Statement of Results.

## Statement of Results

The document(s) issued by the Victorian Curriculum and Assessment Authority showing the results a student achieved in the VCE, and whether he or she has graduated. See also VCE Certificate.

## Statistical Moderation

The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for students in that school doing that study.

## Studies

The subjects available in the VCE.

## Study Design

A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.

## Study Score

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

## Units

The components of a study. They are numbered 1, 2, 3 and 4.

## VCE Certificate

The Certificate awarded to students who meet the requirements for graduation of the VCE. See also Statement of Results.

## Victorian Curriculum and Assessment Authority (VCAA)

The Victorian Government Authority responsible to the Minister of Education for conducting the VCE, among other things.

## Vocational Education and Training (VET)

Nationally recognised vocational certificate integrated within the VCE.

## Victorian Tertiary Admissions Centre (VTAC)

Victorian Tertiary Admissions Centre acts on behalf of universities and TAFEs coordinating the application process. It calculates and distributes the Australian Tertiary Admission Rank (ATAR).

# The Victorian Certificate of Education (VCE)

This handbook outlines the way the VCE is administered at Bacchus Marsh Grammar (the School). It should be regularly consulted and is an essential guide for all VCE students.

## Successful Completion of the VCE

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs for Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as in Mathematics and History. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be undertaken as a sequence.

Each VCE unit involves 50 hours of scheduled classroom instruction normally over the duration of a semester. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises between two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs.

Levels of achievement for Units 1 and 2 are determined by schools and not reported to the VCAA. Levels of achievement for Unit 3 and 4 sequences are assessed using School-based Assessment and external assessments (including examinations). Each VCE study has three graded assessment components: either one School-based Assessment and two external assessments, or two School-based Assessments and one external assessment. Each of the graded assessment components contributes to a study score. Scored VCE/VET studies have only two graded assessment components, comprising one School-based Assessment and one external examination. (Graded assessments are reported on an 11-point scale ranging from grade A+ to E, or as UG (Ungraded) and NAR (Not Assessed-Resubmit).

## Minimum Requirements

The minimum requirement is satisfactory completion of 16 units, which must include:

- Three units from the English group, with at least one sequence at Unit 3 and 4 level.
- At least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

At Bacchus Marsh Grammar, students can undertake the VCE program by completing the following:

*Year 11:* 6 subjects, which include at least one study from the English group of units (English, English Language, Literature).

*Year 12:* 5 subjects, which include at least one study from the English group of units (English, English Language, Literature). Students may sometimes be given permission by the Academic Review Board to vary the number of subjects.

Students have the opportunity to commence the VCE program in either Year 9 or 10 based on the following criteria

*Year 9:* By invitation.

*Year 10:* One accelerated Unit 1 and 2 subject (refer to Acceleration in the Handbook for additional information).

## The ATAR

The ATAR is calculated from an aggregate produced by adding results of up to six Unit 3 and 4 sequences of studies including:

- The VTAC scale study score in English, English (EAL), Literature or English Language
- The three next highest VTAC scaled scores permissible (which together with the English study make the 'Primary Four')
- 10% of any fifth and sixth permissible studies that are available.
- Students are then ranked in order of these aggregates - the highest rank being 99.95 then decreasing in steps of 0.05.

## ATAR Subject Restrictions

There are several restrictions on study combinations that will affect the calculation of the ATAR. At most, two results from any of the English, Mathematics, Digital Technologies, Languages and Music study grouping can contribute to the 'Primary Four'. At most, three results from any of the listed groups can contribute to the ATAR, whether they are VCE results, Higher education study results or VET results. For a comprehensive explanation, please consult [www.vtac.edu.au](http://www.vtac.edu.au).

## Study Scores

For each student, the Victorian Curriculum and Assessment Authority calculates a Study Score for each Unit 3 and 4 VCE study which has been satisfactorily completed and for which the student has received grades for the various school-assessed work components and the examinations. The Study Score is a score on a scale of 0 to 50 showing the student's achievement relative to that of all other students doing a particular study. The Study Scores are normalised to a mean of 30 and a standard deviation of 7. Scores of 23 – 37 indicate that the student is in the middle range. A score above 37 is evidence that the student is in the top 15% of students taking this study. For studies with large enrolments (1000 or more) the following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values. For studies with fewer enrolments, the proportion may vary slightly.

Study Score (Relative Position)	Percentage of students above this position (approximate)
45	2
40	8
35	24
30	50
25	76
20	92

Study Scores are the starting points for the calculation of the Australian Tertiary Admission Rank (ATAR). Note that it is the VCAA which calculates the Study Score and the Victorian Tertiary Admissions Centre which calculates the ATAR.

## Higher Education

For high achieving or highly motivated and independent students, Higher Education is an opportunity to complete two first year university units alongside VCE studies. These studies will be completed at a University campus or online. Students will need to commit to being able to attend the tertiary institution into which they enrol. Students who select this option will be given a study period in their timetable to allow them to work on their university subject and allow more flexibility in attending a tertiary institution. The Higher Education study will count towards a student's ATAR and also provide credits towards a certain university degrees.

Approval for students to undertake Higher Education studies as part of their VCE must be given by the VCE Academic Review Board. Students must consider carefully if they believe they are able meet the demands of a Higher Education subject, if they have the means to travel to the institution and if it is the best option for them.

Once approval has been granted, students must apply directly to the tertiary institution who will advise if the student was successful in gaining a position. Applying does not guarantee a position will be offered to students. This option is not controlled by Bacchus Marsh Grammar; it is the decision of tertiary institutions.

Most Higher Education subjects do not incur University tuition fees, but there may be a cost for attending the course and these will vary.



## How the Higher Education Subject can contribute to an ATAR

A Higher Education study can be used as a **fifth or sixth study** in the calculation of a student's ATAR. Depending on the mark achieved, between three and five points will be added to an ATAR aggregate (the score that is used to calculate the final ATAR). The table below outlines the points a student will receive, and the equivalent VCE study score value.

Average mark for Higher Education subjects you take	Higher Education ATAR aggregate contribution	Equivalent VCE study score
90 or more	5.0 points	50
80-89	4.5 points	45
70-79	4.0 points	40
60-69	3.5 points	35
50-59	3.0 points	30

Applications for Higher Education generally open in Term 3 (the year prior to studies).

## VCE Curriculum

The studies offered by Bacchus Marsh Grammar will depend on student interest, student numbers and staffing availability. Subjects offered are determined by the Deputy Principal of Teaching and Learning in consultation with the Heads of Senior School and the Principal and will cover a variety of interests. The selections are reviewed annually to ensure that we offer courses that reflect student needs and, where possible, we endeavour to fulfil student programs.

## Selecting VCE Units

Each VCE study or subject is divided into four units: Units 1, 2, 3 and 4. In most cases, students are able to enter particular studies at the commencement of Units 1, 2 or 3. Units 3 and 4 form a consecutive sequence. Once a student has selected Unit 3 of a particular study, he or she **must** also select Unit 4.

When choosing subjects students should consider their:

- Interests
- Abilities
- Possible career paths.
- Qualifications required for those careers.
- Pre-requisites for particular tertiary courses.
- Possibility of Higher Education Subject (consider any co-requisites and pre-requisites).
- Possibility of any 'Other' Language Studies (offered externally) \* approval required.

It is essential students consult the 'VTAC Pre-requisite and Course Explorer' at [www.vtac.edu.au](http://www.vtac.edu.au) using 'the year of intended tertiary study' to determine pre-requisite VCE studies.

## Acceleration

At Bacchus Marsh Grammar, we recommend that students who are considering accelerating in a VCE subject are academically prepared for the challenge. It is important to note that any accelerated Unit 3 and 4 subject will contribute to their ATAR.

Students wanting to accelerate in a VCE subject are required to maintain an average grade of **B** in that subject area and demonstrate a very strong approach to study in all subject areas, indicated by achieving a very high or excellent approach to studies on the student's report. Continuing in the accelerating VCE subject, students will need to maintain the same requirements. If these are not achieved, students will not be permitted to continue in the VCE accelerated subject and will be required to select another subject.

**Please note:** There are a number of studies where acceleration is not permitted:

- Mathematical Methods
- Specialist Mathematics
- Chemistry
- Language
- Physics
- English
- Hospitality

### Special note regarding Mathematics:

- General Mathematics 1 and 2 leads to General Mathematics 3 and 4.
- Mathematical Methods 1 and 2 may lead to Units 3 and 4 in General Mathematics, Mathematical Methods and/or Specialist Mathematics.
- Specialist Mathematics 3 and 4 can only be undertaken if Mathematical Methods 3 and 4 is also being studied.
- Only two Unit 3 and 4 sequences of Mathematics count towards the primary four of the ATAR (Australian Tertiary Admissions Rank).

### Special note regarding Music and Performing Arts:

- Music and Performing Arts will require an audition/interview to determine the suitability. A high level of technical skill and performance maturity must be demonstrated.

### VCAA Requirements

When a student begins VCE, they sign a VCE enrolment form; the signing of the VCE enrolment form by individual students completing a VCE course shall be binding. Such signing indicates that the student understands the requirements that meet the School's and VCAA's rules and requirements. Therefore, it is essential that the material in this handbook be fully understood.

Each student:

- Can expect to receive an outline of assessment tasks and learning outcomes, as well as grade criteria, for assessment tasks.
- Shall be given a list of due dates and an assessment schedule (*note that this may be revised*).
- Shall be given the opportunity to undertake specific training in examination techniques and revision practices.
- Shall sign and update their enrolment form as required by the School on behalf of the VCAA.

## Policy Making

The VCE Coordinator, in consultation with the Heads of Senior School and Deputy Principal of Teaching and Learning, is responsible for the smooth and efficient implementation of the VCE at Bacchus Marsh Grammar. The school's VCE Subject Administrative Handbook is reviewed annually and, in accordance with VCAA guidelines, decisions relating to the VCE are final after being approved by the Principal.

## Administration of the VCE

The VCE Coordinator is responsible for liaising with the VCAA, monitoring the implementation of the VCE, overseeing the performance of VCE students (in conjunction with the Heads of Senior School and Deputy Principal - Teaching and Learning) and approving all VCE academic related activities. The VASS Coordinator and the VCE Coordinators are responsible for communicating with the VCAA via the VASS system. A VCE Administrative Panel is responsible for hearing appeals or adjudicating disputes in respect of the VCE.

## Satisfactory Completion

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance of assessment tasks and class work designated for the unit. *The key knowledge and skills and the Advice for Teachers included in the Study Design will assist teachers in making this judgment.* The judgment of satisfactory completion is a school responsibility.

To achieve an outcome the student must:

- **Attend a minimum of 90% of all classes.**
- Produce work that meets the required standard.
- Submit work ontime.
- Submit work that is clearly their own.
- Observe the VCAA and school rules.
- Satisfactorily complete all outcomes as judged by the teacher.

Please Note: Examinations do not determine an 'S' or 'N' grade.

At Year 11 level, examinations are extremely important as part of preparation for Unit 3 and 4 studies; however, it is work undertaken during the semester which determines whether learning outcomes have been achieved.

## Changing or Withdrawing from Courses/Subjects

Students wishing to change their courses must first collect a Change of Subject form from the VCE Coordinator. These will be reviewed by the Heads of Senior School. A student will not be able to change courses until the form is completed and submitted to the Head of Senior School and approval given. The VASS Coordinator will then submit a Change of Entry Information to the VCAA. Heads of Year will be informed of all course changes. Late changes or changes that may affect a student's pathways may require a meeting with the VCE Review Board.

## Resubmission

### Units 1 and 2:

Students may be permitted to resubmit unsatisfactory work up until the end of the semester. This can be negotiated individually for satisfactory completion of a unit to occur. The decision to allow a student to resubmit work is a serious one. It is not a student's right and only occurs in exceptional circumstances.

### Units 3 and 4:

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student in order to achieve a Satisfactory Completion, or allow the student to submit further work. Students **may not** resubmit tasks for the reconsideration of coursework scores awarded by the school. The school may decide to delay the decision about satisfactory completion to allow the student to complete or resubmit work.

### School-assessed Coursework (SAC) and School-assessed Task (SAT)

Note: SATs only apply to the following studies at BMG: The Arts, Product Design and Technology-Textiles and Wood, Food Studies, Applied Computing, Media, Systems Engineering and Visual Communication Design.

All VCE studies have a SAC or a SAT designed to enable the student to demonstrate their achievement of an outcome. The class teacher, based on VCAA criteria, will allocate scores for each of these tasks. SAC and SAT are to be completed mainly in class time.

### School-assessed Coursework – SAC

At Bacchus Marsh Grammar, students will be provided with the following feedback on their SAC performance:

- Advice on particular problem areas and advice on where improvements can be made in future tasks; and
- Achievement of criteria and a numerical score for the task that contributes to the study score.

### School-assessed Tasks – SAT: (a more extended folio-based task)

At Bacchus Marsh Grammar, students will be provided with feedback on work in progress in a SAT, one of which should be in written form. They will also receive a score/grade. Teachers are required to complete the Authentication Record for School-assessed Tasks form from the VCE and VCAL Administrative Handbook to ensure the authentication of student work.

NB: It must be pointed out to students that the SAC or SAT scores awarded by BMG staff are unmoderated and may change after the VCAA statistical moderation process.

## Failure to attend SAC tasks or to submit a SAT on time

Most SAC tasks will be conducted in class time (there are some exceptions to this in subjects which require practical reports). Students who fail to attend a scheduled SAC task **MUST** be able to provide acceptable documented (medical certificate, statutory declaration or other acceptable evidence) support for the absence and notify the school by 8.45 a.m. on the day of the SAC task. Students will be required to complete the SAC task on the next Wednesday afternoon or at another approved time.

A SAT may be over an extended period but with a final due date. Students who fail to submit a SAT by the assigned deadline **MUST** be able to provide documented evidence to explain the situation. Students not complying with the above requirement will be given NA (Not Assessed) for the SAC task or SAT, which may result in 'N' for the unit.

## Dates of SAC tasks and SAT

Individual teachers will provide relevant dates to their students for each SAC or SAT at the commencement of the year. Students must record these in their diaries.

## Absence from SAC tasks

If a student is absent due to personal illness, family bereavement or pressing family circumstances (NOTE that an appointment that can be rescheduled is NOT a valid excuse) they must go through a four step process to gain approval to sit a re-scheduled SAC:

1. They must see the relevant subject teacher **AS SOON AS POSSIBLE**.
2. The students will receive a rescheduling of VCE Tasks form. This form must be signed by the student and parent/guardian and returned quickly with the documentation attached (a medical certificate, statutory declaration or acceptable documentation) to validate their absence. A note in the diary from a parent is not considered valid documentation.
3. Where the absence is **APPROVED**, a SAC will be completed on the first appropriate Wednesday after school or at another approved time. It will be assessed as normal or when appropriate.
4. Where the absence is **NOT APPROVED**, an "N" grade will be awarded for that task.

In circumstances where the approved absence is of a lengthy duration that prevents the student from completing SAC or SAT tasks, the arrangements for completion of any missed assessment will be negotiated upon the student's return as part of VCAA's Special Provision process.

If the absence is NOT APPROVED, the student will receive "N" for the SAC Task or SAT and "N" for the outcome and the unit.

### **Redemption Policy (a BMG policy)**

If a student has not satisfactorily achieved the outcome, the student will be given the opportunity to redeem the "N". The relevant teacher and the Head of Year will negotiate with the student as to the method of redemption.

Redemption ONLY applies to SACs, SATs or Assessments that have been completed, assessed and deemed unsatisfactory. Redeemed work will not be reassessed for a new numerical score and can only be redeemed to "S" level. If this occurs, the students will receive "S" for the outcome. Failure to meet requirements for redemption will result in "N" for the outcome and therefore "N" for the unit.

### **Retention of assessed work**

The School will retain a copy of all assessed work, including any development/design work, for the VCAA's required period of time. Such work may be required for VCAA sampling/auditing purposes. Students may collect their work after the final examinations.

### **General Achievement Test (GAT)**

All VCE students undertaking any graded Unit 3 and 4 study will be required to sit the GAT. It is an important part of the VCE assessment process and is used as a checking device for SAC, SAT and final examinations as well as in the calculation of the Derived Examination Score. It is also being used more frequently by higher education providers.

BMG requires students to sit a Practice GAT as the GAT is of a type and duration unlike all other exams. Attendance at the GAT Practice Examination is compulsory for all Unit 3 students.

### **Unacceptable behaviour in an Assessment Task / SAC**

- If a student attends the class or classes in which an Assessment Task is to be completed, but chooses not to attempt the task, they may receive "N" for the task and, therefore, may receive "N" for the unit. They will be expected to complete the task to redeem the "S".
- A review panel of the Heads of Senior School, the relevant Head of Year and the classroom teacher will examine the circumstances of the incident and recommend a course of action in accordance with the School's Student Discipline Policy.
- Satisfactory completion of the task will enable a student to receive an S for the outcome but the letter grade for the assessment task will be a "UG" (Ungraded).
- Failure to attempt the task could result in students being given an "N" for the outcome and, therefore, the unit.

In the event a teacher deems that an Assessment Task has not been completed to an acceptable level and has therefore been awarded "NAR", the student will be required to resubmit the work or complete similar work in order to achieve an "S" for the relevant outcome. The relevant teacher and the Head of Year will negotiate with the student as to the outcome.

### **Authentication**

In order to meet the requirements for Satisfactory Completion of a unit, students must submit work that is clearly their own. Apart from reference to, and incorporation of appropriate text and source material, no part of a student's work may be copied from any other person's work. A student may not accept from, nor give undue assistance to, any other person in the preparation and submission of work.

Students are responsible for ensuring that the teacher has no difficulty in authenticating their work. Teachers cannot authenticate work about which they have doubts until further evidence is provided.

Students will observe the following procedures to ensure authentication of Unit 1 and 2 Assessment Tasks, and Unit 3 and 4 SAC Tasks and SATs:

The student must retain ALL materials that have been used in the development of the task to enable the teacher to determine that the work is the student's own. All materials must be retained until the end of the year.

- Students must not submit the same piece of work for assessment in more than one subject.
- Students who knowingly assist another student in a breach of rules will be penalised.
- Teachers of studies that have SATs are required to complete the Authentication Record for School-assessed Tasks form to ensure authentication of student work.

Teachers will observe the following procedures to ensure authentication of Assessment Tasks, SAC Tasks and SATs:

- The teacher will monitor the development of the task by sighting preliminary work where appropriate, and by observing the individual tasks being undertaken by the student in class.
- The teacher may consider it appropriate to ask the student to demonstrate their understanding of the task at or about the time of submission of the work.
- The work will be assessed only if a teacher can determine that, to the best of their knowledge, the work is the student's own.

Please refer to the Policy on Plagiarism, Cheating and Authentication.

## Breach of AUTHENTICATION Rules

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of VCAA and School rules. If a teacher believes that there is a breach of authentication rules, he or she will address the issue with the appropriate Head of Year and, if verified, refer the breach to the Review Panel. A VCE Review Panel may impose a sanction or a number of sanctions for a breach of the School's rules in accordance with the School's Student Discipline Policy. These may include:

- Reprimanding a student.
- Requiring the student to resubmit the work to achieve "S".
- Refusing to accept that part of the work that infringes the rules and deem the remaining part to have been assessed.
- Refusing to accept the whole work and the student will receive "N".

## VCE Review Panel

The VCE Review Panel is appointed by the Principal and deals with student issues relating to the VCE (Breach of Rules, Discipline, Authentication and Attendance). This panel will be a combination of the Deputy Principal of Teaching and Learning, Heads of School, the relevant Head of Department, the relevant Head of Year(s) and the classroom teacher if required.

## Student Appeals

- Units 1 and 2: Students may appeal to the VCE REVIEW PANEL in regard to authentication and attendance issues.
- Units 3 and 4: Students have the right of appeal to the VCE REVIEW PANEL if a penalty has been imposed because of a breach of rules.

In relation to SAC and SAT, the student shall have the right to appeal against the decision of the Review Panel. Students may appeal to the Principal in writing concerning the outcome decided by the VCE Review Panel in relation to the breach of the regulations.

There is no appeal to the Principal in the case of the school refusing to accept the late submission of work.

## VCE - Vocational Major

This is a two-year vocational and applied learning program created within the Victorian Certificate of Education (VCE) aimed at Year 11 and 12 students that will replace Senior and Intermediate VCAL and offer a program that enables successful transitions into apprenticeships, traineeships, further education and training, or directly into employment. Within senior secondary education, vocational and applied learning builds critical and creative thinking, communication skills, teamwork and collaboration, curiosity and innovation. It provides students with real-world knowledge, including about the workplace, and practical and transferrable skills. The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE, whilst still enabling students to successfully gain a VCE satisfactory completion.

Students who complete this pathway **will not** receive a study score or an ATAR, however, students who complete this course will receive a VCE certificate (Vocational Major). This certificate enables students to apply for further education and training, apprenticeships, traineeships and employment.

There are a range of subjects students undertake in this program which includes Vocational Major and VCE subjects as part of their VCE Vocational Major. Students who complete this course are not required to complete Units 1-4 examinations.

Students must complete a minimum of 16 units to meet the requirements for the VCE certificate with a VCE Vocational Major which include:

### **Year 11**

**Unit 1 and 2:** Literacy or VCE English

**Unit 1 and 2:** Numeracy or VCE Mathematics

**Unit 1 and 2:** Work Related Skills and Personal Development Skills

### **VET Certificate II**

**Unit 1 and 2:** Elective (selected by students)

**Unit 1 and 2:** Elective (selected by students)

### **Year 12**

**Unit 3 and 4:** Literacy or VCE English

**Unit 3 and 4:** Numeracy or VCE Mathematics

**Unit 3 and 4:** Work Related Skills and Personal Development Skills

### **VET Certificate II**

**Unit 3 and 4:** Elective (selected by students)

### **Study Period**

**The VCE Vocational Major certificate is by application only.** Students wanting to undertake this pathway are to obtain an application from the Vocational Specialisation and VET Coordinator.

## **Reporting and Interviews**

Comments and results of SACs and assessment tasks can be found on Schoolbox. Semester reports will be sent out to parents at the end of Unit 1, 2 and 3. These can be accessed via Schoolbox and are designed to help facilitate up-to-date feedback. Although the statement of results from the VCAA simply indicates when a student has passed ('S'), our Year 11 reports will include Grades (A+ to E) and 'S' (Satisfactory) or 'N' (unsatisfactory completion). A 'J' result will be given where the student withdrew late and did not complete outcomes due to exceptional circumstances.

Parent/Teacher Interviews are held twice yearly, in Term 1 and Term 3. Bacchus Marsh Grammar Staff welcome dialogue with parents on student progress and are happy to meet with parents by arrangement. Please contact Reception to arrange a time.

Whilst students studying Unit 3 and 4 subjects get internal results, these are used to provide a ranking of students, with the final results determined by the VCAA. Final results for VCE 3 and 4 subjects form part of the ATAR and are released by the VCAA in December. Students may access results in Unit 3 and 4 studies via the VCE Results and ATAR service. Results are also posted out to students.

## **Attendance Policy**

Students undertake the majority of their learning and assessment in class and consequently attendance is critical. The School expects that students will not make personal appointments during the normal school day.

At Bacchus Marsh Grammar, 90% attendance in all scheduled classes, study periods, Tutor Group sessions and House, Year Level and Senior School Assemblies and activities for each term is required. Students who are absent without the express approval of the School for more than 10 % of scheduled class time for any one unit in a term may receive "N" for that unit. The responsibility rests with each individual student to account for all absences. The school will maintain and retain documentation and records relating to each VCE student's attendance and record authorised and unauthorised absences.

The following do not contribute to student absences: VET classes, compulsory subject-based expeditions, excursions, and House or ICCES activities.

The School must be notified of a student's absence in accordance with the School's Student Attendance Policy and Procedure.

***Please note: Students receiving any form of Government assistance need to be aware that all unauthorised absences will be forwarded to Centrelink for auditing purposes by the student's Head of Year. This may result in the withdrawal of payment or repayments of monies received by students.***

## **Unauthorized Absences**

Unauthorized absences are defined in the School's Student Attendance Policy and Procedure. These absences will be followed up by Heads of School or Head of Year through written correspondence and meetings.

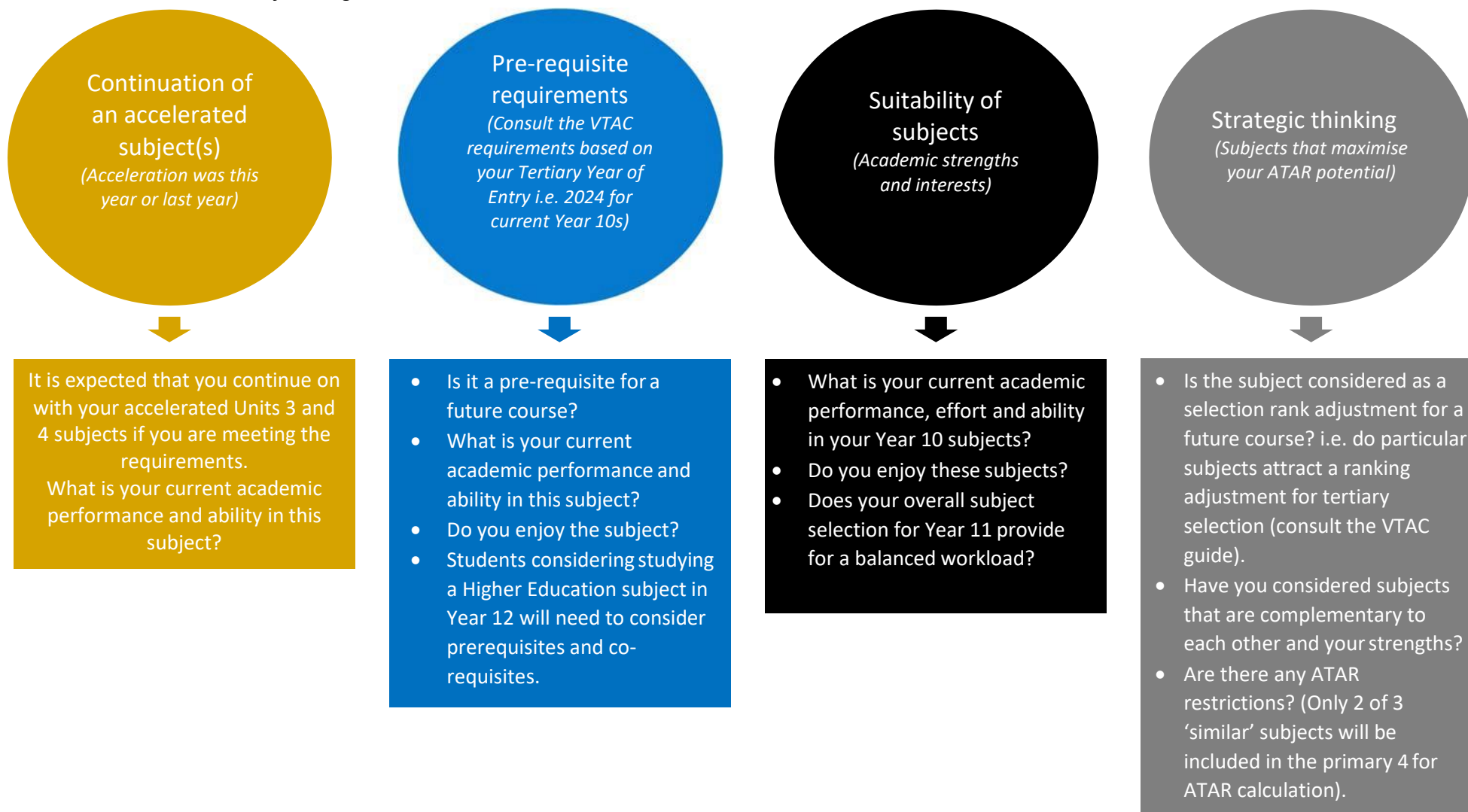
## **Student Progress and Promotions Policy**

Students do not automatically get promoted to the following year. It is expected that students at Bacchus Marsh Grammar adhere to the school's policies and expectations. Students who do not demonstrate a commitment to their studies will undergo a review process to determine if they are academically ready to progress in their learning and meet the learning expectations at Bacchus Marsh Grammar. For further information please refer to the Student Progress and Promotions Policy and Procedure.

**As well as the above VCE requirements, students are also expected to follow School Uniform and Dress Code, Student Code of Conduct, ICT and Social Media policies that can be found on the [School website](#).**

## Year 11 Subject Selection Considerations

Student choices should involve the following considerations:



It is the responsibility of the student to carefully consult VTAC for all course information. This includes pre-requisites, selection rank bonuses and additional requirements. Students must use the correct tertiary admissions information based on the year of entry. e.g. current Year 10 would be accessing course information for 2026.



## Year 12 Subject Selection Considerations

Most students will fit into the following categories when finalising their Year 12 subject selections:

If you accelerated  
in one or more  
subjects

*(Acceleration was this year  
or last year)*



It is expected that you continue with the remaining Unit 1 and 2 subjects you have studied this year as Units 3 and 4 subjects next year.

The majority of you have completed one or two Unit 3 or 4 subjects in Year 10 or 11, so you will have either one or two study blocks next year.

Currently  
completing six  
Unit 1 and 2  
subjects

*(Discontinue one subject next year)*



Considerations when deciding on which subject to discontinue:

- Is it a pre-requisite for a future course?
- Is it considered as a selection rank adjustment for a future course?
- What is your current academic performance and ability in this subject?
- Do you enjoy the subject?

Selecting a new  
subject

*(On rare occasions, a student  
may need to select a new subject  
in Year 12 without having  
studied the Unit 1 and 2 subject).*



Reasons for this would include:

- Academic suitability.
- To satisfy pre-requisites for future course requirements.
- To enhance or extend student strengths in faculty areas.

It is the responsibility of the student to carefully consult VTAC for all course information. This includes pre-requisites, selection rank bonuses and additional requirements. Students must use the correct tertiary admissions information based on the year of entry. e.g. current Year 11 would be accessing course information for 2025.

## VCE Study Choice

### Commerce

Accounting Unit 1 - 4  
Business Management Unit 1 - 4  
Economics Unit 1 - 4  
Legal Studies 1 - 4  
Politics Unit 1 - 4

### Design and Technology

Product Design and Technology Unit 1 - 4: Textiles or Wood  
Systems Engineering Unit 1 - 4  
Applied Computing Unit 1 - 4  
Food Studies Unit 1 - 4  
VCE/VET Hospitality Food and Beverage Unit 1 - 4

### English

English Language Unit 1 - 4  
English Unit 1 - 4  
Literature Unit 1 - 4

### Humanities

Geography Unit 1 - 4  
History - Empires Unit 1 and 2  
History - Modern Unit 1 and 2  
History - Australian Unit 3 and 4  
History - Revolutions Unit 3 and 4

### Languages

French Unit 1 - 4  
Indonesian Second Language Unit 1 - 4  
Japanese Second Language Unit 1 - 4  
Other Language Studies (offered externally)\*

### Higher Education

Range of discipline areas Unit 3 and 4 \*

### \*Approval Required

### Mathematics

General Mathematics Unit 1 – 4  
Mathematical Methods Unit 1 - 4  
Specialist Mathematics Unit 1 - 4

### Performing Arts and Music

Dance Unit 1 - 4  
Drama Unit 1 - 4  
VCE/VET Music Industry Unit 1 - 4

### Physical Education, Sport and Health

Health and Human Development Unit 1 - 4  
Outdoor and Environmental Studies Unit 3 and 4  
Physical Education Unit 1 - 4

### Science

Biology Unit 1 – 4  
Chemistry 1 – 4  
Physics Unit 1 - 4  
Environmental Science Unit 1 - 4  
Psychology Unit 1 – 4

### Visual Arts

Art Creative Practice 1 - 4  
Art Making and Exhibiting 1 – 4  
Media Unit 1 - 4  
Visual Communication Design Unit 1 - 4

**Note:** Please be advised that if student numbers are not met in a particular subject, it may not proceed in 2025.

# Study Descriptions

## Commerce

**Maddingley Contact Person:** Mr Jacob Chisari <[chisarij@bmg.vic.edu.au](mailto:chisarij@bmg.vic.edu.au)>

**Woodlea Contact Person:** Mrs Zoe Erickson <[ericksonz@bmg.vic.edu.au](mailto:ericksonz@bmg.vic.edu.au)>

### **Accounting Units 1 - 4**

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor of a small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) are taken into account.

VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.

**Unit 1: Role of accounting in business**

**Unit 2: Accounting and decision-making for a trading business**

**Unit 3: Financial accounting for a trading business**

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

**Pre-requisite subjects:** Accounting and Economics

### **Business Management Units 1 - 4**

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

**Unit 1: Planning a business**

**Unit 2: Establishing a business**

**Unit 3: Managing a business**

**Unit 4: Transforming a business**

### **Economics Units 1 - 4**

Economics is the study of how resources are allocated to meet the needs and wants of society. It examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics enables them to appreciate the reasons behind these decisions and the intended and unintended consequences. By studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information.

**Unit 1: Economic decision making**

**Unit 2: Economic issues and living standards**

**Unit 3: Australia's living standards**

**Unit 4: Managing the economy**

## **Legal Studies Units 1 - 4**

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

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

**Unit 1: The presumption of innocence**

**Unit 2: Wrongs and rights**

**Unit 3: Rights and justice**

**Unit 4: The people, the law and reform**

## **Politics Units 1 -4**

VCE Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability. Students analyse the sources and forms of power available to these political actors and the consequences of their use. Students consider how political actors pursue their interests and the political significance of their actions in responding to national and global issues and crises. Throughout this study, students examine Australia's place in the region and globally.

Political events and challenges are shaped and influenced by a variety of social, economic, historical, cultural, environmental, technological and psychological factors. VCE Politics assesses how political norms, perspectives, laws and interests influence governance and the operation of governments. Students develop tools for understanding these contemporary political events and challenges. They examine a number of current political systems and processes to better understand how power is used and how conflict may be resolved. They consider the values underpinning liberal democratic societies, including Australia, and assess the range of national and global challenges facing democratic norms and practice. They achieve this by analysing how the different interests and perspectives of political actors affect selected contemporary political issues and crises.

**Unit 1: Politics, power and political actors**

**Unit 2: Democracy: stability and change**

**Unit 3: Global cooperation and conflict**

**Unit 4: Power in the Indo-Pacific**

## Design and Technology

**Maddingley Contact Person:** Ms Phillipa Loton <[lotonp@bmg.vic.edu.au](mailto:lotonp@bmg.vic.edu.au)>

**Woodlea Contact Person:** Mr Vishrut Gupta <[guptav@bmg.vic.edu.au](mailto:guptav@bmg.vic.edu.au)>

### **Product Design and Technology Units 1 - 4: Textiles or Wood**

Product design is a solution-focused approach that engages with the diverse needs and opportunities of individuals, society and the environment in which we live. Product designers aim to improve welfare, which includes quality of life, by designing innovative and ethical solutions. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the form, function and aesthetics of products.

Central to VCE Product Design and Technologies is a design process that encourages divergent and convergent thinking while engaging with a problem. The design brief identifies a real need or opportunity and provides scope for designing, making and evaluating. Investigation and research inform and aids the development of designed solutions that take the form of physical, three-dimensional products.

**Unit 1: Design practices**

**Unit 2: Positive impacts for end users**

**Unit 3: Ethical product design and development**

**Unit 4: Ethical production and evaluation**

### **Systems Engineering Units 1 - 4**

VCE Systems Engineering is a fusion of design thinking, mechanical, electro-technological and digital technologies. The course involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system design concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals.

**Unit 1: Mechanical systems**

**Unit 2: Electro-technological systems**

**Unit 3: Integrated and controlled systems**

**Unit 4: Systems control**

### **Applied Computing Units 1 - 4**

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

VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

**Unit 1: Applied Computing**

**Unit 2: Applied Computing**

**Unit 3: Software Development**

**Unit 4: Software Development**

### **Food Studies Units 1 - 4 (Maddingley only)**

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

**Unit 1: Food origins**

**Unit 2: Food makers**

**Unit 3: Food in daily life**

**Unit 4: Food issues, challenges and futures**

## **VCE/VET Hospitality Food and Beverage Units 1 - 4**

The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry. At Bacchus Marsh Grammar, we offer as part of the VCE program, the SIT20316 Certificate II in Hospitality which prepares students with a limited range of hospitality operational skills and basic knowledge. It includes units such as: preparing/serving espresso coffee, non-alcoholic beverages, food and beverage service, advice on food, and financial transactions.

During the year, students work towards completing the key competencies in theory and practical work. Students are enrolled as William Angliss TAFE students and complete compulsory school holiday programs at the TAFE in the Melbourne CBD. Please be aware that this commitment requires one full week in the June/July holidays for Yr. 11 students in a back -of-house role and 20 hours of work experience organized by the students in the field. This is followed by two full weeks for Yr. 12 with one during the June/July holidays and the other during the September holidays. At this time, front-of- house competencies are completed and assessed. All other work is completed on campus at BMG. A study score is available for this subject.

## English

**Maddingley Contact Person:** Mrs Karin Kos <[kosk@bmg.vic.edu.au](mailto:kosk@bmg.vic.edu.au)

**Woodlea Contact Person:** Ms Alanna Kappler <[kapplera@bmg.vic.edu.au](mailto:kapplera@bmg.vic.edu.au)

### **English Units 1 - 4**

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 of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. It also develops the students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it.

**Unit 1: Reading and exploring texts/ Crafting texts**

**Unit 2: Reading and exploring texts / Exploring argument**

**Unit 3: Reading and responding to texts/creating texts**

**Unit 4 Reading and responding to texts/analysing argument**

### **English Language Units 1 - 4**

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

**Unit 1: Language and communication**

**Unit 2: Language change**

**Unit 3: Language variation and social purpose**

**Unit 4: Language variation and identity**

**Pre-requisite subjects:** Pre-VCE English Language with an average grade of C or above.

### **Literature Units 1 - 4**

In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the reading of texts and the ways texts relate to their contexts and to each other.

**Unit 1: Reading Practices/Exploration of literary movements and genres**

**Unit 2: Voices of Country/ The text in its context**

**Unit 3: Adaptation and transformations/ Developing interpretations**

**Unit 4: Creative responses to texts/ Close analysis of texts**

**Pre-requisite subjects:** Pre-VCE Literature or Literature- Australian Murder Mysteries with an average grade of C or above.

## **Humanities**

**Maddingley Contact Person:** Ms Agata Kula <[kulaa@bmg.vic.edu.au](mailto:kulaa@bmg.vic.edu.au)>

**Woodlea Contact Person:** Mrs Zoe Erickson <[ericksonz@bmg.vic.edu.au](mailto:ericksonz@bmg.vic.edu.au)>

### **Geography Units 1 - 4**

The study of Geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies, and cultures, and the processes that help form and transform them. VCE Geography also involves the completion of fieldwork projects in exciting locations. This is a mandatory component of Geographic studies.

**Unit 1: Hazards and disasters**

**Unit 2: Tourism: issues and challenges**

**Unit 3: Changing the land**

**Unit 4: Human population: trends and issues**

### **History**

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, the study of history is relevant to contemporary issues and many career pathways. It fosters an understanding of human agency and informs decision-making in the present.

### **Empires Units 1 and 2\*\* (Invitation only Year 9 Maddingley students)**

In Empires, students explore the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental, and technological features of empires played a role in the ambition and quest for power, prestige, and influence over rival and competing states.

### **Modern History Units 1 and 2**

In Modern History, students explore key events, groundbreaking ideas, and influential figures that have sculpted the social, political, economic, and technological landscapes defining the modern world. They examine selected events from American, European, and Asian contexts, such as the Roaring 20s, the rise of dictators in post-war Europe, the causes of the Cold War, important civil rights movements, and the difficult process of decolonisation. From significant political changes to global conflicts, innovative ideas, and technological progress, students untangle the complex historical forces that have shaped the last century.

### **Australian History Units 3 and 4**

In Australian History, students develop their understanding of the foundational and transformative ideas, perspectives, and events in Australia's history and the complexity of continuity and change in the nation's story. The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire, and as part of the Asia-Pacific region.

### **Revolutions Units 3 and 4**

In Revolutions, students explore the causes and consequences of revolution in Russia and China. Delving into the intricate interplay of events, ideas, charismatic leaders, and grassroots movements, students unravel the dynamic social, political, economic, and cultural forces that ignite and sustain revolutions. From the bustling streets of St Petersburg (or Petrograd) to the remote villages of rural China, students also explore the consequences of revolutions on nations and people. Students thus gain a profound understanding of how revolutions reshape the very fabric of society.



## Languages

**Maddingley Contact Person:** Mr Duncan Malcolm <[malcolmd@bmg.vic.edu.au](mailto:malcolmd@bmg.vic.edu.au)

**Woodlea Contact Person:** Mr François Genicot <[genicotf@bmg.vic.edu.au](mailto:genicotf@bmg.vic.edu.au)

### **Japanese Second Language Units 1 - 4**

### **French Units 1 - 4**

### **Indonesian Second Language Units 1 - 4 (Maddingley only)**

VCE Languages focus on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing languages in a range of contexts and develop cultural understanding in interpreting and creating language. Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study, students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

**Pre-requisite subjects:** Year 10 language corresponding with VCE language subject chosen.

## Mathematics

**Maddingley Contact Person:** Dr Debra Penny <[pennyd@bmg.vic.edu.au](mailto:pennyd@bmg.vic.edu.au)>

**Woodlea Contact Person:** Mr Cameron McGregor <[mcmgregorc@bmg.vic.edu.au](mailto:mcmgregorc@bmg.vic.edu.au)>

### **General Mathematics Units 1 - 4**

General Mathematics Units 1 - 4 cater for a wide range of student interests. The areas of study for General Mathematics Unit 1 and Unit 2 include 'Data analysis, probability and statistics', 'Algebra, number and structure' and 'Discrete mathematics'. General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

In undertaking these units, students study Statistics, Matrices, Financial mathematics and recursion and Networks. The use of technology is incorporated throughout each unit as applicable.

### **Mathematical Methods Units 1 - 4**

Mathematical Methods Units 1 - 4 provide a study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The areas of study are 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and statistical inference with and without the use of technology.

Mathematical Methods Units 3 and 4 contain assumed key knowledge and skills from Mathematical Methods Units 1 and 2.

**Pre-requisite subjects:** Year 10 Mathematical Methods with an average grade of C or above that needs to be maintained to enter Units 3 and 4.

### **Specialist Mathematics Units 1 - 4**

Specialist Mathematics Units 1 – 4 provide a course of study for students who wish to undertake an in-depth study of Mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving, reasoning and proof. This study has a focus on interest in the discipline of Mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in Mathematics and Mathematics related fields. The areas of study are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving complex numbers, vectors, proof, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and statistical inference with and without the use of technology.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2 and a concurrent study of Mathematical Methods Units 3 and 4.

**Pre-requisite subjects:** Year 10 Mathematical Methods with an average grade of C or above that needs to be maintained to enter Units 3 and 4.

**Co-requisite subjects:** Unit 1 and 2 Mathematical Methods

## **Performing Arts**

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**Woodlea Contact Person:** Ms Suzanne Kinsella (Music) <[kinsellas@bmg.vic.edu.au](mailto:kinsellas@bmg.vic.edu.au)>

### **Dance Units 1 - 4**

VCE Dance develops students' physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider influences on the expressive intention and movement vocabulary of their own dances and also on works created by choreographers working in a range of styles, genres and traditions. Influences on aspects of production in dance works are also studied.

In each unit, students are required to undertake systematic dance training to build physical skills and develop their ability to execute safely a diverse range of expressive body actions. Students develop and refine their choreographic skills by exploring personal and learnt movement vocabularies, and ways in which movement can be created and arranged to communicate the expressive intention of the dance-maker. Students perform choreographed or learnt solo and group dance works using different dance-making processes.

**Unit 1: The body as an instrument of expression**

**Unit 2: Movement vocabulary and choreographic skills**

**Unit 3: Solo Dance work**

**Unit 4: Unified Solo Dance work**

### **Drama Units 1 - 4**

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

The study is made up of four units.

**Unit 1: Introducing performance styles**

**Unit 2: Australian identity**

**Unit 3: Devised ensemble performance**

**Unit 4: Devised solo performance**

### **VCE/VET Music Industry Units 1 - 4**

The Music Performance specialisation within VCE/VET offers students a dynamic opportunity to apply a diverse range of knowledge and skills within the music industry. This course is designed to immerse students in both the theoretical and practical aspects of music performance and industry operations. Units 1 and 2 provide a comprehensive introduction to the broader music industry landscape. Students engage in research and hands-on activities that mirror real-world scenarios, preparing them for deeper exploration in subsequent units. Units 3 and 4 offer a more specialised focus, with scored assessments that allow students to demonstrate their skills as solo performers or within a group setting. Students curate performance repertoire, tailored to their instrument and interests, culminating in a final performance examination where they showcase their proficiency. A key component of the course is the development of a portfolio comprising of written and video evidence. This portfolio serves as a documented journey of progress, reflecting on the student's growth and preparation for their final examination. Through this structured and practical approach, students gain invaluable experience and insights into the music industry, preparing them for future endeavours in performance and related fields.

## **Physical Education and Health**

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**Woodlea Contact Person:** Mr Evan Long <[longe@bmg.vic.edu.au](mailto:longe@bmg.vic.edu.au)>

### **Health and Human Development Units 1 - 4**

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

VCE Health and Human Development is designed to build health literacy. As individuals and as citizens, students develop their ability to navigate and analyse health information, to critically recognise and carry out supportive action, and to evaluate healthcare initiatives and interventions.

**Unit 1: Understanding health and wellbeing**

**Unit 2: Managing health and development**

**Unit 3: Australia’s health in a globalised world**

**Unit 4: Health and human development in a global context**

### **Outdoor and Environmental Studies Units 3 and 4 (Maddingley Only)**

VCE Outdoor and Environmental Studies develops students’ understandings of outdoor environments, and the ways in which humans interact with, relate to and have impacted outdoor environments over time. ‘Outdoor environments’ encompasses landscapes, both local and further afield, that range in health from protected wilderness to those heavily impacted by human practices.

The study enables students to make critically informed comments on outdoor environmental issues, including asking questions about environmental sustainability and human connections to Country, both past and present. Students are able to understand the importance of change to environmental health from human or natural influences.

In this study, both passive and active outdoor experiences provide essential means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans historically through to the modern day, and into the future. Note: This subject includes a course levy (TBA). **This subject can only be undertaken in Year 11.**

**Unit 3: Relationships with outdoor environments**

**Unit 4: Sustainable outdoor environments**

### **Physical Education Units 1 - 4**

Physical Education enables students to integrate a contemporary understanding of the theoretical concepts of physical activity with practical application. This develops the knowledge and skills required to critically evaluate influences that affect their own and others’ participation and performance in movement. Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition and psychological and sociocultural principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise. Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

**Unit 1: The human body in motion**

**Unit 2: Physical activity, sport, exercise and society**

**Unit 3: Movement skills and energy for physical activity, sport and exercise**

**Unit 4: Training to improve performance**

## Science

**Maddingley Contact Person:** Miss Sarah Thomson <[thomsons@bmg.vic.edu.au](mailto:thomsons@bmg.vic.edu.au)

**Woodlea Contact Person:** Mr Ben Northcott <[northcottb@bmg.vic.edu.au](mailto:northcottb@bmg.vic.edu.au)

### Biology Units 1 - 4

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.

**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?**

**Pre-requisite subjects:** Pre-VCE Biology, Health and Disease or Pre-VCE Chemistry.

### Chemistry Units 1 - 4

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.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

**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 optimize chemical processes?**

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

**Pre-requisite subjects:** Pre-VCE Chemistry with an average grade of C or above that needs to be maintained to enter Units 3 and 4.

### Environmental Science Units 1 - 4

Environmental Science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems.

In VCE Environmental Science, Earth is understood as a set of four interrelated systems: the atmosphere, the biosphere, the hydrosphere and the lithosphere. This study explores how the relationships between these systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use. Students examine the challenges and opportunities presented by selected environmental issues and case studies, and consider how different value systems, priorities, knowledge and regulatory frameworks affect environmental decision-making and planning for a sustainable future.

**Unit 1: How are Earth's dynamic systems interconnected to support life?**

**Unit 2: What affects Earth's capacity to sustain life?**

**Unit 3: How can biodiversity and development be sustained?**

**Unit 4: How can climate change and energy impacts be managed?**

## Physics Units 1 - 4

Physics seeks to understand and explain the physical world, both natural and constructed. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact, we gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to investigate questions related to selected areas including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrobiology, astrophysics, flight, light and optics, particle accelerators, sound and sports science. An important feature of VCE Physics is the opportunity for students to undertake laboratory experimentation, data logging, simulations, animations and practical investigations. Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings.

**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 have creative ideas and investigation revolutionized thinking in physics?**

**Pre-requisite subjects:** Pre-VCE Physics with an average grade of C or above that needs to be maintained to enter Units 3 and 4.

## Psychology Units 1 - 4

VCE Psychology enables students to 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.

An important feature of VCE Psychology is the opportunity for students to undertake a range of inquiry tasks both collaboratively and independently. Inquiry methodologies can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students pose questions, formulate research hypotheses, operationalise variables, collect and analyse data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

**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?**

## Visual Arts

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**Woodlea Contact Person (Art):** Mr Anthony Cunsolo <[cunsoloa@bmg.vic.edu.au](mailto:cunsoloa@bmg.vic.edu.au)

### **Art Creative Practice 1 - 4**

Art is an integral part of life and contributes to a progressive society. Artworks and visual language are a potent and dynamic means to communicate personal experiences and ideas, and cultural values, beliefs and viewpoints on experiences and issues in contemporary society.

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes.

In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice.

**Unit 1: Interpreting artworks and exploring the Creative Practice**

**Unit 2: Interpreting artworks and developing the Creative Practice**

**Unit 3: Investigation, ideas, artworks and the Creative Practice**

**Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice**

### **Art Making and Exhibiting Units 1 - 4**

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice, and encourages them to broaden and develop their own ideas and thinking around their own art making.

A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art Making and Exhibiting. The way institutions design exhibitions and present artworks, and also how they conserve and promote exhibitions, are key aspects of the study.

**Unit 1: Explore, expand and investigate**

**Unit 2: Understand, develop and resolve**

**Unit 3: Collect, extend and connect**

**Unit 4: Consolidate, present and conserve**

## **Media Units 1 - 4**

The media is ubiquitous. Media is deeply embedded within life and culture at a local, national and global level. It entertains, teaches, informs and shapes audiences' perception of their lives and the world in which they live.

Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories, narratives are constructed that engage, and are read by, audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever-increasing technological sophistication, ease and speed to engage audiences.

The context of media shapes both production and the audiences' reading. Contextual influences such as time, place, culture, societal attitudes and values may be reflected explicitly and implicitly in media products. Audiences also read and consume media through this contextual lens. The relationship between media and audience is complex. Students will interrogate notions of influence, power, audience, agency and the role that media plays in shaping views and values.

**Unit 1: Media forms, representations and Australian stories**

**Unit 2: Narrative across media forms**

**Unit 3: Media narratives and pre-production**

**Unit 4: Media production and issues in the media**

## **Visual Communication Design Units 1 - 4**

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

**Unit 1: Finding, reframing and resolving design problems**

**Unit 2: Design contexts and connections**

**Unit 3: Visual communication in design practice**

**Unit 4: Delivering design solutions**



## **Vocational Major**

**Contact Person:** Mrs Deanna Carr <[carrd@bmg.vic.edu.au](mailto:carrd@bmg.vic.edu.au)>

### **Literacy Units 1 - 4**

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Texts are drawn from a wide range of contexts and are focused on participating in the workplace and community. Further to this, texts are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions (such as emails), and workplace texts from increasingly complex and unfamiliar settings.

### **Numeracy Units 1 - 4**

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

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

### **Personal Development Skills Units 3 - 4**

Personal Development Units 3 and 4 considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. These skills and acquired knowledge is then applied in Unit 4 which focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project.

### **Work Related Skills Unit 3 - 4**

VCE Vocational Major Work Related Skills (WRS) develops students understanding to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. Students will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.



Doctrina Vitae

# Bacchus Marsh Grammar

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