



SOUTHERN CROSS
GRAMMAR



Year 11 and Year 12 Handbook 2019

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Introduction

Senior School is a very important time for students' lives as they start planning for life beyond school. It is a time to consider pathways they may wish to pursue, subjects they may wish to study and other interest they may have. There are so many opportunities on offer, these decisions can be confronting for some, particularly if they do not really know in which direction they want to head beyond Year 12.

In addition to providing information about the programs for 2019, this Handbook outlines the way the VCE (Victorian Certificate of Education) is administered at Southern Cross Grammar and provides information on the subjects (studies) available for the senior students.

Parents/Carers and students are encouraged to read this Handbook carefully, so they can become more informed and ensure they have an understanding of the policies pertaining to the VCE, VCAA and Southern Cross Grammar.

Year 11 and 12 can be challenging for many students, so the school will endeavour to provide as much support and encouragement as possible together with their families as we guide them through their final years of school.

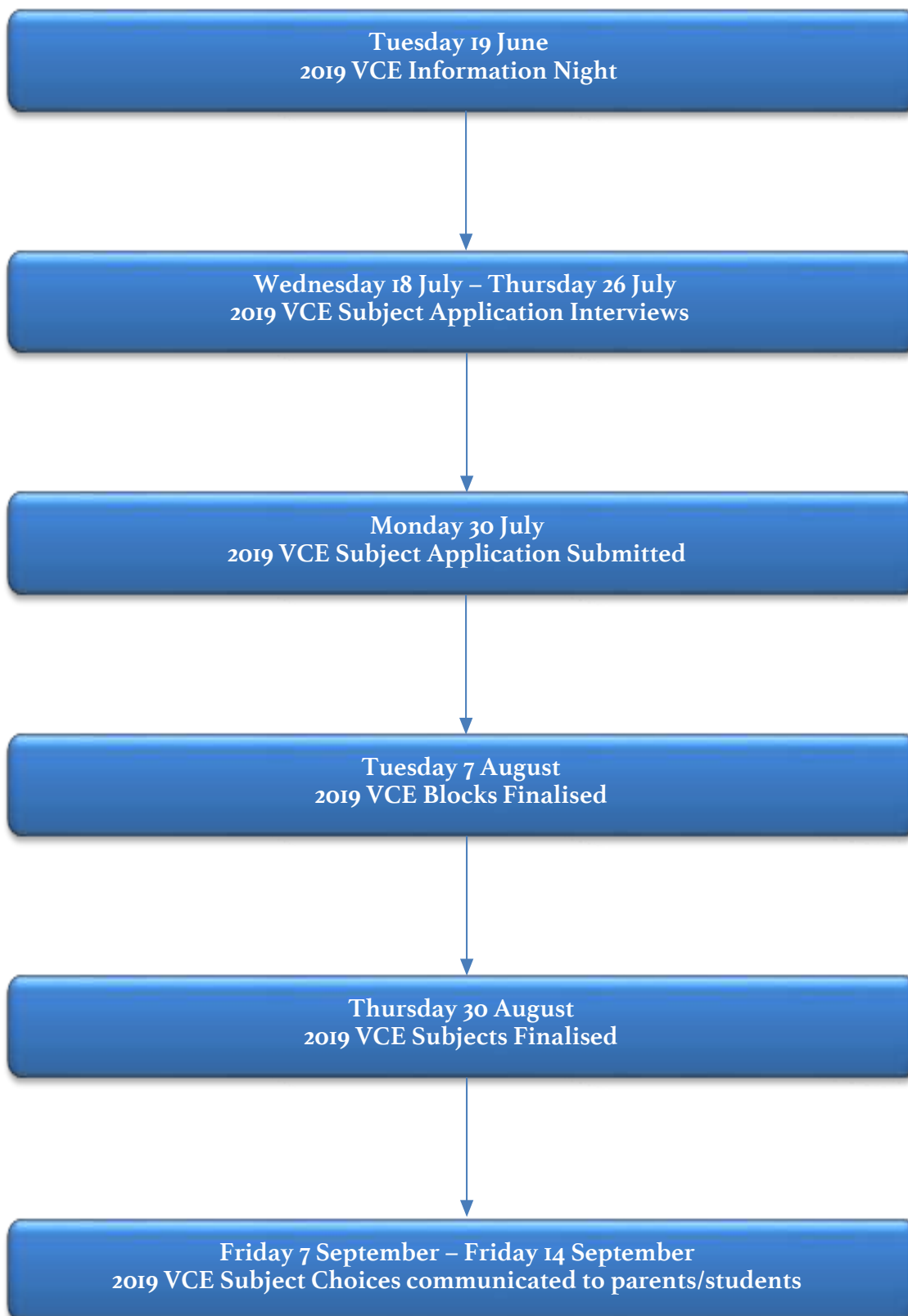
However, while undertaking senior school studies, there is the expectation that students will:

- Be organised
- Be prepared for all classes
- Maintain 80% attendance for all subjects
- Not interfere with the learning of their peers, in formal classes or in Private Study Periods
- Complete all tasks to the best of their ability
- Be focused and engaged in class.

Senior School students should endeavour to focus on these areas in the second half of the year to help provide a solid foundation for their Year 12. They are also encouraged to talk to their teachers, have discussions with the Pathways Coordinator and do their own research as they go through this decision-making process. I wish them all the best as they embark on this very exciting journey.

Ms Julie Baud
Deputy Principal
Head of Teaching and Learning

Year 11 Subject Application Process

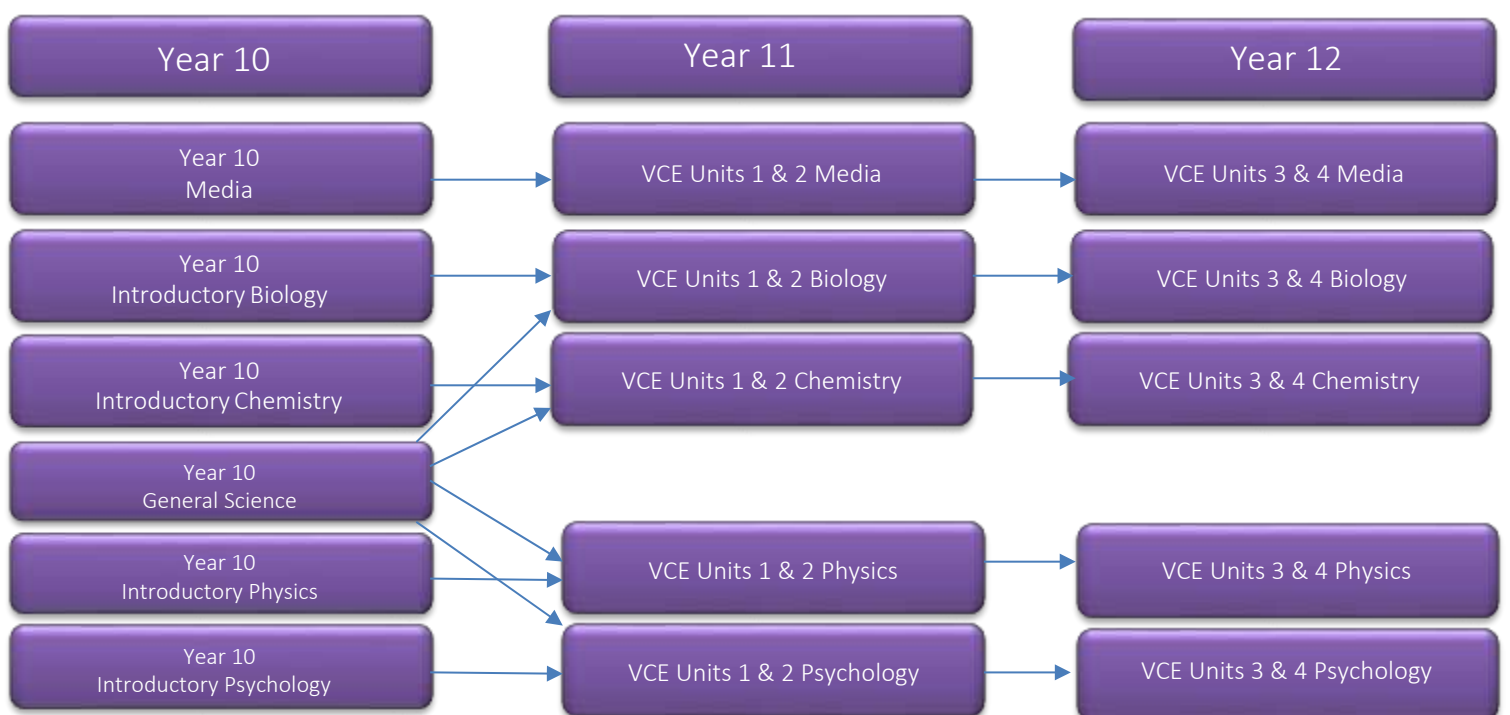
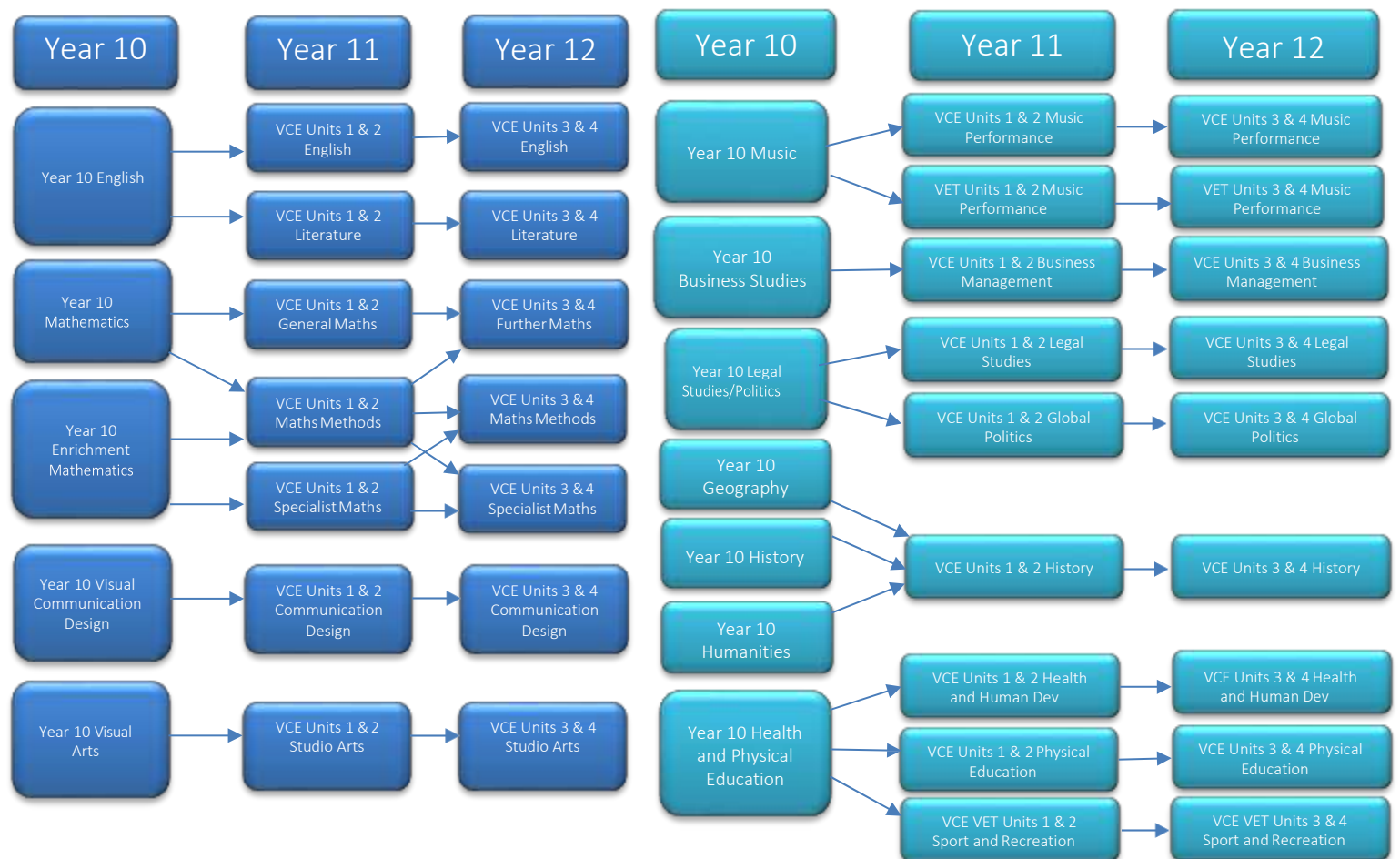


Year 11 and Year 12 Studies (Subjects)

Below is a list of the Year 11 and Year 12 studies students will be able to apply for in 2019.

Year 11 Study (Subject) - Units 1 & 2	Year 12 Study (Subject) - Units 3 & 4
Accounting	Accounting
Biology	Biology
Business Management	Business Management
Chemistry	Chemistry
Computing	Computing
English	English
General Mathematics	General Mathematics
Global Politics	Health and Human Development
Health and Human Development	History – Revolutions
History – Global Empires	Legal Studies
Legal Studies	Literature
Literature	Mathematical Methods
Mathematical Methods	Media
Media	Music Performance
Music Performance	Physical Education
Physical Education	Physics
Physics	Psychology
Psychology	Studio Art
Specialist Mathematics	VET Applied Language – Chinese
Studio Art	VET Music – Performance
VET Applied Languages – Chinese	VET Music – Sound Production
VET Music – Performance	VET Sport and Recreation
VET Music – Sound Production	Visual Communication Design
VET Sport and Recreation	
Visual Communication Design	

Year 10 Pathways into The Senior School



Victorian Certificate of Education (VCE) Studies (Subjects)

Each VCE subject (study) is divided into four units: Units 1, 2, 3 and 4. Once a student has selected Unit 3 of a particular study, he/she must also select Unit 4.

Each VCE subject is designed to provide a two-year program. Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard and Unit 3 and Unit 4 level are benchmarked to a Year 12 standard.

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.

VCE at Southern Cross Grammar: Selecting Senior School Subjects (Studies)

At Southern Cross Grammar Year 11 students will enrol in 6 studies and Year 12 students will enrol in 5 studies.

When choosing VCE studies, students should consider their:

- Interests
- Strengths
- The prerequisites for particular tertiary courses
- Possible career paths
- Qualifications required for those careers

Students and their parents will be supported through the selection process via Information Evenings, meetings and interviews.

It is also recommended students consult the Pathways Coordinator, Mr Paolo Familiar, and the 'VTAC Pre-requisite and Course Explorer' at www.vtac.edu.au using 'the year of intended

Tertiary study' to find out information regarding pre-requisites for tertiary courses. Other information can be gained through attending the university Open Days and from the tertiary institutions' web-sites.

Selecting a VCE Study (Subject)

With each VCE study or subject divided into Units 1, 2, 3 and 4, students generally enter studies at the commencement of Unit 1. Occasionally a student will pick up a Unit 3/4 study when in Year 12.

As 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.

There are a number of studies where, should a student have not studied and successfully completed a particular sequence of Units 1-2, entry to Unit 3 will generally be not be allowed, as students will not have sufficient grounding to “satisfactorily” complete Units 3 and 4. These studies include:

- Chemistry
- Mathematical Methods
- Music Performance
- Physics
- Specialist Mathematics

Important notes regarding Mathematics:

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

At Southern Cross Grammar, the Mathematics teachers will recommend VCE pathways for students on the basis of their results. Other considerations will include a student’s application to his/her Mathematics studies and the level of Mathematics required for possible future pathways.

Mathematics is not compulsory in Year 11 and 12, however, students are encouraged to study 1/2 General Mathematics in Year 11, otherwise they can limit their future tertiary options.

Vocational Education and Training (VET)

VET allows students to include vocational studies within their Senior Secondary Certificate through undertaking nationally recognised training packages.

Students who complete all or part of a nationally recognised VET qualification may receive credit towards their VCE and a contribution towards their ATAR.

The following VET programs will be delivered on-site at Southern Cross Grammar in 2019:

- VET Applied Languages: Chinese
- VET Music: Performance and Sound Production
- VET Sport and Recreation

For students to be awarded a VET Certificate, they must successfully complete all units of competency contained within the course.

Students who do not successfully complete all units of competency may still be eligible to receive a Study Score used in the calculation of an ATAR.

It is generally not possible to change into off-site VET courses after their starting date at the beginning of the year, due to external provider constraints.

Offsite VET courses will be available to students enrolled in a special program negotiated through discussions with the appropriate senior staff including the Deputy Principal – Head of Senior School, Deputy Principal – Head of Teaching and Learning and the Pathways Coordinator.

There will be a cost associated with enrolment in such courses; the amount dependent on the type of program.

Southern Cross Grammar Promotion Policy

Southern Cross Grammar offers a range of studies (subjects) at Year 11 and 12 to cater for the diverse interests and abilities of our students.

Students enrolled in Unit 1/2 studies are required to meet certain standards in order to be allowed to enrol in Units 3 and 4 of that study the following year.

Students may not be permitted to continue into Unit 2 if a “Not Satisfactory” (N) is achieved in Unit 1 and if their level of achievement is lower than expected. In this situation parents/carers will:

- receive a letter early in Semester 2 informing them of the schools’ concerns.
- be required to attend a meeting to discuss the concerns.
- receive a follow up letter midway through Term 3 informing them of the school’s recommendation re enrolment in Units 3 and 4 the following year

When decisions are made the criteria set out below are considered. The student’s:

- Academic performance
- Level of achievement in the assessment tasks
- Attendance for that unit
- Commitment and interest in the subject
- Maturity

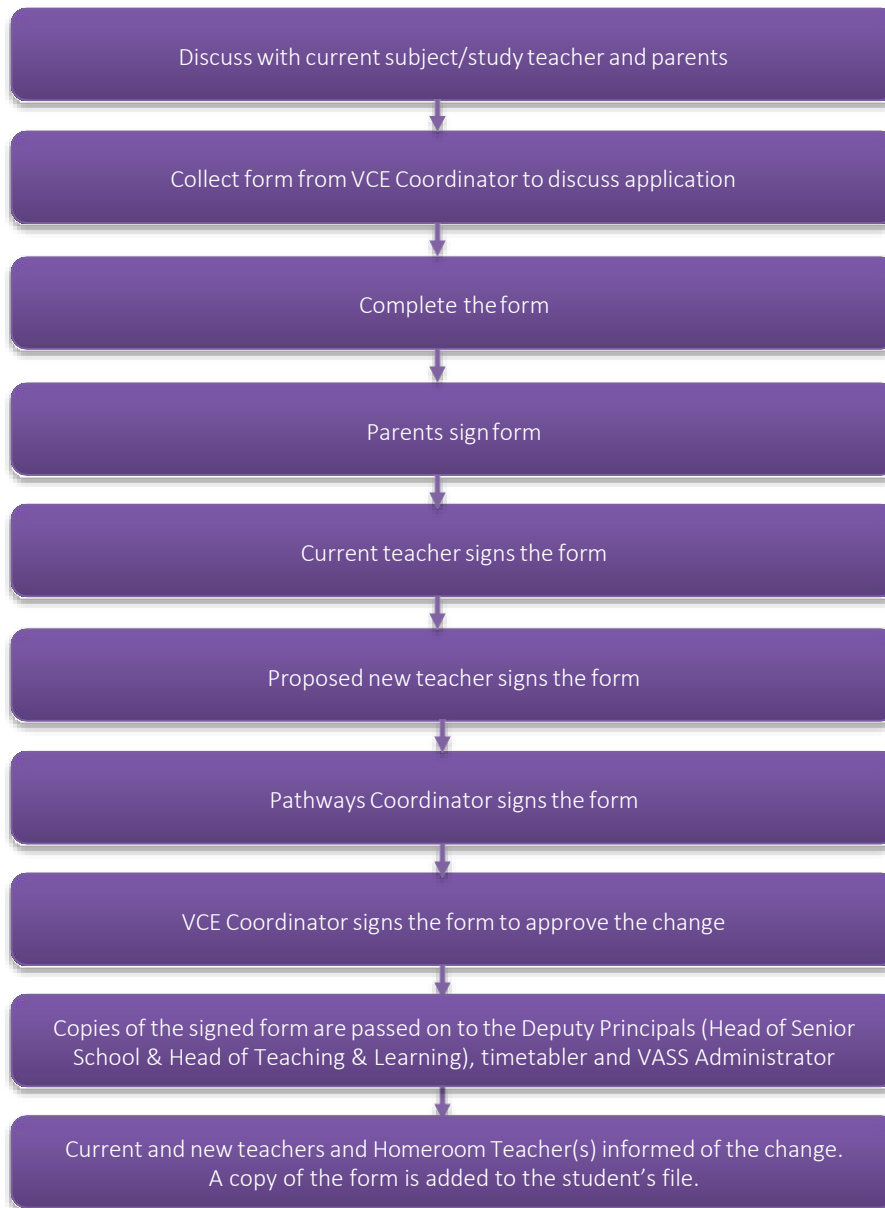
Application Process to Change Subjects

Students wishing to apply to change a subject should collect an “Application to Change Subject Form from the VCE Coordinator after discussing their plans with the Subject Teacher and the Pathways Coordinator. Applications will be reviewed by the VCE Coordinator and/or Deputy Principal - Head of Teaching and Learning.

Students will not be able to change subjects (studies) until the form is completed and signed by their parents and all of the relevant staff, as indicated on the form.

As the timetable and staffing arrangements are made based on subject applications midway through the previous year, applications to make changes are not necessarily automatically approved.

Application Process to Change Subjects





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Year II Studies (Subjects)

Year 11 Studies (Subjects) Staff Contacts

Students should speak with the following teachers to learn more about the Year 11 subjects.

Year 11 Study (Subject) - Units 1 & 2	Staff Member
Accounting	Ms Sophie Macreadie
Biology	Ms Deepti Rojiwadiya
Business Management	Mr Paolo Familari
Chemistry	Ms Trish Vu
Computing	Ms Judith Gowdy
Drama	Mr Lincoln Busby
English	Ms Ally Richards
General Mathematics	Ms Trish Vu
Global Politics	Ms Jacqui Filonenko
Health and Human Development	Ms Lauren Smith
History – Global Empires	Ms Lydia Brkic
Legal Studies	Ms Ally Richards
Literature	Ms Rebecca Boulton
Mathematical Methods	Ms Trish Vu
Media	Mr Lincoln Busby
Music Performance	Mr Robert Graham
Physical Education	Mr Joe Hedditch
Physics	Mr Rajnesh Ram
Psychology	Ms Lauren Smith
Specialist Mathematics	Mr Tarik Kendjer
Studio Art	Ms Cynthia Drossinis
VET Applied Languages – Chinese	Ms Stella Wang
VET Music	Mr Robert Graham
VET Sport and Recreation	Mr Michael Pell
Visual Communication Design	Ms Cynthia Drossinis

Accounting

Unit 1

Students explore the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders.

Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors

Unit 2

Students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.

Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.

They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Pathways include: VCE Units 3 and 4 Accounting
Staff member: Ms Sophie Macreadi

Biology

Unit 1

- 1) How do organisms function? Students examine the structure and functioning of cells and how the plasma membrane contributes to survival by controlling the movement of substances into and out of the cell.
- 2) How do living systems sustain life? Students examine the structural, physiological and behavioral adaptations of a range of organisms that enable them to survive in a particular habitat and to maintain a viable population size over time. Students consider the distinction between the external and internal environment of an organism and examine how homeostatic mechanisms maintain the internal environment.
- 3) Practical Investigation Students design and conduct a practical investigation into the survival of an individual or a species. The investigation requires the student to develop a question, plan a course of action to answer the question, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

Unit 2

- 1) How does reproduction maintain the continuity of life? How does reproduction maintain the continuity of life? In this area of study students consider the need for the cells of multicellular organisms to multiply for growth, repair and replacement. They examine the main events of the cell cycle in prokaryotic and eukaryotic cells.
- 2) How is inheritance explained? Students build on their understanding of the nature of genes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses. They gain an understanding that a characteristic or trait can be due solely to one gene and its alleles, or due to many genes acting together, or is the outcome of genes interacting with external environmental or epigenetic factors. Students to consider the social and ethical implications of genetic applications in society including genetic screening and decision making regarding the inheritance of autosomal and sex-linked conditions.
- 3) The increasing uses and applications of genetics knowledge and reproductive science in society both provide benefits for individuals and populations and raise social, economic, legal and ethical questions. Students apply their knowledge and skills to investigate an issue involving reproduction and/or inheritance.

Pathways include: VCE Units 3 and 4

Biology Staff member: Ms Deepti Rojiwadiya

Business Management

Unit 1

Students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. In Area of Study Students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge.

Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business. Students explore the factors within the internal environment and consider how planning decisions may have an effect on the ultimate success of a business.

Unit 2

This unit focuses on the establishment phase of a business's life. Students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Pathways Include: VCE Units 3 and 4 Business Management

Staff member: Mr Paolo Familiari

Computing

Unit 1

Students analyse online data and produce an infographic, they design a network solution in response to a design brief and work collaboratively to research a contemporary issue and produce a website in response.

Unit 2

Students produce a folio of programming solutions in response to a set of design briefs, analyse set of given data and produce a range of data visualisations and produce a database solution to manage a set of data collected by the student.

Pathways include: VCE Units 3 and 4 Computing – Software Development

Staff member: Ms Judith Gowdy

Chemistry

Unit 1

How can knowledge of elements explain properties of matter?

In this area of study students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. They review how the model of the atom has changed over time and consider how spectral evidence led to the Bohr model and subsequently to the Schrödinger model. Students examine the periodic table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. In this context students explore patterns and trends of, and relationships between, elements with reference to properties of the elements including their chemical reactivity.

How can the versatility of non-metals be explained?

In this area of study students explore a wide range of substances and materials made from non-metals including molecular substances, covalent lattices, carbon nanomaterials, organic compounds and polymers.

Research Investigation

In this area of study students apply and extend their knowledge and skills developed in Area of Study 1 and/or Area of Study 2 to investigate a selected question related to materials. They apply critical and creative thinking skills, science inquiry skills and communication skills to conduct and present the findings of an independent investigation into one aspect of the discoveries and research that have underpinned the development, use and modification of useful materials or chemicals.

Chemistry

Unit 2

How do substances interact with water?

In this area of study students focus on the properties of water and the reactions that take place in water including acid-base and redox reactions. Students relate the properties of water to the water molecule's structure, polarity and bonding.

How are substances in water measured and analysed?

In this area of study students focus on the use of analytical techniques, both in the laboratory and in the field, to measure the solubility and concentrations of solutes in water, and to analyse water samples for various solutes including chemical contaminants.

Practical Investigation

Substances that are dissolved in water supplies may be beneficial or harmful, and sometimes toxic, to humans and other living organisms. They may also form coatings on, or corrode, water pipes. In this area of study students design and conduct a practical investigation into an aspect of water quality. The investigation relates to knowledge and skills developed in Area of Study 1 and/or Area of Study 2 and is conducted by the student through laboratory work and/or fieldwork.

Pathways include: VCE Units 3 and 4 Chemistry

Staff member: Ms Trish Vu

Literature

Unit 1

Reading practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. They develop an awareness of initial readings of texts against more considered and complex response to texts.

Ideas and concerns in texts

In this area of study students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed.

Unit 2

The text, the reader and their contexts

In this area of study students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.

Exploring connections between texts

In this area of study students focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. Students consider how the reading of a text can change according to the form of the text and its context. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

Pathways Include: VCE Units 3 and 4 Literature

Staff member: Ms Rebecca Boulton

Global Politics

Unit 1

Students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media. All these forms of participation in Australian democracy influence the political agenda. This unit is contemporary in focus and students use examples and case studies from within the last 10 years.

Unit 2

Students are introduced to the global community and the global actors that are part of this community. In Area of Study 1 students explore the myriad ways lives have been affected by the increased interconnectedness – the global links – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which global actors cooperate and share visions and goals as part of the global community. They investigate the ability of the global community to manage areas of global cooperation and to respond to issues of global conflict and instability.

Pathways Include: VCE Units 3 and 4 Global Politics

Staff member: Ms Jacqui Filonenko

Health and Human Development

Unit 1

Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2

Students examine the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours. Students consider perceptions of what it means to be a youth and an adult and investigate the expected physical and social changes. They inquire into factors that influence both the transition from youth to adulthood and later health status.

They consider the characteristics of respectful, healthy relationships. Students examine parenthood as a potential transition in life. With a focus on the influence of parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Health and wellbeing is considered as an intergenerational concept (that is, the health and wellbeing of one generation affects the next).

*Pathways include: VCE Units 3 and 4 Health and Human Development
Staff member: Ms Lauren Smith*

History – Global Empire

Unit 1

This unit examines how the Portuguese, Spanish, French, British and Dutch empires harnessed new ideas and technologies to usurp the power of the established empires of Venice, China and the Ottoman Empire, thus entrenching their ideas and influence across the globe from 1400- 1775. Students examine the reasons for voyages of exploration mounted by European empires in the Early Modern period, the impact of these voyages on the expansion of empires and how new ideas of this period challenged old certainties.

Students answer questions such as:

Why did the Age of Exploration occur? How did exploration assist in the spread of empires? What values and motivations underpinned the new global empires? How did new ideas challenge traditional beliefs? How did science and technology change daily life? How did empires harness new theories and discoveries?

Unit 2

In this unit students explore the operation of European colonies and the challenges they faced from within and without. Students investigate how and why new colonies were established by European empires and the significance of new global systems of exchange. They explore how Early Modern imperialism expressed itself in a variety of strategic, commercial, religious and cultural ways, studying in depth at least one European colony in the Americas, Africa or the Caribbean. Students also investigate the difficulties faced by colonial powers and their effectiveness at dealing with these challenges.

Students answer questions such as:

How and why were colonies established? How did they operate? What new systems of exchange emerged and whom did they benefit? How did life change through exchanges between Europe and its colonies? How did indigenous peoples resist colonisation? To what extent did settler societies obey the mother country? How did colonial interests clash? How had global power relations changed by the end of the Early Modern era?

Pathways Include: VCE Units 3 and 4 History – Revolutions

Staff member: Ms Lydia Brkic

Legal Studies

Unit 1

Students examine the need for laws in society. They investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law-making.

Unit 2

Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

Pathways include: VCE Units 3 and 4 Legal Studies

Staff member: Ms Ally Richards

General Mathematics

Units 1 and 2

General Mathematics Units 1 & 2 is intended particularly to prepare students for Further Mathematics Units 3 & 4. The learning is designed to promote students' awareness of the importance of mathematics in everyday life and increases students' confidence in making effective use of mathematical ideas, apply techniques, routines and processes.

General Mathematics Unit 1 & 2 build on students' understanding of linear algebra, statistics, matrices, financial modelling, geometry and measurement. Technology is used throughout each unit to support and develop skills understanding with learning emphasis placed on the application of key skills and analysis in both practical and theoretical situations that range from well-defined and familiar to open-ended and unfamiliar.

Pathways include: VCE Units 3 and 4 Further Mathematics

Staff member: Ms Trish Vu

Mathematical Methods

Unit 1 and Unit 2

Mathematical Methods Units 1 & 2 is an in-depth and integrated course of study, designed for students with strong algebraic and numeric skills. The course provides an introductory study of functions, algebra, calculus, probability and statistics and students explore a wide range of graphical models and their associated algebra in a variety of practical and theoretical contexts. Technology is used throughout each unit to support and develop key skills and understanding.

Pathways include: VCE Units 3 and 4 Mathematical Methods

Staff member: Ms Trish Vu

Specialist Mathematics

Units 1 and 2

Specialist Mathematics Units 1 & 2 is an enriched course for able mathematical students which builds on the mathematical foundations of algebra, number, statistics and geometry. Students are introduced to advanced mathematical theories such as imaginary numbers, vectors in the plane, numerical and geometric proofs, logic, random sample design and kinematics with the focus being on developing students' developing mathematical structure and reasoning.

As many topics covered in Specialist Mathematics Units 1 & 2 are extension and enrichment of Mathematical Methods Units 1 & 2, these two subjects can be study in conjunction.

Pathways include: VCE Units 3 and 4 Specialist Mathematics

Staff member: Mr Tarik Kendjer

Media

Unit 1

Students focus on an analysis of media representations and how such representations depict, for example, events, people, places, organisations and ideas.

They produce representations in two or more media forms. Students analyse how the application of the different media technologies affects the meanings that can be created in the representations.

Students explore the emergence of new media technologies. The impact and implications of new media technologies are considered in the context of the capabilities of the technologies, their relationship with existing media and how they provide alternative means of creation, distribution and consumption of media products.

Unit 2

This area of study focuses on media production undertaken by students within a collaborative context and the student's explanation of the process. Students focus on national, international and global media industry issues, and the developments in the media industry and their impact on media production stages, and specialist roles within these stages.

In this area of study students analyse Australian media organisations within a social, industrial and global framework.

Pathways include: VCE Units 3 and 4 Media

Staff member: Mr Lincoln Busby

Music Performance

Unit 1 and 2

Students develop their skills and knowledge in performance, composition and music language. They prepare, rehearse and perform a cohesive program of selected works in a solo and ensemble setting and refine technical skills which address identified areas of improvement and challenges within their program. They develop knowledge of written and aural music language and describe the features of pre-recorded music in a range of genres and cultures consists of school assessed coursework only.

Pathways include: VET Units 3 and 4 Music Performance

Staff member: Mr Robert Graham

Physical Education

Unit 1

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2

Develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Pathways include: VCE Units 3 and 4 Physical Education

Staff member: Mr Joseph Hedditch

Psychology

Unit 1

How does the brain function?

Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour. Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us.

What influences psychological development?

The psychological development of an individual involves complex interactions between biological, psychological and social factors. Students explore how these factors influence different aspects of a person's psychological development.

Student-directed research investigation

Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development. Students analyse the scientific evidence that underpins the research in response to a question of interest.

Unit 2

What influences a person's perception of the world?

Human perception of internal and external stimuli is influenced by a variety of biological, psychological and social factors. Students explore two aspects of human perception – vision and taste – and analyse the relationship between sensation and perception of stimuli.

How are people influenced to behave in particular ways?

A person's social cognition and behaviour influence the way they view themselves and the way they relate to others. Students explore the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups. They consider how these factors can be used to explain the cause and dynamics of particular individual and group behaviours, including attitude formation, prejudice, discrimination, helping behaviour and bullying.

Student-directed practical investigation

Students design and conduct a practical investigation related to external influences on behaviour, requiring the student to develop a question and plan a course of action to answer it, undertake an investigation to collect the appropriate primary qualitative and/or quantitative data, organise and interpret the data and reach a conclusion in response to the question.

Pathways include: VCE Units 3 and 4 Psychology

Staff member: Ms Lauren Smith

Studio Art

Unit 1

Researching and recording ideas

This area of study students focus on researching and recording art ideas that are documented in a selected form. They begin to develop an understanding of studio practice. Students develop ideas and identify sources of inspiration to be used as starting points for exploring materials and techniques. Their exploratory and developmental work is progressively documented in a visual diary, which identifies and organises written and visual materials. Students research sources of inspiration as starting points, including the exploration of ideas, art forms, materials, techniques, aesthetic qualities and subject matter. They progress their studio practice through reflection and the development of their visual language, documented in a visual diary.

Studio practice

This area of study students learn about studio practice and focus on the use of materials and techniques in the production of at least one artwork. Students explore a range of materials and techniques. They develop skills and learn to safely manipulate particular characteristics and properties of materials. They investigate the way various visual effects and aesthetic qualities can be created in artworks. They explore subject matter to convey individual ideas through the use of materials and techniques in a range of art forms. To consolidate the knowledge gained, students undertake a process of reflection and evaluation in written and visual form that is progressively recorded in a visual diary.

Interpreting art ideas and use of materials and techniques

This area of study students focus on the way artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks. The work of artists from different times and cultures is studied to gain a broader understanding of how artworks are conceived, produced and exhibited. Students discuss the way artists have used materials and techniques, and interpreted ideas and sources of inspiration in producing artworks. Students research a range of resources to support the identification and discussion of materials and techniques appropriate to artists' work

Studio Art

Unit 2

Exploration of studio practice and development of artworks

This area of study students focus on developing artworks through an individual studio process based on visual research and inquiry. In developing an individual studio process, students learn to explore ideas, sources of inspiration, materials and techniques in a selected art form, which is documented in an individual exploration proposal. Students respond to stimulus to generate ideas related to their context. They experiment with materials and techniques and apply them to a selected art form. Students learn to generate a range of potential directions in the studio process around which an artwork can be developed. Students analyse and evaluate these in a visual diary before the production of the artwork.

Ideas and styles in artworks

This area of study students focus on the analysis of historical and contemporary artworks. Artworks by at least two artists from different times and cultures are analysed to understand how art elements and art principles are used to communicate artists' ideas, and to create aesthetic qualities and identifiable styles. Students develop an understanding of the use of other artists' works in the making of new artworks, which may include the ideas and issues associated with appropriation such as copyright and artists' moral rights.

Pathways include: VCE Units 3 and 4 Studio Art

Staff member: Ms Cynthia Drossinis

VET Applied Languages – Chinese

Unit 1 and 2

The VCE VET Applied Language program aims to provide participants with the language skills and cultural knowledge to enable them to communicate in social and workplace situations in a language other than English (LOTE). It also enables participants to gain a recognised credential and to make an informed choice of vocation or career path.

For the VCE VET Applied Language programs, the identified units of competency have been grouped to form Units 1 and 2 and a Units 3 and 4 sequence for VCE recognition purposes.

Pathways include: VET Units 3 and 4 Applied Languages – Chinese
Staff member: Mr Stella Wang

VET Music

Unit 1 and 2

Music Industry – Performance

In units 1-2 VET Music Industry - Performance, students develop and apply a broad range of knowledge and skills relevant to work contexts within the music industry. They prepare performances in an ensemble setting and create their own original compositions. Students develop their understanding of stylistic and musical features in a range of genres and use this knowledge to enhance their own music making. They learn about Occupational Health and Safety and Copyright legislations and demonstrate a range industry operations such as contract negotiation, industry research and project management.

At the successful completion of units 1-4, students are awarded a nationally recognised qualification.

Unit 1 and 2

Music Industry – Sound Production

In units 1-2 VET Music Industry – Sound Production, students develop and apply a broad range of knowledge and skills relevant to work contexts within the music industry. They assemble and operate audio equipment and use digital audio workstations to edit music in a studio environment. Students develop their understanding of the stylistic and musical features in a range of genres and use this knowledge to plan and record a music demo. They learn about Occupational Health and Safety and Copyright legislations and demonstrate a range industry operations such as contract negotiation, industry research and project management.

At the successful completion of units 1-4, students are awarded a nationally recognised qualification.

Pathways include: VET Units 3 and 4 Music Performance/Sound Production
Staff member: Mr Robert Graham

VET Sport and Recreation

Unit 1

The certificate in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry.

Students can choose from a range of electives to create a program of their choice. Units include teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention.

Unit 2

Students work through the following topics; Providing First Aid and Respond to Emergency Situations. Throughout each of these units students were shown a practical and theory based approach and how best to incorporate these skills into the sports industry.

Students come away with a Level 1 First Aid certificate from this. The program in Sport and Recreation will assist students in pursuing a career in the sport and recreation industry through vocational or higher education pathways in areas such as facilitating sport and recreation programs, maintaining grounds and facilities and working in the service industry in locations such as recreation and fitness centres, outdoor sporting grounds or aquatic centres.

*Pathways include: VET Units 3 and 4 Sport and Recreation
Staff member: Mr Michael Pell*

Visual Communication Design

Unit 1

Drawing As a Means of Communication

This area of study focuses on the development of visual language and design thinking skills. Through observational drawing students consider reasons for the choices designers make regarding the aesthetics, appearance and function of objects/structures.

Design Elements and Design Principles

Students experiment with these elements and principles when using freehand and image generation methods such as photography, digital photography, printmaking and collage to visualise ideas and concepts.

Visual Communication Design in Context

Historical and cultural practices and the values and interests of different societies influence innovation in visual communication designs. Through a case study approach, students explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices.

Unit 2

Technical Drawing in Context.

Drawings present information and ideas associated with a specific design field. One of the following design fields is selected for detailed study:

- Environmental design or
- Industrial / product design.

Within the environmental design field, students can focus on a specific area such as architectural, interior or landscape design. Within the industrial design field, students can focus on a specific area such as appliances/homewares, packaging, tools and transport.

Type and Imagery

Within the field of communication design, students can focus on areas such as graphic design, packaging/surface design and brand identity. They consider historical and contemporary factors that have influenced the style and layout of print and screen-based presentation formats.

Applying the Design Process.

This area of study focuses on the application of specific stages of the design process to organise thinking about approaches to solving design problems and presenting ideas.

Pathways include: VCE Units 3 and 4 Visual Communication Design

Staff Member: Ms Cynthia Drossin

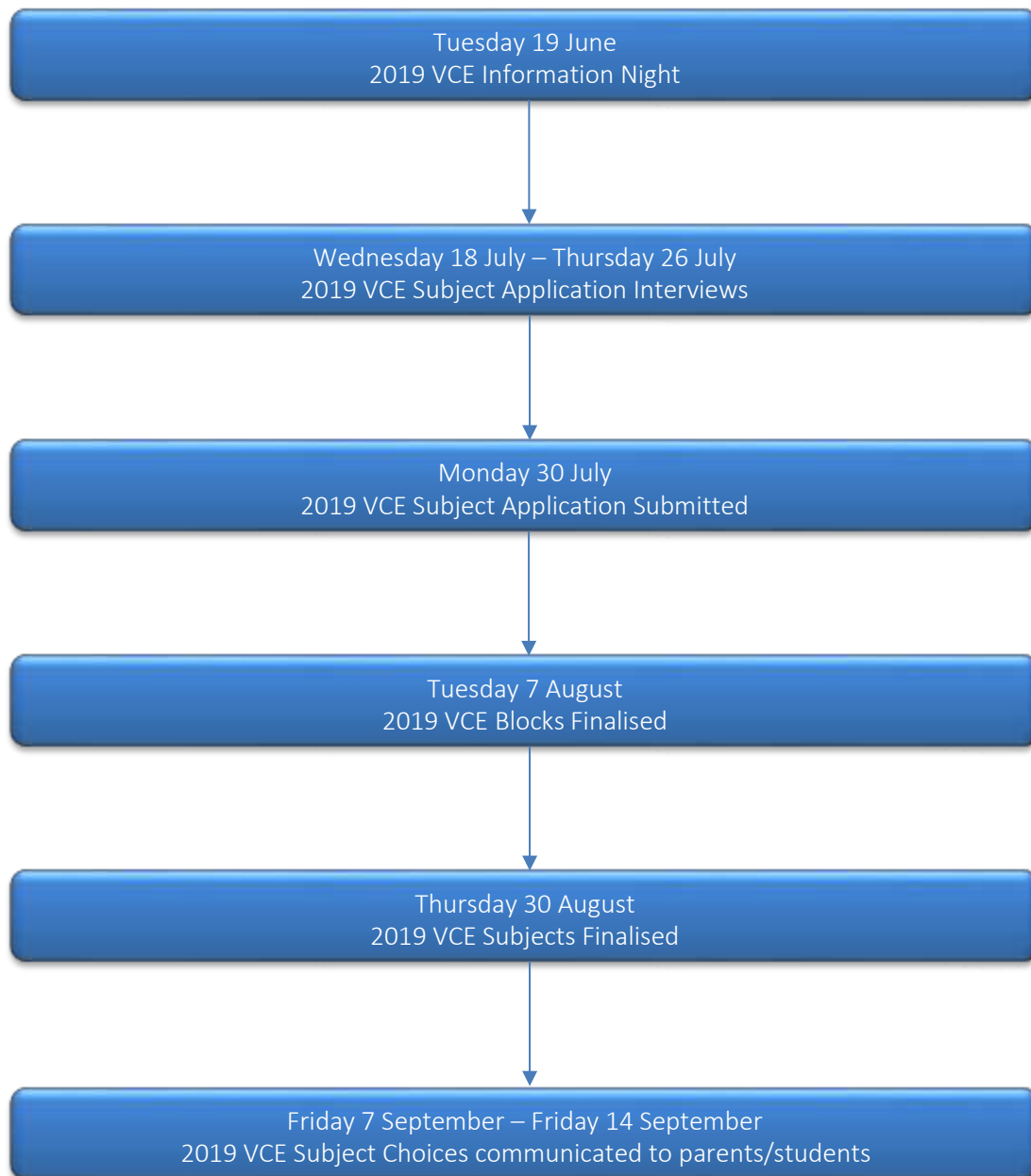


SOUTHERN CROSS
GRAMMAR



Year 12 Studies (Subjects)

Year 12 Subject Application Process



Year 12 Studies (Subjects) Staff Contacts

Students should speak with the following teachers to learn more about the Year 12 subjects

Year 12 Study (Subject) - Units 3 & 4	Staff Member
Accounting	Ms Sophie Macreadie
Biology	Ms Deepti Rojiwadiya
Business Management	Mr Paolo Familiar
Chemistry	Ms Angie Atal Carreon
Computing	Ms Judith Gowdy
English	Ms Ally Richards
General Mathematics	Ms Trish Vu
Health and Human Development	Ms Lauren Smith
History – Revolutions	Ms Lydia Brkic
Legal Studies	Ms Ally Richards
Literature	Ms Rebecca Boulton
Mathematical Methods	Ms Trish Vu
Media	Mr Lincoln Busby
Music Performance	Mr Robert Graham
Physical Education	Mr Joe Hedditch
Physics	Mr Rajnesh Ram
Psychology	Ms Lauren Smith
Studio Art	Ms Cynthia Drossinis
VET Applied Languages – Chinese	Ms Stella Wang
VET Music	Mr Robert Graham
VET Sport and Recreation	Mr Michael Pell
Visual Communication Design	Ms Cynthia Drossinis

Accounting

Unit 3

Focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is also used.

Unit 4

Provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Career Pathways include: Manager in Human Resources, Finance or Banking, Insurance, Taxation Agent and Accountant

Staff member: Mr Sophie Macreadie

Biology

Unit 3

1) How Do Cellular Processes Work?

In this area of study students focus on the cell as a complex chemical system. They examine the chemical nature of the plasma membrane to compare how hydrophilic and hydrophobic substances move across it. They model the formation of DNA and proteins from their respective subunits. The expression of the information encoded in a sequence of DNA to form a protein is explored and the nature of the genetic code outlined. Students use the lac operon to explain prokaryotic gene regulation in terms of the 'switching on' and 'switching off' of genes.

2) How Do Cells Communicate?

In this area of study students focus on how cells receive specific signals that elicit a particular response. Students apply the stimulus-response model to the cell in terms of the types of signals, the position of receptors, and the transduction of the information across the cell to an effector that then initiates a response. Students examine unique molecules called antigens and how they elicit an immune response, the nature of immunity and the role of vaccinations in providing immunity. They explain how malfunctions in signaling pathways cause various disorders in the human population and how new technologies assist in managing such disorders.

Unit 4

3) How are Species Related?

In this area of study students focus on changes to genetic material over time and the evidence for biological evolution. They investigate how changes to genetic material lead to new species through the process of natural selection as a mechanism for evolution. Students examine how evolutionary biology and the relatedness of species is based upon the accumulation of evidence. They learn how interpretations of evidence can change in the light of new evidence as a result of technological advances, particularly in molecular biology. The human fossil record is explored to identify the major biological and cognitive trends that have led to a complex interrelationship between biology and culture.

4) How Do Humans Impact On Biological Processes?

In this area of study students examine the impact of human culture and technological applications on biological processes. They apply their knowledge of the structure and function of the DNA molecule to examine how molecular tools and techniques can be used to manipulate the molecule for a particular purpose. Students describe gene technologies used to address human issues and consider their social and ethical implications. Scientific knowledge can both challenge and be challenged by society. Students examine biological challenges that illustrate how the reception of scientific knowledge is influenced by social, economic and cultural factors.

Career Pathways include: Environmental Scientist, Marine Biologist, Ecologist, Agricultural Scientist and Veterinarian

Staff member: Ms Deepti Rojiwadiya

Business Management

Unit 3

Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4

Students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Career Pathways include: Manager in Human Resources, Hospitality, Recruitment Consultant and Finance or Banking

Staff member: Mr Paolo Familiarì

Chemistry

Unit 3

1) What are the options for energy production?

In this area of study students focus on analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. Students use the specific heat capacity of water and thermochemical equations to determine the enthalpy changes and quantities of reactants and products involved in the combustion reactions of a range of renewable and non-renewable fuels.

2) How can the yield of a chemical product be optimized?

In this area of study students explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs. Students investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

Unit 4

3) How can the diversity of carbon compounds be explained and categorised?

In this area of study students explore why such a vast range of carbon compounds is possible. They examine the structural features of members of several homologous series of compounds, including some of the simpler structural isomers, and learn how they are represented and named.

4) What is the chemistry of food?

Food contains various organic compounds that are the source of both the energy and the raw materials that the human body needs for growth and repair. In this area of study students explore the importance of food from a chemical perspective. Students study the major components of food with reference to their structures, properties and functions. They examine the hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes, assisted by coenzymes, in the metabolism of food.

5) Practical Investigation

A student-designed or adapted practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across Unit 3 and/or Unit 4. The investigation requires the student to identify an aim, develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical requirements. The student then undertakes an experiment that involves the collection of primary qualitative and/or quantitative data, analyses and evaluates the data, identifies limitations of data and methods, links experimental results to science ideas, reaches a conclusion in response to the question and suggests further investigations which may be undertaken. Findings are communicated in a scientific poster format.

Career Pathways include: Doctor, Surgeon, Medical research Scientist, Physiotherapist and Pharmacist
Staff member: Ms Angie Atal Carreon

Computing

Unit 3

- 1) **Programming practice:** Students interpret given designs and create working modules using a programming language, undertaking the problem-solving activities of coding, testing and documenting.
- 2) **Analysis and Design:** Students construct the framework for the creation of a software solution that meets a need or opportunity determined by individual students.

Unit 4

- 1) **Software Solutions:** Students further develop their computational thinking skills by using the programming language studied in Unit 3 to transform the design they prepared in Unit 3, Outcome 2 into a software solution that meets specific needs or opportunities.
- 2) **Interactions and Impact:** In this area of study students focus on the interactions between information systems that share data and how the performance of one of these systems is dependent on the integrity of the data.

Career Pathways include: Information Technology Officer, Network Analyst, Programmer, Web Designer and Database Administrator

Staff member: Ms Judith Gowdy

English

Unit 3

Reading and creating texts

In this area of study students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts.

Analysing and presenting argument

In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. The texts must have appeared in the media since 1 September of the previous year. Students read and view media texts in a variety of forms, including print, non-print and multimodal, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Unit 4

Reading and creating texts

In this area of study students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.

Analysing and presenting argument

In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. They use their knowledge of argument and persuasive language as a basis for the development of their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year.

Career Pathways include: Teacher, Social Worker, Childcare worker, Journalist, Editor and Writer
Staff member: Ms Ally Richards

Health and Human Development

Unit 3

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

Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

Unit 4

Examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Career Pathways include: Teacher, Social Worker, Nurse, Sports Scientist, Health Educator Staff member: Ms Lauren Smith

History - Revolutions

Unit 3 and Unit 4

Revolutions students investigate the significant historical causes and consequences of political revolution. They understand that revolutions are caused by the interplay of ideas, events, individuals and popular movements, and how their consequences have a profound effect on the political and social structures of the post-revolutionary society.

Students also learn how during a revolution, new order attempts to create political and social change and transformation based on a new ideology. Furthermore, students explore how Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments.

Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

Students will study all of these concepts in relation to two major revolutions: The French Revolution of 1789, and The Russian Revolution of October 1917.

Career Pathways include: Teacher, Researcher, Historian, University Lecturer Staff member: Ms Lydia Brkic

Legal Studies

Unit 3

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

Unit 4

Students explore how the Australian Constitution established the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

Career Pathways include: Lawyer, Accountant, Finance, Banking, Teacher, Manager in Human Resources

Staff member: Ms Ally Richards

Literature

Unit 3

Adaptations and transformations

In this area of study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel.

Creative responses to texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. Students will develop their own understanding of the concerns and attitudes explored.

Unit 4

Literary perspectives

In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the contexts writers choose to explore and the way these are represented in the text/s in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed. Through close attention to two pieces of literary criticism reflecting different perspectives, students develop their own response to a text.

Close analysis

In this area of study students focus on detailed scrutiny of the language, style and construction of texts. Students look at textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed. They develop their interpretations using detailed reference to the text.

Career Pathways include: Teacher, Social Worker, Childcare worker, Journalist, Editor and Screen Writer

Staff member: Ms Rebecca Boulton

Further Mathematics

Unit 3 and Unit 4

Further Mathematics Units 3 and 4 build on the topics studied in General Mathematics Unit 1 and 2. The units consist of two compulsory areas of study: Data Analysis and Recursion and Financial Modelling. Additionally two optional modules are studied, and at SCG, these two modules of study area are: Geometry and Measurement and Matrices.

Throughout each unit, learning is designed to allow students to continue to develop their mathematical understanding to apply, investigate, model and problem solve in a range of contexts. Students practice and apply mathematical processes, solve routine and non-routine problems, design and model real- life situations, analyse data and articulate their understanding and reasoning with and without the use of technology.

Career Pathways include: Teacher, Researcher, Scientist
Staff member: Ms Sophie Macreadie

Mathematical Methods

Units 3 and 4

Mathematical Methods Units 3 & 4 is an extended course with an emphasis on the study of functions and calculus. Mathematical Methods Units 3 & 4 may be studied alone or in conjunction with either Specialist Mathematics Units 3 & 4 or Further Mathematics Units 3 & 4. Throughout the course, students consolidate the topics studied in Mathematical Methods Units 1 & 2 and apply techniques, routines and processes with and without the use of technology, where applicable, to enhance their mathematical reasoning skills and apply these skills appropriately to analytical tasks that are both familiar and abstract.

Career Pathways include: Teacher, Scientist, Engineering, Doctor, Computer Technician
Staff member: Mr Tarik Kendjer

Media

Units 3

Narrative

In this area of study students analyse the narrative organisation of fictional film, television or radio drama texts. They undertake the study of at least two texts in the same media form.

Media Production Skills

This area of study focuses on the development of specific media production skills and technical competencies using media technologies and processes in one or more media forms.

Media Production Design

In this area of study student's focus on the preparation of a production design plan for a media product designed for a specific audience in a selected media form.

Unit 4

Media Process

In this area of study students complete a media product based on a media production design plan completed in Unit 3.

Social Values

In this area of study students focus on the relationship between society's values and media texts. Media representations reflect and mediate ideas from particular economic, social, cultural, political or institutional points of view. Students undertake the study of an identified significant idea, social attitude or discourse located in a range of media texts to critically analyse its representation in the media.

Media Influence

This area of study focuses on an analysis of media influence. Students explore the complexity of the relationship between the media, its audiences and the wider community in terms of the nature and extent of the media's influence. Students examine arguments and evidence arising from a range of historical and contemporary developments that offer a range of perspectives about the nature, characteristics and extent of media influence on individuals and society at large.

Career Pathways include: Journalist, Media Commentator, Public Relations Officer, Editor and Writer
Staff member: Mr Lincoln Busby

Music Performance

Unit 3 and Unit 4

In VCE Music Performance 3-4, students develop their skills and knowledge in performance and music language. Students prepare, rehearse and perform a program of works selected from the VCAA list of prescribed works for their chosen instrument or voice. They refine technical skills which address identified areas of improvement and challenges within their program. They develop knowledge of written and aural music language and describe the features of pre-recorded music in a range of genres and cultures. Assessment in units 3-4 will consist of school assessed coursework, an external written examination and an external performance examination.

Career Pathways include: Professional Musician, Music Composer and/or Arranger, Accompanist, Music Classroom Teacher or Private Tutor, Music Therapist, Music Producer Staff member: Mr Robert Graham

Physical Education

Unit 3

Physical Education introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4

Physical Education students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Career Pathways include: Teacher, Sports Scientist, Health Educator, Youth Worker Staff member: Mr Joseph Hedditch

Physics

Unit 3

How do things move without contact?

In this area of study students examine the similarities and differences between three fields: gravitational, electric and magnetic. Field models are used to explain the motion of objects when there is no apparent contact. Students explore how positions in fields determine the potential energy of an object and the force on an object. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles.

How are fields used to move electrical energy?

The production, distribution and use of electricity has had a major impact on human lifestyles. In this area of study students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore magnetic fields and the transformer as critical to the performance of electrical distribution systems.

How fast can things go?

In this area of study students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond. At very high speeds, however, these laws are insufficient to model motion and Einstein's theory of special relativity provides a better model. Students compare Newton's and Einstein's explanations of motion and evaluate the circumstances in which they can be applied. They explore relationships between force, energy and mass.

Physics

Unit 4

How can waves explain the behaviour of light?

In this area of study students use evidence from experiments to explore wave concepts in a variety of applications. Wave theory has been used to describe transfers of energy, and is important in explaining phenomena including reflection, refraction, interference and polarisation. Do waves need a medium in order to propagate and, if so, what is the medium? Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave. They apply quantitative models to explore how light changes direction, including reflection, refraction, colour dispersion and polarisation.

How are light and matter similar?

In this area of study students explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. When light and matter are probed they appear to have remarkable similarities. Light, which was previously described as an electromagnetic wave, appears to exhibit both wave-like and particle-like properties. Findings that electrons behave in a wave-like manner challenged thinking about the relationship between light and matter, where matter had been modelled previously as being made up of particles.

Practical Investigation

The investigation relates to knowledge and skills developed across Units 3 and 4 and is undertaken by the student through practical work. The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question. Results are communicated in a scientific poster format.

Career Pathways include: Zoologist, Life Scientist, Podiatrist, Dietician, Physiotherapist and Occupational Therapist

Staff member: Mr Rajnesh Ram

Psychology

Unit 3

How does the nervous system enable psychological functioning?

In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. They explore the specialised structures and functioning of neurons that allow the nervous system to transmit neural information. Students evaluate how biological, psychological and social factors can influence a person's nervous system functioning. In particular, they consider the ways in which stress can affect the mind and body, the role that the nervous system plays in these processes and how stress can be managed.

How do people learn and remember?

Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaption to daily changes in the environment. In this area of study students study the neural basis of memory and learning and examine factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

Unit 4

How do levels of consciousness affect mental processes and behaviour?

Differences in levels of awareness of sensations, thoughts and surroundings influence individuals' interactions with their environment and with other people. In this area of study students focus on states of consciousness and the relationship between consciousness and thoughts, feelings and behaviours. They explore the different ways in which consciousness can be studied from physiological and psychological perspectives and how states of consciousness can be altered. Students consider the nature and importance of sleep and apply biological, psychological and social factors to analyse the effects of sleep disturbances on psychological functioning, including mood, cognition and behaviour.

What influences mental wellbeing?

In this area of study, students examine what it means to be mentally healthy. They explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. Students apply a biopsychosocial approach to analyse mental health and mental disorder, and evaluate the roles of predisposing, precipitating, perpetuating and protective factors in contributing to a person's mental state. Specific phobia is used to illustrate how a biopsychosocial approach can be used to explain how biological, psychological and social factors are involved in the development and management of a mental disorder. Students explore the concepts of resilience and coping and investigate the psychological basis of strategies that contribute to mental wellbeing.

Practical investigation

The investigation requires the student to identify an aim, develop a question, formulate a research hypothesis including operationalized variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken.

Career Pathways include: Psychologist, Health Educator, Youth Worker and Health Promotions Officer - Staff member: Ms Lauren Smith

Studio Art

Unit 3

Exploration Proposal

This area of study students focus on the development of an exploration proposal that creates a framework for the individual studio process. The exploration proposal is written before the start of the studio process, however, this proposal may be expanded upon during the early stages of the studio process. The exploration proposal addresses the focus and subject matter to be developed, ideas to be explored and the art forms through which the studio process will be developed. It also includes the sources of inspiration, conceptual possibilities, use of art elements and art principles and aesthetic qualities to be investigated.

Studio Process

In this area of study students progressively refine their ideas, techniques, materials and processes and aesthetic qualities discussed in the exploration proposal. Throughout the individual studio process, students keep a visual diary and investigate the focus, subject matter, sources of inspiration and art form/s through the exploration and development of ideas, materials, techniques, art elements, art principles and demonstration of aesthetic qualities.

Students progressively present a range of potential directions. From this range they select at least two potential directions that will be used to generate artworks in Unit 4. Students further develop their understanding of key terminology associated with the art forms identified in their exploration proposal. Reflection, analysis and evaluation of experimental and developmental work are documented in written and visual annotations, providing clarification of ideas and working processes.

Artists and Studio Practices

In this area of study students focus on professional studio practices in relation to particular art forms. Students investigate the ways in which artists have interpreted subject matter, influences, historical and cultural contexts, and communicated ideas and meaning in their artworks. Students are required to study at least two artists and two artworks by each artist. They consider the artists' use of materials, techniques and processes, and the use of art elements and art principles to demonstrate aesthetic qualities and styles in artworks. Students undertake research and apply appropriate terminology to studio practice and art making.

Studio Art

Unit 4

Production and Presentation of Artworks

In this area of study students focus on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3. The development and refinement of artworks is informed by the evaluation of potential directions.

The artworks are created in selected art form/s, presented in a manner appropriate to those art form/s, and reflect an understanding of the art form/s and related materials and techniques.

Students present no fewer than two artworks, with evaluated selected potential directions, including a plan about how the artworks were developed. The presentation of at least two artworks will demonstrate the cohesive relationships between the artworks such as theme, ideas, subject matter, materials, techniques and aesthetic qualities.

Evaluation

In this area of study students reflect on the selection of potential directions that form the basis, development and presentation of artworks. Students provide visual and written documentation of the selected potential directions that are the basis for the development of the artworks in Unit 4, Area of Study 1. The documentation identifies any development, refinement and production of artworks. When the artworks have been completed, students examine and reflect on the communication of ideas, the use of materials and techniques, the demonstration of aesthetic qualities and the relationships that have been formed through the presentation of artworks. They may explain any refocusing and provide visual support materials that demonstrate the refinement of techniques and processes employed in the artworks.

Art Industry Contexts

In this area of study students focus on the analysis of artworks and the requirements and conditions of the environments where artworks are displayed. Students examine a variety of art exhibitions and review the methods and considerations involved in the preparation, presentation and conservation of artworks. As part of this requirement, students visit at least two different art exhibitions in their current year of study. Students analyse how specific artworks are presented and demonstrate their understanding of the artists' and curators' consideration of how artworks are displayed within the art exhibitions. Students research art exhibitions and compare the preparation, presentation, conservation and promotion of art in at least two different exhibition spaces.

Career Pathways include: Animator, Interior Designer, Art Gallery Director, Illustrator, Arts Administrator, Jewellery Designer, Art Teacher, Patternmaker, Cartoonist, Conservator, Sculptor, Ceramic Artist, Tattooist, Craftsperson, Graphic Designer, Film Maker, Fashion Designer.

Staff member: Ms Cynthia Drossinis

Visual Communication Design

Unit 3

Analysis and Practice in Context

This area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. Students analyse how design elements, design principles, methods, media and materials are used in visual communications in these fields to achieve particular purposes for targeted audiences. Students draw on their findings from the analysis to inform the creation of their own visual communications and articulate these connections. In response to given stimulus material, students create visual communications for different purposes, audiences and contexts using a range of manual and digital methods, media and materials. The visual communications created by students include two- and three-dimensional presentation drawings.

Design Industry Practice

This area of study students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. They select contemporary designers from the communication, environmental and industrial design fields for their study. Students develop an understanding of the function of the brief and approaches to its development. They examine how design and production decisions made during the design process are influenced by a range of factors. Students develop an understanding of the ethical and legal obligations of designers and clients with respect to ownership of intellectual property and how these obligations may affect decision making.

Developing a Brief and Generating Ideas

This area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. They apply this knowledge when developing a single brief that proposes and defines two distinct communication needs for a real or an imaginary client. Students undertake research to gather information about each of the needs of the client and for inspiration in responding to the brief. Ideas are generated and explored, and possible methods, media and materials are investigated. The findings of the research and explorations are collated and then analysed using annotations and sketches to explain how they may be used to satisfy the brief. Students use both observational and visualisation drawings to investigate and document their ideas and approaches. They apply design thinking to organise their ideas.

Visual Communication Design

Unit 4

Development, Refinement and Evaluation

This area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief. Students apply design thinking and use mock-ups to test and evaluate the suitability of each design concept. They evaluate their refined concepts and devise a pitch to communicate their design thinking and decision making to an audience. They consider responses to their pitch and further refine each selected concept in preparation for the final presentation. They draw on their annotations and reflections assembled during the design process to evaluate the effectiveness of their potential solutions in accordance with their brief.

Final Presentations

This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

Career Pathways include: Advertising, Animation, Architecture, Construction, Costume Design, Desktop Publishing, Fashion Design, Film Making, Fine Arts, Furniture Design, Graphic Design, Illustration, Industrial Design, Interior Design, Landscape Architecture, Multimedia Development, Photography, Production Design, Set and Theatre Design, Textile Design, Visual Merchandising, Web Design.

Staff member: Ms Cynthia Drossinis

VET Music

Unit 3

VET Music Industry – Performance

Students learn a range of knowledge and skills relevant to a performance context within the music industry. They prepare, rehearse and perform a program of music in a solo or ensemble setting and develop their technique on a chosen instrument or voice. Students refine skills in personal expression, stagecraft and improvisation. Consists of school assessed coursework and an external performance examination work 50% of their overall study score.

Unit 3 and 4

VET Music Industry – Sound Production

Students learn a range of knowledge and skills relevant to a Sound Production context within the music industry. They plan, record and edit a basic music demo using Digital Audio Workstations and mix music in a studio environment. Students learn how to correctly assemble and disassemble audio equipment and manage input sources when operating sound reinforcement systems for live performances. Consist of school assessed coursework and an external written examination worth 34% of their overall study score.

Career Pathways include: Musician, Actor, Teacher, Performer, Writer, Choreographer, Sound Technician

Staff member: Mr Robert Graham

VET Sport and Recreation

Unit 3 and Unit 4

VET Sport and Recreation offers the following core units; Conduct basic warm-up and cool- down programs, Plan and conduct programs, Facilitate groups, Educate user groups, Participate in work health and safety and Knowledge of coaching practices. Students are required to collate their written and practical work into portfolios to satisfy the assessment needs from VCAA and also conduct online quizzes facilitated by iVet to determine their competency in relation to each unit covered.

Each unit provides students with the opportunity to display their skills in a practical setting. Practical activities include coaching a group of primary school students, participating in a work health and safety check on sporting grounds, being actively involved in the planning of a whole school event such as the school cross country carnival and developing a fitness program for a fellow peer which is run off site at Jett's Fitness Caroline Springs.

All of these skills provide students with the best possible opportunity to move straight into employment outside of school in many fields within the sport and recreation industry.

Career Pathways include: Employment into various workplaces such as sport and recreation centres or aquatic centres. Typical roles include community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant or facility assistant.

Pathways include: VET Certificate III (Units 3 & 4)

Career examples: Employment into various workplaces such as sport and recreation centres or aquatic centres. Typical roles include community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, grounds assistant or facility assistant.

Staff member: Mr Michael Pell



SOUTHERN CROSS
GRAMMAR



VCAA and Southern Cross Grammar Policies

Satisfactory (S) Completion of VCE Units

Satisfactory completion of a VCE unit is based on the successful completion of Outcomes, as specified in the subject's Study Design and in accordance with VCAA requirements. Students must gain an "S" in all Outcomes to be awarded an "S" in the Unit.

Levels of achievement for Units 1 and 2 are determined by schools and are not reported to the VCAA. Levels of achievement for Units 3 and 4 are assessed using School-based Assessment and external VCAA assessments (including examinations).

In addition to completing the Outcomes, each VCE study has up to 3 different types of Graded Assessments:

- School- Assessment Coursework (SACs)
- School-Assessed Tasks
- Examinations (external)

Not Satisfactory (N) VCE Unit Result

A student can receive an "N" for a unit, or series of units, when one or more of the Outcomes are not achieved because:

- The compulsory coursework does not demonstrate a satisfactory understanding of the Outcomes
- The student has not met a school deadline
- The work cannot be authenticated
- There has been a breach of the VCAA and/or Southern Cross Grammar rules, including the 80% attendance rule.

Parents/students will receive a Redemption Letter if awarded a "Not Satisfactory" for a SAC/Assessment Task. In this situation students will have a further opportunity to achieve an "S" for the SAC/Assessment Task that will be determined through negotiation with the teacher and/or VCE Coordinator. Students may re-sit the original task or may be provided with another opportunity to demonstrate an understanding of the Outcome.

However, the original mark will stand and cannot change.

Resubmission of Work

Units 1 - 4

- Students may be permitted to resubmit an Assessment Task that has been deemed “Not Satisfactory” (N). But, the original mark stands with the “N” possibly changed to an “S”.
- At times, a student’s circumstances may warrant extending the timeline for the resubmission of work and finalising of a unit result. This is not a right of the student and only occurs in exceptional circumstances.
- If, in the judgment of the teacher, work submitted by a student for the assessment of an Outcome does not meet the required standard, the teacher may take into consideration work previously submitted by the student, provided it meets the requirements set out in Satisfactory Completion. Alternatively, the student may be permitted to submit further work.
- Students may not resubmit tasks for the reconsideration of coursework scores.
- Students are required to complete work for a unit during the semester in which the unit is undertaken.
- In exceptional circumstances, the school may decide to delay the decision about the satisfactory completion of a unit to allow a student to complete or resubmit work.

The Southern Cross Grammar VCE Redemption Policy

If an Assessment Task (SAC or SAT) is completed unsatisfactorily, or submitted late, the student will have one opportunity to redeem the work. The redemption work must demonstrate a satisfactory understanding of the selected Outcome.

The teacher will consult with the relevant Learning Area Leader who will then inform the Deputy Principal – Teaching and Learning. The teacher will then negotiate with the student as to the method of redemption.

Redemption ONLY applies to SACs or SATs 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 “Satisfactory” level. If this occurs, the students will receive an “S” for the outcome.

A student who does not meet the requirements for redemption after submitting a redemption task will receive an “N” for the Outcome and therefore an “N” for the Unit.

VCE School Assessed Coursework (SAC Tasks)

School Assessed Coursework (SAC Tasks) are based on the VCAA Study Designs and are set and run by the Southern Cross Grammar teachers. SAC Tasks are conducted at various times throughout the school year and utilise a variety of methods of assessment, including:

- Case Study analysis
- Data analysis
- Writing tasks
- Investigations
- Experiments
- Multi-media presentations
- Oral presentations
- Tests

Absence from SAC Tasks

SAC Tasks are mostly conducted during class time, although this is not always the case. Like all SACs, attendance at scheduled “out of normal school hours” SACs is compulsory.

Students who do not attend a scheduled SAC task due to personal illness, family bereavement or pressing family circumstance **MUST** be able to provide acceptable documentary support for the absence. The school should also be notified of the absence by 9:00am on the day of the SAC Task.

Scheduling Appointments

A student who knows in advance he/she will miss a SAC Task or a SAT should speak to the relevant teacher to discuss a possible time the SAC/SAT could be completed. The date/time will then be confirmed with the VCE Coordinator.

It is the student’s responsibility to ensure all appropriate documentation is passed on to the VCE Coordinator.

Students will then be required to complete the SAC task at the earliest opportunity, at a time agreed upon by the teacher and the VCE Coordinator.

Absences from a SAC task that are not approved and that do not have appropriate supportive documentation will result in the student being awarded an “N” for the task and subsequently an “N” for the Unit.

Behaviour in Assessment Tasks

- Students are expected to prepare for and complete assessment tasks to the best of their ability.
- If a student attends the class or classes in which an Assessment Task is to be completed but chooses not to attempt the task, he/she may receive an “N” for the task and the outcome NA. The expectation will then be that the task is to be completed at a mutually agreed time outside normal school hours.
- A VCE Review Panel will then examine the circumstances of the incident and recommend a course of action.
- Satisfactory completion of the task will enable a student to receive an “S” for the Outcome, but the mark/grade for the assessment task will be a “UG” (UnGraded).

If the task is not attempted, the student will be given an “N” for the outcome. This could therefore influence whether or not an “S” or an “N” is given for the unit.

- If the teacher considers the Assessment Task has not been completed to an acceptable level, the student will be required to resubmit the work, or complete similar work, in order to achieve an “S” for the relevant Outcome.

VCE School Assessed Tasks (SATs)

School Assessed Tasks (SAT’s) will be conducted in the following Southern Cross Grammar subjects in 2019:

- Computing
- Media
- Visual Communication Design
- Studio Art

A SAT may be scheduled over an extended period, but with a final due date. Students who do not submit a SAT by the assigned deadline MUST produce acceptable documentation. A medical certificate is required if any absences occur during this scheduled SAT.

For an extended SAT, the only acceptable medical or other problem, is one of a long-term nature, not just one that occurs on the day on which it is due. Extension for a long-term illness will be limited to a few days. On the day of submission, and 2-3 days prior to the submission students must attend all scheduled classes, otherwise a medical certificate is required.

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.

Lost, Stolen or Damaged School-Assessed Coursework

It is the responsibility of students to ensure all School Assessed Coursework is protected from damage, theft and loss.

If work is lost, stolen or damaged, the student should submit a signed and dated written statement explaining the circumstances to the VCE Coordinator. The matter will then be investigated. Advice from the relevant teacher and previous learning data will be considered when the outcome is determined.

Southern Cross Grammar Examinations

- All students undertaking a Unit 1/2 and Unit 3/4 study (subjects) are required to sit the following compulsory Southern Cross Grammar examinations:
 - Mid-Year Examinations (June)
 - Trial examinations Unit 3 and 4 subjects (3rd week of the September holidays)
 - November examinations – Unit 1 and 2 subjects
- Students who do not achieve a satisfactory result (40% or higher) in the Semester 2 examinations will be required to re-sit those examinations in December, after the conclusion of the school year. If a satisfactory result is not achieved in the “re-sit” examination, students will not be able to enrol in Units 3 and 4 of that subject the following year.
- Students will also be required to re-sit Mid-Year Examination if their results are not satisfactory.
- Marks achieved in the Southern Cross Grammar examinations will not contribute to grades for Unit 3/4 studies (subjects) and will not be the criteria used to determine whether a student is awarded an “S” or an “N” for Unit 1/2 and 3/4 studies.

NOTE: Students who have not satisfactorily completed the work for a Unit 1/2 subject as requested by the teacher, will not be allowed to enrol in Units 3 and 4 of that subject the following year.

Southern Cross Grammar Attendance Policy

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.

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

Students who are absent without the approval of the school for more than 20% of scheduled class time for a unit in one term may receive an "N" for that unit.

A warning letter will be emailed to parents/carers after a student has missed 15% of scheduled class time.

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 will record approved and unapproved absences.

The 80% does not include all sanctioned school activities such as off-site VET classes, compulsory subject-based excursions, House activities or inter-school sport.

The school must be notified on the morning of any absence and absences must be followed up by:

- A note from a parent/guardian
- A medical certificate (for an absence of more than 2 days) submitted to the VCE Coordinator on the day of his/her return to school

Unauthorised absences are absences not related to illness or extenuating circumstances.

Examples of unauthorised absences include hair appointments, driving lessons, missing the bus and arriving to school late and shopping.

- Absences that are unauthorised may result in disciplinary action.
- Ongoing unauthorised absences may result in an "N" for a unit, especially if the 80% attendance rule is breached.

Parents/guardians will be notified in cases of unauthorised absence.

VCE Review Panel

A Review Panel Meeting may be called for two main reasons:

- To discuss the progress of students who are underperforming in one or more VCE subjects with the aim of developing strategies to help ensure a successful path moving forward.
- When teachers and or students believe there has been a breach of VCAA and/or Southern Cross Grammar rules. If a breach is reported, an investigation of the breach will take place. The process will include interviewing the student and allowing him/her the opportunity to respond to the allegations. The matter will then be referred to a VCE Review Panel.

A VCE Review Panel will comprise the following staff:

- Deputy Principal – Teaching and Learning
- VCE Coordinator
- The relevant teacher
- The relevant Learning Area Leader and/or Head of Senior School

*The Pathways Coordinator may also be included if deemed appropriate.

Southern Cross Grammar expectations around extended absences during school terms:

- Students should not be away on family holidays during the school term when undertaking VCE Studies.
- Any requests for leave should be in writing to the Principal
- VCE students who miss a SAC or SAT may be awarded a zero and possibly an “N” for the unit.
- If a VCE student does not submit work required for assessment prior to his/her departure, the teacher will award an “NS” (not submitted) for each task which may result in an “N” for the unit.

Technology Guidelines

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made, the work is saved as a backup file, which should not be stored on the computer.

Authentication of Work

Students are responsible for ensuring the teachers have no difficulty in authenticating their work. Students must submit work that is genuinely their own. With the exception of references to, and incorporation of appropriate text and source material, no part of a student's work may be copied from another person's work. Furthermore, a student may not accept from, nor give undue assistance, to any other person in the preparation and submission of work.

If any part of a student's work cannot be authenticated, the matter will be dealt with as a breach of rules. Students are responsible for ensuring the teachers have no difficulty in authenticating their work.

The following procedures must be observed by students to ensure authentication of VCE Assessment Tasks:

- Students 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 breach of rules may be penalised.

Study Scores

The VCAA calculates a Study Score for each Unit 3/4 VCE study (subject) students complete satisfactorily and for which grades have been received 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 enrolled in the subject (study) in that calendar year.

The Study Scores are normalised to a mean of 30. Scores of 23 – 37 indicate a student is in the middle range. A score above 37 indicates 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 percentage of students who will achieve a Study Score higher than the stated scores.

For studies with fewer enrolments, the proportion may vary slightly.

Study score	Percentage of Students above this score
45	2
40	8
35	24
30	50
25	76
20	92

The Australian Tertiary Admission Rank (ATAR)

NOTE: The VCAA calculates the Study Scores and the Victorian Tertiary Admissions Centre (VTAC) calculates the ATAR.

The ATAR is calculated from an aggregate produced by adding results for up to six Unit 3 - 4 subjects (studies) as follows:

- VTAC scaled study score in English or Literature
- The next 3 highest VTAC scaled study scores
- 10% of any 5th and 6th permissible Study Scores available

*These 4 subjects (studies) are referred to as the “Primary Four”

Students are then ranked in order of these aggregates – the highest rank being 99.95 and then decreasing in steps of 0.05.

English or Literature	Scaled Study Score
Subject 2	Scaled Study Score
Subject 3	Scaled Study Score
Subject 4	Scaled Study Score
Subject 5	10%
Subject 6	10%
ATAR	The student’s rank based on the above aggregates.

Special Provision Policy

This policy is to ensure the most appropriate arrangements and options are available for students whose learning and assessment programs are significantly disadvantaged by:

- Illness
- Severe health impairment
- Traumatic personal circumstances
- Significant physical disability
- Significant hearing impairment
- Significant vision impairment
- Vision impairment
- Learning disability
- Extenuating family circumstances
- Learning disability

The Deputy Principal – Teaching and Learning, is through consultation with the VCE Coordinator, responsible for determining eligibility and the nature of the provisions granted. Appropriate medical documentation is required as evidence of the need for Special Provisions to be granted. Only students who have been granted Special Arrangements will be able to utilise any alternative arrangements for assessments.

Special Provision for Coursework

Eligibility

A student is eligible for Special Arrangements for school-based assessments if he/she is:

- significantly adversely affected by illness (physical or mental), by any factors relating to personal environment or by other serious cause
- disadvantaged by a disability or impairment including learning disabilities

The adverse circumstances affecting the student must not be within the control of the student.

Eligibility for Special Arrangements for school-based assessment

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- illness – acute and chronic
- impairment – long term
- personal circumstances

Such factors should be discussed with the Deputy Principal – Teaching and Learning and/or the VCE Coordinator at the earliest possible time to avoid complications.

Alternative strategies are available to the School to implement, but all must be approved by the Deputy Principal – Teaching and Learning.

Special Examination Arrangements

Students are eligible for Special Examination Arrangements for Unit 3/4 examinations if it can be demonstrated that achievement in the examination may be adversely affected by significant and diagnosed health or learning conditions.

The VCAA considers and approves all applications and determines the conditions allowable.

Emergency Special Exam Arrangements

If a student is affected by health or personal circumstances that could impact on their performance in an external examination, Emergency Special Examination Arrangements can be applied for through the Deputy Principal – Teaching and Learning.

Special Examination Arrangements

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement in the examination is adversely affected by:

- Accident or sudden onset of illness
- Personal circumstances
- Long term Impairment

*Where this is used as the grounds for eligibility, the school must provide in their recommendation details of arrangements made for the student at the school level in previous years.

NOTE: Examination arrangements will not be granted by VCAA to students who have long-term impairments where there has been no demonstrated requirement for them at the school level.

Applications to VCAA for Special Examination Arrangements (Unit 3/4 subjects) and to Southern Cross Grammar (Unit 1/2 subjects) must be accompanied by recent supporting medical documentation.

Special Provisions in examinations may take the form of:

- extra reading time in addition to the official reading time
- extra time designated for the examination
- normal time but with appropriate rest periods

Students who are **severely** affected by their circumstances may be assisted by:

- Permission to use special technological aids such as a typewriter or computer
- Use of a scribe clarifier and/or reader
- Presentation of the examination paper on audio tape
- Other arrangements may be made to accommodate a student's specific needs
- Students who are unable to attend an examination centre due to illness or disability, but are well enough to attempt the examination in a hospital or in their own homes may apply for special supervision

Special Provision – Application Process

Students are required to apply to the Deputy Principal – Teaching and Learning if they wish to be considered for Special Provisions. The process is as follows:

1. Talk to the Deputy Principal – Teaching and Learning and/or the VCE Coordinator.
2. Gather the relevant supporting documentation e.g. medical certificates.
3. Complete the “Application for Special Provisions” form, ensuring the appropriate supporting documentation accompanies the application.
4. Submit the application form and supporting documentation to the Deputy Principal – Teaching and Learning.
5. The Deputy Principal – Teaching and Learning will consider the application through consulting with the relevant teachers, Learning Area Leaders and Deputy Principal – Head of Senior School.
6. The student will be informed of the outcome of the application as soon as practical, together with any Special Provision(s) granted.
7. All relevant details, including the application form and scanned copies of documentation, are to be saved in the “Special Provisions” folder on the G Drive (G Drive/Learning Area Leaders/Special Provisions). Hard copies of any supporting documentation are then added to the student’s file.

Special Provisions for Coursework Eligibility

A student is eligible for Special Arrangements for school-based assessments if he/she is:

- significantly adversely affected by illness (physical or mental), by any factors relating to personal environment or by other serious cause
- disadvantaged by a disability or impairment including learning disabilities

The adverse circumstances affecting the student must not be within the control of the student. Eligibility for Special Arrangements for school-based assessment.

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- illness – acute and chronic
- impairment – long term
- personal circumstances

Such factors should be discussed with the Deputy Principal – Teaching and Learning and/or the Deputy Principal – Head of Senior School at the earliest possible time to avoid complications. Alternative strategies are available to the School to implement, but all must be approved by the Deputy Principal – Teaching and Learning

Glossary

Assessment Tasks	Specific activities such as practical exercises, tests, examinations, folio presentations, performance activities or essays which receive a grade according to criteria specified within each study
ATAR	Australian Tertiary Admission Rank. The Victorian Tertiary Admission Centre uses the study scores to determine a national percentile ranking of each student. The ATAR is used by universities and TAFE institutes to select students for courses
GAT	General Achievement Test. Each student undertaking a VCE Units 3 and 4 study is expected to complete a GAT
Outcomes	What you expected to know and be able to do by the time you have completed the unit
Prerequisites	A study that you must successfully complete to be eligible for entry into a course
SAC	School Assessed Coursework. Work completed within class time which contributes to the internal assessment of VCE Units 3 and 4 studies
Satisfactory Completion	Students must satisfactorily complete each set of outcomes in the study according to the objectives in the study design to enable them to gain a "S" as the overall outcome for the unit.
Scaling	A process used by VTAC to provide an overall measurement of the performance of all students across all VCE studies. Scaling reflects the strength of competition within each study
Study	Subjects completed by students. Each study consists of four units
Study Design	The description of the content of a study and how students' work is to be assessed. This is published by VCAA
Study Score	The measure of the students' relative position in the state-wide cohort of students taking the study. This is reported as a score out of 50, calculated using the scores achieved in each of the three graded assessments for the study
Units 1 and 2	Units of work usually undertaken in Year 11
Units 3 and 4	Units of work with a greater degree of difficulty which are usually undertaken in Year 12
VCAA	Victorian Curriculum and Assessment Authority. The body established by the Victorian Government which has responsibility for all aspects of the VCE and VET Programs
VCE	The Victorian Certificate of Education
VCE Unit	Each unit of work in each study is a semester in length.
VET	Vocational Education and Training. VET programs are taken as part of VCE and students gain nationally recognised vocational certificates
VTAC	The Victorian Tertiary Admissions Centre administers the selection system for Victoria's tertiary institutions

