Doctrina Vitae

Bacchus Marsh Grammar

2027

SENIOR SCHOOL HANDBOOK

VCE

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SENIOR SCHOOL

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

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

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

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

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

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

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GLOSSARY OF TERMS

Assessment

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

Assessment Task

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

Australian Tertiary Admission Rank (ATAR)

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

Authentication

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

Chief Assessor

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

Coursework Assessment

See School-Assessed Coursework.

Derived Exam Score

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

Equivalent Qualification

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

Examinations

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

General Achievement Test (GAT)

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

Graded Assessment

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

Higher Education

Completion of a tertiary subject as part of VCE.

Outcomes

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

Satisfactory Completion

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

School-Assessed Coursework (SAC)

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

School-Assessed Task (SAT)

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

Semester

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

Sequence

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

Special Provision and SEAS (Special Entry Access Scheme)

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

Statement of Marks

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

Statement of Marks – Study Score

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

Statement of Results

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

Statistical Moderation

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

Studies

The subjects available in the VCE.

Study Design

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

Study Score

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

Units

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

VCE Certificate

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

Victorian Curriculum and Assessment Authority (VCAA) The Victorian Government Authority responsible to the Minister of Education for conducting the VCE, among other things.

VCAA Special Examination Arrangements (SEA)

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

Vocational Education and Training (VET)

Nationally recognised vocational certificate integrated within the VCE.

Victorian Tertiary Admissions Centre (VTAC)

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

VTAC Special Entry Access Scheme (SEAS)

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

THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

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

Successful Completion of the VCE

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

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

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

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

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

Minimum Requirements

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

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

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

- **Year 11:** 6 subjects, which include at least one study from the English group of units (English, English Language, Literature).
- **Year 12:** 5 subjects, which include at least one study from the English group of units (English, English Language, Literature). Students may sometimes be given permission by the Academic Review Board to vary the number of subjects.

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

- **Year 9:** By invitation.
- **Year 10:** One accelerated Unit 1 and 2 subject (refer to Acceleration in the Handbook for additional information).

The ATAR

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

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

ATAR Subject Restrictions

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

Study Scores

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

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

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

Higher Education

Higher Education allows high achieving, motivated and independent students to complete two first year university units while undertaking their VCE. These units are delivered either on a university campus or online, and students must be able to travel to and attend the institution in which they enrol. A study period will be built into the timetable to support the additional workload and provide flexibility for attending classes. Successful completion contributes to a student's ATAR and may provide credit towards specific university degrees.

Approval to pursue Higher Education studies as part of the VCE must first be granted by the school's VCE Academic Review Board. Students should carefully consider whether they can meet the academic demands, manage the travel requirements and balance this option with their existing VCE commitments.

Once school approval is granted, students must apply directly to the university. It is the student's responsibility to complete the application process on time. **Universities make all final decisions about offers. Approval from the school does not guarantee a place, and Bacchus Marsh Grammar has no control over university selection processes.**

Most Higher Education subjects do not incur tuition fees, although some courses may involve additional costs, which vary by institution.

HOW THE HIGHER EDUCATION SUBJECT CAN CONTRIBUTE TO AN ATAR

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

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

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

VCE Curriculum

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

Selecting VCE Units

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

When choosing subjects students should consider their:

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

It is essential students consult the 'VTAC Pre-requisite and Course Explorer' at **www.vtac.edu.au** using 'the year of intended tertiary study' to determine pre-requisite VCE studies.

Acceleration

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

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

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

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

Special note regarding Mathematics:

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

Special note regarding Music and Performing Arts:

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

VCAA REQUIREMENTS

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

Each student:

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

Student Athletes - NCAA Eligibility and Subject Planning

Students aspiring to compete in the National Collegiate Athletic Association (NCAA) must meet the **NCAA 16 core subject requirements**, which are assessed across a **four year academic period from Years 9–12**. Early and intentional subject selection is therefore essential to ensure ongoing eligibility. Student athletes are responsible for managing their academic pathway alongside their sporting commitments. **Bacchus Marsh Grammar will support students through subject counselling, pathway planning and monitoring**, however responsibility for meeting NCAA requirements remains with the student. In addition to academic eligibility, student athletes must also meet **high level sporting criteria**, typically competing at a **state or national level**.

Further information, including approved subjects and eligibility timelines, is available via the **NCAA Eligibility Center Website: https://web3.ncaa.org/ecwr3/**

Students considering overseas study after Year 12

Students considering overseas study after Year 12 are responsible for ensuring they meet all **course prerequisites and entry requirements** set by international universities and admissions bodies. These requirements vary by country, institution and course, and may include specific subject studies, academic standards and additional conditions.

To support success, students are encouraged to **research overseas options early** and plan their subject selections strategically across **Years 9–12**. Early planning helps align studies with intended pathways and avoid gaps that may limit eligibility. While the school provides guidance and pathway support, **ultimate responsibility for meeting overseas admission requirements rests with the student**.

Policy Making

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

Administration of the VCE

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

Satisfactory Completion

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

To achieve an outcome the student must:

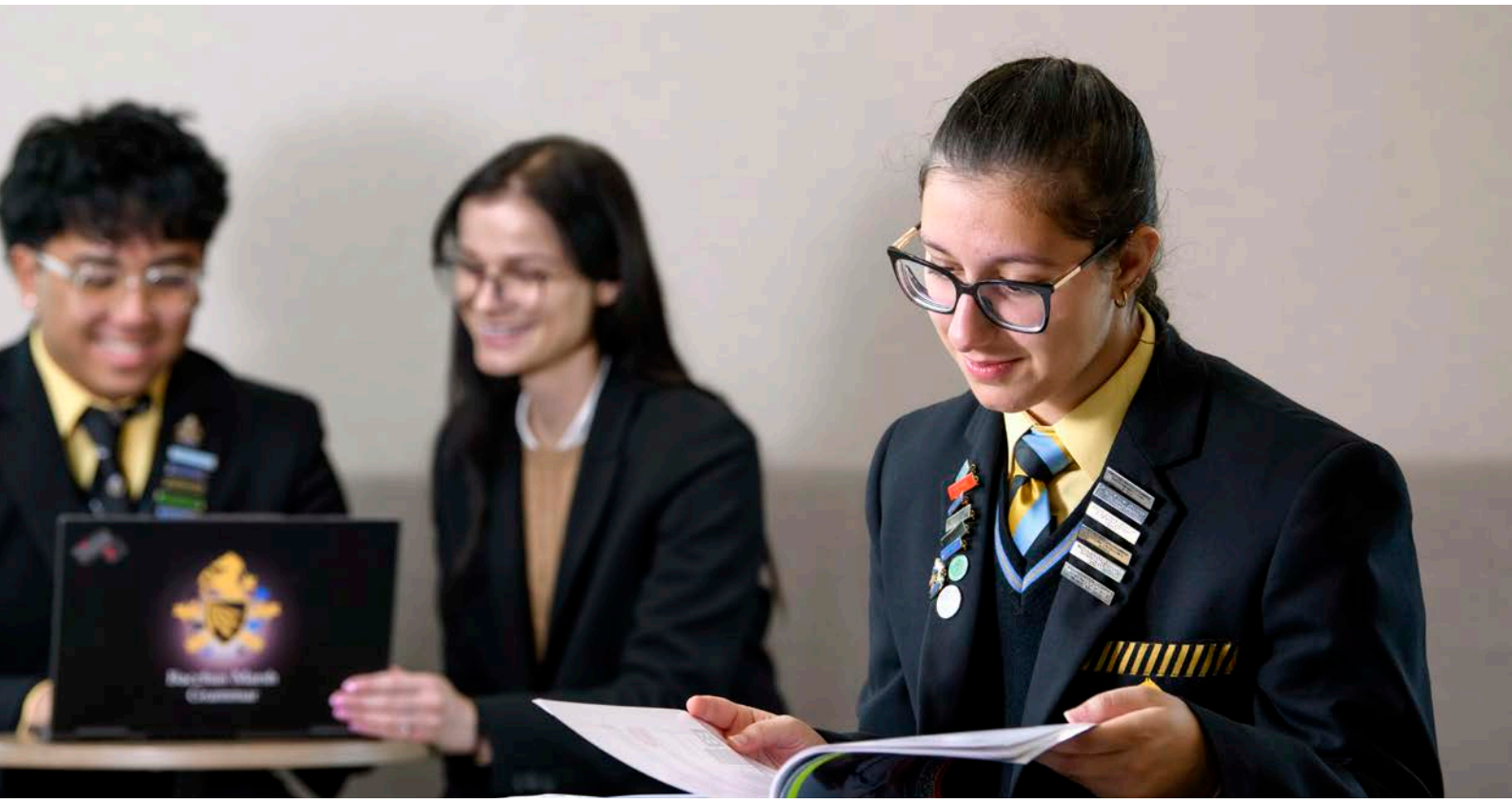
- **Attend a minimum of 90% of all classes.**
- Produce work that meets the required standard.
- Submit work on time.
- Submit work that is clearly their own.
- Observe the VCAA and school rules.
- Satisfactorily complete all outcomes as judged by the teacher.

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

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

Changing or Withdrawing from Courses/Subjects

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



Resubmission

UNITS 1 AND 2:

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

UNITS 3 AND 4:

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

SCHOOL-ASSESSED COURSEWORK (SAC) AND SCHOOL-ASSESSED TASK (SAT)

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

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

SCHOOL-ASSESSED COURSEWORK - SAC

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

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

SCHOOL-ASSESSED TASKS - SAT: (A MORE EXTENDED FOLIO-BASED TASK)

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

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

Failure to Attend SAC Tasks or to Submit a SAT on Time

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

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

Procedures for Obtaining an Extension of Time to Submit Work

Students must follow the required procedures when requesting an extension of time to submit work:

- Identify the reason for needing an extension.
- Notify the school promptly if you believe you cannot meet the original deadline.
- Submit a formal request through the school's process.
- Provide appropriate evidence to support the request, where required.
- Await the school's decision, noting that approval is not automatic.
- Meet the revised deadline if an extension is granted.

Dates of SAC Tasks and SAT

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

Absence from SAC Tasks

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

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

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

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

Retention of Assessed Work

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

Special Provisions and Special Examination Arrangements (SEA)

Special Provision and SEA exist to ensure you are not unfairly disadvantaged if a disability, illness, learning difficulty, or other circumstance affects your ability to complete VCE assessments.

What You Need to Do

- Speak with your Head of Year early if you think you may need support for assessments or exams.
- Discuss your situation so the school can determine whether Special Provision or SEA applies.
- If you already have school-based SEAs, talk to your Head of Year about whether a formal VCAA SEA application is appropriate.
- You may need to provide recent evidence, such as medical or learning reports.
- The school will help prepare and submit your application, but you must supply all required documents and respond promptly to requests.
- The VCAA reviews and decides on eligibility; approval is not automatic.
- The school will inform you and your family of the outcome and explain any approved arrangements.
- If approved, you must use the arrangements as specified during VCE exams.
- If your circumstances change, notify your Head of Year so your information can be updated

General Achievement Test (GAT)

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

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

Unacceptable Behaviour in an Assessment Task / SAC

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

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

Authentication

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

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

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

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

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

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

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

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

Breach of Authentication Rules

All work submitted for VCE must be authentically the students own.

Teachers may require drafts, supervised work, discussions, or comparison samples to verify authenticity. If any part of the student's work cannot be authenticated, the matter will be treated as a breach of VCAA and School rules.

CHEATING AND PLAGIARISM

Cheating is attempting to gain an unfair advantage by using unauthorised materials, information, or assistance in assessments. This includes copying another student's work, submitting work completed by someone else, using unauthorised devices or notes, communicating during assessments, or using AI tools when not permitted.

Plagiarism is presenting someone else's words, ideas, images, or work as your own without proper acknowledgement. Examples include copying or paraphrasing from any source without citation, downloading work and submitting it as your own, or copying another student's assignment.

Cheating and plagiarism are not tolerated.

INVESTIGATION PROCESS

If a teacher believes there has been a breach of authentication rules, they will consult the relevant Head of Year. If the concern is verified, the matter will be referred to the VCE Review Panel.

Communication with Students

- Students will be informed in writing when an investigation is initiated.
- They will be advised of the concern, the evidence being considered, and the next steps in the process.
- Students will be given an opportunity to respond and may bring a support person to any interview.

- Students will be notified in writing of the outcome once a decision has been made.
- Parents/guardians are notified of any proven breach.
- VCE breaches are reported to the VCAA as required.

Timeframes

- Investigations will normally begin within five school days of the concern being identified.
- The school aims to finalise investigations and communicate an outcome within ten school days, unless additional evidence or specialist advice is required.
- Students will be informed if more time is needed and provided with an updated expected timeframe.

POSSIBLE OUTCOMES AND PENALTIES

The Review Panel may impose one or more sanctions in line with the School's Plagiarism, Cheating and Authentication Policy. These may include:

- A reprimand.
- Requiring the student to resubmit work in order to achieve an "S".
- Refusing to accept the part of the work that breaches the rules and assessing only the remainder.
- Refusing to accept the entire piece of work, resulting in an "N" for the outcome/unit.
- Additional school based consequences such as zero marks, reduced marks, alternative tasks, or resubmission requirements.

Any student found to have cheated or plagiarised is ineligible for Academic Awards for that academic year.

PROCESS FOR LODGING AN APPEAL AGAINST A SCHOOL DECISION

Students may request a review of a decision made during the Breach of Assessment process if they believe procedures were not followed correctly or that relevant evidence was not properly considered. Appeals relate to process, not academic judgement.

Submitting an Appeal

- Appeals must be submitted in writing within the timeframe stated in the breach notification.
- The appeal should outline the decision being challenged, the reasons for the appeal, and any supporting information the student wishes to provide.
- Appeals are submitted to the relevant Head of Year or designated senior staff member.

Review of Appeal

- The school will acknowledge receipt of the appeal and outline the next steps, including expected timeframes.
- The appeal will be reviewed by a panel not involved in the original decision, including a senior leader and relevant staff.
- The panel will review the original investigation, consider the student's appeal, and determine whether to uphold, amend, or overturn the decision.

Outcome of Appeal

- Students will receive the outcome in writing, including the reasons for the decision.
- The panel's decision is final at the school level.

For VCE School Assessed Coursework, students may have the option to seek further review through the VCAA if they believe required VCE administrative procedures were not followed.

All documentation related to the breach, appeal, and outcome is stored securely in line with school policy and VCAA requirements.

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

VCE Review Panel

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

Student Appeals

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

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

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

Redeeming Outcomes

If a student receives an N for an Outcome, the school will provide opportunities for the student to demonstrate the required skills and knowledge in order to achieve an S. The school will reserve the final decision to award an S or an N until the student has had at least two opportunities to redeem the Outcome.

Students must actively participate in the redemption process by completing the tasks offered, attending required sessions, and submitting work by the deadlines provided.

Opportunities to Redeem an Outcome

- Students will be given at least two opportunities to demonstrate the required Outcome after receiving an N.
- To redeem an Outcome, students may be asked to complete alternative tasks that differ from the original School Assessed Coursework. These tasks are designed to allow students to show their understanding of the key knowledge and key skills for the Outcome.
- Students may also be permitted to submit additional work to demonstrate satisfactory understanding.
    - the original mark for the initial task will not change; redemption allows a student to achieve an S, not a higher grade.

Expectations of Students

- Students must engage fully with the redemption process.
- They are expected to complete all alternative tasks or additional work offered to them.
- Failure to participate in the opportunities provided may result in the N being upheld.

Communication and Timeframes

- Students will be informed in writing of:
    - the task or additional work required,
    - the due date,
    - any supervised sessions or check ins they must attend.
- Parents/guardians will also be notified of the redemption requirements and deadlines.
- Redemption tasks will normally be set with a reasonable timeframe for completion, taking into account the student's program and assessment schedule.

Final Determination

- After the student has had two opportunities to redeem the Outcome, the school will determine whether the student has demonstrated the required skills and knowledge.
- If the student meets the requirements, an S will be awarded.
- If the student does not meet the requirements, or does not participate in the redemption process, the N will stand.

VCE - Vocational Major

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

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

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

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

YEAR 11

- **Unit 1 and 2:** Literacy or VCE English
- **Unit 1 and 2:** Foundation Mathematics or General Mathematics
- **Unit 1 and 2:** Work Related Skills and Personal Development Skills
- **VET Certificate II**
- **Unit 1 and 2:** Elective (selected by students)
- **Unit 1 and 2:** Elective (selected by students)

YEAR 12

- **Unit 3 and 4:** Literacy or VCE English
- **Unit 3 and 4:** Foundation Mathematics or General Mathematics
- **Unit 3 and 4:** Work Related Skills and Personal Development Skills
- **VET Certificate II**
- **Unit 3 and 4:** Elective (selected by students)
- **Study Period**

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

Reporting and Interviews

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

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

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

Attendance Policy

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

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

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

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

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

Unauthorised Absences

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

Student Progress and Promotions Policy

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

As well as the above VCE requirements, students are also expected to follow School Uniform and Dress Code, Student Code of Conduct, ICT and Social Media policies that can be found on the School Policy Tile in Schoolbox and on the schools website. (**https://www.bmg.vic.edu.au/our-school/school-policies-documents-publications/**).

VCE STUDY CHOICE

Subjects	Unit 1	Unit 2	Unit 3	Unit 4
Commerce				
Accounting	✔	✔	✔	✔
Business Management	✔	✔	✔	✔
Economics	✔	✔	✔	✔
Legal Studies	✔	✔	✔	✔
Design Technology				
Product Design and Technology: Textiles or Wood	✔	✔	✔	✔
Systems Engineering	✔	✔	✔	✔
Applied Computing	✔	✔		
Software Development			✔	✔
Food Studies	✔	✔	✔	✔
VCE/VET Hospitality Food and Beverage	✔	✔	✔	✔
English				
English Language	✔	✔	✔	✔
English	✔	✔	✔	✔
Literature	✔	✔	✔	✔
Humanities				
Geography	✔	✔	✔	✔
History - Modern	✔	✔		
History - Australian			✔	✔
History - Revolutions			✔	✔
Politics	✔	✔	✔	✔
Languages				
French	✔	✔	✔	✔
Indonesian Second Language (Maddingley only)	✔	✔	✔	✔
Japanese Second Language	✔	✔	✔	✔
Other Language Studies (offered externally)*				
Higher Education				
Range of discipline areas*			✔	✔

**Approval Required*

Subjects	Unit 1	Unit 2	Unit 3	Unit 4
Mathematics				
Foundation Mathematics	✔	✔	✔	✔
General Mathematics	✔	✔	✔	✔
Mathematical Methods	✔	✔	✔	✔
Specialist Mathematics	✔	✔	✔	✔
Performing Arts and Music				
Dance	✔	✔	✔	✔
Drama	✔	✔	✔	✔
VCE/VET Music Industry	✔	✔	✔	✔
Physical Education, Sport and Health				
Health and Human Development	✔	✔	✔	✔
Outdoor and Environmental Studies			✔	✔
Physical Education	✔	✔	✔	✔
Science				
Biology	✔	✔	✔	✔
Chemistry	✔	✔	✔	✔
Physics	✔	✔	✔	✔
Environmental Science	✔	✔	✔	✔
Psychology	✔	✔	✔	✔
Visual Arts				
Art Making and Exhibiting	✔	✔	✔	✔
Media	✔	✔	✔	✔
Visual Communication Design	✔	✔	✔	✔

Note: Please be advised that if student numbers are not met in a particular subject, it may not proceed in 2027.

STUDY DESCRIPTIONS

Commerce

Maddingley Contact Person:	Mr Jacob Chisari (chisarij@bmg.vic.edu.au)
Woodlea Contact Person:	Ms Molly Fitzgerald (fitzgeraldm@bmg.vic.edu.au)

ACCOUNTING UNITS 1 - 4

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

Pre-requisite subjects: Accounting and Economics

Unit 1: Role of accounting in business	**Unit 3:** Financial accounting for a trading business
Unit 2: Accounting and decision-making for a trading business	**Unit 4:** Recording, reporting, budgeting and decision-making

BUSINESS MANAGEMENT UNITS 1 - 4

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

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

ECONOMICS UNITS 1 - 4

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens. The study of economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences of economic decision-making. Acquisition of economics knowledge and skills assist student to make more informed and responsible economic decisions and contribute to public discourse as informed citizens.

Unit 1: Economic decision making	**Unit 3:** Australia's living standards
Unit 2: Economic issues and living standards	**Unit 4:** Managing the economy

LEGAL STUDIES UNITS 1 - 4

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

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

Unit 1: The Presumption of Innocence	**Unit 3:** Rights and Justice
Unit 2: Wrongs and Rights	**Unit 4:** The People, the Law and Reform

Design and Technology

Maddingley Contact Person:	Design & Technology - Mrs Jacinta Davie (daviej@bmg.vic.edu.au) Food & Hospitality - Ms Vanessa McCarthy (mccarthyv@bmg.vic.edu.au)
Woodlea Contact Person:	Mr Vishrut Gupta (guptav@bmg.vic.edu.au)

When selecting a Technology subject, please be aware that students may be required to use a range of hand tools, portable power tools, and machinery (plant) as part of their learning.

To ensure safety and responsible use, all students must complete a workshop induction and a Safe Use Competency Test before using any plant or portable power tools. These assessments are conducted for each relevant tool or piece of equipment students will use in the Technology area. Further information will be provided to students who enroll into a Technology subject.

APPLIED COMPUTING UNITS 1 - 4

VCE Applied Computing focuses on four interrelated disciplines where skills are in high demand and will continue to be for the foreseeable future. These disciplines are data analytics, programming, emerging and innovative technologies, and cyber security.

VCE Applied Computing focuses on students learning to apply a range of thinking skills within local, national and global contexts. The study incorporates computational, design and systems thinking, as part of students creating digital solutions.

An annual specialist equipment levy will apply. Please refer to the 2027 Business Notice.

Unit 1: Applied Computing	**Unit 3:** Software Development
Unit 2: Applied Computing	**Unit 4:** Software Development

FOOD STUDIES UNITS 1 - 4 (MADDINGLEY ONLY)

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

Unit 1: Food origins	**Unit 3:** Food in daily life
Unit 2: Food makers	**Unit 4:** Food issues, challenges and futures

PRODUCT DESIGN AND TECHNOLOGY: TEXTILES OR WOOD UNITS 1 - 4

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

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

An annual specialist equipment levy will apply. Please refer to the 2027 Business Notice.

Unit 1: Design practices	**Unit 3:** Ethical product design and development
Unit 2: Positive impacts for end users	**Unit 4:** Ethical production and evaluation

Design and Technology *(Cont.)*

SYSTEMS ENGINEERING UNITS 1 - 4

VCE Systems Engineering involves the design, production, operation, evaluation and iteration of integrated systems, which mediate and control many aspects of human experience. Integral to VCE Systems Engineering is the identification and quantification of systems goals, the generation of system designs, trial and error, justified design trade-offs, selection and implementation of the most appropriate design. Students test and verify that the system is well-built and integrated. They evaluate how well the completed system meets the intended goals and reflect on the systems engineering process to create a satisfactory design outcome.

An annual specialist equipment levy will apply. Please refer to the 2027 Business Notice.

Unit 1: Mechanical systems	**Unit 3:** Integrated and controlled systems
Unit 2: Electro-technological systems	**Unit 4:** Systems control

VCE/VET HOSPITALITY FOOD AND BEVERAGE UNITS 1 - 4

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

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

A subject levy will apply. Please refer to the 2027 Business Notice for details.

English

Maddingley Contact Person:	Mrs Karin Kos (kosk@bmg.vic.edu.au)
Woodlea Contact Person:	Ms Alanna Kappler (kapplera@bmg.vic.edu.au)

ENGLISH UNITS 1 - 4

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument.

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

Unit 1: Reading and exploring texts/crafting texts	**Unit 3:** Reading and responding to texts/creating texts
Unit 2: Reading and exploring texts/exploring argument	**Unit 4:** Reading and responding to texts/analysing argument

ENGLISH LANGUAGE UNITS 1 - 4

VCE English Language explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. By learning about how we shape and can be shaped by our use of language, we can develop deeper understandings about ourselves, those who surround us and the society in which we live. These understandings enhance the skills for effective communication in all contexts. VCE English Language examines how use and interpretations of language are nuanced and complex rather than a series of fixed conventions. The study explores how we use spoken and written English to communicate, to think and innovate, to construct and reveal identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion. The study of VCE English Language reveals the structures, features and discourses of written and spoken texts through the systematic and evidence-based construction and deconstruction of language in use.

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

Unit 1: Language and communication	**Unit 3:** Language variation and purpose
Unit 2: Language change	**Unit 4:** Language variation and identity

LITERATURE UNITS 1 - 4

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers' experiences shape their responses to texts. Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically.

VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.

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

Unit 1: Reading practices/exploration of literary movements and genres	**Unit 3:** Adaptation and transformations/ developing interpretations
Unit 2: Voices of country/the text in its context	**Unit 4:** Creative responses to texts/close analysis of texts

Humanities

Maddingley Contact Person:	Mr Lyndon Pratt (prattl@bmg.vic.edu.au)
Woodlea Contact Person:	Ms Molly Fitzgerald (fitzgeraldm@bmg.vic.edu.au)

GEOGRAPHY UNITS 1 - 4

At Bacchus Marsh Grammar, Geography explores the relationship between people, places and environments, helping students understand and respond to real-world challenges such as climate change, urbanisation and population growth. Through case studies and fieldwork, students develop skills in data interpretation, spatial analysis and critical thinking. Examining how human and natural processes shape the world, and how we can manage land use and resources sustainably.

GEOGRAPHY UNITS 1 & 2

In this unit, students explore the processes involved with hazards and disasters, considering the characteristics of hazards and their effects on people, places and environments, with particular emphasis on how people attempt to reduce their vulnerability to hazards. Students also investigate the characteristics of tourism: where it has developed, and its impact on people, places, and environments, issues, and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

GEOGRAPHY UNITS 3 & 4

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. Students then investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Unit 1: Hazards and disasters	**Unit 3:** Changing the land
Unit 2: Tourism: issues and challenges	**Unit 4:** Human population: trends and issues

HISTORY

The study of VCE History assists students to understand themselves, others, and their world and broadens their perspective by examining people, groups, events, ideas, and movements. Through studying VCE History, students develop social, political, economic, and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, the study of history is relevant to contemporary issues and many career pathways. It fosters an understanding of human agency and informs decision-making in the present.

MODERN HISTORY UNITS 1 AND 2

In Modern History, students explore key events, ideas, and figures that have sculpted the modern world. They examine selected events, such as the Roaring Twenties, the rise of dictators in post-war Europe, the causes of the Cold War, important civil rights movements, and the difficult process of decolonisation. From significant political changes, innovative ideas, and technological progress, students untangle the complex forces that have shaped the last century.

Unit 1: Change and Conflict	**Unit 2:** The Changing World Order

AUSTRALIAN HISTORY UNITS 3 AND 4

In Australian History, students develop their understanding of the foundational and transformative ideas, perspectives, and events in Australia's history and the complexity of continuity and change. The study of Australian history is considered both within a national and a global context, with a focus on Aboriginal and Torres Strait Islander peoples and culture, as students track the nations journey from a colonial settler society to a complex multicultural nation.

Unit 3: Power and Resistance	**Unit 4:** Creating a Nation

REVOLUTIONS UNITS 3 AND 4

In History Revolutions, students analyse the long-term causes and short-term triggers of revolution and evaluate the contribution of significant events, ideas, individuals and popular movements to revolutionary outbreaks. Students also explore the consequences of revolution and evaluate the extent of continuity and change in the post-revolutionary society.

At Bacchus Marsh Grammar, students explore the Russian Revolution of October 1917 and the Chinese Revolution of 1949. Through the construction of arguments, analysis of different perspectives and evaluation of historical sources, students uncover the causes which led to each revolution and how the post-revolutionary regimes attempted to create a new society.

Unit 3: The Russian Revolution	**Unit 4:** The Chinese Revolution

POLITICS UNITS 1 - 4

VCE Politics is the study of contemporary power, conflict and cooperation in the modern world. Students investigate contemporary issues and crises which impact political stability globally and in specific regions, considering how political actors respond and the significance of their perspectives and interests. Over the course of Unit 1 to 4, students focus on case studies such as national political reform, the Ukrainian War, and the proliferation of weapons of mass destruction.

Students analyse the sources and forms of power available to these political actors and the consequences of their use, in Unit 4 focusing on the Indo-Pacific and how India and Australia seek to further than national interests. These case studies highlight the complexity of global interconnection in the modern world.

Note: This subject runs for a full year.

Unit 1: Politics, power and political actors	**Unit 3:** Global cooperation and conflict
Unit 2: Democracy: stability and change	**Unit 4:** Power in the Indo-Pacific

POLITICS UNITS 1 AND 2

VCE Politics is the study of contemporary power, conflict and cooperation in the modern world. Students investigate contemporary issues and crises which impact political stability within Australia, the Indo-Pacific region and globally, and consider how national and global political actors respond. Students analyse the sources and forms of power available to these political actors and the consequences of their use. Students consider how political actors pursue their interests and the political significance of their actions in responding to national and global issues and crises.

Links to VCE subjects:

- Unit 3 and 4 Politics
- Unit 3 and 4 Australian History

POLITICS UNITS 3 AND 4

In Unit 3, students investigate weapons of mass destruction as a global issue, evaluating the challenges they pose to security and the effectiveness of international efforts at non-proliferation and disarmament. They then explore the Russia–Ukraine war as a sustained case study in armed conflict, analysing its causes, the actors involved, and attempts at resolution. In Unit 4, students turn to in Indo-Pacific, looking at India as an emerging power, assessing its national interests, instruments of power, and growing influence. Finally, students evaluate Australia's national interests and the ways it pursues them through diplomatic, economic, and military means within a shifting regional and global order.

Languages

Maddingley Contact Person:	Mr Duncan Malcolm (malcolmd@bmg.vic.edu.au)
Woodlea Contact Person:	Mr Shingo Gibson-Suzuki (gibsonsuzukis@bmg.vic.edu.au)

JAPANESE SECOND LANGUAGE UNITS 1 - 4

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

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

FRENCH UNITS 1 - 4

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

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

INDONESIAN SECOND LANGUAGE UNITS 1 - 4 (MADDINGLEY ONLY)

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

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

Mathematics

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Woodlea Contact Person:	Mr Cameron McGregor (mcgregorc@bmg.vic.edu.au)

GENERAL MATHEMATICS UNITS 1 - 4

General Mathematics provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important. Students who have done only Mathematical Methods Units 1 and 2 will have had access to assumed key knowledge and key skills for General Mathematics Units 3 and 4 but may also need to undertake some supplementary study.

MATHEMATICAL METHODS UNITS 1 - 4

Mathematical Methods provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

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

SPECIALIST MATHEMATICS UNITS 1 - 4

Specialist Mathematics provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

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

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

Performing Arts

Maddingley Contact Person:	Music - Mr Aaron Marshall (marshalla@bmg.vic.edu.au) Dance/Drama - Ms Elyse Zahra (zahrae@bmg.vic.edu.au)
Woodlea Contact Person:	Music - Ms Suzanne Kinsella (kinsellas@bmg.vic.edu.au)

DANCE UNITS 1 - 4

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis. In each unit, students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements. Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies. They study ways other choreographers have created and arranged movement to communicate an intention and create their own dance works. Students perform learnt solo and group dance works and their own works. They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.

DRAMA UNITS 1 - 4

VCE Drama focuses on creating and performing characters and stories that communicate ideas, meaning, and messages through contemporary drama-making practices. Students engage in creative processes, respond to stimulus material, and apply play-making techniques to devise and present original work. They explore a range of performance styles and conventions, drawing on diverse drama practices and practitioners, including Australian artists. Students investigate and apply dramatic elements, conventions, and production areas, with consideration of sustainable practices. Through the development of performance and expressive skills, they build and refine characterisation. Their work incorporates transformation of character, time, and place, and may use symbol to enhance meaning. Performances can be staged in any space for a selected audience and often respond to real-world political, social, or cultural issues. Students also reflect on, analyse, and evaluate both their own work and the work of other practitioners, deepening their understanding of drama as an art form.

VCE/VET MUSIC PERFORMANCE UNITS 1 - 4

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

This program is delivered as part of CUA30920 Certificate III in Music, in partnership with COSAMP (RTO 41549), with student enrolment managed through COSAMP as the Registered Training Organisation. The program runs over two years and is delivered face-to-face onsite at Bacchus Marsh Grammar. Students who have not previously completed a minimum of two Music subjects at Bacchus Marsh Grammar will be required to attend an audition and/or interview to determine suitability, and a high level of technical proficiency and performance maturity must be demonstrated. There are no additional costs to students.

A subject levy will apply. Please refer to the 2027 Business Notice for details.

Physical Education and Health

Maddingley Contact Person:	Ms Tenielle Brown (brownt@bmg.vic.edu.au)
Woodlea Contact Person:	Mr Evan Long (longe@bmg.vic.edu.au)

HEALTH AND HUMAN DEVELOPMENT UNITS 1 - 4

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health. Students investigate the World Health Organization's (WHO) definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Students examine health (including the concepts of health and wellbeing, and health status) and human development as dynamic concepts that are subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be acted upon by people, communities and governments. Students consider the interaction between these factors and learn that health and human development is complex and influenced by the settings in which people are born, grow, live, work and age. Students consider Australian and global contexts as they investigate health outcomes and examine the Australian healthcare system to help evaluate what is being done to address health inequity and inequality. They examine and evaluate the work of global health organisations and the Australian Government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and human lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to critique and respond to health information, advertising and other media messages, which enables them to put strategies into action to address health and wellbeing at a personal, community and global level.

Unit 1: Understanding health and wellbeing	**Unit 3:** Australia's health in a globalised world
Unit 2: Managing health and development	**Unit 4:** Health and human development in a global context

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 3 AND 4 (MADDINGLEY ONLY)

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

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

In this study, both passive and active outdoor experiences provide essential means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans historically through to the modern day, and into the future.

A subject levy will apply. Please refer to the 2027 Business Notice for details.

Unit 3: Relationships with outdoor environments	**Unit 4:** Sustainable outdoor environments

Physical Education and Health *(Cont.)*

PHYSICAL EDUCATION UNITS 1 - 4

VCE Physical Education explores the complex interrelationships between biophysical (anatomical, biomechanical, physiological and skill acquisition) and psychosocial (psychological and sociocultural) principles to understand their role in producing and refining movement for participation and performance in physical activity, sport and exercise. Through physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of participation and performance in physical activity, sport and exercise.

Integrating theoretical understanding and practice is central to the study of VCE Physical Education. Theoretical knowledge and skills are developed and utilised in and through practical activities, which can be opportunistic, structured or investigative experiences. Practical activities challenge students to reflect on and share their participatory perspectives, while emphasising the educational value of human movement to develop theoretical understanding. These opportunities ultimately help students to develop deeper holistic connections that support their understanding of biophysical and psychosocial movement concepts.

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

Science

Maddingley Contact Person:	Miss Sarah Thomson (thomsons@bmg.vic.edu.au)
Woodlea Contact Person:	Mr Ben Northcott (northcottb@bmg.vic.edu.au)

BIOLOGY UNITS 1 - 4

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

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

Unit 1: How do organisms regulate their functions?	**Unit 3:** How do cells maintain life?
Unit 2: How does inheritance impact on diversity?	**Unit 4:** How does life change and respond to challenges?

CHEMISTRY UNITS 1 - 4

VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. Students engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety considerations, including use of safety data sheets, and ethical guidelines associated with undertaking investigations is integral to the study of VCE Chemistry.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in chemistry has changed, and continues to change, in response to new evidence, discoveries and thinking. They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.

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

Unit 1: How can the diversity of materials be explained?	**Unit 3:** How can design and innovation help to optimize chemical processes?
Unit 2: How do chemical reactions shape the natural world?	**Unit 4:** How are carbon-based compounds designed for purpose?

Science *(Cont.)*

ENVIRONMENTAL SCIENCE UNITS 1 - 4

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

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

Unit 1: How are Earth's dynamic systems interconnected to support life?	**Unit 3:** How can biodiversity and development be sustained?
Unit 2: What affects Earth's capacity to sustain life?	**Unit 4:** How can climate change and energy impacts be managed?

PHYSICS UNITS 1 - 4

The study of VCE Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder. Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

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

Unit 1: How is Energy useful to society?	**Unit 3:** How do fields explain motion and electricity?
Unit 2: How does physics help us to understand the world?	**Unit 4:** How have creative ideas and investigation revolutionised thinking in physics?

PSYCHOLOGY UNITS 1 - 4

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

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

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

Visual Arts

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Woodlea Contact Person:	Mr Anthony Cunsolo (cunsoloa@bmg.vic.edu.au)

ART MAKING AND EXHIBITING UNITS 1 - 4

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

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

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

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

Unit 1: Explore, expand and investigate	**Unit 3:** Collect, extend and connect
Unit 2: Understand, develop and resolve	**Unit 4:** Consolidate, present and conserve

MEDIA UNITS 1 - 4

Media is everywhere — from film, television and podcasts to social media, advertising and digital content. It entertains, informs, educates and influences the way people think, feel and engage with the world. In Media, students explore how stories are told across different forms and how representations shape our understanding of people, places and ideas.

In Units 1 and 2, students investigate media narratives and representations, including the ways Australian and global media reflect and influence culture. They analyse how creators use codes and conventions to engage audiences and tell compelling stories, whether through film, audio, print, digital or interactive platforms. Students also plan, design and produce their own media products using industry-standard tools, gaining practical skills in areas like video editing, photography, sound design, and graphic communication.

In Units 3 and 4, students build on from Units 1 and 2 by studying the relationship between media and audience. They also undertake a major media production — from concept and development to final product and distribution — showcasing their skills in a chosen media form. Students critically analyse media issues, representations and narratives, and prepare for an exam that assesses their understanding of media terminology, influence, regulation and contemporary media practices.

Media is ideal for students who enjoy analysing content, thinking creatively, and producing original media across a variety of formats.

Unit 1: Media forms, representations and Australian stories	**Unit 3:** Media narratives, contexts and pre-production
Unit 2: Narrative across media forms	**Unit 4:** Media production: agency and control in and out of the media

VISUAL COMMUNICATION DESIGN UNITS 1 - 4

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

An annual specialist equipment levy will apply. Please refer to the 2027 Business Notice.

Unit 1: Finding, reframing and resolving design problems	**Unit 3:** Visual communication in design practice
Unit 2: Design contexts and connections	**Unit 4:** Delivering design solutions

Vocational Major (Maddingley Only)

Contact Person: Mrs Tarryn Davidson (davidsont@bmg.vic.edu.au)

FOUNDATION MATHEMATICS UNITS 1 AND 2 (MADDINGLEY INVITE ONLY)

Foundation Mathematics provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

Pre-requisite subjects: Year 10 Foundation Mathematics.

LITERACY UNITS 1 - 4

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

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

NUMERACY UNITS 3 AND 4

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

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

PERSONAL DEVELOPMENT SKILLS UNITS 3 AND 4

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

WORK RELATED SKILLS UNITS 3 AND 4

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

VET ACTIVE VOLUNTEERING CERTIFICATE II

The Certificate II in Active Volunteering provides students with the ability to engage with their local school and wider community. This program enables learning to be provided in an environment which reflects the working circumstances of volunteers in our in our community under direct supervision.

This includes:

- HLTWHS001 Participate in workplace health and safety
- BSBCMM201 Communicate in the workplace
- CHCDIV001 Work with diverse people
- HLTAID011 Provide first aid
- CHCVOL001 Be an effective volunteer
- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in health or community services

VET WORKPLACE SKILLS CERTIFICATE II

The Certificate II in Workplace Skills (BSB20120) is designed to equip learners with foundational knowledge and practical skills essential for success in various workplace settings. This vocational qualification provides individuals with the necessary competencies to effectively communicate, collaborate, and perform basic administrative tasks within a professional environment. Through a combination of theoretical learning and hands -on activities, students develop essential skills such as teamwork, time management, problem-solving, and digital literacy. The course is structured to cater to learners from diverse backgrounds and industries, ensuring relevance and applicability across a range of vocational pathways. Whether students are entering the workforce for the first time or seeking to upskill and enhance their employability, the Certificate II in Workplace Skills serves as a valuable stepping stone towards achieving their career goals. By completing this qualification, individuals are better prepared to thrive in the modern workplace and contribute positively to their respective fields.

VET BUSINESS CERTIFICATE III

The Certificate III in Business builds on students' foundational skills to prepare them for a broad range of career pathways in the versatile business services sector.

This qualification supports learners in developing practical, transferable capabilities in areas such as customer service, workplace communication, digital technology, and inclusive and sustainable work practices. Students apply their learning in simulated or real business environments – gaining confidence in designing professional documents and presentations, organising workplace information, and contributing effectively as part of a team.

With a strong focus on real-world application, this program helps students connect their business aptitude to employment or further study in administration, retail, customer service, or office support.

VET SPORT AND RECREATION CERTIFICATE II

Certificate II in Sport & Recreation delivers industry-relevant training that prepares students to assist with sport and recreation activities across diverse settings while completing fundamental customer service and maintenance duties.

Students develop comprehensive skills, from safety management to equipment handling, through practical and engaging learning experiences.

This nationally recognised qualification offers students a flexible program that connects theoretical knowledge with real-world applications, creating pathways to roles such as recreation attendant, customer service assistant, and administrative roles in Australia's expanding sport and recreation sector.

VET COMMUNITY SERVICE CERTIFICATE II

Certificate II in Community Services

The Certificate II in Community Services introduces students to the skills and values required to work in one of Australia's fastest growing sectors.

Through practical learning in communication, teamwork, and client support, students gain confidence and capability to engage with diverse client groups – including children, older people, and individuals with disability. This course helps students explore meaningful career options while preparing them for further study or entry-level roles in the community services sector.

VET COMMUNITY SERVICE CERTIFICATE III

Certificate III in Community Services

The Certificate III in Community Services prepares students for meaningful roles in the care and support sector – developing practical skills in communication, teamwork, and client support that can be applied directly in workplace settings.

With a focus on supporting a wide range of individuals – including children, older adults, and people with disability – this program helps students build a broad foundation of knowledge and interpersonal skills valued by employers.

Whether students are seeking direct employment or planning to pursue further study in health, aged care, disability, or youth work, this qualification opens doors to a variety of career pathways.

All VET Certificates will attract a levy in 2027. Amounts are still to be confirmed.

Doctrina Vitae

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VCE HANDBOOK
2027

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