

# Course Guide 2019

Years 10 - 12



CAROLINE  
CHISHOLM  
CATHOLIC COLLEGE

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# Introduction

The Caroline Chisholm Catholic College Course Guide Years 10–12 is an overview of the learning and teaching programs offered at the College for the 2019 academic year.

This guide is designed to provide a clear explanation of all subject offerings for students at Years 10–12, as well as all the information students and their parents will need to make informed choices about selecting courses of study.

The 2019 Course Guide comprises:

- introductory notes including a message from the Principal and a statement on Australian Democratic Principles
- an overview of the curriculum at Years 10–12
- a section for each learning area describing in detail the subject offerings
- information on equivalent Year 12 program choices such as the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET).
- information on University Acceleration Studies which students may undertake during Year 12.

The Year 10–12 Course Guide carefully outlines subjects offered organised into learning area. Year 10 provides a foundation for future study and students are encouraged to consider carefully the progression of subjects from Year 10 to Year 12 when selecting their program of study.

**Ms. SUZANNE FARLEY**  
DEPUTY PRINCIPAL – LEARNING AND TEACHING





# Message from the Principal

Choosing subjects can be a difficult task, especially if you are not sure what career path you wish to pursue. Whether you have an inkling about your future career path or not, the number one rule is to choose subjects that you think you will enjoy and that you will be good at.

Your future career is more than likely going to come from an area that you find interesting and challenging. In choosing, you need to know your interests, skills and what sort of occupations might be compatible with your character. Then you need to engage in research and to find a balance of subjects and qualifications that is right for you.

Doing research also means talking with your parents because they know you best, then your teachers and even your friends can offer you insights into your strengths and talents.

Before you begin studying this guide for the subjects you would like to study perhaps you could engage in some preliminary thinking about subjects that will:

- enable you to work from your strengths
- provide you with the qualification that you need to pursue your career and ambitions post Caroline Chisholm Catholic College
- challenge you to make the most of your capabilities
- allow you to enjoy what you are studying
- offer a range of study options that are manageable.

Remember that it is a good idea to keep your options open by being broad in your choices. Take the time to talk to people who know you best and make choices that are right for you.

I wish you all the very best as you journey with us.

**MR. MARCO DICESARE**  
PRINCIPAL

# Our Vision

To be the leader in learning excellence in our community.

# Our Mission

Our mission is to educate and prepare our students to be the best they are called to be within a faith-filled and inclusive environment.

# Our Values

At Caroline Chisholm Catholic College we achieve our vision and mission by:

## Faith

We live faith-filled lives and give thanks daily.

## Acceptance

We respect and embrace the community.

## Compassion

We care and do what is right and just.

## Excellence

We strive for and celebrate every success.

## A Statement on Australian Democratic Principles

Caroline Chisholm Catholic College is committed to upholding and promoting the principles and practices of Australian democracy through both its daily operations and its learning and teaching programs.

This includes a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.





## Instrumental Music Program and College Ensembles

**At Caroline Chisholm Catholic College, students have the opportunity to undertake concentrated study on a specific instrument.**

To join the Instrumental Program students are required to complete an Application Form. The Instrumental Program fees are charged separately.

The College offers tuition on the following instruments:

- flute, clarinet and saxophone
- trumpet, trombone, French horn and tuba
- acoustic guitar, electric guitar and bass guitar
- violin, viola, cello and string bass
- percussion, keyboard and voice.

Opportunities to undertake a practical music exam through the Australian Music Education Board or equivalent are available for students learning an instrument.

All Year 7 and 8 students receive tuition on acoustic guitar and keyboard as part of their classroom music program. Students selected for the Encore Music stream at Year 7 in 2018 will receive in-class tuition on a second instrument woodwind, brass or strings instead of guitar and keyboard.

Instrumental tuition plays a vital part for students considering studying Music at VCE level. Specialist training on a musical instrument is crucial to developing proficiency on a student's instrument of choice.

Additionally, students taking instrumental music lessons are given the opportunity to perform in an ensemble.

Our current College Music Ensembles include:

- percussion ensemble
- choirs: Men in Black, Sacred Heart Choir and Christ the King Choir
- string ensemble
- guitar ensemble
- symphonic band
- soul band
- rock band.

There is also an opportunity for students to work on their composition skills and their theory knowledge.



## Outdoor Education

Every student at Caroline Chisholm Catholic College is given the opportunity to attend the College Camp (Garema Dumont) participating in a sequential Outdoor Education program from Year 7 to 9.

Students interested in this area can choose to pursue further studies in Year 11 and 12 by undertaking VCE Outdoor and Environmental Studies.

Outdoor Education provides students with the opportunity to develop personally through interaction with others and the natural environment. The program is viewed as part of the curriculum, as the students receive instruction and experience in important areas such as fitness, bush-craft, first aid, personal development and interpersonal skills.

It is College policy, therefore, that each student is to attend her / his scheduled camp, and non-attendance will only be permitted in exceptional circumstances such as in the case of genuine illness or pressing family problems.

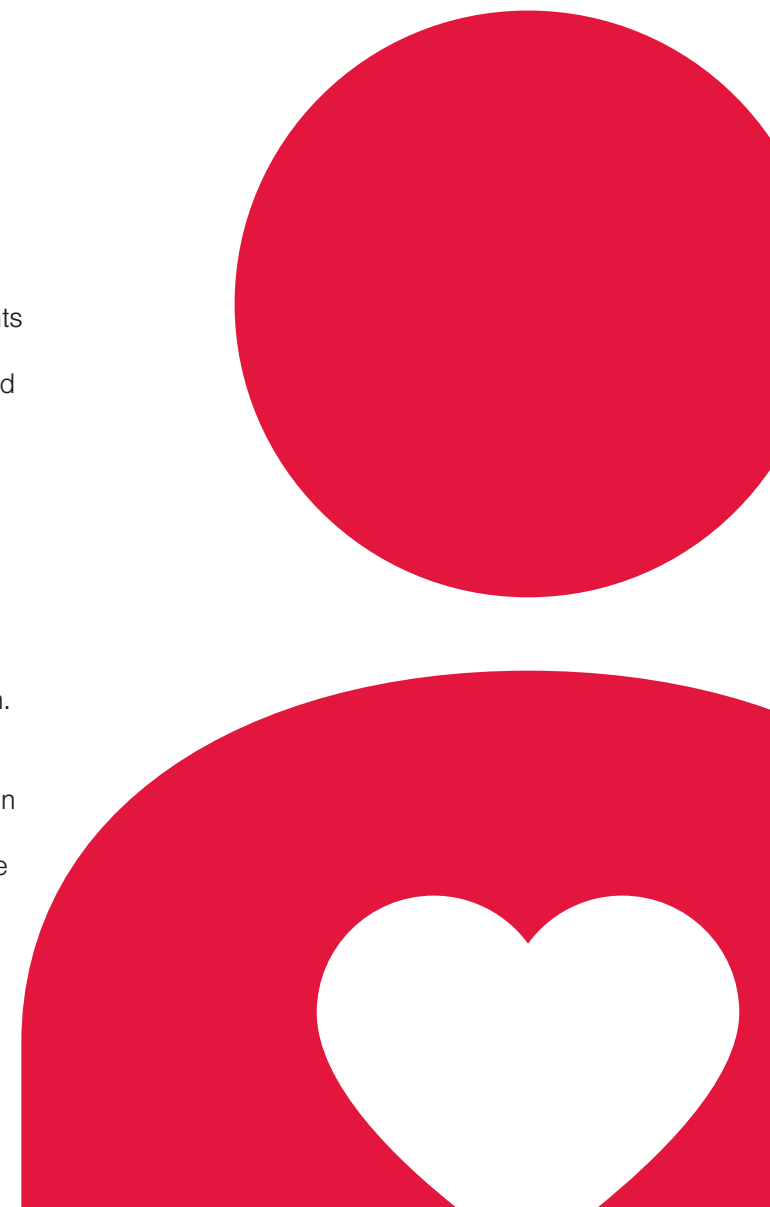
## Retreat and Reflection Day Program

As a part of the College's Faith Formation program, all students participate in a series of compulsory reflection and retreat days throughout the school year.

The Year 10 and 11 Reflection Day program continues to work within and alongside the Religious Education curriculum, providing opportunities for students to further explore their spirituality and faith life, and makes links to the curriculum being studied as well as to the religious and historical traditions of the Caroline Chisholm Catholic College community. This is achieved through seminars, excursions, workshops and activities that reflect our College Vision and Mission, both at the College and in the wider community, in a safe and supportive environment.

Year 12 students attend a three-day (overnight) retreat. The focus of this program is on the spiritual and personal development aspects of the young person.

The senior Faith Formation two year program aims to further develop an appreciation for the need for reflection and reconciliation, and a deep respect for the value of personal story and a search for religious meaning. Once again a variety of modes are used to achieve this aim, including guest speakers, seminars, liturgical events, workshops and personal activities.



# Curriculum Overview Years 10–12

**The Year 10–12 learning and teaching program at Caroline Chisholm Catholic College offers numerous pathways and a variety of courses of study for students.**

Students may pursue a learning program in any or a combination of the following in their final years of schooling:

## 1. The Victorian Certificate of Education (VCE)

The VCE is typically a two year program of study undertaken during the final two years of secondary education. It is a recognised qualification for entry to further studies at university or TAFE or for movement into the workforce.

## 2. The Victorian Certificate of Applied Learning (VCAL)

The VCAL provides students with practical, hands-on, work-related experience as well as the opportunity to secure certificates and training in areas of interest for their future career and education pathways. Students who do the VCAL are likely to be interested in entering training at a TAFE Institute, starting an apprenticeship or getting a job after completing secondary school. However, the VCAL can also provide an alternative pathway to university study.

## 3. Vocational Education and Training (VET)

VET subjects can be combined with either VCE or VCAL pathways of study. Students completing a VCAL pathway are required to complete some VET units of study. VET subjects provide a nationally recognised qualification which can be used to gain employment or lead to further study at a TAFE institute after completing secondary school. Many VET subjects also provide credits towards calculation of the Australian Tertiary Admissions Rank (ATAR).

## 4. University Acceleration Studies

University acceleration studies offer students an opportunity to undertake university units during Year 12. The units offered are accredited by the Australian Catholic University or Federation University and provide credit toward future university study as well as providing VCE credit and scored credits towards calculation of the Australian Tertiary Admissions Rank (ATAR).

Please refer to information provided on **'Selecting a Program of study'** for more details on choosing your program of study at Years 10, 11 and 12.

## Year 10

Year 10 provides a foundation for future study in one or more of the programs mentioned above. Students at Year 10 undertake a group of compulsory “core subjects” as well as a selection of “elective subjects”. Students are able to design a course of study that meets their individual future study and career goals.

Students at Year 10 are encouraged to consider VCAL or incorporating Unit 1 and 2 VCE or VET studies as an enhancement to their Year 10 program.

### Year 10 Core Subjects

- Religious Education
- English
- Mathematics.

### Year 10 Elective Subjects

Selections available in:

- Languages
- Science
- Humanities
- The Arts
- Design and Technologies
- Health and PE



# Choosing your 2019 courses

## What should you consider in choosing your 2019 courses?

### Choose subjects that interest you

Most students perform better in these subjects. Beware of choosing subjects because you have heard about the impact of scaling in calculating the ATAR, this is of no benefit if you do not perform well in the subject you choose.

#### • You are good at

You should consider the results you are achieving in your Year 9, Year 10 and Year 11 subjects as a guide. It is difficult to 'improve' as you progress to more senior levels with more challenging subject content. If your results in a particular subject in Year 10 or Year 11 are low you will find higher levels in the subject harder and more difficult to grasp the concepts. So, choose carefully.

#### • Reflect what you are interested in studying at tertiary level and that will develop the skills to help you in those studies

#### • Help provide you with more career options if you are undecided

It is not advisable, at this stage, to close your mind to possibilities, saying: "I know what subjects I'm doing next year". Instead, think about a broad course. The flexibility of the VCE encourages all students to take a variety of studies, while providing them with the ability to specialise in a particular area. You may decide to specialise in Music studies or Language studies or Science studies, but it is very important that you also be able to prepare for a wide variety of career options. Don't choose subjects that may limit or narrow your choices.

Students who have received 'Not Satisfactory' results for units 1 and 2 in a particular area of study will not normally be permitted to move into the Unit 3 and 4 levels of study.

### **Prior Learning**

You will find that many studies in this booklet indicate subjects under a sub heading called prior learning.

Experience shows that students perform better if they have appropriate background learning.

Prior learning indicates the subjects students should have completed to be ready to achieve in their chosen study.

## Students applying for VCE Units 1 and 2 in Year 10

Students at Year 10 are encouraged to consider VCAL or incorporating Unit 1 and 2 VCE or VET studies as an enhancement to their Year 10 program.

### **Incorporating VCE Units 1 & 2 at Year 10 can have some advantages for students:**

- experience in the requirements and processes for successful completion of VCE
- practice in workload management and study skills
- more challenging work – many students enjoy the challenge of extending their skills

### **There are also some considerable challenges however in taking on Units 1 & 2 at Year 10:**

- the workload is significantly greater and students may find this difficult to manage
- students may have missed important foundation information that is studied at Year 10 and may require extra work to catch up
- some students may focus on Unit 1 & 2 studies and ignore Year 10 subjects, so do not develop appropriate foundation skills in other learning areas

Each student needs to consider the advantages and challenges of taking on Unit 1 & 2 studies at Year 10.

Students wanting to complete a VCE Unit 1 & 2 study in Year 10 are required to complete an application form.

# Choosing your 2019 courses

At Caroline Chisholm Catholic College we set selection criteria in order to take a Unit 1 & 2 study in Year 10. These criteria are quite rigorous, and are designed to make sure students are equipped to meet the requirements of Year 11-level study.

## **In order to study a Unit 1 & 2 at Year 10, students should:**

- have a very good attendance record
- be 'At standard' or 'Above standard' in their Year 9 studies
- average between 'usually' and 'consistently' for all Work Habits
- demonstrate strong achievement in their Learning Tasks (>70%)

## **What should you do if you think, at this stage, that you don't meet these criteria?**

Speak with your Learner Mentor, subject teacher and the Senior Pathways Coordinator. The criteria provides a guide but each student should consider their options carefully and their program be reviewed on an individual basis.

Most VCE Unit 1 & 2 studies are available for Year 10 students, however, the following subjects are not normally open for acceleration at Year 10:

- English
- Physics
- Chemistry
- Italian
- Japanese

## **Students applying for VCE Units 3 and 4 in Year 11**

Commonly students who begin a VCE Unit 1 & 2 sequence in Year 10 will continue to complete the Unit 3 & 4 sequence of this subject in Year 11. This has particular advantages, however, is not a requirement and students should consider carefully if they are ready to continue to the Year 12-level study.

Students wanting to complete a VCE Unit 3 & 4 study in Year 11 are required to complete an application form and receive feedback from their Unit 1 & 2 teacher.

At Caroline Chisholm Catholic College we set selection criteria in order to take a Unit 3 & 4 study in Year 11. These criteria are quite rigorous, and are designed to make sure students are equipped to meet the requirements of Year 12-level study.

## **In order to study a Unit 3 & 4 at Year 11, students should:**

- have a very good attendance record
- have received 'Satisfactory' results for both Unit 1 and Unit 2
- average between 'usually' and 'consistently' for all Work Habits
- demonstrate strong achievement in their Learning Tasks (>70%)

## **What should you do if you think, at this stage, that you don't meet these criteria?**

Speak with your Learner Mentor, subject teacher and the VCE Coordinator. The criteria provides a guide but each student should consider their options carefully and their program be reviewed on an individual basis.



# Year 10–12 Pathways

	STANDARD	OPTIONS			VCAL
Year 10	Full Year 10 Program	Year 10 program with a Unit 1 and 2 VCE or VET subject			Foundation VCAL
Year 11	Full Unit 1 and 2 Program	Unit 1 and 2 Program with a Unit 3 and 4 subject	Unit 1 and 2 Program with a VET course	Unit 1 and 2 Program with a Unit 3 and 4 Subject and a VET course	Intermediate VCAL
Year 12	Full Unit 3 and 4 Program	Unit 3 and 4 Program with a VET course	Unit 3 and 4 Program with a University Acceleration study		Senior VCAL

Students may change pathway at each year level, however students who choose to enter VCAL may not be able to re-enter the VCE program.

# Learning Areas



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## Religious Education

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## VCAL

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Please email nominated department Head for any additional course outline information.

Queries re VET courses to Julie Pilioglou [j.pilioglou@cccc.vic.edu.au](mailto:j.pilioglou@cccc.vic.edu.au)

# Religious Education

## Year 10

Students at Year 10 study a complete VCE unit of a Religious Education subject over the academic year. They can choose to undertake either Unit 2 of Religion and Society or Unit 2 of Texts and Traditions over the year.

Alternatively, students who do not feel they are ready to take on a VCE Religious Education subject may wish to apply to complete the school based Religion Education course. These students will then complete a unit of either Religion and Society or Texts & Traditions in Year 11.

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For further information please contact the Head of Learning Ms Kate Sherwood [k.sherwood@cccc.vic.edu.au](mailto:k.sherwood@cccc.vic.edu.au)

## Year 11

In Year 11 students must complete a VCE unit of Religious Education, selecting either Religion and Society or Texts and Traditions. The subject can then be continued in Year 12 as a unit 3&4 sequence if students choose this.

Alternatively, students can choose to complete the Unit 1 and 2 sequence of the alternate subject not studied in Year 10.

Students could complete Unit 3&4 sequence of the chosen subject in Year 11 if results indicate they are suited to accelerated study. Students who accelerate would complete the VCE exam at the end of Year 11 but continue to study a Year 12 school based Religious Education options in their final year at the College.

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## Year 12

School-based Religious Education options:	
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Students at Year 12 are required to complete either a school based religious education subject or Unit 3&4 of either Religion and Society or Texts and Traditions. Students selecting Unit 3&4 are advised to continue with the same subject studied in Year 10 and 11, and ensure their interest and results at the Unit 1&2 level have prepared them for the rigors of the Unit 3&4 course.

Y10

# Religious Education

Students choose to study one Religious Education subject.

**C** Core **Year long**

## UNIT 2: RELIGION AND SOCIETY

### Unit Overview

Unit 2 investigates Ethics, which involves reflecting on what is 'right' or 'wrong', and 'good' and 'bad' when applied to human decisions and actions. It involves identifying arguments, analysing the reasoning and other influences behind perspectives and moral judgments. Students study ethical decision making in two religious traditions, and explore ethical issues in societies where religious and other worldviews coexist.

### Areas of Study

- ethical decision-making and moral judgment
- religion and ethics
- ethical issues in society.

### Assessment Items

- essays
- tests
- reports
- oral and multimedia presentations
- written exercises
- short answer questions
- summaries.

### Future Pathways

Unit 1 Religion and Society

### Prior Learning

Year 7–9 Religious Education Program

**C** Core **Year long**

## UNIT 2: TEXTS AND TRADITIONS

### Unit Overview

This unit examines the place of texts and their literary forms within a religious tradition. Through basic methods of exegesis, an approach used to interpret religious texts, students will come to a deeper awareness of the meaning, socio-historical development, and use of these texts within the religious tradition, past and present.

### Areas of Study

- exploring literary forms
- the formation and exegesis of text
- later uses and interpretations of sacred texts.

### Assessment Items

- summaries
- essays
- oral and multimedia presentations
- short reports
- exegetical exercises
- comparative tables
- short answer questions.

### Future Pathways

Unit 1 Text and Traditions

### Prior Learning

Year 7–9 Religious Education Program

Y10

# Religious Education

Students choose to study one Religious Education subject.

**C** Core **Year long**

## SCHOOL BASED RELIGIOUS EDUCATION: JOURNEY IN FAITH

### Unit Overview

This subject aims to allow students to continue to develop their appreciation and understanding of the richness of the Catholic Tradition, as well as the connections between their everyday life experience and the activity of God in their lives. They will have the opportunity to explore their religious self-understanding and spiritual awareness, along with decision making that is informed by the Catholic Tradition. Students will investigate questions, being open to religious interpretations of the world. They will also deepen their understanding and appreciation of key scriptures.



### Areas of Study

- how can religion affect the way people live their lives?
  - searching for meaning
  - world religions
- an introduction to ethics and decision making

### Assessment Items

- inquiry based projects
- reports
- written exercises
- test / exam
- oral and multimedia presentations
- self reflections
- summaries

### Future Pathways

Unit 1 Religion and Society, or Unit 1 Texts and Traditions

### Prior Learning

Year 7–9 Religious Education Program

Y11

# Religious Education

Students choose to study one of the following Religious Education subjects.

**C** Core **Year long**

## Religion & Society Unit 1

Students explore the origins of religion and the role of religions in the development of society. They investigate the contributions religion can make to society, and focus on the role of religious traditions over time in shaping personal and group identity. The unit provides the chance for students to understand the complex relationships that exist between individual, groups, and religious traditions broadly and in Australian society. A range of examples from various religions are used throughout the unit.

### Areas of Study

- the nature and purpose of religion
- religion through the ages
- religion in Australia.

### Assessment Items

- essays
- tests
- reports
- oral and multimedia presentations
- written exercises
- short answer questions.

### Future Pathways

Unit 3&4 Religion and Society

### Prior Learning

Unit 2 Religion and Society

**C** Core **Year long**

## Texts & Traditions Unit 1

Students will study the texts as a means to investigate themes such as justice, racism, gender roles, or other themes within society. They will consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. In this students will also compare how texts from different religious traditions treat common social themes.

### Areas of Study

- sacred texts in the past
- sacred texts today
- comparing religious traditions.

### Assessment Items

- summaries
- textual commentaries
- essays
- oral and multimedia presentations
- short reports
- exegetical exercises
- comparative tables
- short answer questions.

### Future Pathways

Unit 3&4 Texts and Traditions

### Prior Learning

Unit 2 Texts and Traditions



Y11

Religious Education

Religion and Society Unit 1&amp;2

**E** Elective 1 Semester**UNIT 1 OVERVIEW**

Students explore the origins of religion and the role of religions in the development of society. They investigate the contributions religion can make to society, and focus on the role of religious traditions over time in shaping personal and group identity. The unit provides the chance for students to understand the complex relationships that exist between individual, groups, and religious traditions broadly and in Australian society. A range of examples from various religions are used throughout the unit.

**Areas of Study**

- the nature and purpose of religion
- religion through the ages
- religion in Australia.

**Assessment Items**

- essays
- tests
- reports
- oral and multimedia presentations
- written exercises
- short answer questions
- summaries.

**Future Pathways**

Unit 2, 3 & 4 Religion and Society

**Prior Learning**

Year 7–9 Religious Education Program  
VCE Texts and Traditions in Year 10

**E** Elective 1 Semester**UNIT 2 OVERVIEW**

Unit 2 investigates Ethics, which involves reflecting on what is 'right' or 'wrong', and 'good' and 'bad' when applied to human decisions and actions. It involves identifying arguments, analysing the reasoning and other influences behind perspectives and moral judgments. Students study ethical decision making in two religious traditions, and explore ethical issues in societies where religious and other worldviews coexist.

**Areas of Study**

- ethical decision-making and moral judgment
- religion and ethics
- ethical issues in society.

**Assessment Items**

- essays
- tests
- reports
- oral and multimedia presentations
- written exercises.

**Future Pathways**

Unit 3&4 Religion and Society

**Prior Learning**

Unit 1 Religion and Society

Y11

Religious Education

Texts and Traditions Unit 1&amp;2

**E** Elective 1 Semester**UNIT 1 OVERVIEW**

This unit examines the place of texts and their literary forms within a religious tradition. Through basic methods of exegesis, an approach used to interpret religious texts, students will come to a deeper awareness of the meaning, socio-historical development, and use of these texts within the religious tradition, past and present.

**Areas of Study**

- exploring literary forms
- the formation and exegesis of text
- later uses and interpretations of sacred texts.

**Assessment Items**

- summaries
- textual commentaries
- essays
- oral and multimedia presentations
- short reports
- exegetical exercises
- comparative tables
- short answer questions.

**Future Pathways**

Unit 2, 3 & 4 Text and Traditions

**Prior Learning**

Year 7–9 Religious Education Program  
VCE Religion and Society in Year 10

**E** Elective 1 Semester**UNIT 2 OVERVIEW**

Students will study the texts as a means to investigate themes such as justice, racism, gender roles, or other themes within society. They will consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. In this students will also compare how texts from different religious traditions treat common social themes.

**Areas of Study**

- sacred texts in the past
- sacred texts today
- comparing religious traditions.

**Assessment Items**

- summaries
- textual commentaries
- essays
- oral and multimedia presentations
- short reports
- exegetical exercises
- comparative tables
- short answer questions.

**Future Pathways**

Unit 3&4 Texts and Traditions

**Prior Learning**

Unit 1 Texts and Traditions

**E** Elective **Year long**

## Quo Vadis

### COURSE OVERVIEW

Students will be challenged to think critically as they come to a deeper understanding in their faith, and the role it will play in their future in the wider community.

Students explore topics such as social justice and the dignity of the human person, spirituality, vocation, and Christian Leadership.

Quo Vadis is one option for the compulsory Religious Education subject for students who have not selected Unit 3&4 in either Religion and Society or Texts & Traditions.

### Areas of Study

- scripture and Jesus
- church and community
- God, religion, and life
- prayer, liturgy, and the sacraments
- morality and justice.

### Assessment Items

- essays
- tests
- reports
- oral and multimedia presentations
- written exercises
- self-reflections.



**E** Elective **Year long**

## RE and Philosophy

### COURSE OVERVIEW

Philosophy can be seen as the practice of asking: what are the most fundamental questions that need answering? What do I believe (really believe) are the answers to those questions? Are those answers correct or do I need to revise them? Students will be challenged to reflect critically on their own beliefs and ideas, as well as those provided by religions to answer the most fundamental questions. They will have the opportunity to explore questions such as: what is it to live a good life? What arguments are there for the existence of God? Is religious faith different to other types of faith? Does 'free will' actually exist if there are causes for all our actions? Is morality subjective or objective? Is pure altruism possible, or are all acts based on self interest? What is the basis and justification of rights? There will also be opportunity to investigate some philosophers, which may include, for example, Thomas Aquinas, Alan Turing, David Hume, Immanuel Kant, Elizabeth Anscombe, Anne Conway.

### Areas of Study

- Metaphysics: Does God exist?
- Moral philosophy
- Rights and justice

### Assessment Items

- Developing philosophical argument
- Reports and written exercises
- Essays
- Oral and multimedia presentations

**E** Elective **Year long**

## RE and Visual Arts

### COURSE OVERVIEW

This subject provides students an opportunity to explore and express their faith through the Visual Arts. They are asked to explore a range of Christian Catholic expressions of faith in everyday life, and study the contribution that art can make to the broader questions about human existence. Students will engage in art making in a range of mediums, as well as art analysis and reflection.

### Areas of Study

- A study of religious icons images, current religious and secular art, and an analysis of the beliefs expressed in religious art.
- A study of current practice and thought in artistic expressions of spirituality.
- Composition as self expression.
- Art for liturgy and meditation.

### Assessment Items

- Written art analysis, including art appreciation.
- Practical art production, including a body of practical work related to set religious themes.

**E** Elective **Year long**

## RE and Performing Arts

### COURSE OVERVIEW

This course gives students an opportunity to explore and express their faith through performance study, through the mediums of Music, Dance, and Drama. In this subject students explore a range of faith expressions in everyday life, and study the contribution performing arts can make to broader questions about human existence. All students will be involved in performing in this subject.

### Areas of Study

- Current religious and secular music and dance, and analysing the deeper meaning in popular styles
- Current practice and thought in musical and performance expressions of spirituality
- Composition as an expression of a religious or spiritual message
- Music and performance for liturgy

### Assessment Items

- Analysis of performing arts pieces
- Performance of an original piece created for the Eucharist (mass)
- Composition and performance of a group performing arts piece
- Reflective pieces throughout the course

**E** Elective **Year long**

## Scripture and Story

### COURSE OVERVIEW

This subject aims to give students the opportunity to explore the meaning of sections of the Hebrew and Christian scriptures within a contemporary context. It provides both a historical perspective (the original context) as well as the role it plays in the Christian community. It explores the background, history, culture, literary character and religious message of biblical texts to help provide a contemporary understanding of the intended meaning. A range of biblical texts will be studied, including the Gospel of Luke.

### Areas of Study

- Looking into the tradition
- Reading for today
- The Gospel of Luke – the social, cultural and historical context of the gospel; important themes and messages within the gospel

### Assessment Items

- Reports and written exercises
- Essays
- Oral and multimedia presentations
- Tests
- Exegesis

**E** Elective **Year long****UNIT 3: THE SEARCH FOR MEANING****Unit Overview**

In response to the “Big Questions” and the quest for meaning, religions have developed systems of belief that have offered ways of establishing meaning and purpose – not only for human existence but also for all that exists. In this unit students will explore the ways in which these religious ideas create meaning for religious traditions and their members. Where did we come from? Where are we going? What is our purpose in life? What answer do religions give?

Students consider these questions in at least two religions, and consider the interaction between religion and significant life experiences.

**Areas of Study**

- responding to the search for meaning
- expressing meaning
- significant life experience, religious belief and faith.

**Assessment Items**

- essays
- tests
- reports
- oral and multimedia presentations
- written exercises
- comparative tables

**Future Pathways**

Unit 4 Religion and Society

Teaching, Theology, Faith Centered Vocations

**Prior Learning**

Unit 1&2 Religion and Society

**UNIT 4: RELIGION, CHALLENGE AND CHANGE****Unit Overview**

Religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies – These traditions can stimulate, support, or resist changes in societies.

Religious traditions also change over time; this change may be in the form of growth or decline or both. In this unit students use frameworks to understand and explore these changes.

**Areas of Study**

- challenge and response
- interaction of religion and society.

**Assessment Items**

- essays
- tests
- reports
- oral and multimedia presentations
- written exercises
- comparative tables

**Future Pathways**

Teaching, Theology, Faith Centered Vocations

**Prior Learning**

Unit 3 Religion and Society

# Y12 Religious Education Texts and Traditions Unit 3&4

**E** Elective **Year long**

The study of Texts and Traditions, looks at ancient texts, such as the Bible, both Old and New Testaments with a view to understanding the formation of these texts. We explore the history, the peoples and their understandings of the world at their time to critically analyse the meanings of the texts as they were intended for the communities of the various authors.

## UNIT 3: TEXTS AND THE EARLY TRADITION

### Unit Overview

In this unit students further develop their exegetical skills, particularly the socio-historical critical method, and explore the history and culture from which the tradition being studied was formed, and how these beginnings helped shape and add content to the texts themselves. Students explore the formation of the text itself, the intended audience of that text and the message or teaching found within the text.

### Areas of Study

- historical and literary background to the set text
- interpreting texts – Exegesis (Part 1).

### Assessment Items

- summaries
- textual commentaries
- essays
- oral and multimedia presentations
- short reports
- exegetical exercises
- comparative tables
- short answer questions.

### Future Pathways

Unit 4 Teaching, theology, faith centered vocations.

### Prior Learning

Unit 1&2 Texts and Traditions

## UNIT 4: TEXTS AND THEIR TEACHINGS

### Unit Overview

In this unit students continue to apply, in greater depth, their exegetical skills to texts that are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent and how these understandings have been interpreted and reinterpreted with the passing of time.

### Areas of Study

- interpreting texts – Exegesis (Part 2)
- religious ideas, beliefs and social themes.

### Assessment Items

- summaries
- textual commentaries
- essays
- oral and multimedia presentations
- short reports
- exegetical exercises
- comparative tables
- short answer questions.

### Future Pathways

Teaching, Theology, Faith centered vocations

### Prior Learning

Unit 3 Texts and Traditions

# Design and Technologies

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## Year 11

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## Year 12

Food Studies Unit 3&4	34
Hospitality (VET Certificate III)	35
Product Design and Technology Unit 3&4	36
Product Design – Textiles Unit 3&4	37
Systems Engineering Unit 3&4	38
Applied Fashion Design and Technology (VET Certificate II&III)	33

### VET options

Students are able to apply for the following Design and Technology VET courses:

1st Year Hospitality VET Certificate III 29

2nd Year Hospitality VET Certificate III 35

Applied Fashion Design and Technology VET Certificate II & III 33

Design and Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs.



**E** Elective 1 Semester

## Food Technology

### COURSE OVERVIEW

Food Technology provides students with both theoretical and practical opportunities to learn about the processing and safe handling of food and develop their food preparation skills. Students explore a range of factors that affect food product design and innovation, including function, aesthetics, social, environmental and economic factors. Students use this knowledge of how ingredients interact and are affected by processing to design and produce a new food product that effectively fulfils a market need or solution to a problem.

### Areas of Study

- handling food safety
- the properties of food
- technological developments and innovations in food
- the design process.

### Assessment Items

- design task
- evaluation reports
- food preparation skills
- exam.

### Future Pathways

Unit 1&2 Food Studies



**E** Elective 1 Semester

## Product Design and Technology (A)

### Course Overview

In Product Design Technologies students investigate, design and make products from materials with an aesthetic or functional focus. They follow the design process and produce products for a specified end user. Students focus on global design and give consideration to sustainability in design. Tasks will allow for learning about the properties of different materials, different joining methods and how to safely produce products using machinery, electric tools and hand tools, in a workshop environment.

### Areas of Study

- production of functional products using timber, plastic, metal and found objects. This could include larger products: home decoration, acrylic items and small furniture items.

### Assessment Items

- design and production tasks
- evaluation reports
- written tests.

### Future Pathways

Unit 1&2 Systems Engineering, electrical trades.

**E** Elective 1 Semester

## Product Design and Technology (B)

### Course Overview

The Year 10 Resistant Materials course exposes students to a more complex design process in preparation for VCE. The students complete a folio of work and further develop skills learned in Years 7–9 with a focus on investigation, design and development, planning and production and finally the evaluating of their completed folio and product. They produce a product or range of products for a specific end user and in doing so develop practical skills and skills in handling various tools, machinery and 3D printers.

### Areas of Study

- folio of work that follows the design process with a focus on sustainability and human centred design.
- production of aesthetic products or range of products for an end user using a variety of materials and production processes.
- case study of a designer or design company in the form of a written report.

### Assessment Items

- design folio demonstrating researching, investigating and designing skills
- design and development
- production of a product
- product evaluation
- exam (end of unit).

### Future Pathways

Unit 1&2 Product Design and Technology  
Product designer, industrial designer, architect.

**E** Elective 1 Semester

## Product Design – Textiles

As Year 10 Fashion Design students immerse themselves in this exhilarating course they have the opportunity to explore and develop their individual creativity. They follow the design process to create a unique design brief, a range of design options, source appropriate fabrics and trims, and produce a fashion product. Students research and trial a variety of fabric manipulation and complex construction techniques and learn pattern adaptation skills using a commercial pattern. They are exposed to more complex textile and embellishment techniques, and further develop their illustration and fashion rendering skills.

### Areas of Study

- product design process – investigate, design, produce and evaluate
- fashion illustration
- sourcing materials and material properties
- garment construction processes and techniques
- fabric manipulation techniques
- pattern adaptation
- design and development of a fashion product
- sustainability in textiles.

### Assessment Items

- design folio demonstrating researching, investigating and designing skills
- design and development
- production of a product
- product evaluation
- exam (end of unit).

### Future Pathways

Unit 1&2 Product Design and Technology – Textiles  
Product design, fashion designer, visual merchandise, marketing.



**E Elective** 1 Semester**UNIT 1 OVERVIEW**

In this unit students study food from historical and cultural perspectives. They investigate the origins and roles of food through time and across the world. Students explore how humanity has historically sourced its food and consider the origins and significance of food through inquiry into particular food producing regions of the world. Students also look at Australian indigenous food and how food patterns have changed since European settlement.

**Areas of Study**

- food around the world
- food in Australia.

**Assessment Items**

- range of practical activities, with at least two records of reflection of the practical activities
- research report
- exam.

**Future Pathways**

Units 2, 3 & 4 Food and Technology, university or TAFE qualification.

**Prior Learning**

Year 10 Food Technology.

**E Elective** 1 Semester**UNIT 2 OVERVIEW**

In this unit students study food systems in contemporary Australia. They explore commercial food production industries and compare food production in small-scale domestic settings with commercial production. Students investigate the significance of food industries to the Australian economy and the capacity of the industry to provide safe, high-quality food that meets the needs of consumers. Students also use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

**Areas of Study**

- food industries
- food in the home.

**Assessment Items**

- two design tasks
- exam.

**Future Pathways**

Unit 3&4 Food and Technology, university or TAFE qualification.

**Prior Learning**

Unit 1 Food Technology.

### III VET Certificate III **Year long** may continue into a second year

#### Course Overview

Students undertaking Units 1 and 2 of VCE VET Hospitality will enrol in Certificate II in Hospitality.

The following year, students continuing into Units 3 and 4 will enrol in: selected units of competency from Certificate III in Hospitality or Certificate II in Hospitality (Kitchen Operations).

**Program 1:** Students who complete Certificate II in Hospitality will be eligible for units of credit at Units 1 and 2 level.

**Program 2:** Students who complete Certificate II in Hospitality (Kitchen Operations) will be eligible for up to four units of credit towards their VCE: two at Units 1 and 2 level and a Units 3 and 4 sequence.

Students wishing to receive a study score or an ATAR contribution for the Units 3 and 4 sequence VCE VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

#### Areas of Study

Units studied include:

Compulsory		
BSBWOR203B	Work effectively with others	15
SITHCCC102	Prepare simple dishes*	25
SITHIND201	Source and use information on the hospitality industry	25
SITXFSA101	Use hygienic practices for food safety	15
SITXINV202	Maintain the quality of perishable items*	10
SITXWHS101	Participate in safe work practices	12
Additionally, students will complete a number of elective units.		

**Please note:** courses and electives are subject to change at short notice.

**E Elective** 1 Semester**UNIT 1 OVERVIEW**

Product Design students in Unit 1 create a folio of work based on the design process learned in previous years. They are required to design and produce a sustainable product or prototype for an end user.

**Areas of Study**

- product redevelop for improvement
- producing and evaluating a redeveloped product.

**Assessment Items**

- folio of design ideas based on 'The Product Design Process' for a redeveloped product
- construction of a redeveloped product
- evaluation of the redeveloped product.

**Future Pathways**

Units 2, 3 & 4 Product Design – Resistant Materials  
Industrial and product design, architecture and jewellery design.

**Prior Learning**

Years 7–10 Resistant Materials.

**E Elective** 1 Semester**UNIT 2 OVERVIEW**

Product Design students in Unit 2 create a folio of work based on the design process learned in previous years. They are required to design and produce a sustainable product or prototype for an end user.

**Areas of Study**

- designing within a team
- producing and evaluating a collaboratively designed product.

**Assessment Items**

- design – working in teams
- documentation of collaboration skills
- collaborative production
- evaluation report.

**Future Pathways**

Unit 3&4 Product Design – Resistant Materials  
Industrial and product design, architecture and jewellery design.

**Prior Learning**

Years 7–10 Resistant Materials.

**E Elective** 1 Semester**UNIT 1: SUSTAINABLE PRODUCT DEVELOPMENT**

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as sourcing materials, manufacture, distribution, use and likely disposal. They consider how a developed product should attempt to solve a problem related to the original product.

**Areas of Study**

- sustainable redevelopment of a product
- producing and evaluation a redesigned product.

**Assessment Items**

- a folio of design ideas based on 'The Product Design Process' for a re-designed product
- construction of the redesigned product
- evaluation of the redesigned product.

**Future Pathways**

Units 2, 3 & 4 Product Design – Textiles and resistant materials  
Fashion Designer; Textile Designer; Fashion Design Assistant; Stylist; Visual Merchandising; Fashion Illustrator; Fashion Buyer; Pattern Maker; Fashion Forecasting; Fashion Journalism (Fashion media); Fashion Public relations.

**Prior Learning**

Year 10 Product Design – Fashion Design and resistant materials.

**E Elective** 1 Semester**UNIT 2: COLLABORATIVE DESIGN**

People live in a throwaway society. Product Design and Technology at Year 11 is aimed at improving people's lives by redesigning textile products that are currently being manufactured. In this study the students assume the role of a designer-maker and focus on the importance of design for environmental sustainability. Students have access to a product that is currently being manufactured and sold. Using the product design process students complete research, and redesign it with three points of difference, ensuring it retains its same function whilst improving the product's sustainability. Students then produce and finally evaluate the product that they have redesigned. The study also focuses on the developing knowledge of materials and issues related to intellectual property, acknowledging any design ideas that have been appropriated.

**Areas of Study**

- designing within a team
- producing and evaluating within a team.

**Assessment Items**

- design – working in teams
- documentation of collaboration skills
- collaborative production
- evaluation report.

**Future Pathways**

Unit 3&4 Product Design – Textiles and resistant materials  
Fashion Designer; Textile Designer; Fashion Design Assistant; Stylist; Visual Merchandising; Fashion Illustrator; Fashion Buyer; Pattern Maker; Fashion Forecasting; Fashion Journalism (Fashion media); Fashion Public relations.

**Prior Learning**

Unit 1 Product Design – Textiles and resistant materials.

**E Elective** 1 Semester**UNIT 1 OVERVIEW**

This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit. This is a portfolio subject. It requires highly developed planning, documentation and evaluation skills.

**Areas of Study**

- fundamentals of mechanical system design
- producing and evaluating mechanical systems.

**Assessment Items**

- portfolio record of the planning, development, manufacture and evaluation of an electromechanical product, or device, in accordance with the systems engineering process
- the product, or device, as presented in the portfolio.

**Future Pathways**

Units 2, 3 & 4 Systems Engineering Apprenticeships in Electrotechnology Engineering Diploma and Degree pathways.

**Prior Learning**

Systems Engineering, or other portfolio based subject.

**E Elective** 1 Semester**UNIT 2 OVERVIEW**

In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. Student focus will be on the construction of electrotechnology systems. The construction process draws heavily upon design and innovation. The system built should be predominately electrotechnology based, but would generally have electromechanical components within the system. This is a portfolio subject. It requires highly developed planning, documentation and evaluation skills.

**Areas of Study**

- fundamentals of electrotechnology system design
- producing and evaluating electrotechnology systems.

**Assessment Items**

- portfolio record of the planning, development, manufacture and evaluation of an electromechanical product or device in accordance with the systems engineering process
- the product or device as presented in the portfolio.

**Future Pathways**

Unit 3&4 Systems Engineering Apprenticeships in Electrotechnology Engineering Diploma and Degree pathways.

**Prior Learning**

Unit 1 Systems Engineering.



Y11

# Applied Fashion Design and Technology (VET Certificate II)

## || VET Certificate II 2 Years

### COURSE OVERVIEW

The VCE VET Applied Fashion Design and Technology qualification aims to provide participants with the knowledge, skills and competency that will enhance their employment prospects in the fashion, textile and clothing related industries. It will enable students to gain a recognised credential and to make an informed choice of vocations or career paths. It applies skills used in the design and production of garments as well as the development of unique textile designs. This program allows for creative expression to be developed and displayed in the practical projects undertaken. Opportunities will be provided to acquire and develop skills in using a sewing machine and overlocker, preparing design concepts, working with patterns, basic pattern modification, applying quality standards, identification and selection of appropriate fabrics and trims, garment embellishment, producing a textile fabric and identifying design processes. Participants will create four finished fashion/textile garments or products throughout the duration of this qualification.

Students will be eligible for up to six units towards VCE: four units at Units 1 and 2 level and a Units 3 and 4 sequence. If you receive a Units 3 and 4 sequence, you will be eligible for an increment towards your ATAR (10% of the average of the primary four scaled studies).

### Future Pathways

Pathways may include employment in roles such as fashion designer, costume maker, wardrobe supervisor, clothing technician, production assistant, textile technician, interior decorator and jeweller.

### Areas of Study

The course is delivered over a two year period. The two year program is as follows.

Year 1	Year 2
Identify fibres, fabrics and textiles used in the Textiles, Clothing and Footwear (TCF) industry	Design and produce a simple garment
Work safely	Apply quality standards
Use a sewing machine for fashion designs	Draw and interpret a basic sketch
Modify patterns to create basic styles	Embellish garment by hand or machine
Produce a simple garment	Work in the Textiles, Clothing and Footwear (TCF) industry
Produce a simple textile fabric or product	Participate in environmentally sustainable work practices
Identify design process for fashion designs	
Prepare design concept for a simple garment	

# Y12 Design & Technologies Food Studies Unit 3&4

**E** Elective Year Long

## UNIT 3 OVERVIEW

In this unit students investigate the roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students also look at influences on food choice: how communities, families and individuals change their eating patterns over time and how food values and behaviours develop within social environments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### Areas of Study

- the science of food
- food choice, health and wellbeing.

### Assessment Items

- School Assessed Coursework (30%).

### Future Pathways

Unit 4 Food Technology  
University or TAFE qualification, employment.

### Prior Learning

Unit 1&2 Food Technology.

## UNIT 4 OVERVIEW

In this unit students examine debates about global and Australian food systems. They explore issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students also look at individual responses to food information and misinformation, and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students undertake research on a selected topic linked to issues in food production and sustainable futures.

### Areas of Study

- environment and ethics
- navigating food information.

### Assessment Items

- School Assessed Coursework (30%)
- end of year exam – total 40% contribution (for Unit 3&4).

### Future Pathways

University or TAFE qualification, employment.

### Prior Learning

Unit 3 Food Technology.

## III VET Certificate III **2 Years**

### Course Overview

After completing VCE VET Hospitality Certificate II, students continuing into Units 3 and 4 will enrol in: Certificate II in Hospitality with selected units of competency from Certificate III in Hospitality or Certificate II in Hospitality (Kitchen Operations).

**Program 1:** Students who complete Certificate II in Hospitality with selected units of competency from SIT30707 Certificate III in Hospitality will be eligible for up to five units of credit: three at Units 1 and 2 level and a Units 3 and 4 sequence.

**Program 2:** Students who complete Certificate II in Hospitality (Kitchen Operations) will be eligible for up to four units of credit towards their VCE: two at Units 1 and 2 level and a Units 3 and 4 sequence.

Students wishing to receive a study score or an ATAR contribution for the Units 3 and 4 sequence VCE VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

### Future Pathways

Work and study in the hospitality industry.

### Areas of Study

VET Hospitality is covered over a two year period. It can contribute to their ATAR or taken as a School-Based Apprenticeship Traineeship (SBAT).

The two year program is as follows:

#### Year 1

Work effectively with others	Use hygienic practices for food safety
Prepare simple dishes	Maintain the quality of perishable items
Sources and use information on the hospitality industry	Participate in safe work practices

**Students will be required to select elective subjects to a minimum of 285 nominal hours**

#### Year 2

Hospitality stream	Kitchen operations stream
Prepare and serve non-alcoholic beverages	Produce appetizers and salads
Prepare and serve espresso coffee	Produce stocks, sauces and soups
Serve food and beverage	Produce vegetable, fruit, egg and farinaceous dishes
Provide advice on food	Use cookery skills effectively
Process financial transactions	Purchase goods

**E** Elective **Year long****UNIT 3 OVERVIEW**

Product Design and Technology Unit 3&4 creates a pathway for students interested in careers with a creative focus such as industrial and product design, architecture and jewellery design. Product Design students in Unit 3 build on skills and knowledge learnt in Unit 1&2 and create an extensive folio of work that fulfills an end user's need.

**Areas of Study**

- the designer and end user in product development
- product development in industry
- designing for others.

**Assessment Items**

The final result for this study is made up of Unit 3 and Unit 4 Coursework and Examination(s). Unit 3: 12 percent, Unit 4: 8 percent. A School Assessed Task for Unit 3 and 4 contributes 50 percent. The final external examination will contribute 30 percent.

**Future Pathways**

Unit 4 Product Design – Resistant Materials  
Industrial and product design, architecture and jewellery design.

**Prior Learning**

Unit 1&2 Product Design – Resistant Materials.

**UNIT 4 OVERVIEW**

Product Design and Technology Unit 3&4 creates a pathway for students interested in careers with a creative focus such as industrial and product design, architecture and jewellery design. In Unit 4 students source materials and produce their designed product, before evaluating the outcome.

**Areas of Study**

- product analysis and comparison
- product manufacture
- product evaluation.

**Assessment Items**

The final result for this study is made up of Unit 3 and Unit 4 Coursework and Examination(s). Unit 3: 12 percent, Unit 4: 8 percent. A School Assessed Task for Unit 3 and 4 contributes 50 percent. The final external examination will contribute 30 percent.

**Future Pathways**

Industrial and Product Design, Architecture and Jewellery Design.

**Prior Learning**

Unit 3 Product Design – Resistant Materials.

**E Elective** **Year long****UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS**

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products. In this unit students develop technical skills to present multiple solutions to everyday life situations. The students work is documented as part of the major folio task where they find a client or end-user that has a particular need or want, create a design brief whilst working in close consultation with this client or end-user to design, produce and finally evaluate their design that they have created.

**Areas of Study**

- designing for end user/s
- product development in industry
- designing for others.

**Assessment Items**

The final result for this study is made up of Unit 3 and Unit 4 Coursework and Examination(s).

- Unit 3: 12 percent
- Unit 4: 8 percent
- a School Assessed Task for Unit 3 and 4 contributes 50 percent
- the final external examination will contribute 30 percent.

**Future Pathways**

Unit 4 Product Design – Textiles

Fashion designer; textile designer; fashion design assistant; stylist; visual merchandising; fashion illustrator; fashion buyer; pattern maker; fashion forecasting; fashion journalism (fashion media); fashion public relations.

**Prior Learning**

Unit 1&2 Product Design – Textiles.

**UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION**

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products. In this unit students develop technical skills to present multiple solutions to everyday life situations. The students work is documented as part of the major folio task where they find a client or end-user that has a particular need or want, create a design brief whilst working in close consultation with this client or end-user to design, produce and finally evaluate their design that they have created.

**Areas of Study**

- product analysis and comparison
- product manufacture
- product evaluation.

**Assessment Items**

The final result for this study is made up of Unit 3 and Unit 4 Coursework and Examination(s).

- Unit 3: 12 percent
- Unit 4: 8 percent
- a School Assessed Task for Unit 3 and 4 contributes 50 percent
- the final external examination will contribute 30 percent.

**Future Pathways**

Fashion designer; textile designer; fashion design assistant; stylist; visual merchandising; fashion illustrator; fashion buyer; pattern maker; fashion forecasting; fashion journalism (fashion media); fashion public relations.

**Prior Learning**

Unit 3 Product Design – Textiles.

**E** Elective **Year long****UNIT 3 OVERVIEW**

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Students design and plan an operational, mechanical-electrotechnology integrated and controlled system. Students commence work on the design, planning and construction of one substantial controlled integrated system. Students learn about sources and types of energy that enable engineered technological systems to function. This is a portfolio subject. It requires highly developed planning, documentation and evaluation skills.

**Areas of Study**

- controlled and integrated systems engineering design
- clean energy technologies.

**Assessment Items**

- portfolio record of the planning and development of an electromechanical product or device in accordance with the systems engineering process.

**Future Pathways**

Unit 4 Systems Engineering Apprenticeships in Electrotechnology Engineering Diploma and Degree pathways

**Prior Learning**

Unit 1&2 Systems Engineering.

**UNIT 4 OVERVIEW**

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students use their investigations, design and planning to continue the fabrication of their mechanical-electrotechnology integrated and controlled system using the Systems Engineering Process. Students expand their knowledge of new and emerging developments and innovations through their investigation of a specific new or emerging innovation, including its impacts. This is a portfolio subject. It requires highly developed planning, documentation and evaluation skills.

**Areas of Study**

- producing, testing and evaluating integrated technological systems
- new and emerging technologies

**Assessment Items**

- portfolio record of the planning and development, manufacture and evaluation of an electromechanical product or device in accordance with the systems engineering process
- the product or device as presented in the portfolio.

**Future Pathways**

Apprenticeships in Electrotechnology Engineering Diploma and Degree pathways

**Prior Learning**

Unit 3 Systems Engineering.

# English

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## Year 10

English Semester 1&2	40
English Language	41
Literature	42

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## Year 11

English Unit 1&2	43
English Language Unit 1&2	44
Literature Unit 1&2	45

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## Year 12

English Unit 3&4	46
English Language Unit 3&4	47
Literature Unit 3&4	48

The Discipline of English encourages students to appreciate, enjoy and use language. They develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

# Y10 English Semester 1 & 2

## **E** Elective 1 Semester

### YEAR 10 ENGLISH SEMESTER 1

In Semester 1, Year 10 English students explore, analyse and create a range of texts in print and electronic forms, including classic literature, popular film and issues in the media. They complete an analytical and a creative written assessment task and deliver a oral point of view speech. These tasks mirror those they will encounter in VCE English.

#### Areas of Study

- language: knowing about the English language
- literature: understanding, appreciating, responding to, analysing and creating literature
- literacy: expanding the repertoire of English usage.

#### Assessment Items

- reading and viewing tasks
- creating and presenting tasks
- speaking and listening tasks
- end of semester examinations.

#### Future Pathways

Year 10 English Semester 2 and/or Year 10 Literature and/or Year 10 English Language.

## **E** Elective 1 Semester

### YEAR 10 ENGLISH SEMESTER 2

In Semester 2, Year 10 English students explore, analyse and create a range of texts in print and electronic forms, including non-fiction and autobiographical writing, short film and issues in the media. They complete comparative and argument analysis written assessment tasks. These tasks mirror those they will encounter in VCE English.

#### Areas of Study

- language: knowing about the English language
- literature: understanding, appreciating, responding to, analysing and creating literature
- literacy: expanding the repertoire of English usage.

#### Assessment Items

- reading and viewing tasks
- reading and comparing tasks
- end of semester examinations.

#### Future Pathways

Unit 1&2 English and/or Unit 1&2 Literature and/or Unit 1&2 English Language.



# Y10 English Language

**E** Elective 1 Semester

## COURSE OVERVIEW

In Year 10 English Language students are introduced to the fundamentals of linguistics and its use in a range of contexts. Students explore the nature, functions and modes of language with particular focus on the subsystems of morphology, lexicology and syntax. They also learn about the varied purposes of language and how particular choices help achieve these. The course is grounded in an exploration of the historical and social development of English and society's attitudes towards these changes. Students are assessed on their analysis of written and spoken texts in short response tests, commentaries and an essay and debate.

### Areas of Study

- What is language?
- How can we use language?
- Does language change?

### Assessment Items

- reading and viewing tasks
- speaking and listening tasks
- end of semester examinations.

### Future Pathways

Units 1&2 English Language and/or Units 1&2 English and/or Units 1&2 Literature.

Careers in Linguistics and Languages, Speech and Reading Therapy, Psychology, Communication-related fields.



# Y10 English Literature

**E** Elective 1 Semester

## COURSE OVERVIEW

In Year 10 Literature students explore the ways in which the interaction between text and reader creates meaning. Students analyse the features and conventions of texts to help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, comparatively, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in Literature, including an awareness of how the views and values that readers hold may influence the reading of a text. Students complete comparative analysis and creative response assessment tasks.

### Areas of Study

- Adaptations and transformations
- Creative responses to texts.

### Assessment Items

- reading and viewing tasks
- creating and presenting tasks
- end of semester examinations.

### Future Pathways

Units 1&2 Literature and/or Units 1&2 English and/or Units 1&2 English Language.

Careers in Writing, Journalism, Law, Psychology and Politics.



# Y11 English English Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

In Units 1 & 2 English students will read a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multi modal texts.

### Areas of Study

- reading and creating texts
- analysing and presenting argument.

### Assessment Items

- The assessment tasks for this unit include written responses to set texts and media texts. Students will write in a range of styles including analytical, persuasive, personal / imaginative and informative.
- Oral presentations and participation in small group discussion is also a requirement.
- There will be an examination at the end of the semester.

### Future Pathways

Units 2, 3 & 4 English.

### Prior Learning

Year 10 English.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

In Units 1 & 2 English students will read a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multi modal texts.

### Areas of Study

- reading and comparing texts
- analysing and presenting argument.

### Assessment Items

- The assessment tasks for this unit include written responses to set texts and media texts. Students will write in a range of styles including analytical, persuasive, comparative and informative.
- Participation in small group discussion is also a requirement.
- There will be an examination at the end of the semester.

### Future Pathways

Unit 3&4 English.

### Prior Learning

Unit 1 English.

# Y11 English English Language Unit 1&2

**E Elective** 1 Semester

## UNIT 1: LANGUAGE AND COMMUNICATION

Language is an essential aspect of human behaviour and it is the means by which individuals relate to the world, to each other, and to the communities of which they are members.

By analysing language use, variation and change, students come to understand how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion. Ultimately, learning about language helps us to understand ourselves, the groups with which we identify, and the society we inhabit.

### Areas of Study

- the nature and functions of language
- language acquisition.

### Assessment Items

- short answer tests
- analytical commentary
- exam.

### Future Pathways

Unit 2, 3 & 4 English Language.

### Prior Learning

Year 10 English or Year 10 English Language.

**E Elective** 1 Semester

## UNIT 2: LANGUAGE CHANGE

English is often criticised as a language of petty contradictions and absurd inconsistencies, of unparalleled creativity and unflinching constraint. After all, it is impossible 'to boldly go', but perfectly acceptable 'to go boldly'. In reality, these apparent imperfections in our language reflect a captivating history of invasion and empire, of fashion and conceit, of global dominance and local endangerment.

The historical development of English and its increasing power in our globalised world is as fascinating as it is disquieting.

### Areas of Study

- English across time
- Englishes in contact.

### Assessment Items

- short answer tests
- analytical commentary
- essay
- exam.

### Future Pathways

Unit 3&4 English Language.

### Prior Learning

Unit 1 English Language.

# Y11 English Literature Unit 1&2

**E** Elective 1 Semester

## UNIT 1 OVERVIEW

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of texts. Students respond to a range of texts personally, critically and creatively, with an emphasis on students' close engagement with language to explore texts, as well as the conventions associated with different forms of texts. They understand the ways their own culture and the cultures represented in the texts can influence their interpretation and shape different meanings.

### Areas of Study

- reading practices
- ideas and concerns in text.

### Assessment Items

The assessment tasks for these units include extended answers to questions, oral or written reviews, oral or written analytical responses to text, and creative responses to texts.

### Future Pathways

Units 2, 3 & 4 Literature

### Prior Learning

Year 10 English or Year 10 English Literature

**E** Elective 1 Semester

## UNIT 2 OVERVIEW

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of texts. Students respond to a range of texts personally, critically and creatively, with an emphasis on students' close engagement with language to explore texts, as well as the conventions associated with different forms of texts. They understand the ways their own culture and the cultures represented in the texts can influence their interpretation and shape different meanings.

### Areas of Study

- the text, the reader and their contexts
- exploring connections between texts.

### Assessment Items

The assessment tasks for these units include extended answers to questions, oral or written reviews, oral or written analytical responses to text, and creative responses to texts.

### Future Pathways

Unit 3&4 Literature

### Prior Learning

Unit 1 Literature

# Y12 English English Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

In this unit students read and respond to texts analytically and critically. They analyse arguments and the use of persuasive language in texts.

### Areas of Study

- reading and creating texts
- analysing argument.

### Assessment Items

- analytical interpretation of text
- creative interpretation of text
- written analysis of media texts.

### Future Pathways

Unit 4 English

A Study Score of at least 25 in English is a prerequisite for most university courses; many courses in areas such as journalism or law require 30 or even 35.

### Prior Learning

Unit 1&2 English, English Language or Literature.

## UNIT 4 OVERVIEW

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

### Areas of Study

- reading and comparing texts
- presenting argument.

### Assessment Items

- comparative interpretation of two texts
- oral point of view speech
- exam.

### Future Pathways

A Study Score of at least 25 in English is a prerequisite for most university courses; many courses in areas such as journalism or law require 30 or even 35.

### Prior Learning

Unit 3 English.

# Y12 English English Language Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

In this Unit, students explore the ways different language users play with our linguistic expectations and social norms in order to achieve a variety of social purposes. In particular, we examine how informal variation to spoken and written language use can create intimacy and a sense of belonging or equality, whilst the use of formal language in spoken and written texts often fosters social distance, and reinforces authority or expertise.

### Areas of Study

- informal language
- formal language.

### Assessment Items

- short answer question tests
- analytical commentary
- essay
- exam.

### Future Pathways

Unit 4 English Language

Fields such as linguistics, the arts, sciences, law, politics, trades, education, psychology, the study of other languages, speech and reading therapy, journalism and philosophy.

### Prior Learning

English Language Unit 1&2.

## UNIT 4 OVERVIEW

In this Unit, students explore the ways language variation can reflect and construct important aspects of our identity. We examine the unique features of Australian English and explore how use of these can reinforce a sense of national identity, as well as how variation from these norms can indicate our broader cultural, social and individual sense of who we are. We examine a variety of ethnolects, sociolects and genderlects, and analyse how attitudes to these varieties typically reflect the society's attitude to the groups who use them.

### Areas of Study

- language variation in Australian society
- individual and group identities.

### Assessment Items

- short answer tests
- analytical commentaries
- essay
- exams.

### Future Pathways

Fields such as linguistics, the arts, sciences, law, politics, trades, education, psychology, the study of other languages, speech and reading therapy, journalism and philosophy.

### Prior Learning

Unit 3 English Language.

# Y12 English Literature Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

In this unit students focus on how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

### Areas of Study

- adaptations and transformations
- creative responses to texts.

### Assessment Items

- comparative essay
- creative response.

### Future Pathways

Unit 4 Literature

Degree courses in arts, media, journalism, professional writing, law or education.

### Prior Learning

Unit 1&2 Literature.

## UNIT 4 OVERVIEW

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop and informed and sustained interpretation supported by close textual analysis.

### Areas of Study

- literary perspectives
- close analysis.

### Assessment Items

- critical review essay
- passage analysis
- exam.

### Future Pathways

Degree courses in arts, media, journalism, professional writing, law or education.

### Prior Learning

Unit 3 Literature.



# Health and Physical Education

## Year 10

Advanced Fitness	50
Community Health and Recreation	50
General Health and Physical Education	51
Outdoor and Environmental Studies	51

### VET options

Students are able to apply for the following Health and Physical Education VET courses:

Health Services Assistance VET Certificate III	53
Sport and Recreation VET Certificate III	56

## Year 11

Health and Human Development Unit 1&2	52
Health Services Assistance (VET Certificate III)	53
Outdoor and Environmental Studies Unit 1&2	54
Physical Education Unit 1&2	55
Sport and Recreation (VET Certificate III)	56

## Year 12

Health Services Assistance (VET Certificate III)	53
Sport and Recreation (VET Certificate III)	56
Health and Human Development Unit 3&4	57
Outdoor and Environmental Studies Unit 3&4	58
Physical Education Unit 3&4	59

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.

**E** Elective 1 Semester

## Advanced Fitness

### COURSE OVERVIEW

Throughout completion of the Year 10 Advanced Fitness subject students will undertake an intensive fitness unit designed to enhance their understanding of health, fitness and wellbeing. Students will learn to set personal fitness goals and develop an individual fitness training program as well as fitness programs for individual sports.

#### Areas of Study

- musculoskeletal system
- fitness components
- training principles
- training methods
- fitness training program design.

#### Assessment Items

- laboratory investigation skeletal and muscular system
- fitness components and training methods quiz
- individual training program.

#### Future Pathways

Unit 1&2 Physical Education.

**E** Elective 1 Semester

## Community Health and Recreation

### COURSE OVERVIEW

This Health and Physical Education (HPE) elective area explores the developmental changes that occur throughout the human lifespan and identifies the health needs necessary to promote and maintain growth and development. Students also develop an understanding of the current health status of Australians, the Australian health care system and nutritional needs for good health. Students investigate the health priority areas for Australia and the health organisations related to combating the burden of such diseases.

#### Areas of Study

- dimensions of health and development
- health priorities areas (health of Australians and the Australian health care system)
- health of Australians (nutrition for good health)
- national health priority areas
- diet-related diseases.

#### Assessment Items

- case study: health of Australians
- project: media influence on food selection
- test: Australia's health care system and diet-related diseases.

#### Future Pathways

Unit 1&2 Health and Human Development.

**E** Elective 1 Semester

## General Health and Physical Education

### COURSE OVERVIEW

General Health and Physical Education provides students with the knowledge, skills and behaviours to enable them to develop and maintain their physical, mental, social and emotional health. This unit focuses on the importance of harm minimisation and physical activity through coaching in the lives of individuals and groups in the community.

#### Areas of Study

- coaching, game sense, tactics and strategies
- risk taking behaviours and harm minimisation
- skill development.

#### Assessment Items

- coaching plan and report
- harm minimisation investigation and presentation
- examination.

#### Future Pathways

Unit 1&2 Physical Education  
Health and Human Development  
Outdoor and Environmental Studies  
VET Sport and Recreations Certificate III.

**E** Elective 1 Semester

## Outdoor and Environmental Studies

### COURSE OVERVIEW

Students will investigate the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments, particularly through their involvement in practical recreation activities.

Through outdoor experiences, students develop practical skills and knowledge to help them play and live sustainably in outdoor environments.

#### Areas of Study

- characteristics of outdoor environments
- conservation and sustainability – minimal impacts
- recreation and leisure promotion
- practical activity / outdoor experiences.

#### Assessment Items

- recreation and leisure promotional task
- practical activity preparation and reflection tasks
- folio tasks on motivations for outdoor experiences, humans and nature.

#### Future Pathways

Outdoor and Environmental Studies  
VET Sport and Recreation Certificate III.

# Y11 Health and PE Health and Human Development Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

In this Unit students are introduced to the concepts of health and wellbeing. As a foundation to the understanding of health, students investigate the World Health Organization's (WHO) definition and also explore other interpretations. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Areas of Study

- health perspectives and influences
- health and nutrition
- youth health and wellbeing

### Assessment Items

- a short written report
- oral presentation
- a visual presentation
- case study
- structured questions, including data analysis.

### Future Pathways

Unit 2, 3 & 4 Health and Human Development.

### Prior Learning

Year 10 Community Health and Recreation.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

In this Unit students investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. Students investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Areas of Study

- developmental transitions
- health care in Australia

### Assessment Items

- a short written report
- oral presentation
- a visual presentation
- case study
- structured questions, including data analysis.

### Future Pathways

Unit 3&4 Health and Human Development .

### Prior Learning

Year 10 Community Health and Recreation .

### III VET Certificate III **2 Years**

#### COURSE OVERVIEW

VCE/VET Health is completed over 2 years and includes Year 1 (Units 1&2) and Year 2 (Units 3&4).

This course has scored assessment for VCE students so students will receive a Study Score for the subject.

This course is designed to educate and engage students in the health services industry and act as a platform for employment or further study upon completion.

Some of the key topics of this course include:

- an in-depth look at the Australian health care system
- interpreting and applying medical terminology
- assisting with movement
- responding to behaviours of concern
- healthy body systems
- infection prevention and control
- communicating with clients
- maintaining a high service of care.

#### Future Pathways

This course also provides students with medical related skills and knowledge and may appeal to those who are interested in pursuing higher education pathways in medical related fields including:

- doctors
- physiotherapists
- dieticians
- pathologists
- pharmacists
- health sciences.

#### Areas of Study

The course is delivered over two years. The two year program is as follows:

Year 1	Year 2
Communicate and work in health services	Recognise healthy body systems
Participate in workplace health and safety	Interpret and apply medical terminology appropriately
Comply with infection prevention and control policies and procedures	Facilitate responsible behaviour
Organise personal work priorities and development	Apply the principle of confidentiality, privacy and security within the medical environment
Assist with movement	
Maintain a high standard of service	
Respond effectively to behaviours of concern	
Provide first aid	
Engage with health professionals and the health system	
Show social and cultural sensitivity	
Work with diverse people	

# Y11 Health and PE Outdoor and Environmental Studies Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

This Unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

### Areas of Study

- motivations for outdoor experiences
- influences on outdoor experiences.

### Assessment Items

- journal
- a case study/written responses
- area of study tests
- unit 1 exam.

### Future Pathways

Unit 2, 3 & 4 Outdoor and Environment Studies.

### Prior Learning

Year 10 Outdoor and Environmental Studies.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

This Unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

### Areas of Study

- investigating outdoor environments
- impacts on outdoor environments.

### Assessment Items

- journal
- data analysis/multimedia presentation
- area of study test
- unit 2 exam.

### Future Pathways

Unit 3&4 Outdoor and Environment Studies.

### Prior Learning

Unit 1 Outdoor and Environment Studies.

# Y11 Health and PE Physical Education Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

In this Unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

They also recommend and implement strategies to minimise the risk of illness or injury to each system.

### Areas of Study

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

### Assessment Items

- written, oral and laboratory reports
- tests
- case study analysis
- video analysis
- media analysis.

### Future Pathways

Units 2, 3 & 4 Physical Education or Health and Human Development.

### Prior Learning

Year 10 Advanced Fitness.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

This Unit develops students' understanding of physical activity, sport and society from a participatory perspective.

Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines.

### Areas of Study

- Practices – What are the relationships between physical activity, sport, health and society?
- Lifestyles – What are the contemporary issues associated with physical activity and sport?

### Assessment Items

- written plan/reflective folio
- multimedia presentation
- written/oral presentation.

### Future Pathways

Unit 3&4 Physical Education or Health and Human Development.

### Prior Learning

Unit 1 Physical Education.

### III VET Certificate III 2 Years

#### COURSE OVERVIEW

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units 1 and 2, students can choose from a range of electives to create a program of their choice, including teaching the fundamental skills of athletics, basketball, gymnastics or squash and implementing sports injury prevention. Units 3 and 4 offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct sport and recreation sessions and undertake a risk analysis of activities. Students also undertake electives drawn from the Aquatics, Fitness, Sport and Outdoor Recreation streams.

Students who complete Certificate III in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 level and up to three units of credit towards their VCE at Units 3 and 4 level including a Units 3 and 4 sequence. Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

#### Future Pathways

Sport and Sports Management related fields.

#### Areas of Study

The course is delivered over a two year period. The two year program is as follows.

Year 1	Year 2
Develop and extend critical and creative thinking skills	Plan and conduct sport and recreation sessions
Organise personal work priorities and development	Facilitate groups
Provide first aid	Manage conflict
Use social media tools for collaboration and management	Analyse participation patterns
Provide customer service	Conduct basic warm up and cool down programs
Respond to emergency situations	Provide public education on the use of resources
Follow work health and safety policies	Undertake risk analysis of activities

In Year 1 students must select a minimum of 30 nominal hours of elective subjects. In Year 2 students will require a minimum of 40 nominal hours of electives.

Please note: courses and electives are subject to change at short notice.



# Y12 Health and PE Health and Human Development Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

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

### Areas of Study

- understanding health and wellbeing
- promoting health and wellbeing

### Assessment Items

Each outcome is assessed using one or more of the following:

- short written report: media analysis, research inquiry, blog, case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation: graphic organiser, concept/mind map, annotated poster, digital presentation
- structured questions, including data analysis.

### Future Pathways

Unit 4 Health and Human Development

Health Promotion, community health research and policy development, humanitarian aid work, allied health practices, education and health professions.

### Prior Learning

Unit 1&2 Health and Human Development.

## UNIT 4 OVERVIEW

This Unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program.

### Areas of Study

- health and wellbeing in a global context
- health and the Sustainable Development Goals

### Assessment Items

Each outcome is assessed using one or more of the following:

- short written report: media analysis, research inquiry, blog, case study analysis
- an oral presentation, such as a debate or a podcast
- a visual presentation: graphic organiser, concept/mind map, annotated poster, digital presentation
- structured questions, including data analysis.

### Future Pathways

Health Promotion, community health research and policy development, humanitarian aid work, allied health practices, education and health professions.

### Prior Learning

Unit 3 Health and Human Development.

# Y12 Health and PE Outdoor and Environmental Studies Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

The focus of this Unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students are involved in a range of experiences in different outdoor environments across Western Victoria, including bushwalking, mountain bike riding, camping, canoeing, stand-up paddle boarding, rock climbing, zip-lining, photography and environmental action.

### Areas of Study

- historical relationships with the environment
- relationships with Australian environments since 1990

### Assessment Items

There is a range of assessment types that allow students to demonstrate skills, knowledge and understandings. These can include: a journal, case study, tests, data analysis, written reports and multimedia presentations.

### Future Pathways

Unit 4 Outdoor and Environmental Studies.

### Prior Learning

Unit 1&2 Outdoor and Environment Studies.

## UNIT 4 OVERVIEW

In this Unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in a range of related experiences in outdoor environments across Victoria including bushwalking, horse riding, sea kayaking, surfing, camping, zip-lining, stand-up paddle boarding, high-ropes courses, photography and environmental action.

### Areas of Study

- healthy outdoor environments
- sustainable outdoor environments.

### Assessment Items

There is a range of assessment types that allow students to demonstrate skills, knowledge and understandings. These can include: a journal, case study, tests, data analysis, written reports and multimedia presentations.

### Future Pathways

Adventure Activity Instructor, Ecotourism, Outdoor Education, Park Ranger/Landcare Worker, Firefighter.

### Prior Learning

Unit 3 Outdoor and Environmental Studies.

# Y12 Health and PE Physical Education Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

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

### Areas of Study

- How are movement skills improved?
- How does the body produce energy?

### Assessment Items

Each outcome is assessed using one or more of the following:

- a practical laboratory report
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation
- a multimedia presentation
- structured questions.

### Future Pathways

Unit 4 Physical Education

Exercise Science, Human Movement, Nursing, Applied and Physical Science.

### Prior Learning

Unit 1&2 Physical Education.

## UNIT 4 OVERVIEW

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

### Areas of Study

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

### Assessment Items

Each outcome is assessed using one or more of the following:

- a written report
- a case study analysis
- a data analysis
- a critically reflective folio
- structured questions.

### Future Pathways

Exercise Science, Human Movement, Nursing, Applied and Physical Science.

### Prior Learning

Unit 3 Physical Education.

# Humanities

## Year 10

Accounting and Business Management	61
Economics and Politics	61
Geography	62
History	62
Legal Studies	63
Cert II Small Business	64

### VET options

Students are able to apply for the following Humanities VET courses:

Cert II Small Business	64
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## Year 11

Cert II Small Business	64
Twentieth Century History Unit 1&2	65
Industry and Enterprise Unit 1&2	66
Accounting Unit 1&2	67
Australian and Global Politics Unit 1&2	68
Business Management Unit 1&2	69
Economics Unit 1&2	70
Geography Unit 1&2	71
Legal Studies Unit 1&2	72
Philosophy Unit 1&2	73
Sociology Unit 1&2	74

## Year 12

Accounting Unit 3&4	75
Business Management Unit 3&4	76
Economics Unit 3&4	77
Global Politics Unit 3&4	78
History: Revolutions Unit 3&4	79
Legal Studies Unit 3&4	80
Geography Unit 3&4	81
Classical Studies Unit 3&4	82

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people’s interconnections with the environment.

**E** Elective 1 Semester

## Accounting and Business Management

### COURSE OVERVIEW

Students will explore factors that influence major consumer and financial decisions, the way businesses organise themselves to improve productivity and how they respond to changing economic conditions. Students will also analyse data in different formats, explore accounting skills to prepare them for VCE and learn to use business concepts and language.

### Areas of Study

- Business Management
- Accounting.

### Assessment Items

Students will be assessed using a range of tools including research reports, tests and practical assessments.

### Future Pathways

Unit 1&2 Business Management and Accounting.

**E** Elective 1 Semester

## Economics and Politics

### COURSE OVERVIEW

Economics: Students will study indicators of economic performance, the performance of the Australian economy, the links between economic performance and living standards, and the way governments manage the economy to improve economic performance and living standards.

Politics: Students will study institutions of global governance including the United Nations, International Monetary Fund, World Trade Organisation, Transnational Corporations, concepts such as the state, sovereignty, globalisation, power as well as global political issues such as human rights, terrorism, arms control and disarmament.

### Areas of Study

- Economics: indicators of economic performance and government policy
- Politics: key global actors and key global issues.

### Assessment Items

Economics: Students will be assessed using a range of tools including research reports, tests and practical assessments.

Politics: Students will be assessed using tests, extended responses, research tasks and examinations.

### Future Pathways

Unit 1&2 Economics

Unit 1&2 Australian and Global Politics.

Y10

# Humanities

**E Elective** 1 Semester

## Geography

### COURSE OVERVIEW

Students explore environmental change and management by studying different approaches to the environment. They also apply geographical skills, concepts and language throughout their studies. Students also explore the ways that humans interact with the environment by studying a specific region.

### Areas of Study

- environmental change and management
- geographies of human wellbeing.

### Assessment Items

Students will be assessed using a range of tools including research reports, tests and practical assessments.

### Future Pathways

Unit 1&2 Geography

Outdoor and Environmental Studies.

**E Elective** 1 Semester

## History

### COURSE OVERVIEW

Students will examine the relationship between Australia and Asia over time including key features, events, significant people and perspectives. They will also study the significance of the Universal Declaration of Human Rights and the civil rights movement. Finally, students will explore their choice of one major global influence that has shaped Australian society, including significant post-World War II events and developments.

Students will be able to select one of the following topics:

Popular culture, the Environment Movement, Migration Experiences or Political Crisis.

### Areas of Study

- Australia and Asia
- Rights and Freedoms
- The Globalising World.

### Assessment Items

- Historical essay
- Group presentation
- Multi-media portfolio
- exam.

### Future Pathways

Unit 1&2 Twentieth Century History

Unit 1&2 Australian and Global Politics.

# Y10 Humanities Legal Studies

**E** Elective 1 Semester

## COURSE OVERVIEW

In Year 10 students will explore topics such as the Victorian parliament and Commonwealth Parliament. Students will also investigate the need for law, crime in Victoria, areas of civil law and relevant case studies. Students will also explore civil and criminal court procedure, criminal sanctions and civil remedies.

## Areas of Study

- criminal law
- civil law
- parliament as a law maker.

## Assessment Items

Students will be assessed using tests, extended responses, research tasks and examinations.

## Future Pathways

Unit 1&2 Legal Studies.



**C** Core Year long

## Cert II Small Business (Operations/Innovation)

### COURSE OVERVIEW

Cert II Small Business (Operations/Innovation) provides students with the knowledge and skills to enhance their employment prospects in a small business. The program is a state accredited curriculum that offers full completion of a certificate II vocational education qualification.

### Areas of Study

- small business policies and procedures
- professional skills for small business environments
- small business operations and innovation
- small business planning
- quality and change processes
- financial activities of a small business.

### Assessment Items

- business document portfolios
- research assignments
- major project.

### Future Pathways

The Cert II Small Business program aims to enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Students undertaking Cert II Small Business are also eligible for up to three units at Unit 1&2 level and a VCE Unit 3&4 sequence.





# Y11 Humanities Twentieth Century History Unit 1&2

**E** Elective 1 Semester

## UNIT 1 OVERVIEW

Students study the significant changes and events of the early twentieth century from the conclusion of World War One to the beginning of World War Two. The course focuses on the emergence of communism and fascism in the early twentieth century and explores how these political ideologies impacted on the political, cultural and social life. Students study Weimar and Nazi Germany, the Soviet Union and the increasingly unstable political situation in Europe leading up to the war. Students also study economic, social and cultural change with a focus on race, gender and class.

### Areas of Study

- ideology and conflict
- social and cultural change.

### Assessment Items

- analysis of primary sources
- analysis of historical interpretations
- essay
- historical inquiry
- exam.

### Future Pathways

Unit 2 Twentieth Century History  
Unit 3&4 Revolutions

### Prior Learning

Year 10 History.

**E** Elective 1 Semester

## UNIT 2 OVERVIEW

Students study the period from the end of World War Two to the collapse of the USSR and the end of the Cold War. Students look at the Cold War, competing ideologies, the conflicts and the impact on people and nations. Students also study challenges to authority and social change during the 1960s and 1970s. They also study decolonisation, the movement towards independent nation-states and social and political movements such as the civil rights movement.

### Areas of Study

- competing ideologies
- challenge and change.

### Assessment Items

- analysis of primary sources
- analysis of historical interpretations
- essay
- historical inquiry
- exam.

### Future Pathways

Unit 3&4 Revolutions

### Prior Learning

Unit 1 Twentieth Century History.

# Y11 Humanities Industry & Enterprise Unit 1&2

**E** Elective 1 Semester

## UNIT 1: WORKPLACE PARTICIPATION

This course prepares students for effective workplace participation. Students develop work-related skills by actively exploring their individual career goals and pathways. Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings.

After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning (work experience).

### Areas of Study

- building a career pathway
- developing work-related skills
- workplace effectiveness.

### Assessment Items

- career investigation
- workplace learning report
- work-related issue investigation.
- exam.

### Future Pathways

Unit 2,3 & 4 Industry and Enterprise.

**E** Elective 1 Semester

## UNIT 2: BEING ENTERPRISING

In this unit students explore the development of enterprising behaviour, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Students learn that enterprising and leadership behaviours are vital for success in diverse personal, work and community settings. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills.

### Areas of Study

- Enterprising individuals and leadership
- Enterprise and innovation in industry
- Industry issues.

### Assessment Items

- an industry investigation and profile
- a test
- a case study
- exam.

### Future Pathways

Unit 3&4 Industry and Enterprise  
Bachelor courses in Business or Commerce.

### Prior Learning

Unit 1 Industry and Enterprise.

# Y11 Humanities Accounting Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

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

Students analyse, interpret and evaluate the performance of the business using financial and non-financial information and take into account the range of ethical considerations faced by business owners.

They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students also record financial data and prepare reports for service businesses owned by sole proprietors.

### Areas of Study

- The role of accounting
- Recording financial data and reporting accounting information for a service business.

### Assessment Items

- tests
- case study
- assignment
- exam.

### Future Pathways

Units 2, 3 & 4 Accounting

These courses prepare students for university degrees in accounting or business.

### Prior Learning

Year 10 Accounting and Business Management.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

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

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

### Areas of Study

- recording financial data and reporting accounting information
- ICT in accounting
- evaluation of business performance.

### Assessment Items

- tests
- case study and student presentations
- exam.

### Future Pathways

Unit 3 and 4 Accounting

These courses prepare students for university degrees in accounting or business.

### Prior Learning

Unit 1 Accounting.

# Y11 Humanities Australian and Global Politics Unit 1&2

**E Elective** 1 Semester

## UNIT 1: THE NATIONAL CITIZEN

Students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of, and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of political movements such as indigenous rights and environmental movements.

### Areas of Study

- power, politics and democracy
- exercising and challenging power.

### Assessment Items

- short answer tests
- essays
- exam.

### Future Pathways

Unit 2 Australian and Global Politics, Unit 3&4 Global Politics  
University Degree or TAFE diploma in fields including law, economics, commerce, arts international relations.

### Prior Learning

Year 10 Economics and Politics.

**E Elective** 1 Semester

## UNIT 2: THE GLOBAL CITIZEN

This unit focuses on the contemporary international community. Students examine their place within this community and the debate over the existence of the 'global citizen'. Students explore the myriad ways their lives have been affected by globalisation. Students also consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability. To develop knowledge and understanding of the effectiveness of the international community students investigate at least two examples of contemporary global cooperation (such as the environment, health, refugees and asylum seekers and human rights) and at least two examples of contemporary global conflict (such as war, genocide, separatist movements, terrorism, border disputes and organised crime).

### Areas of Study

- global threads
- global cooperation and conflict.

### Assessment Items

- short answer tests
- essays
- exam.

### Future Pathways

Unit 3&4 Global Politics  
University degree or TAFE diploma in fields including law, economics, commerce, arts international relations.

### Prior Learning

Unit 1 Australian and Global Politics.

# Y11 Humanities Business Management Unit 1&2

**E** Elective 1 Semester

## UNIT 1 OVERVIEW

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business

### Areas of Study

- the business idea
- external environment
- internal environment.

### Assessment Items

- short answer tests
- case studies
- exam.

### Future Pathways

Unit 2, 3 & 4 Business Management

Bachelor of Commerce

Bachelor of Communications

Bachelor of International Business.

### Prior Learning

Business and Accounting elective (Year 10).

**E** Elective 1 Semester

## UNIT 2 OVERVIEW

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. They investigate the features of effective marketing and consider the best way to meet the needs of the business in terms of staffing. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies.

### Areas of Study

- legal requirements and business considerations
- marketing a business
- staffing a business.

### Assessment Items

- short answer tests
- case studies
- exam.

### Future Pathways

Unit 3&4 Business Management

Bachelor of Commerce

Bachelor of Communications

Bachelor of International Business.

### Prior Learning

Unit 1 Business Management.

# Y11 Humanities Economics Unit 1&2

**E** Elective 1 Semester

## UNIT 1 OVERVIEW

Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact.

Students examine a simple microeconomic model to explain changes in prices and quantities traded. Through close examination of one or more key markets they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

### Areas of Study

- thinking like an economist
- decision making in markets.

### Assessment Items

Suitable tasks for assessment may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- case studies
- fieldwork
- economic simulation activities
- exam.

### Future Pathways

Economics Unit 2.

### Prior Learning

Year 10 Economics.

**E** Elective 1 Semester

## UNIT 2 OVERVIEW

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students evaluate the role of government intervention in markets and discuss whether achieving greater equality causes a decline in economic growth and average living standards.

### Areas of Study

- economic growth, long-term economic prosperity and environmental sustainability.
- economic efficiency and equity
- global economic issues.

### Assessment Items

Suitable tasks for assessment may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- case studies
- exam.

### Future Pathways

Economics Unit 3&4.

### Prior Learning

Year 10 Economics and Politics

Economics Unit 1.

# Y11 Humanities Geography Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface. It investigates how the interactions between natural processes and human activities can also change natural environments. The world's physical environments are composed of four natural systems: atmosphere, biosphere, lithosphere, hydrosphere, which are fundamental to the operation of all interactions within the environment. There are few places in the world where only natural processes operate. Human activities interact with natural processes, each affecting the other. The nature of change caused by the interaction between natural processes and human activities varies at a range of scales, over space and over time.

### Areas of Study

- characteristics of natural environments
- changes in natural environments.

### Assessment Items

- fieldwork report
- multimedia presentation
- research report
- test
- exam.

### Future Pathways

Units 2, 3 & 4 Geography.

### Prior Learning

Year 10 Geography.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales.

Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

### Areas of Study

- characteristics of human environments
- changes in human environments.

### Assessment Items

- fieldwork and research reports
- multimedia presentation
- test and an exam.

### Future Pathways

Unit 3&4 Geography.

### Prior Learning

Unit 1 Geography.

# Y11 Humanities Legal Studies Unit 1&2

**E Elective** 1 Semester

## UNIT 1: GUILT AND LIABILITY

Legal Studies students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal and civil law and apply these to actual and/or hypothetical scenarios to determine culpability and liability. Students develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions.

### Areas of Study

- legal foundations
- the presumption of innocence
- civil liability.

### Assessment Items

- Law in Society Outcome 1 – Short Answer Questions
- Criminal Law Outcome 2 – Case Studies
- The Criminal Courtroom Outcome 3 – Short Answer Questions
- exam.

### Future Pathways

Units 2, 3 & 4 Legal Studies

Law, criminal justice, criminology, policing, para-legal, arts, criminology and psychology, forensic science, human rights, sociology, politics.

### Prior Learning

Any Humanities subject.

**E Elective** 1 Semester

## UNIT 2: SANCTIONS, REMEDIES AND RIGHTS

Legal Studies students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgement about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights.

### Areas of Study

- sanctions
- remedies
- rights.

### Assessment Items

- Outcome 1 – Case Studies
- Outcome 2 – Short Answer Questions
- Outcome 3 – Research Task
- Unit exam.

### Future Pathways

Unit 3&4 Legal Studies

Law, criminal justice, criminology, policing, para-legal, arts, criminology and psychology, forensic science, human rights, sociology, politics.

### Prior Learning

Unit 1 Legal Studies.



# Y11 Humanities Philosophy Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of techniques of logic are central to this unit.

### Areas of Study

- on the material mind
- on the existence and nature of God
- on materialism and idealism

### Assessment Items

- essay
- written analysis
- short-answer responses
- test
- written reflection
- written exercises
- presentations (oral, multimedia)
- dialogue (oral, written).

### Future Pathways

Unit 3&4 Philosophy.

### Prior Learning

Religion and Society Unit 1.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

Questions of value: What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

### Areas of Study

- ethics and moral philosophy
- on moral psychology
- on right and wrong

### Assessment Items

- essay
- written analysis
- short-answer responses
- test
- written reflection
- written exercises
- presentations (oral, multimedia)
- dialogue (oral, written).

### Future Pathways

Unit 3&4 Philosophy.

### Prior Learning

VCE Philosophy Unit 1.

# Y11 Humanities Sociology Unit 1&2

## UNIT 1 OVERVIEW

This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies.

Area of Study 1 explores the way youth is constructed as a social category, in the light of differing experiences of young people. There is a range of potential negative impacts of categorisation, including stereotyping, prejudice and discrimination.

In Area of Study 2, students investigate the social institution of the family. In a multicultural society like Australia, different communities have different kinds of families and experiences of family life. Factors such as changing demographics, feminism, individualism, technology, changes in the labour market and government policies have been identified as influencing the traditional view of the family.

### Areas of Study

- Category and the experience of youth
- The family.

### Assessment Items

Each outcome is assessed using one or more of the following:

- interview and a written report
- an essay/research report
- film analysis
- review of youth or family specific journals or magazines
- multimedia presentation.

### Future Pathways

Units 2,3 & 4 Sociology.

### Prior Learning

Not Applicable.

## UNIT 2 OVERVIEW

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour.

In Area of Study 1 students explore the concept of deviance. There are different explanations of what constitutes deviant behaviour. e. Students also explore the phenomenon known as moral panic. This refers to the belief that a subculture or group poses a threat to the social values and culture of broader society.

In Area of Study 2, students investigate crime and punishment. They explore patterns of crime and consider the significance of a range of factors, such as class, gender, age, race and ethnicity. Students explore different methods of punishment and the extent to which each of these methods serves its aims.

### Areas of Study

- Deviance
- Crime.

### Assessment Items

Each outcome is assessed using one or more of the following:

- representation analysis
- essay
- media/research report
- multimedia presentation
- film analysis.

### Future Pathways

Units 3 & 4 Sociology.

### Prior Learning

Unit 1 Sociology.

# Y12 Humanities Accounting Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

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

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

### Areas of Study

- recording and analyzing financial data
- preparing and interpreting accounting reports.

### Assessment Items

- Outcome 1: Recording and analyzing financial data
- Outcome 2: Preparing and interpreting accounting reports.

### Future Pathways

Unit 4 Accounting

Bachelor degrees or TAFE qualifications in accounting, finance, commerce or business.

### Prior Learning

Unit 1&2 Accounting.

## UNIT 4 OVERVIEW

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

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business and suggest strategies to improve.

### Areas of Study

- extension of recording and reporting
- budgeting and decision-making.

### Assessment Items

- Outcome 1: Extension of recording and reporting
- Outcome 2: Budgeting and decision-making
- VCAA exam.

### Future Pathways

Bachelor degrees or TAFE qualifications in accounting, finance, commerce or business.

### Prior Learning

Unit 3 Accounting.

# Y12 Humanities Business Management Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

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

### Areas of Study

- business foundations
- managing employees
- operations management.

### Assessment Items

- short answer tests.

### Future Pathways

Bachelor of Commerce

Bachelor of Communications

Bachelor of International Business.

### Prior Learning

Unit 1&2 Business Management.

## UNIT 4 OVERVIEW

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

### Areas of Study

- reviewing performance
- implementing change.

### Assessment Items

- short answer tests
- exam.

### Future Pathways

Bachelor of Commerce

Bachelor of Communications

Bachelor of International Business.

### Prior Learning

Unit 3 Business Management.

# Y12 Humanities Economics Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

In this unit students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. Students investigate the importance of international economic relationships in terms of their influence on Australia's living standards.

### Areas of Study

- an introduction to microeconomics: the market system, resource allocation and government intervention
- domestic macroeconomic goals
- Australia and the world economy.

### Assessment Items

Suitable tasks for assessment may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- case studies
- fieldwork
- economic simulation activities
- exam.

### Future Pathways

Any Bachelor of Commerce or International Relations

### Prior Learning

Economics Unit 1&2.

## UNIT 4 OVERVIEW

Area of Study 1 focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students examine the role of the Reserve Bank of Australia (RBA) with a focus on its responsibility to alter the cost and availability of credit in the economy.

In Area of Study 2 students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future.

### Areas of Study

- aggregate demand policies and domestic economic stability
- aggregate supply policies.

### Assessment Items

Suitable tasks for assessment may be selected from the following:

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- case studies
- fieldwork
- economic simulation activities
- exam.

### Future Pathways

Any Bachelor of Commerce or International Relations

### Prior Learning

Economics Unit 3.

# Y12 Humanities Global Politics Unit 3&4

**E** Elective **Year long**

## UNIT 3: GLOBAL ACTORS

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors, such as the United Nations, the International Criminal Court, transnational corporations and non-state actors. They develop an understanding of the way in which one Asia-Pacific state uses power within the region to achieve its objectives. For the purposes of this study, the term 'non-state actors' covers a range of global actors: altruistic non-governments organisations, for example Amnesty International and Greenpeace and terrorist movements.

### Areas of Study

- global actors
- power in the Asia-Pacific region.

### Assessment Items

- short answer tests
- essays.

### Future Pathways

Unit 4 Global Politics

University degree or TAFE diploma in fields including the following: law, economics, commerce, arts international relations, international business and development.

### Prior Learning

Units 1 & 2 Australian and Global Politics  
Economics  
20th Century History.

## UNIT 4: GLOBAL CHALLENGES

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues such as human rights and arms control and disarmament, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises such as climate change, terrorism, armed conflict, economic instability and consider the varying effectiveness of responses and challenges to solving them.

### Areas of Study

- ethical issues and debates
- global crises.

### Assessment Items

- short answer tests
- essays
- exam.

### Future Pathways

University degree or TAFE diploma in fields including the following: law, economics, commerce, arts international relations, international business and development.

### Prior Learning

Unit 3 Global Politics.

# Y12 Humanities History: Revolutions Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

Students may study one of the following revolutions: America, France, Russia or China. In Area of study one they will explore the causes and consequences of a revolution, considering the role of events, ideologies, individuals and groups in creating a revolutionary situation. The second area of study asks students to evaluate the consolidation of the revolution, considering the role of individuals and groups, the role of ideology, violence and the reaction to dissention. Students will evaluate the degree to which the new regime was able to consolidate power while fulfilling their ideology.

### Areas of Study

- causes of the revolution
- consequences of the revolution.

### Assessment Items

- historical inquiry
- analysis of primary sources
- evaluation of historical interpretations
- essay.

### Future Pathways

Unit 4 History: Revolutions  
Arts and Humanities degrees.

### Prior Learning

Units 1&2 20th Century History.

## UNIT 4 OVERVIEW

Students will study a different revolution to that studied in Semester 1. They will consider the causes and consequences of this revolution, taking into account the role of events, individuals, ideologies and groups. Students will use evidence to support their arguments, research historians' opinions and develop the skills to evaluate the causes and consequences of the revolution. They will consider the social, political and economic factors in order to develop a full understanding of this significant event.

### Areas of Study

- causes of the revolution
- consequences of the revolution.

### Assessment Items

- historical inquiry
- analysis of primary sources
- evaluation of historical interpretations
- essay.

### Future Pathways

Unit 4 History: Revolutions  
Arts and Humanities degrees.

### Prior Learning

Units 3 20th Century History.

# Y12 Humanities Legal Studies Unit 3&4

**E** Elective **Year long**

## UNIT 3: LAW MAKING

Legal Studies students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students explore the roles of key court personnel and investigate the extent to which the principles of justice are upheld in the justice system, as well as recent reforms and recommendations for change.

### Areas of Study

- Victorian criminal justice system
- Victorian civil justice system.

### Assessment Items

- short answer questions and extended responses
- Structured questions and extended responses.

### Future Pathways

Unit 4 Legal Studies

Law, criminal justice, criminology, policing, para-legal, arts, criminology and psychology, forensic science, human rights, sociology, politics.

### Prior Learning

Unit 1&2 Legal Studies.

## UNIT 4: RESOLUTION AND JUSTICE

The legal system provides the means by which legal disputes of both a criminal and civil nature can be resolved. Students will learn about dispute resolution bodies such as courts and tribunals, and consider the methods each use to resolve disputes. Students will also examine civil and criminal procedure for resolving disputes, the adversary system and jury system, and will use current cases to explore the required changes and reforms to our system.

### Areas of Study

- The people and the Australian Constitution
- The people, the parliament and the courts.

### Assessment Items

- short answer questions and extended responses
- structured questions and extended responses
- exam.

### Future Pathways

Law, criminal justice, criminology, policing, para-legal, arts, criminology and psychology, forensic science, human rights, sociology, politics.

### Prior Learning

Unit 3 Legal Studies.



# Y12 Humanities Geography Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water.

Students investigate three major processes that are changing land cover in many regions of the world:

- deforestation
- desertification, and
- melting glaciers and ice sheets.

Students investigate the distribution and causes of these three processes.

They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

### Areas of Study

- Land use change
- Land cover change.

### Assessment Items

- fieldwork report
- multimedia presentation
- research report
- tests.

### Future Pathways

Unit 4 Geography

### Prior Learning

Unit 1&2 Geography.

**E** Elective **Year long**

## UNIT 4 OVERVIEW

In this unit students 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.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

### Areas of Study

- Population dynamics
- Population issues and challenges.

### Assessment Items

- fieldwork and research reports
- tests
- VCE examination.

### Future Pathways

- Bachelor of Arts and Humanities, Engineering, Education
- GeoScience
- International Studies
- Urban Planning.

### Prior Learning

Unit 3 Geography.

# Y12 Humanities Classical Studies Unit 3&4

**Classical Studies is the multidisciplinary study of the two great classical societies in the Western tradition, Greece and Rome.**

**E Elective** **Year long**

## UNIT 3 OVERVIEW

Students study translated works from the Classical Works list, which enable student classicists to engage with the intellectual and material culture of classical Greece. Analysis of individual work enables students to engage with ideas that are explored by particular authors and artists, and evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider the ways in which different writers and artists dealt with same concept, revealing the changing nature of the classical world.

### Areas of Study

- Individual Study of a Greek and/or Roman work: Homer's *Iliad* Books 1 & 3
- Comparative Study of a pair of Greek and/or Roman works: Homer's *Odyssey* Book 19 and Euripides' *Trojan Women*.

### Assessment Items

- Short answer question analyses of a work
- Comparative essays.

### Future Pathways

Unit 4 Classical Studies.

**E Elective** **Year long**

## UNIT 4 OVERVIEW

Students study translated works from the Classical Works list, which enable student classicists to engage with the intellectual and material culture of classical Greece and Rome. Analysis of individual work enables students to engage with ideas that are explored by particular authors and artists, and evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider the ways in which different writers and artists dealt with same concept, revealing the changing nature of the classical world.

### Areas of Study

- Individual Study of a Greek and/or Roman work: Greek Freestanding Sculpture of the Early Classical, Classical and Late Classical periods
- Comparative Study of a pair of Greek and/or Roman works: Homer's *Iliad* Book 23 and Virgil's *Aeneid* Book 5.

### Assessment Items

- Short answer question analyses of a work
- Comparative essays.

### Future Pathways

Bachelor degrees in Anthropology, Archaeology, Arts, Art History, History, Literature, Mediterranean Studies, Philosophy, Social Sciences.

### Prior Learning

Unit 3 Classical Studies.

# Languages

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## Year 10

Italian	84
Japanese	84

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## Year 11

Italian Unit 1&2	85
Japanese Second Language Unit 1&2	86
Vietnamese Second Language Unit 1&2	87

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## Year 12

Italian Unit 3&4	88
Japanese Second Language Unit 3&4	89
Vietnamese Second Language Unit 3&4	90

Learning languages in addition to English extends student’s literacy repertoires and their capacity to communicate. It strengthens student’s understanding of the nature of language, culture, and the processes of communication.

**E** Elective Year long

## Italian

### COURSE OVERVIEW

At Year 10, students of Italian will broaden their knowledge of language and cultural awareness. They will develop their skills by communicating both orally and in written form in a range of styles and purposes in preparation for VCE. The curriculum will include exciting opportunities such as an excursion to 'Museo Italiano' in Carlton.

#### Areas of Study

- organising an outing
- horoscopes
- Italian Immigration (Italian excursion to Carlton)
- film study – *Love's Brother*
- television programs
- the environment.

#### Assessment Items

- listening tasks
- topic tests
- writing folio
- reading comprehension
- speaking (oral performances).

#### Future Pathways

Unit 1&2 Italian.

**E** Elective Year long

## Japanese

### COURSE OVERVIEW

At Year 10, students of Japanese seeks to further develop language as a tool of communication. Various activities and language content allows learners to fortify their language and build new skills, knowledge and attitudes on the levels they have already attained. Students are gradually learning more complex structures and grammars, including Katakana and Kanji. Greater emphasis is placed on oral communication in informal settings. Students are asked to identify and appreciate cultural differences between Japan and Australia.

#### Areas of Study

- recognising and using expressions at restaurants
- asking for and giving permission to do something
- giving directions
- making dictionary form of verbs
- saying that you like or dislike doing things
- describing things you do in non-sequential order
- asking and saying what someone will try and do.

#### Assessment Items

- topic tests
- cultural and ICT tasks
- oral presentations
- reading assessment
- writing assessment
- listening assessment.

#### Future Pathways

Unit 1&2 Japanese.

# Y11 Languages Italian Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

This course enables students to:

- develop the necessary understandings and values to communicate effectively in Italian in both social and workplace contexts in Australia and in other communities where Italian is spoken;
- develop a stronger sense of their personal identity and greater respect for people of Italian speaking communities;
- explore from the perspective of their individual areas of interest, Italian-speaking communities and the changing world, plus enhancing their enjoyment and appreciation of Italian culture.

### Areas of Study

- the individual, personal world, family, work and school
- the Italian speaking community, social and contemporary issues, the environment
- the changing world, technology, the internet.

### Assessment Items

- SAC 1 – listening
- SAC 2 – writing
- SAC 3 – speaking.

### Future Pathways

Units 2, 3 & 4 Italian.

### Prior Learning

Year 10 Italian.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

This course enables students to:

- develop the necessary understandings and values to communicate effectively in Italian in both social and workplace contexts in Australia and in other communities where Italian is spoken;
- develop a stronger sense of their personal identity and greater respect for people of Italian speaking communities;
- explore from the perspective of their individual areas of interest, Italian-speaking communities and the changing world, plus enhancing their enjoyment and appreciation of Italian culture.

### Areas of Study

- the individual, health and leisure, healthy lifestyle
- the Italian speaking community, social and contemporary issues, relationships, youth
- the Italian speaking community, historical perspectives, Italian migration to Australia.

### Assessment Items

- SAC 1 – reading
- SAC 2 – writing
- SAC 3 – speaking.

### Future Pathways

Unit 3&4 Italian.

### Prior Learning

Unit 1 Italian.

**E Elective** 1 Semester**UNIT 1 OVERVIEW**

This course builds on prior skills by allowing students to communicate both orally and in written form in a range of styles and purposes, preparing students for studies in VCE Unit 3 and 4. It also allows students to develop and broaden their knowledge of the Japanese language and cultural awareness to a level where they are able to use the language in everyday familiar circumstances.

**Areas of Study**

- personal world
- daily life
- past and future
- visiting Japan.

**Assessment Items**

- SAC 1 – listening
- SAC 2 – writing
- SAC 3 – speaking.

**Future Pathways**

Units 2, 3 & 4 Japanese.

**Prior Learning**

Year 10 Japanese.

**E Elective** 1 Semester**UNIT 2 OVERVIEW**

This course builds on prior skills by allowing students to communicate both orally and in written form in a range of styles and purposes, preparing students for studies in VCE Unit 3 and 4. It also allows students to develop and broaden their knowledge of the Japanese language and cultural awareness to a level where they are able to use the language in everyday familiar circumstances.

**Areas of Study**

- personal world
- daily life
- past and future
- visiting Japan.

**Assessment Items**

- SAC 1 – listening
- SAC 2 – writing
- SAC 3 – speaking.

**Future Pathways**

Unit 3&4 Japanese.

**Prior Learning**

Unit 1 Japanese.

# Y11 Languages Vietnamese Second Language Unit 1&2

## **E** Elective 1 Semester

This new course allows students to communicate both orally and in written form in a range of styles and purposes, preparing students for studies in VCE Unit 3 and 4.

It also allows students to appreciate the cultural contexts in which Vietnamese is used, understand language as a system and make connections between Vietnamese and English.

### **Areas of Study**

- the individual, personal world, relationships
- the Vietnamese-speaking communities, migration
- the changing world, environment.

### **Assessment Items**

- SAC 1 – speaking
- SAC 2 – listening
- SAC 3 – writing.

### **Future Pathways**

Units 2, 3 & 4 Vietnamese.

### **Prior Learning**

VCE Vietnamese Second Language is designed for students who will, typically have studied the language for at least 200 hours prior to the commencement of Unit 1.

## **E** Elective 1 Semester

### **UNIT 2 OVERVIEW**

This new course allows students to communicate both orally and in written form in a range of styles and purposes, preparing students to studies in VCE Unit 3 and 4.

It also allows students to appreciate the cultural contexts in which Vietnamese is used, understand language as a system and make connections between Vietnamese and English.

### **Areas of Study**

- the individual, personal world, education and aspirations
- the Vietnamese-speaking communities, arts and entertainment
- the changing world, science and technology.

### **Assessment Items**

- SAC 1 – speaking
- SAC 2 – reading
- SAC 3 – writing.

### **Future Pathways**

Units 3&4 Vietnamese.

### **Prior Learning**

VCE Vietnamese Second Language is designed for students who will, typically have studied the language for at least 200 hours prior to the commencement of Unit 1&2.

**E Elective** **Year long****UNIT 3 OVERVIEW**

This course enables students to:

- Develop the necessary understandings and values to communicate effectively in Italian in both social and workplace contexts in Australia and in other communities where Italian is spoken;
- Develop a stronger sense of their personal identity and greater respect for people of Italian speaking communities;
- Explore from the perspective of their individual areas of interest, Italian-speaking communities and the changing world, plus enhancing their enjoyment and appreciation of Italian culture;
- Commence their detailed study. This will allow them to investigate an area of interest in relation to Italian society or culture, as well as allowing meaningful insights into Italy and its people.

**Areas of Study**

- the individual, education and aspirations, education systems
- the Italian speaking community, social and contemporary issues, the environment
- the changing world, tourism and hospitality, leisure and travel.

**Assessment Items**

- SAC 1 – writing
- SAC 2 – listening
- SAC 3 – speaking.

**Future Pathways**

Unit 4 Italian

**Prior Learning**

Unit 1&2 Italian.

**UNIT 4 OVERVIEW**

This course enables students to:

- Develop the necessary understandings and values to communicate effectively in Italian in both social and workplace contexts in Australia and in other communities where Italian is spoken;
- Explore from the perspective of their individual areas of interest, Italian-speaking communities and the changing world;
- Deepen their detailed study preparation. This will allow them to investigate an area of interest in relation to Italian society or culture, as well as allowing meaningful insights into Italy and its people;
- Participate in an exciting Language Camp to build their confidence in preparation for the oral examinations.

**Areas of Study**

- the changing world, technology
- the Italian speaking community, youth issues in Italy and in Australia.

**Assessment Items**

- SAC 1 – writing
- SAC 2 – writing
- SAC 3 – speaking
- externally assessed oral exam – 15 minutes
- externally assessed written exam – 2 hours and 15 minutes.

**Future Pathways**

Tertiary study in Languages, Education, International Studies, and Communication

**Prior Learning**

Unit 3 Italian.



**E** Elective **Year long****UNIT 3 OVERVIEW**

This course builds on prior skills by allowing students to communicate both orally and in written form in a range of styles and purposes, preparing students for studies in VCE. It also allows students to develop and broaden their knowledge of the Japanese language and cultural awareness to a level where they are able to use the language in everyday familiar circumstances which allows learners to reflect on language as a system and gain cultural insight.

**Areas of Study**

- a 3–4 minute role play focusing on the resolution of an issue
- a 500-ji personal or imaginative written piece
- analyse and use information from spoken texts.

**Assessment Items**

- SAC 1 – writing
- SAC 2 – listening
- SAC 3 – speaking.

**Future Pathways**

Unit 4 Japanese Tertiary Education.

**Prior Learning**

Unit 1&2 Japanese.

**UNIT 4 OVERVIEW**

This course builds on prior skills by allowing students to communicate both orally and in written form in a range of styles and purposes, preparing students for studies in VCE. It also allows students to develop and broaden their knowledge of the Japanese language and cultural awareness to a level where they can command the language in everyday familiar circumstances.

**Areas of Study**

- Read two articles about the appeal of Japanese anime or manga. Extract and compare the information provided by the two writers in response to the prompt questions given.
- Summarise the information in a short review.
- Write an informative report for a Language competition, entitled, 'The advantages and disadvantages to go to juku' making reference to the texts studied.
- Take part in an interview on issues related to juku in Japan.

**Assessment Items**

- SAC 1 – writing
- SAC 2 – listening
- SAC 3 – speaking
- externally assessed oral exam – 15 minutes
- external assessed written exam – 2 hours and 15 minutes.

**Future Pathways**

Tertiary Education.

**Prior Learning**

Unit 3 Japanese.

# Y12 Languages Vietnamese Second Language Unit 3&4

**E Elective** 1 Semester

## UNIT 3 OVERVIEW

- This course allows students to interpret information, inform others, and reflect upon and develop persuasive arguments. Students will consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Vietnamese-speaking communities. Which can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

### Areas of Study

- the individual, personal world, relationships
- the Vietnamese-speaking communities, migration
- the changing world, environment.

### Assessment Items

- Unit 3, Outcome 1: Spoken exchange in Vietnamese to resolve a personal issue
- Unit 3, Outcome 2: Interpret information from texts and write responses in Vietnamese
- Unit 3, Outcome 3: express ideas in a personal, informative or imaginative piece of writing in Vietnamese.

### Future Pathways

Units 4 Vietnamese.

### Prior Learning

VCE Unit 1&2 Vietnamese Second Language.

**E Elective** 1 Semester

## UNIT 4 OVERVIEW

This course allows students to reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

### Areas of Study

- the individual, personal world, education and aspirations
- the Vietnamese-speaking communities, arts and entertainment
- the changing world, science and technology.

### Assessment Items

- Unit 4, Outcome 1: Share information, ideas and opinions in a spoken exchange in Vietnamese
- Unit 4, Outcome 2: Analyse information from written, spoken and viewed texts for use in a written response in Vietnamese
- Unit 4, Outcome 3: present information, concepts and ideas in evaluative or persuasive writing on an issue in Vietnamese.
- End of year examinations
  - Oral examination: approximately 15 minutes
  - Written examination: 2 hours plus 15 minutes reading time.

### Future Pathways

Tertiary Education.

### Prior Learning

VCE Unit 3 Vietnamese Second Language.

# Mathematics

## Year 10

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Computing - Programming for the Web	94
Computing - Programming	94

## Year 11

Foundation Mathematics Unit 1&2	95
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Digital Technologies Computing Unit 1&2	97
Mathematical Methods Unit 1&2	98
Specialist Mathematics Unit 1&2	99

## Year 12

Further Mathematics Unit 3&4	100
Mathematical Methods Unit 3&4	101
Specialist Mathematics Unit 3&4	102
Digital Technologies - Informatics Unit 3&4	103
Digital Technologies - Software Development Unit 3&4	104

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives.

# Y10 Mathematics

**E** Elective **Year long**

## COURSE OVERVIEW

### Content Strands

- number and algebra
- measurement and geometry
- statistics and probability.

### Proficiency Strands

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

### Areas of Study

#### Number and Algebra

- money and financial mathematics
- patterns and algebra
- linear and non-linear relationships
- real numbers.

#### Measurement and Geometry

- using units of measurement
- geometric reasoning
- Pythagoras and trigonometry.

#### Statistics and Probability

- chance
- data representation and interpretation.

### Assessment Items

- topic tests
- projects
- semester exam.

### Future Pathways

General Mathematics.



**E** Elective **Year long**

## Advanced Mathematics

### COURSE OVERVIEW

#### Content Strands

- number and algebra
- measurement and geometry
- statistics and probability.

#### Proficiency Strands

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

#### Areas of Study

##### Number and Algebra

- patterns and algebra
- linear and non-linear relationships
- real numbers.

##### Measurement and Geometry

- using units of measurement
- geometric reasoning
- Pythagoras and trigonometry
- statistics and probability
- chance
- data representation and interpretation.

#### Assessment Items

- topic tests
- projects
- semester exam.

#### Future Pathways

Unit 1&2 Mathematical Methods  
Unit 1&2 Specialist Mathematics.

**R** By Recommendation **Year long**

## Foundation Mathematics 1&2

### COURSE OVERVIEW

Foundation Mathematics provides for the continuing mathematical development of students entering VCE who need mathematical skills to support their other subjects, including VET studies, and who do not intend to undertake further mathematical studies.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life in the community, at work and at study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies.

#### Areas of Study

- space, shape and design
- patterns and number
- handling data
- measurement.

#### Assessment Items

- investigations and projects
- assignments, summary or review notes of mathematics that students have encountered in their work or study
- tests of mathematical skills developed from investigations.

#### Future Pathways

Foundation Mathematics is suitable for Apprenticeships and VET courses. It does not meet requirements for university courses requiring VCE Mathematics (e.g. Nursing) or VCE subjects that require Year 10 Mathematics (e.g. Systems engineering).

# Y10 Mathematics Digital Technologies

**E** Elective 1 Semester

## Computing – Programming for the Web

### COURSE OVERVIEW

In this elective students learn a variety of techniques used when developing websites for the web. The focus of this course is programming using HTML, CSS and Javascript. Throughout the course, students will build solutions following the design and development stages of the problem-solving methodology used in VCE information technology units.

### Areas of Study

- designing and creating interactive solutions for sharing ideas and information online
- creating solutions that demonstrate a clear sense of purpose and respect for the audience
- Investigating the role of hardware and software in a networked system.

### Assessment Items

- digital portfolio of site designs and constructions
- collaborative investigation and programming task.

### Future Pathways

Unit 1&2 Computing.

**E** Elective 1 Semester

## Computing – Programming

### COURSE OVERVIEW

In this course students will design and develop a range of software applications. Students will learn the basic terminology and concepts that will enable them to transition to other web and windows based programming languages.

### Areas of Study

- designing the user experience of a solution
- design algorithms using flow charts and pseudocode
- developing modular programs.

### Assessment Items

- digital portfolio of program designs and constructions.

### Future Pathways

Unit 1&2 Computing.

**E Elective** 1 Semester**UNIT 1 OVERVIEW**

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies.

**Areas of Study**

- space, shape and design
- patterns and number
- handling data
- measurement.

**Assessment Items**

- investigations and projects
- assignments, summary or review notes of mathematics that students have encountered in their work or study
- tests of mathematical skills developed from investigations.

**Future Pathways**

Foundation Mathematics is suitable for Apprenticeships and VET courses. It does not meet requirements for university courses requiring VCE Mathematics (e.g. Nursing) or VCE subjects that require Year 10 Mathematics (e.g. Systems engineering) Students wishing to undertake Unit 3&4 Further Mathematics will need to take Unit 1&2 Standard General Mathematics.

**E Elective** 1 Semester**UNIT 2 OVERVIEW**

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects, including VET studies, and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year.

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study. These units will be especially useful for students undertaking VET studies.

**Areas of Study**

- space, shape and design
- patterns and number
- handling data
- measurement.

**Assessment Items**

- investigations and projects
- assignments, summary or review notes of mathematics that students have encountered in their work or study
- tests of mathematical skills developed from investigations.

**Future Pathways**

Foundation Mathematics is suitable for Apprenticeships and VET courses. It does not meet requirements for university courses requiring VCE Mathematics (e.g. Nursing) or VCE subjects that require Year 10 Mathematics (e.g. Systems engineering) Students wishing to undertake Unit 3&4 Further Mathematics will need to take Unit 1&2 Standard General Mathematics

**Prior Learning**

Unit 1 Foundation Mathematics.

# Y11 Mathematics General Mathematics Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

Units 1 and 2 are designed to be taken as a sequence spanning Semester 1 and Semester 2.

Students, when completing this unit, are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, data sets, tables and matrices, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit.

### Areas of Study

- algebra (linear relations and equations)
- arithmetic and number (computation and financial arithmetic)
- discrete mathematics (matrices, networks and number patterns)
- graphs of linear and non-linear relations
- statistics.

### Assessment Items

- assignments, modelling and problem solving tasks
- tests and summary or review notes
- exam.

### Future Pathways

Unit 2 General Mathematics

Unit 3&4 Further Mathematics.

### Prior Learning

Year 10 Mathematics.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

Units 1 and 2 are designed to be taken as a sequence spanning Semester 1 and Semester 2.

Students, when completing this unit, are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, data sets, tables and matrices, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is incorporated throughout each unit.

### Areas of Study

- algebra (linear relations and equations)
- arithmetic and number (computation and financial arithmetic)
- discrete mathematics (matrices, networks and number patterns)
- graphs of linear and non-linear relations
- statistics.

### Assessment Items

- assignments, modelling and problem solving tasks
- tests and summary or review notes
- exam.

### Future Pathways

Unit 3&4 Further Mathematics.

### Prior Learning

Unit 1 General Mathematics.



## Computing Unit 1&2

**E** Elective 1 Semester

### UNIT 1 OVERVIEW

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

In Area of Study 1 students collect primary data when investigating an issue and create a digital solution that graphically presents the findings of the investigation.

In Area of Study 2 students study network technologies, wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity.

In Area of Study 3 students design and create a website to present different viewpoints on a contemporary issue.

#### Areas of Study

- data and graphic solutions
- networks
- collaboration and communication.

#### Assessment Items

- Outcome 1 (Theory / Practical SAC 1): (25%)
- Outcome 2 Theory / Practical (SAC 2): (25%)
- Outcome 3 (Theory / Practical SAC 3): (25%)
- Unit 1: end of semester exam (Theory only 25%).

#### Future Pathways

Unit 2, 3 & 4 Computing subjects.

#### Prior Learning

Year 10 Programming for the Web.

**E** Elective 1 Semester

### UNIT 2 OVERVIEW

In this unit students focus on data and the creation of solutions that process data. In Area of Study 1 students use a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop understanding of data and how a range of software tools can be used to extract data from large data sets and manipulate it to create visualisations that are clear, usable and attractive. In Area of Study 3 students apply the analysis, design, development and evaluation stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

#### Areas of Study

- programming
- data analysis and visualization
- data management.

#### Assessment Items

- Outcome 1 (Theory / Practical SAC 1): (25%)
- Outcome 2 (Theory / Practical SAC 2): (25%)
- Outcome 3 (Theory / Practical SAC 3): (25%)
- Unit 2: end of semester exam (Theory only 25%).

#### Future Pathways

Unit 2, 3 & 4 Computing subjects.

#### Prior Learning

Year 10 Programming.

# Y11 Mathematics Mathematical Methods Unit 1&2

**E** Elective 1 Semester

## UNIT 1 OVERVIEW

Units 1 and 2 are designed to be taken as a sequence spanning Semester 1 and Semester 2. The focus of Unit 1 is the study of simple algebraic functions. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and probability with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions and graphs
- algebra
- probability.

### Assessment Items

- assignments, modelling and problem solving tasks
- tests and summary or review notes
- exam.

### Future Pathways

Units 2, 3 & 4 Mathematical Methods.

### Prior Learning

Year 10 Advanced Mathematics.

**E** Elective 1 Semester

## UNIT 2 OVERVIEW

Units 1 and 2 are designed to be taken as a sequence spanning Semester 1 and Semester 2. In Unit 2 students focus on the study of simple transcendental functions and the calculus of simple algebraic functions.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions and graphs
- calculus
- algebra.

### Assessment Items

- assignments, modelling and problem solving tasks
- tests and summary or review notes
- exam.

### Future Pathways

Unit 3&4 Mathematical Methods.

### Prior Learning

Unit 1 Mathematical Methods.

# Y11 Mathematics Specialist Mathematics Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

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

### Areas of Study

- algebra and structure
- arithmetic and number
- discrete mathematics
- geometry, measurement and trigonometry
- graphs of linear and non-linear relations
- statistics.

### Assessment Items

- assignments, modelling and problem solving tasks
- tests and summary or review notes
- exam.

### Future Pathways

Units 2, 3 & 4 Specialist Mathematics.

### Prior Learning

Year 10 Advanced Mathematics.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

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

### Areas of Study

- algebra and structure
- arithmetic and number
- discrete mathematics
- geometry, measurement and trigonometry
- graphs of linear and non-linear relations
- statistics.

### Assessment Items

- assignments, modelling and problem solving tasks
- tests and summary or review notes
- exam.

### Future Pathways

Unit 3&4 Specialist Mathematics.

### Prior Learning

Unit 1 Specialist Mathematics.

# Y12 Mathematics Further Mathematics Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

Further Mathematics Unit 3 consists of a compulsory core area of study which comprises of 'Data Analysis' and 'Recursion and Financial Modelling'. 'Data Analysis' comprises 40 per cent of the content to be covered, 'Recursion and Financial Modelling' comprises 20 per cent of the content to be covered.

Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1 and 2 topics: 'Computation and Practical Arithmetic', 'Investigating and Comparing Data Distributions', 'Investigating Relationships Between Two Numerical Variables', 'Linear Graphs and Modelling', 'Linear Relations and Equations', and 'Number Patterns and Recursion'.

### Areas of Study

- core module incorporating
- data analysis
- recursion and financial modelling.

### Assessment Items

- SACs for Unit 3: 20%.

### Future Pathways

Complimentary support for courses relating to social sciences, IT, administrative services, business, economics, human resources.

### Prior Learning

Unit 1&2 General Mathematics.

## UNIT 4 OVERVIEW

Further Mathematics Unit 4 consists of the Applications area of study. The Applications area of study comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. Each selected module comprises 20 per cent of the content to be covered.

Assumed knowledge and skills for each module are the related topics in General Mathematics Units 1 and 2.

### Areas of Study

Elective Modules – two selected from:

- matrices
- networks and decision mathematics
- geometry and measurement
- graphs and relations.

### Assessment Items

- SACS for Unit 4: 14%
- two end-of-year exams covering both units worth 33% each.

### Future Pathways

Complimentary support for courses relating to social sciences, IT, administrative services, law, business, economics, human resources, health care, education, media, and most TAFE courses

### Prior Learning

Unit 3 Further Mathematics.

# Y12 Mathematics Mathematical Methods Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

Units 3 and 4 are designed to be taken as a sequence spanning Semester 1 and Semester 2. There is a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions, relations and graphs
- calculus
- algebra
- probability and statistics.

### Assessment Items

- SACs for Unit 3: 17%.

### Future Pathways

Unit 4 Mathematical Methods

Mathematics, Science, Information Technology and Engineering courses at University level.

### Prior Learning

Units 1&2 Mathematical Methods.

## UNIT 4 OVERVIEW

Units 3 and 4 are designed to be taken as a sequence spanning Semester 1 and Semester 2. There is a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions and graphs
- calculus
- algebra
- probability.

### Assessment Items

- SACs for Unit 4: 17%
- two end-of-year exams covering both units worth 22% and 44% respectively.

### Future Pathways

Mathematics, Science, Information technology and Engineering courses at University level.

### Prior Learning

Unit 3 Mathematical Methods.

# Y12 Mathematics Specialist Mathematics Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

Units 3 and 4 are designed to be taken as a sequence spanning Semester 1 and Semester 2. There is a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions and graphs
- calculus
- algebra
- vectors
- mechanics
- probability and statistics.

### Assessment Items

- SACs for Unit 3: 17%.

### Future Pathways

Unit 4 Specialist Mathematics

Mathematics, Science, Information Technology and Engineering courses at University level.

### Prior Learning

Unit 1&2 Specialist Mathematics.

## UNIT 4 OVERVIEW

Units 3 and 4 are designed to be taken as a sequence spanning Semester 1 and Semester 2. There is a clear progression of skills and knowledge from Unit 3 to Unit 4 in each area of study.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions and graphs
- calculus
- algebra
- vectors
- mechanics
- probability and statistics.

### Assessment Items

- SACs for Unit 4: 17%
- end-of-year exams covering both units worth 22% and 44% respectively.

### Future Pathways

Mathematics, Science, Information Technology and Engineering courses at University level.

### Prior Learning

Unit 3 Specialist Mathematics.

## Computing - Informatics Unit 3&4

**E** Elective **Year long**

### UNIT 3 OVERVIEW

In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs.

In Area of Study 1 students investigate the way organisations acquire data using websites and apps. Students design and develop relational database management systems (RDBMS) to store and manipulate data typically acquired from websites and apps. Students use software to create user flow diagrams that depict how users interact with online solutions.

In Area of Study 2 students complete the first part of a project. They select, acquire and organise data from multiple data sets and use spreadsheets or databases to help analyse and interpret the data. The second part of the project is completed in Unit 4.

#### Areas of Study

- organisations and data management
- data analytics: drawing conclusions.

#### Assessment Items

- design and development of a database solution
- user flow diagrams
- acquisition and processing of a complex data set
- project plan.

#### Future Pathways

Unit 4 Informatics.

#### Prior Learning

Not Applicable.

### UNIT 4 OVERVIEW

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

In Area of Study 1 students complete the project started in Unit 3 by designing and developing a multimodal, online solution.

In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

#### Areas of Study

- data analytics: presenting the findings
- information management.

#### Assessment Items

- design and development of an online solution
- annotated visual report.

#### Future Pathways

Information Technology Courses.

#### Prior Learning

Unit 3 Informatics.

# Computing - Software Development

## Unit 3&4

**E** Elective **Year long**

### UNIT 3 OVERVIEW

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

In Area of Study 1 students are given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language.

In Area of Study 2 students analyse a need or opportunity. Students then plan and design a solution.

#### Areas of Study

- analysing information problems
- design and development.

#### Assessment Items

- working modules to meet specific needs
- solution designs
- project plan.

#### Future Pathways

Unit 4 Software Development.

#### Prior Learning

Not Applicable.

### UNIT 4 OVERVIEW

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment.

In Area of Study 1 students transform their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress.

In Area of Study 2 students explain the relationship between two information systems that share data and how that dependency affects the performance of the systems.

#### Areas of Study

- purpose-designed solutions
- evaluating purpose-designed solutions.

#### Assessment Items

- produce software solution
- written test.

#### Future Pathways

Information Technology Courses.

#### Prior Learning

Not Applicable.



# Music

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## Year 10

Music Craft	106
VCE VET Music VET Certificate III	107

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## Year 11

VCE VET Music VET Certificate III	107
Music Performance Units 1&2	108

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## Year 12

VCE VET Music VET Certificate III	107
Music Performance Units 3&4	109

### VET options

Students are able to apply for the following Music VET courses:

VCE VET Music VET Certificate III	107
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The study of Music encourages discipline, self-directed learning, and development of aural recognition skills. Students learn to appreciate and critically appraise music from a range of genres, and enrich their understanding of the subject through the application of sophisticated language to express their ideas.

## Music Craft

1 Year

### COURSE OVERVIEW

Music craft students in Year 10 experience an array of musical activities that include a variety of exciting performance opportunities, group performances, public performances, composition and development of theoretical knowledge. It is highly recommended that students in Year 10 are enrolled in the College Instrumental Music Program, learning the instrument they are specialising in.

### Areas of Study

- performance
- composition
- critical listening.

### Assessment Items

- analysis of a musical work
- technical performance assessment
- composition of a piece of your instrument
- performance of two contrasting pieces
- musicianship and theory exam.

### Future Pathways

VCE Music Units 1&2, continuing on to VCE Music Performance Units 3&4. From here, pathways to tertiary study are possible.

Students identified as skills in Music will be recommended to learn an instrument in the College Instrumental Music Program.



**III VET Certificate III 2 Years**

**COURSE OVERVIEW**

Year 10 Music Elective will now incorporate the VET Certificate III in Music. For specific information regarding this course, please see VET section of this course guide for further details.

Music students in Year 10 experience an array of musical activities that include a variety of exciting performance opportunities, group performances, public performances, songwriting, and practical application of effective rehearsal techniques.

It is highly recommended that students in Year 10 are enrolled in the College Instrumental Music Program learning the instrument they are specialising in.

**Areas of Study**

- performance
- composition
- theory and aural training.

**Assessment Items**

- group and solo performances
- composition
- OHS compliance
- listening journal.

**Future Pathways**

Certificate III in Music VET continuing throughout Year 11, Units 3&4 VCE Music Performance in Year 12, Bachelor of Music, Certificate IV in Music VET, Diploma of Music.

Students identified as skilled in Music will be recommended to learn an instrument in the College Instrumental Music Program.

Continuing in Year 11 the Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include composing simple songs or musical pieces, applying knowledge of genre to music making and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, developing technical skills and performing music as part of a group or as a soloist.

Students who complete Certificate III in Music will be eligible for up to five units of credit towards their VCE: up to three at Units 1 and 2, and a Units 3 and 4 sequence.

Students wishing to receive an ATAR contribution for either of the Units 3 and 4 sequences from VCE VET Music must undertake scored assessment for the purpose of achieving a study score.

**Future Pathways**

Music related courses, professional musician

**Areas of Study**

The course is delivered over a two year period. The two year program is as follows. Please note: courses and electives are subject to change at short notice.

Year 1	Year 2
Contribute to health and safety of others	Develop technical skills in performance
Implement copyright arrangements	Prepare for performances
Work effectively in the music industry	Develop improvisation skills
Apply knowledge of style and genre to music industry practice	Develop and maintain stagecraft skills
Compose simple songs or musical pieces	<b>Students will select one of the following performance options for Year 2:</b> Perform music as part of a group or Perform music as a soloist
Develop ensemble skills	

# Y11 Music Music Performance Units 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

Units 1&2 are designed to be taken as a sequence spanning Semester 1 and Semester 2. Across both units, the focus is to improve overall musicianship through performance of solo and ensemble works and the consolidation of technical ability on a selected instrument (including voice).

In undertaking this unit, students are expected to practise consistently, prepare a program designed to build and extend their skills and confidence as performers. In addition to this, musicianship skills are extended upon, including aural training, composition, analytical listening and the development of appropriate musical language to express ideas.

### Areas of Study

- aural training
- performance
- critical listening.

### Assessment Items

- solo or group performance
- performance preparation.

### Future Pathways

Units 2, 3 & 4 Music Performance.

### Prior Learning

Year 10 Music Craft.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

Units 1&2 are designed to be taken as a sequence spanning Semester 1 and Semester 2. In Unit 2, musical development is broadened as students undertake coursework in composition and improvisation.

Students maintain consistent practise on their instruments and through solo or group performances, build and extend their skills as performing musicians. Musicianship skills continue to be extended upon, including aural training, composition, analytical listening and the development of appropriate musical language to express ideas.

### Areas of Study

- aural training
- performance
- critical listening.

### Assessment Items

- solo or group performance
- performance preparation
- composition or improvisation.

### Future Pathways

Units 3&4 Music Performance.

### Prior Learning

Unit 1 Music Performance.

# Y12 Music Music Performance Units 3&4

**E Elective** 1 Semester

## UNIT 3 OVERVIEW

Units 3&4 are designed to be taken as a sequence spanning Semester 1 and Semester 2. Across both units, the focus is to improve overall musicianship through performance of solo and ensemble works and the consolidation of technical ability on a selected instrument (including voice).

In undertaking this unit, students are expected to practise consistently, and to prepare a program designed to build and extend their skills and confidence as performers. In addition to this, musicianship skills are extended upon, including aural training, composition, analytical listening and the development of appropriate musical language to express ideas.

### Areas of Study

- aural training
- performance
- critical listening.

### Assessment Items

- solo or group performance
- performance preparation.

### Future Pathways

Unit 4 Music Performance.

### Prior Learning

Units 1&2 Music Performance.

**E Elective** 1 Semester

## UNIT 4 OVERVIEW

Units 3&4 are designed to be taken as a sequence spanning Semester 1 and Semester 2. In Unit 2, musical development is broadened as students undertake coursework in composition and improvisation.

Students maintain consistent practise on their instruments and through solo or group performances, build and extend their skills as performing musicians. Musicianship skills continue to be extended upon, including aural training, composition, analytical listening and the development of appropriate musical language to express ideas.

### Areas of Study

- aural training
- performance
- critical listening.

### Assessment Items

- solo or group performance
- performance preparation
- composition or improvisation.

### Future Pathways

Bachelor of Music at a tertiary institute.

### Prior Learning

Units 1&2 Music Performance.

# Performing Arts

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## Year 10

Dance	111
Drama	111
Theatre Studies	112

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## Year 11

Dance Unit 1&2	113
Drama Unit 1&2	114
Theatre Studies Unit 1&2	115

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## Year 12

Dance Unit 3&4	116
Drama Unit 3&4	117
Theatre Studies Unit 3&4	118

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally.

**E** Elective 1 Semester

## Dance

### COURSE OVERVIEW

The Year 10 Dance course exposes students to various dance styles such as Classical Ballet, Jazz, Modern Contemporary and Street Dance. Students learn about safe dance practice, dance techniques and performance skills. Students learn composition skills as well as dances learned from a choreographer. They will also develop their knowledge of dance terms and the creative arts industry. Students will have the opportunity to display their talents at various showcases, as well as other scheduled events.

### Areas of Study

- safe dance practice
- dance elements, body actions and choreographic devices
- dance technique
- composition and performance skills.

### Assessment Items

- research task on dance practitioners and genres
- student devised dance performance
- learned dance performance
- analysis task.

### Future Pathways

Unit 1&2 Dance  
 Certificate II in Dance VET  
 Dance Teacher  
 Performing Artist.

**E** Elective 1 Semester

## Drama

### COURSE OVERVIEW

Year 10 Drama focuses on the traditions of naturalism and non-naturalism, and renowned, popular acting methodologies.

Character development, script interpretation as well as terminology, evaluation and criticism are also addressed. Students will learn about performance development processes, and devise, develop and present an ensemble performance for a public audience. Students will make and support judgments about the value, intentions and qualities of drama produced by themselves and others.

### Areas of Study

- Naturalism: Stanislavski's method and monologues
- Non-naturalism: Epic Theatre/Verbatim Theatre
- ensemble devising and performance.

### Assessment Items

- monologue
- ensemble performance
- analysis of professional performance.

### Future Pathways

Unit 1&2 Drama  
 The study of Drama can provide pathways to university and TAFE study in any drama, dance, music or theatre-related course.

# Y10 Performing Arts Theatre Studies

**E** Elective 1 Semester

## COURSE OVERVIEW

Year 10 Theatre Studies enables students to creatively and imaginatively explore and experiment with theatrical possibilities.

It provides students with the opportunity to become involved in the college special events program. Students will learn about theatrical styles and traditions and develop expertise in various production roles through both research and practice. The course builds knowledge of theatrical design, sets, props, make-up, costume, lighting and sound technology, publicity and promotion, stage management and direction. Students will develop an understanding of the production process from conception and design through to performance.

## Areas of Study

- theatre terminology
- production roles
- stagecraft / stage areas
- publicity and promotions
- production process (dependant on college event and calendar dates)
- lighting and sound design
- theatrical make-up design and application (time dependant).

## Assessment Items

- production analysis
- research project
- production design presentation.

## Future Pathways

Unit 1&2 Drama, Unit 1&2 Theatre Studies

Theatre Studies provides students with a broad understanding of theatre and stage production from which they can continue the study of Drama and/ or Theatre Studies in VCE. This subject can provide a foundation to equip students with the skills necessary for further experience/study in the theatrical production process.



**E Elective** 1 Semester**UNIT 1 OVERVIEW**

Students learn about physical skills and explore body actions and start the process of developing a personal movement vocabulary. They begin to develop skills in documenting and analysing movement and develop an understanding of how choreographers use these processes. Knowledge of physiology, inclusive of care and maintenance of the body is learned. Students discuss influences on their own dance backgrounds and on the expressive intentions and movement vocabulary in their own dances.

**Areas of Study**

- dance perspectives
- choreography and performance
- dance technique and performance
- awareness and maintenance of the dancers body.

**Assessment Items**

- written report on choreographed solo
- choreography and performance of a solo dance work that communicates an expressive intention
- structured improvisations
- rehearsal and performance of a learned group dance work
- written report on learnt dance work.

**Future Pathways**

Units 2, 3 & 4 Dance.

**Prior Learning**

Year 9 and 10 Dance plus ongoing outside dance training.

**E Elective** 1 Semester**UNIT 2 OVERVIEW**

Students focus on expanding their personal movement vocabulary and choreographic skills through the use of time, space and energy and the study of form. Students are also introduced to dance traditions, styles and works from a range of backgrounds. Students describe the movement vocabulary in their own and others' dancing and analyse choreographic intentions through form and the elements of movement.

**Areas of Study**

- dance perspectives
- choreography, performance and dance-making analysis
- dance technique, performance and analysis.

**Assessment Items**

- analyse a selected group dance work
- choreography and performance of a solo dance work that communicates an expressive intention
- structured improvisation
- rehearsal and performance of a learned group dance work
- written report on learnt dance work.

**Future Pathways**

Unit 3&4 Dance.

**Prior Learning**

Unit 1 Dance plus ongoing outside training.

# Y11 Performing Arts Drama Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

Unit 1 focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. It also involves analysis of a student's own performance work and of external professional performances.

Students use performance styles from a range of contexts associated with naturalism and non-naturalism.

### Areas of Study

- creating a devised performance
- presenting a devised performance
- analysing a devised performance
- analysing drama performances presented by other practitioners.

### Assessment Items

- Outcome 1 (SAC) Solo or ensemble drama work demonstrating playmaking techniques
- Outcome 2 (SAC) Perform a group ensemble devised drama work
- Outcome 3 (SAC) Analyse the work of outcomes 1 and 2
- Outcome 4 (SAC) Written analysis.

### Future Pathways

Units 2, 3 & 4 Drama.

The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

### Prior Learning

Year 10 Drama and/or Year 10 Theatre Studies.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

Unit 2 focuses on the use and documentation processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

### Areas of Study

- using Australia as inspiration
- presenting a devised performance
- analysing a devised performance
- analysing Australian drama performance.

### Assessment Items

- Outcome 1 (SAC) Using Australia as inspiration: Solo drama work demonstrating playmaking techniques
- Outcome 2 (SAC) Presenting a devised performance: Perform a group solo/ensemble devised drama work
- Outcome 3 (SAC) Analysing a devised performance: Analyse the drama work created and performed in Outcomes 1 and 2
- Outcome 4 (SAC) Analysing Australian drama performance written analysis of a performance by professional or other drama practitioners.

### Future Pathways

Unit 3&4 Drama.

The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

### Prior Learning

Unit 1 Drama.

# Y11 Performing Arts Theatre Studies Unit 1&2

**E Elective** 1 Semester

## UNIT 1 OVERVIEW

In Unit 1 students explore playscripts from the pre-modern era of theatre, that is, works prior to the 1920s. Students study playscripts from at least three distinct theatrical periods. They learn about contexts, cultural origins, theatrical styles, use of stagecraft and performance possibilities for each of the selected playscripts. Through practical workshops students gain knowledge of how these periods have shaped and contributed to the world of pre-modern theatre.

### Areas of Study

- Pre-Modern theatre
- interpreting playscripts
- analysing a play in performance.

### Assessment Items

- Outcome 1 (SAC) Oral/Visual/Multi media report based on chosen Pre-Modern Theatrical style
- Outcome 2 (SAC) Present a group ensemble of a Pre-Modern drama work
- Outcome 3 (SAC) Written analysis.

### Future Pathways

Units 2, 3 & 4 Theatre Studies, Units 2, 3 & 4 Drama

The study of Theatre Studies can provide pathways to training and tertiary study in theatre production, acting, communication and drama criticism.

### Prior Learning

Year 10 Drama and/or Year 10 Theatre Studies.

**E Elective** 1 Semester

## UNIT 2 OVERVIEW

In Unit 2 students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

### Areas of Study

- Modern theatre
- interpretation through stagecraft
- analysing a play in performance.

### Assessment Items

- Outcome 1 (SAC) Research project
- Outcome 2 (SAC) Design presentation
- Outcome 3 (SAC) Written analysis.

### Future Pathways

Unit 3&4 Theatre Studies, Unit 3&4 Drama

The study of Theatre Studies can provide pathways to training and tertiary study in theatre production, acting, communication and drama criticism.

### Prior Learning

Unit 1 Drama and/or Unit 1 Theatre Studies.

**E** Elective **Year long****UNIT 3 OVERVIEW**

Students focus on choreography, rehearsal and performance of a solo dance work and involves the execution of a diverse range of body actions and use of performance skills. They learn a group work designed by another choreographer and analyse the learning, rehearsing and performing of the dance worked learned.

Students further develop their understating of choreographic skills through an analysis of ways that expressive intentions chosen by choreographers of twentieth century solo dance work selected from the prescribed list of works.

**Areas of Study**

- dance perspectives
- choreography, performance and dance making analysis
- dance technique, performance and analysis.

**Assessment Items**

- structured written analysis of two works selected from the prescribed list of dance works for Unit 3
- written analysis of the processes and practices used in the choreography, rehearsal and performance of a solo dance work choreographed by the students
- performance of a learnt group dance work created by another choreographer.

**Future Pathways**

Unit 4 Dance, dancer, dance teaching.

**Prior Learning**

Unit 1&2 Dance plus ongoing outside training.

**UNIT 4 OVERVIEW**

Students will focus on choreography, rehearsal and performance of a unified solo dance work. They will also document and analyse the dance making and performance processes involved in the choreography, rehearsal and performance of the solo dance work.

They will analyse ways in which the choreographers intention can be expressed through the manipulation of different types of group structures.

**Areas of Study**

- dance perspectives
- choreography, performance and dance-making analysis.

**Assessment Items**

- structured written analysis of a work selected from the prescribed list of works for unit 4
- analysis of the processes used in the choreography, rehearsal and performance of the solo dance work choreographed by the student
- performance exam (solo).

**Future Pathways**

Dancer, dance teaching.

**Prior Learning**

Unit 3 Dance plus ongoing outside training.

# Y12 Performing Arts Drama Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

Unit 3 Drama focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

### Areas of Study

- devising and presenting a non-naturalistic ensemble performance
- responding to a devised ensemble performances
- analysing non-naturalistic performance.

### Assessment Items

- Outcome 1 (SAC): Development and presentation of character(s) within non-naturalistic ensemble performance.
- Outcome 2 (SAC): Written Analysis of the development and performance of character/s from performance in Outcome 1.
- Outcome 3 (SAC): Written analysis and evaluation of a play selected from the VCAA Unit 3 Playlist.
- School Assessed Coursework for Unit 3 contributes 30%.

### Future Pathways

The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

### Prior Learning

Unit 1&2 Drama.

## UNIT 4 OVERVIEW

Unit 4 Drama focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

Students are encouraged to attend performances that incorporate non-naturalistic performance styles to support their work in this unit.

### Areas of Study

- working with stimulus material
- devising a non-naturalistic solo performance
- analysing devised non-naturalistic solo performance.

### Assessment Items

- Outcome 1 (SAC): Devise a solo performance and give short written statement of non-naturalistic stimulus material
- Outcome 2: End of year performance external exam (35%)
- Outcome 3 (SAC): Written Analysis
- Outcome 4: External Written Exam (25%) Unit 4 coursework contributes 10%.

### Future Pathways

The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

### Prior Learning

Unit 3 Drama.

# Y12 Performing Arts Theatre Studies Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

In Unit 3 students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge developed from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the playscript in the performance.

### Areas of Study

- production process
- theatrical interpretation
- production analysis.

### Assessment Items

- Outcome 1 (SAC) Practical application of stagecraft through interpretation of a play for performance to an audience
- Outcome 2 (SAC) Report – Interpretation of unseen excerpt from a script
- Outcome 3 (SAC) Written analysis.

### Future Pathways

The study of Theatre Studies can provide pathways to training and tertiary study in theatre production, acting, communication and drama criticism.

### Prior Learning

Unit 1&2 Drama and/or Unit 1&2 Theatre Studies.

## UNIT 4 OVERVIEW

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specifications published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 4 Playlist and analyse and evaluate the play in performance.

### Areas of Study

- monologue interpretation
- interpretation through stagecraft
- analysing a play in performance.

### Assessment Items

- Outcome 1 (SAC) Research project
- Outcome 2 (SAC) Design presentation
- Outcome 3 (SAC) Written analysis.

### Future Pathways

The study of Theatre Studies can provide pathways to training and tertiary study in theatre production, acting, communication and drama criticism.

# Science

## Year 10

Biology	120
Chemistry	120
Physics	121
Psychology	121

## Year 11

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Chemistry Unit 1&2	123
Laboratory Skills (VET Certificate III)	124
Physics Unit 1&2	125
Psychology Unit 1&2	126

## Year 12

Laboratory Skills (VET Certificate III)	124
Biology Unit 3&4	127
Chemistry Unit 3&4	128
Physics Unit 3&4	129
Psychology Unit 3&4	130

### VET options

Students are able to apply for the following Science VET course:

Laboratory Skills VET Certificate III	124
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Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

**E** Elective 1 Semester

## Biology

### COURSE OVERVIEW

Why is life so diverse on earth? How did life evolve to be adapted to an environment? Why do sharks and dolphins look so alike if one is a fish and one is a mammal? How do genes affect the way an organism interacts with its environment? How have humans affected biodiversity via climate change and habitat destruction?

Biology is the science of life, in all its beautiful, unusual and wonderful forms. Come join us with curiosity to understand how all living things are connected.

### Areas of Study

- genetics and heredity
- natural selection and evolution.

### Assessment Items

- practical reports
- research project
- case studies
- topic tests
- group activities
- semester exam.

### Future Pathways

Unit 1&2 Biology, Chemistry, Physics and Psychology.

**E** Elective 1 Semester

## Chemistry

### COURSE OVERVIEW

Students develop the language, ideas, skills and processes involved in chemistry, and begin to understand the link between atomic theory and the periodic table. Students will develop their understanding of chemical behaviour with respect to types of bonding and learn to calculate quantities of reactants and products of chemical reactions. Students conduct practical investigations and design their own investigation for their research project.

### Areas of Study

- atomic theory and the periodic table
- ionic and covalent bonding
- water and solubility
- chemical equations
- stoichiometry.

### Assessment Items

- topic tests
- practical reports
- inquiry project
- semester exam.

### Future Pathways

Unit 1&2 Biology, Chemistry, Physics and Psychology.



**E** Elective 1 Semester

## Physics

### COURSE OVERVIEW

While you do not have to understand all aspects of physics to use many appliances, some knowledge can help you enjoy and appreciate these and the many other examples of the physical world. Physicists are accomplishing many exciting and extraordinary things this century and they have been able to make both experimental and theoretical advances at a seemingly increasing rate.

As you go through this course you will relate as much as possible of the theory of physics to your everyday experience. If you have an interest in an occupation dealing in engineering, medical imaging, radiation therapist, surveyor, pilot, biophysicist and many other fields, physics is a prerequisite to these fields of study.

### Areas of Study

- demonstrate an understanding of measurement and quantities in physics
- construct and analyse electrical circuits
- analyse and interpret information about motion
- investigate the properties of waves
- identify the evidence supporting the Big Bang theory.

### Assessment Items

- practical work
- assignments/projects
- tests
- semester exam.

### Future Pathways

Unit 1&2 Biology, Chemistry, Physics and Psychology.

**E** Elective 1 Semester

## Psychology

### COURSE OVERVIEW

Why do Humans behave the way they do? What influences behaviour? Where do dreams come from? These are some of the BIG questions psychologists try to answer with research. In this course students will have the opportunity to conduct an Empirical Research Activity (ERA) and analyse the information. To successfully complete the subject, students must complete several assessed components including an ERA report, tests and an exam.

### Areas of Study

- What is psychology?
- sleeping and dreaming
- memory and eyewitness testimonies
- mental illness and personality.

### Assessment Items

- case study analysis – eye witness testimony
- era report – mental illness
- inquiry based project – dream analysis
- test and quizzes
- semester exam.

### Future Pathways

Unit 1&2 Biology, Chemistry, Physics and Psychology.

# Y11 Science Biology Unit 1&2

**E Elective** 1 Semester

## UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

Whether life forms are unicellular or multicellular, live in the depths of the ocean or within another living thing, all are faced with the challenge of obtaining nutrients and water, energy, a means of disposing of their waste products, and adapting to their environment. Populations and biodiversity is explored, as well as the complex interactions and relationships living things have with each other to enable survival.

### Areas of Study

- What are the requirements for life?
- How do living systems maintain life?

### Assessment Items

- SACS
- practical work
- research investigation
- unit 1 examination.

### Future Pathways

Units 2, 3 & 4 Biology.

### Prior Learning

Year 10 Biology is recommended but successful completion of any Year 10 Science is sufficient.

**E Elective** 1 Semester

## UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

For life to continue, living things must be able to reproduce. The rich variety of reproductive strategies that animals and plants have is no accident – and designed to create diversity. In Unit 2, sexual and asexual reproduction are studied, as well as genes, chromosomes and inheritance.

### Areas of Study

- Why is reproduction important?
- How is inheritance explained?

### Assessment Items

- SACS
- practical work
- research investigation
- unit 2 examination.

### Future Pathways

Unit 3&4 Biology.

### Prior Learning

Unit 1 Biology.

# Y11 Science Chemistry Unit 1&2

**E** Elective 1 Semester

## UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

Students study the relationship between the Periodic Table and atomic theory. Using their knowledge of atomic structure and elements students explain the relationships between properties, structure and bonding forces that vary in size from the visible, through nanoparticles to molecules and atoms. Qualitative and quantitative ideas fundamental to chemistry are introduced. Students investigate properties and reactions of organic compounds.

### Areas of Study

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- research investigation.

### Assessment Items

- chapter SACs
- annotations of practical work
- research investigation
- unit 1 examination.

### Future Pathways

Units 2, 3 & 4 Chemistry.

### Prior Learning

Year 10 Chemistry is recommended but successful completion of any Year 10 Science is sufficient.

**E** Elective 1 Semester

## UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Students continue to study quantitative and qualitative ideas. They explore the physical and chemical properties, the reactions that occur in water and various methods of water analysis. Students investigate solubility, concentration, pH and types of reaction of aqueous solutions. They apply analytical techniques and instrumental procedures to determine the concentrations of different species in water samples including chemical contaminants.

### Areas of Study

- How do substances interact with water?
- How are substances in water measured and analysed?
- practical investigation.

### Assessment Items

- chapter SACs
- annotations of practical work
- practical investigation
- unit 2 examination.

### Future Pathways

Unit 3&4 Chemistry.

### Prior Learning

Unit 1 Chemistry.

### III VET Certificate III 2 Years

#### COURSE OVERVIEW

Certificate III in Laboratory Skills provides students with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Units 1 and 2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Units 3 and 4 offer scored assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions and performing microscopic examinations.

Students who complete Certificate III in Laboratory Skills will be eligible for up to four (4) units of credit towards their VCE: four units at Units 1 and 2 level and a Units 3 and 4 sequence.

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Laboratory Skills must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

#### Future Pathways

Complements University Science, Engineering and Health courses. Laboratory technician.

#### Areas of Study

The course is delivered over a two year period. The two year program is as follows. Please note: courses and electives are subject to change at short notice.

Year 1	Year 2
Participate in environmentally sustainable work practices	Contribute to the achievement of quality objectives
Communicate with other people	Perform aseptic techniques
Plan and conduct laboratory/field work	Prepare working solutions
Record and present data	Perform microscopic examination
Maintain the laboratory fit for purpose	
Participate in laboratory/field workplace safety	
Select two electives	Select one electives
Receive and prepare samples for testing	Prepare culture media
Perform basic tests	Prepare practical science classes and demonstrations
Assist with fieldwork	Capture and manage scientific images
Obtain representative samples in accordance with sampling plan	
Perform food tests	

**E Elective** 1 Semester**UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?**

Physicists are accomplishing many exciting and extraordinary things this century and they have been able to make both experimental and theoretical advances at a seemingly increasing rate. In Unit 1 students study topics such as heat and temperature, electricity and circuits, and the Big Bang to atoms.

**Areas of Study**

- How can thermal effects be explained? (heat and energy)
- How do electronic circuits work?
- What is matter and how is it formed?

**Assessment Items**

- SACS
- research investigation
- chapter tests
- unit 1 examination.

**Future Pathways**

Units 2, 3 & 4 Physics.

**Prior Learning**

Year 10 Physics is recommended but successful completion of any Year 10 Science is sufficient.

**E Elective** 1 Semester**UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?**

In Unit 2 Physics students study motion and how things move, and forces. The elective unit ranges from optics to flight. As students go through this course they will relate as much as possible of the theory of physics to their everyday experience.

Any students who have an interest in an occupation dealing in engineering, medical imaging, radiation therapist, surveyor, pilot, biophysicist and many other fields, then physics is a prerequisite to these fields of study.

**Areas of Study**

- How can motion be described and explained?
- elective study – to be confirmed between teacher and class
- practical investigations.

**Assessment Items**

- SACS
- research investigation
- chapter tests
- unit 2 examination.

**Future Pathways**

Unit 3&4 Physics.

**Prior Learning**

Unit 1 Physics.

# Y11 Science Psychology Unit 1&2

**E** Elective 1 Semester

## UNIT 1: HOW ARE BEHAVIOUR PROCESS AND MENTAL PROCESS SHAPED?

Psychology is for people with a desire to better understand why people think, feel and behave in a particular way. Unit 1 Psychology students will learn that the brain has the ability to change itself via neuroplasticity. They explore the complexities of psychological development, and what may happen if this development is atypical, or unusual. Conducting scientific research is crucial in psychology and research methods are a central focus of this course. Psychology is crucial to a wide variety of careers from counselling and rehabilitation to marketing and recruitment.

### Areas of Study

- How does the brain function?
- What influences psychological development?

### Assessment Items

- empirical research activity – psychological research
- media analysis
- annotated flow chart
- research analysis
- unit 1 examination.

### Future Pathways

Units 2, 3 and 4 Psychology.

### Prior Learning

Year 10 Psychology is recommended but successful completion of any Year 10 Science is sufficient.

**E** Elective 1 Semester

## UNIT 2: HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

Unit 2 Psychology students use their research skills from Unit 1 to study topics such as visual perception and distortions of perception (Such as visual illusions) attitudes, power, obedience and conformity, anti-social behaviour, and how cognition (thinking) and behaviour are influenced by society.

### Areas of Study

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?

### Assessment Items

- empirical research activity – psychological research
- media analysis
- annotated flow chart
- research analysis
- unit 2 examination.

### Future Pathways

Unit 3&4 Psychology.

### Prior Learning

Unit 1 Psychology.

**E** Elective **Year long****UNIT 3: HOW DO CELLS MAINTAIN LIFE?**

Students investigate the workings of the cell as a complex chemical system. They examine the expression of encoded information in the DNA molecule and explore the role of enzymes in metabolic and biochemical pathways such as photosynthesis and cellular respiration.

Students focus on how cells receive specific signals that elicit a particular response. They apply the stimulus-response model to cells as well as investigate the nature and role of immunity. This includes understanding possible malfunctions and how technology may be used to overcome such issues.

**Areas of Study**

- How do cellular processes work?
- How do cells communicate?
- practical investigations (undertaken in either Unit 3 or Unit 4).

**Assessment Items**

- School Assessed Coursework (SACs) 40%
- VCAA exam 60%.

**Future Pathways**

Unit 4 Biology

Bachelor of Science, Diploma of Science and other related pathways.

**Prior Learning**

Unit 1&2 Biology.

**UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?**

Students examine the relatedness between species and the evidence for evolution. They investigate how changes to genetic material has given rise to new species over time and how advancements in molecular biology have impacted upon human understanding of life. Students explore the fossil records to identify the interrelationship between biology and culture. They apply knowledge of the DNA molecule to investigate molecular tools and techniques along with social and ethical implications of gene technology.

**Areas of Study**

- How are species related?
- How do humans impact upon biological processes?
- practical investigation (undertaken in either Unit 3 or Unit 4).

**Assessment Items**

- School Assessed Coursework (SACs) 40%
- VCAA exam 60%.

**Future Pathways**

Bachelor of Science, Diploma of Science and other related pathways.

**Prior Learning**

Unit 3 Biology.

# Y12 Science Chemistry Unit 3&4

**E** Elective **Year long**

## UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

Students investigate the different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They study the combustion of fuels, energy transformations and stoichiometrically determine the amount of reactants and products involved in the reactions. Students apply the equilibrium law and Le Chatelier's principle to different reaction systems. They examine discharging and recharging in cells and apply Faraday's laws to determine cell efficiencies.

### Areas of Study

- What are the options for energy production?
- How can the yield of a chemical product be optimized?
- practical investigation (undertaken in either Unit 3 or Unit 4).

### Assessment Items

- School Assessed Coursework (SACs) 40%
- VCAA exam 60%.

### Future Pathways

Unit 4 Chemistry.

### Prior Learning

Unit 1&2 Chemistry.

## UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORIZED, ANALYSED AND USED?

Students study the ways organic structures are represented and named. They use instrumental analysis to deduce the structures of organic compounds. They perform volumetric analysis to determine the concentration of organic chemicals. Students study the organic chemical pathway of organic compounds. They investigate the major components of food with reference to their structures, properties and functions. Students also conduct a practical investigation related to energy or food.

### Areas of Study

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- practical investigation (undertaken in either Unit 3 or Unit 4).

### Assessment Items

- School Assessed Coursework (SACs) 40%
- VCAA exam 60%.

### Future Pathways

Medicine, dentistry, pharmacy, chemical engineering, nursing, laboratory technician and many more.

### Prior Learning

Unit 3 Chemistry.



**E** Elective **Year long****UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?**

Have you ever been a passenger in an automobile, aircraft, or train? Have you ever had a X-ray, CAT scan, or had your eyes tested? Have used a mobile phone, computer or listened to a CD? If you answered yes to any of these questions then you have had contact with the world of physics. In Unit 3 students study projectile motion, linear motion and circular motion, gravity and satellites and electric circuits

**Areas of Study**

- How do fields explain motion and electricity?
- How are fields used to move electric charge?
- How fast can things go?

**Assessment Items**

- School Assessed Coursework (SACs) 40%
- VCAA exam 60%.

**Future Pathways**

Unit 4 Physics.

**Prior Learning**

Unit 1&2 Physics.

**UNIT 4: HOW CAN TWO CONTRADICTIONARY MODELS EXPLAIN BOTH LIGHT AND MATTER?**

In Unit 4 Physics students build on their skills from Unit 3. They study light and matter, including Einstein's theories, properties of waves and interaction of waves.

It is the stuff of Einstein, Newton and Steven Hawking's, it is the stuff of engineers and rocket scientists and our future.

**Areas of Study**

- How can waves explain the behaviour of light?
- How are light and matter similar?
- practical investigation.

**Assessment Items**

- School Assessed Coursework (SACs) 40%
- VCAA exam 60%.

**Future Pathways**

All branches of engineering, medical imaging astrophysics, optometrist, meteorological services.

**Prior Learning**

Unit 3 Physics.

# Y12 Science Psychology Unit 3&4

**E** Elective **Year long**

## UNIT 3: THE CONSCIOUS SELF

Students explore the relationship between the mind and body through topics such as states of consciousness including sleep, the structure and function of the brain and nervous system, and the theoretical and physiological basis of memory and forgetting. Students are able to relate these topics to real life experiences and research methods are utilised throughout the unit to explore these concepts in a scientific way.

### Areas of Study

- mind, brain and body
- memory.

### Assessment Items

- School Assessed Coursework (SACs) 40%
- VCAA exam 60%.

### Future Pathways

Unit 4 Psychology.

### Prior Learning

Unit 1&2 Psychology.

## UNIT 4: BRAIN, BEHAVIOUR AND EXPERIENCE

This unit focuses on the relationship between the brain and its response to experiences, and behaviour. Students explore theories of learning which they can apply to their everyday learning experiences and furthermore investigate the physiological basis of learning.

The biopsychosocial approach to mental health and illness is investigated and students use this approach to explore the nature of stress and a selected mental disorder.

### Areas of Study

- learning
- mental health.

### Assessment Items

- School Assessed Coursework (SACs) 40%
- VCAA exam 60%.

### Future Pathways

Bachelor of Science, Diploma of Science and other related pathways.

### Prior Learning

Unit 3 Psychology.

# Visual Arts

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## Year 10

Visual Art	132
Media	132
Photo Art	133
Visual Communication Design	133

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## Year 11

Media Unit 1&2	134
Studio Art Unit 1&2	135
Visual Communication Design Unit 1&2	136

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## Year 12

Media Unit 3&4	137
Studio Art Unit 3&4	138
Visual Communication Design Unit 3&4	139

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds.

**E** Elective 1 Semester

## Visual Art

### COURSE OVERVIEW

Visual Art in Year 10 aims to continue to build on a student's awareness of how and why artists realise their ideas as different visual art practices. Teacher directed tasks will be used to encourage students to explore and develop concepts that lead to an evolvment of personal aesthetic and style. Students will experiment with more contemporary skills and processes in both 2D and 3D art forms and in turn students will make at least two finished artworks. As part of their own art making, students will also draw on artworks from a range of cultures, times and locations to critically interpret and analyse.

### Areas of Study

- experimentation of materials, techniques and processes in both 2D and 3D art forms
- folio of finished artworks
- a series of writing tasks
- exhibition spaces.

### Assessment Items

- folio of visual solutions
- two finished artworks
- comparative written/oral task.

### Future Pathways

Unit 1&2, Studio Art and Visual Communication Design.

**E** Elective 1 Semester

## Media

### COURSE OVERVIEW

In Year 10 Media students learn how to be critically aware of how messages in media are constructed and communicated through film and advertising, analyzing the way in which audiences respond in different eras. Through media analysis, students investigate and develop an understanding of structure, intent, character, settings, viewpoints and genre conventions. As well as this development in media literacy, students are provided with opportunities to develop practical skills in video and cinematic effects and put this into action in their own collaborative film production.

### Areas of Study

- practical exercises in cinematic effects
- media analysis: representations of teens in film
- collaborative film production
- media analysis: representations of gender in advertising.

### Assessment Items

- production exercises
- collaborative film productions
- representations of teens in film
- photographic representation and manipulation.

### Future Pathways

Unit 1&2 Media.

# Y10 Visual Arts

**E** Elective 1 Semester

## Photo Art

### COURSE OVERVIEW

In Year 10 Photo Art students explore how artists can express ideas through the medium of digitally photography and technologies through a series of themed tasks. Students will explore sophisticated photographic principles to learn professional photography practices and editing techniques to create artworks for display and presentation. Students will have the opportunity to use a variety of camera types including a DSLR camera. They will also explore editing techniques in programs such as Adobe Photoshop as well as experiment with fine art techniques. Photoshoots both on and off campus will be undertaken and visits to galleries to obtain sources of inspiration will be organised. As part of their photographic practice, students draw on artworks from a range of cultures, times and locations to critically interpret and analyse.

### Areas of Study

- camera skills and techniques
- photographic production in a range of themes
- a series of writing tasks
- exhibition spaces.

### Assessment Items

- thematic digital photography folio
- folio documentation of process
- comparative written/oral task.

### Future Pathways

Unit 1&2 Studio Art  
Unit 1&2 Visual Communication Design.

**E** Elective 1 Semester

## Visual Communication Design

### COURSE OVERVIEW

In Year 10 Visual Communication Design students build on their awareness of how designers communicate ideas with a specific purpose using different visual communication design practices. Students will produce a range of finished presentations demonstrating creative approaches to satisfying a client's design needs. A range of drawing systems, manual and digital methods, and experimentation with various media will be investigated. As part of their own design making, students will also analyse the ways in which designers use elements and principles to produce visual communications.

### Areas of Study

- technical drawing
- communication design.

### Assessment Items

- environmental design
- communication design
- poster design
- visual communication analysis.

### Future Pathways

Unit 1&2 Visual Communication  
Unit 1&2 Design  
Unit 1&2 Studio Art  
Design fields including architecture, graphic design, industrial design, illustration and others.

# Y11 Visual Arts Media Unit 1&2

**E** Elective 1 Semester

## UNIT 1 OVERVIEW

Students explore the construction and representation of people, ideals and institutions in media texts from a range of eras. Students learn to understand their audiences, analyse and create a variety of media forms including video production and animation, using a range of equipment and software to complete the media production process. They understand a variety of media industry roles and develop practical skills in a range of forms including animation, sound and film. Students also explore and analyse how media constructions reflect Australia's cultural identity.

### Areas of Study

- representations
- media forms in production
- Australian Stories.

### Assessment Items

- representations extended written responses
- practical production task
- Australian stories research podcast.

### Future Pathways

Units 2, 3 & 4 Media: Studio Art, Visual Communication Design

### Prior Learning

Year 10 Media  
Year 10 Photo Art.

**E** Elective 1 Semester

## UNIT 2 OVERVIEW

Students develop through analysis and production, an understanding of narrative construction and communication. Students also analyse the changes in production, distribution and consumption of new forms of media and the effects of these new forms on wider society.

### Areas of Study

- narrative, style and genre
- narratives in production
- media and change.

### Assessment Items

- extended analysis of style and genre in narratives
- collaborative media production
- changes in new media research podcast.

### Future Pathways

Unit 3&4 Media

Unit 3&4 Studio Art

Unit 3&4 Visual Communication Design.

### Prior Learning

Unit 1 Media  
Year 10 Media  
Year 10 Photo Art.

# Y11 Visual Arts Studio Art Unit 1&2

**E** Elective 1 Semester

## UNIT 1 OVERVIEW

This course enables students to begin to work as artists specialising within a studio artform. Students will use sources of inspiration to generate ideas and be introduced to a range of exciting materials and techniques to produce finished artworks. Students will be encouraged to think outside the square!

In addition to this, students will study traditional and contemporary artists from different cultures to inform their own art making practices. Unit 1 is a guided practice.

### Areas of Study

- researching and recording ideas
- studio practice
- interpretation of art ideas and use of materials and techniques.

### Assessment Items

- folio of ideas translated into visual language with one finished artwork
- written/oral task
- semester exam.

### Future Pathways

Units 2, 3 & 4 Studio Arts.

### Prior Learning

Year 9 and 10 Visual Art  
Year 9 and 10 Photo Art.

**E** Elective 1 Semester

## UNIT 2 OVERVIEW

This course enables students to use a studio process to produce artworks. Student will begin with an exploration proposal and choose their own individual themes and concepts to explore. Students also develop skills in the visual analysis of historical and contemporary artworks. Artworks made by artists from different times and cultures are analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles.

### Areas of Study

- exploration of studio practice and development of artworks
- ideas and styles in artworks.

### Assessment Items

- studio process and one finished artwork
- written/oral task
- semester exam.

### Future Pathways

Unit 3&4 Studio Arts.

### Prior Learning

Unit 1 Studio Art, Year 10 Visual Art, Year 10 Photo Art.

# Y11 Visual Arts Visual Communication Design Unit 1&2

**E** Elective 1 Semester

## UNIT 1 OVERVIEW

This course provides the creative opportunity to explore, develop and produce visually stimulating concepts centered on drawing and visualisation techniques. It introduces the design process to students and allows imagination and experimentation to form the bases of the design tasks. Students investigate ways of representing form and surface textures, and apply different materials and media to render drawings and produce final presentations. They illustrate their understanding of the design elements and principles through the use of manual and digital methods.

### Areas of Study

- drawing as a means of communication
- design elements and design principles
- visual communication design in context.

### Assessment Items

- industrial design
- graphic design
- written report.

### Future Pathways

Units 2, 3 & 4 Visual Communication Design.

### Prior Learning

Year 10 Visual Communication Design.

**E** Elective 1 Semester

## UNIT 2 OVERVIEW

This course provides students with the opportunity to creatively engage in all stages of the design process and communicate ideas through the exploration of specific design fields. It introduces communication design through a detailed study of typography, whilst environmental (architectural) and/or industrial design fields are presented using a variety of 2D drawings and 3D modelling systems. Students will create visually stimulating final presentations using both manual and digital applications that reflect their response to a design brief.

### Areas of Study

- technical drawing in context
- type and imagery
- applying the design process.

### Assessment Items

- environmental design exploration type
- design process application.

### Future Pathways

Unit 3&4 Visual Communication Design.

### Prior Learning

Unit 1 Visual Communication Design

Year 10 Visual Communication Design.



# Y12 Visual Arts Media Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

In Unit 3 Media students explore narrative film and how institutional, contextual and ideological factor shape audience reception and narrative construction. In addition, students begin planning a product of their own and have the option of making any of the following:

- film production
- audio production
- animated production
- print production/magazine
- digital and/or online production
- photographic series
- convergent media production

Students spend Unit 3 planning and preparing for this media project. They brainstorm, investigate, refine, script, storyboard, practice shooting, etc. This then forms the basis of their production in Unit 4.

### Areas of Study

- narrative and ideology
- media production development
- media production design.

### Assessment Items

- narrative and ideology SAC
- media production development
- media production design.

### Future Pathways

Unit 4 Media

### Prior Learning

Media, Photo Art and/or Multimedia.

## UNIT 4 OVERVIEW

In Unit 4, alongside making the media production planned in Unit 3, students study power and influence in the modern media landscape. Students analyse and discuss the new nature of media control and influence between creator and audience and reasons and challenges surrounding media regulations.

### Areas of Study

- media production
- agency and control in and of the media.

### Assessment Items

- media production SAT
- agency and control in and of the media
- written examination.

### Future Pathways

Media teaches students a range of sophisticated presentation skills that have significant usefulness in many professions including Film making, Television Production, Sound Production and Mixing, Game Development and Design, Journalism, IT and App Development Photography.

### Prior Learning

Media, Photo Art and/or Multimedia.

# Y12 Visual Arts Studio Art Unit 3&4

**E** Elective **Year long**

## UNIT 3 OVERVIEW

Studio Arts is an exciting course that focuses on the student's individual development as an artist. Students are able to focus and develop their individual skills: for example, a student could focus on sculpture, photography, multi-media, print making, painting or wearable art. In Unit 3 the student uses an exploration proposal that creates a framework for the individual studio process. In theory, students will study professional art practices and styles in artworks.

### Areas of Study

- exploration proposal
- studio process
- artists and studio practices.

### Assessment Items

- School Assessed Coursework: Outcome 3 – written task
- School Assessed Task: Unit 3, Outcome 1 and 2 – exploration proposal and studio process.

### Future Pathways

Unit 4 Studio Art  
Art or Design, TAFE or Bachelor Courses

### Prior Learning

Unit 1&2 Studio Art.

## UNIT 4 OVERVIEW

In Unit 4 students develop a creative folio of finished artworks based on selected potential directions from Unit 3. Students will investigate aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit galleries throughout the year.

### Areas of Study

- production and presentation of artworks
- evaluation
- art industry contexts.

### Assessment Items

- School Assessed Coursework: Outcome 3 – written task
- Cont: School Assessed Task: Unit 4, Outcome 1 and 2 – two finished artworks with evaluation documentation
- written examination.

### Future Pathways

Art or Design, TAFE or Bachelor Courses

### Prior Learning

Unit 3 Studio Art.

# Y12 Visual Arts Visual Communication Design Unit 3&4

**E** Elective **Year long**

## UNIT 3: DESIGN THINKING AND PRACTICE

This course is imaginative, creative, inspiring and focuses on the visual communication of ideas, relevant to meeting the needs of a specific brief. Students focus on exploring communication, industrial and environmental design, whilst working through a design process that challenges their creative, critical and reflective thinking techniques. They have the opportunity to develop a range of drawing skills, use digital media and create a variety of 2D and 3D methods to produce their own visual language, which culminates in the production of final presentations.

### Areas of Study

- analysis and practice in context
- design industry practice
- developing a brief and generating ideas.

### Assessment Items

- SACs
- SAT
- written exam.

### Future Pathways

Unit 4 Visual Communication Design

The study of Visual Communication Design can provide pathways to university and TAFE courses in a variety of art and design related studies. These include:

- advertising
- digital and web design
- architectural design
- industrial design
- communication design
- interior design
- product design
- landscape design.

### Prior Learning

Unit 1&2 Visual Communication Design.

## UNIT 4

This course allows students to explore their individual passion for design and investigate and respond to the design field of their choosing. Students develop an imaginative brief and utilise a range of digital, manual, two and/or three-dimensional methods, media and materials to visually communicate. They explore how the application of design elements and principles target specific audiences and ultimately students produce two final presentations that reflect a creative, imaginative and purposeful application of the brief.

### Areas of Study

- development of design concepts
- final presentations
- evaluation and explanation.

### Assessment Items

- SACs
- SAT
- written exam.

### Future Pathways

The study of Visual Communication Design can provide pathways to university and TAFE courses in a variety of art and design related studies. These include:

- advertising
- digital and web design
- architectural design
- industrial design
- communication design
- interior design
- product design
- landscape design.

### Prior Learning

Unit 3 Visual Communication Design.

# VCAL

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# VCAL – Victorian Certificate of Applied Learning

The VCAL (Victorian Certificate of Applied Learning) is a hands-on option for Year 10, 11 and 12 students, offering practical work-related experience and learning. Like the VCE (Victorian Certificate of Education), VCAL is an accredited secondary certificate.

A VCAL program can be started in year 10, year 11 or year 12.

The VCAL program of study incorporates compulsory studies in literacy/English and numeracy/Mathematics, with studies in work related skills, industry specific skills and personal development skills. Students who study VCAL are more likely to be interested in going on to training at TAFE, entering an apprenticeship or moving into the workplace after completing school. Studies in work and industry skills, and personal development help to prepare students for entry to apprenticeships and the work force after year 12. Vocational Education (VET) is also a compulsory part of a VCAL program.

Students undertaking VCAL may also take on an apprenticeship or traineeship part-time while at school.

### A VCAL program includes:

Religious Education
Literacy Requirement may include English, English Language, Literature or Literacy
Numeracy Requirement may include General Maths, Further Maths, Math Methods, Specialist Maths or Numeracy
Work Related Skills (COMPULSORY UNIT)
Personal Development Skills (COMPULSORY UNIT)
Industry Specific Skills may include any appropriate VET Certificate course
The program is completed by selecting an additional VET or other subject from the College's offerings

Students who select a VCAL pathway will be enrolled in one of the following VCAL levels, based on their learning and career needs and their abilities.

### The three levels of VCAL are:

- Foundation
- Intermediate
- Senior

## Foundation level

At this level the focus is on basic and preparatory knowledge and employability skills. There is also a strong emphasis on literacy and numeracy skills.

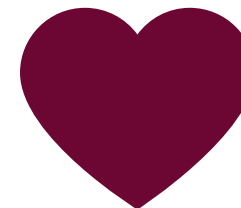
## Intermediate level

At Intermediate level the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

Intermediate level studies in VCAL can be combined with units from the VCE (students will not however receive a VCE certificate or score).

## Senior level

At senior level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. Students spend time in the workplace developing necessary skills and engage in VET studies related to their chosen vocation. Senior level studies in VCAL can be combined with units from the VCE (students will not however receive a VCE certificate or score) by selecting certain VCE Subjects as electives.



**E** Elective Year long

## Religious Education

### Course Overview

Students in Foundation VCAL will be completing their Religious Education Studies with other Year 10 students at Caroline Chisholm Catholic College.

As part of the VCAL program students in Foundation VCAL have the option of studying one of the following religious education studies:

- **UNIT 2 RELIGION & SOCIETY**
- **UNIT 2 TEXTS & TRADITIONS**
- **JOURNEY IN FAITH (SCHOOL BASED RELIGIOUS EDUCATION UNIT)**

Religious education is a compulsory part of the curriculum.

Studies in religious education aid students in developing their appreciation and understanding of the richness of the Catholic Tradition, as well as the connections between their everyday life experience and the activity of God in their lives.

More information can be found on each of these units in the Religious Education section of this handbook.



# F VCAL Foundation

## L Literacy Component **Year long**

Literacy is a compulsory part of the VCAL curriculum. Students have the option to choose a Year 10 English subject or VCAL Literacy. For more information about the Year 10 English options please refer to the English section.

## VCAL Literacy

### COURSE OVERVIEW

In Foundation Literacy students will actively undertake a range of learning tasks suited to their needs that are engaging, interesting and designed to foster interest in ways and means of communication.

These tasks will enable students to develop skills to read, comprehend and write a range of texts, as well as to develop an understanding of how language use varies according to audience and purpose and to use and respond to spoken language for a range of purposes and audiences.

### Areas of Study

- Literacy Skills Foundation Reading and Writing
- Literacy Skills Foundation Oral Communication.

### Assessment Items

To be credited with Foundation VCAL Literacy units' students must demonstrate competence in all learning outcomes. The tasks accompanying the learning outcomes above indicate the types of assessment that will be required of students in order to satisfactorily complete learning outcomes. Learning outcomes are grouped together for assessment with more than one learning outcome assessed in any assessment task/activity.

### Future Pathways

Further education, training and work e.g. traineeship, an apprenticeship and/or TAFE course

## N Numeracy Component **Year long**

Numeracy is a compulsory part of the VCAL curriculum. Students have the option to choose a Year 10 Mathematics subject or VCAL Numeracy. For more information about the Year 10 maths options please refer to the Mathematics section.

## VCAL Numeracy

### COURSE OVERVIEW

The purpose of the unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks in their daily personal lives. Students will continue to develop the mathematical knowledge they have learned in Years 7–9, focusing on measurement, shape, numbers and graphs, which are used in normal routines such as shopping, travelling, cooking, interpreting public information.

### Areas of Study

On successful completion of the unit, students will be able to perform everyday mathematical tasks which involve a single mathematical step or process. Their communication about mathematical ideas would mainly be spoken rather than written responses. Some study may be conducted outside of the normal classroom such as in a Technology workshop or whilst on an excursion.

### Assessment Items

Students must demonstrate competence in five out of the six learning outcomes to be credited with the unit. Assessment is based on a combination of evidence collected mainly through teacher observations and some collection of written records of students' attempts at tasks.

### Future Pathways

- VCAL Intermediate and Senior in Years 11 and 12
- apprenticeships
- VCE studies
- VET courses
- employment.

C Core Year long

## VCAL Work Related Skills

### COURSE OVERVIEW

The purpose of the WRS strand is to develop employability skills, knowledge and attributes valued within the community and work environments as a preparation for employment.

- VCAL gives students the opportunity to undertake a structured work placement, a school based apprenticeship or part-time work, as part of a VCAL program. Work Related Skills involves subjects in developing students understanding of what it means to become part of the work force.
- This units uses key employability skills to: integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problemsolving in work contexts
- develop planning and work related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work related contexts.

### Areas of Study

Content will be selected for the achievement of the learning outcomes by the school or education provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units

### Assessment Items

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an 'S' in these units, students must show competence in all twelve learning outcomes through satisfactory demonstration of all elements.

### Future Pathways

More of a focus on Apprenticeships/Traineeships or further study at TAFE.



## C Core Year long

# VCAL Personal Development Skills

## COURSE OVERVIEW

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving. Locally designed programs can be developed to enable students to meet the learning outcomes of a Personal Development Skills VCAL unit.

The development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic responsibility and active citizenship
- skills applicable to a relevant community, social or civic goal
- development of an understanding of social issues and civic responsibility
- introduction to problem-solving skills and skills for planning, organizing and working in teams.

## Areas of Study

- personal development
- health and wellbeing
- education
- family community engagement with a primary school
- social awareness
- civic and civil responsibility
- active citizenship.

## Assessment Items

- students will demonstrate skills to other students in the College community
- students will be assessed in teamwork and team building skills
- a portfolio of accumulated evidence, for example photos, timelines, logbooks, peer evaluations and personal reflections.

To receive an 'S' in this unit, students must demonstrate achievement of all five learning outcomes through achievement of all elements within the learning outcomes.

## Future Pathways

- community youth organisations
- sport and recreation organisations.

# F VCAL Foundation

## C Core Year long

### VCAL Industry Specific Skills

The Foundation level must include components of nationally recognised VET qualifications. However, you are not required to focus on, or complete any single VET certificate. For example, you can choose to complete various units of competency from a range of VET certificates to meet the VCAL requirements and gain experience in a range of vocational areas. The range of VET options is extensive. (Refer to the list in the Selecting a VET Program of Study Guide).

The purpose of the Industry Specific Skills strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. Curriculum selected for the Learning Program should provide a range of experiences within a particular industry sector to assist students to make informed decisions for further pathways choices and to promote student's employability skills.

#### AIMS

- Develop key knowledge and key skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment.
- Provide vocational experiences relevant to student interests and abilities.
- Provide pathways to further study through credit gained that articulates into VCE or VET courses.

To meet the requirements of this strand student can choose from the broad range of VET in Schools programs offered by the College. Refer to the Off-campus Vocational Education and Training (VET) Units on page 157.

Some examples are: Automotive, Engineering, Building and Construction, Hospitality, Retail, Multimedia, Information Technology, Agriculture, Horticulture, Warehousing, Child care and Hair and Beauty.

IN

VCAL

Intermediate

**E** Elective

Year long

## Religious Education

### Course Overview

Students in Intermediate VCAL will be completing their Religious Education Studies with other Year 11 students at Caroline Chisholm Catholic College.

As part of the VCAL program students in Foundation VCAL have the option of studying one of the following religious education studies:

- **UNIT 1 RELIGION & SOCIETY**
- **UNIT 1 TEXTS & TRADITIONS**
- **VCAL RELIGIOUS EDUCATION (SCHOOL BASED)**

Religious education is a compulsory part of the curriculum.

School based religious education can be chosen. It will develop their appreciation and understanding of the richness of the Catholic Tradition, as well as the connections between their everyday life experience and the activity of God in their lives. They will have the opportunity to explore their religious self-understanding and spiritual awareness, along with decision making that is informed by the Catholic Tradition. Students will investigate questions, being open to religious interpretations of the world. They will also deepen their understanding and appreciation of key scriptures.

More information can be found on each of these units in the Religious Education section of this handbook.

Literacy is a compulsory part of the VCAL curriculum. Students have the option to choose a Year 11 English subject or VCAL Literacy. For more information about the Year 11 English options please refer to the English section.

## L Literacy Component **Year long**

# VCAL Literacy

### COURSE OVERVIEW

The purpose of VCAL Literacy skills units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society.

- family and social life
- work and institutional settings
- education and training context
- community and civil life.

**Reading and Writing:** Learners will be able to read, comprehend and write a range of texts within a variety of contexts. **Oracy:** Learners will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

### Areas of Study

This unit would contain eight outcomes, four on Reading and four on Writing for Intermediate students. Each outcome would depend on the learning domain.

- social context – family & social life: literacy for self-expression
- social context – workplace and institutional settings: literacy for practical purposes
- social context – education and training context: literacy for knowledge
- social context – community and civic life: literacy for public debate: literacy skills oral communication unit
- social context – family & social life: oracy for self-expression
- social context – workplace and institutional settings: oracy for practical purpose
- social context – education and training context: oracy for knowledge
- social context – community and civic life: oracy for problem solving and exploring issues.

### Assessment Items

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an 'S' in these units, students must show competence in all twelve learning outcomes through satisfactory demonstration of all elements.

### Future Pathways

More of a focus on Apprenticeships/ Traineeships or further study at TAFE.

# IN VCAL Intermediate

Numeracy is a compulsory part of the VCAL curriculum. Students have the option to choose a Year 11 Mathematics subject or VCAL Numeracy. For more information about the Year 11 maths options please refer to the Mathematics section.

**N Numeracy Component** **Year long**

## VCAL Numeracy

### COURSE OVERVIEW

The purpose of the unit is to enable students to develop everyday numeracy to make sense of their daily personal lives. Students will continue to develop the mathematical knowledge they have learned in Years 7–9, and in VCAL Numeracy Foundation, focusing on measurement, shape, numbers and graphs, which are used in normal routines such as shopping and travelling. This will also extend to applications outside their immediate personal environment such as the workplace and community.

### Areas of Study

On successful completion of the unit, students will be able to attempt a series of operations or tasks with some confidence. Their communication about mathematical ideas will be both spoken and written. Some study may be conducted outside of the normal classroom such as in a Technology workshop or whilst on an excursion.

### Assessment Items

Students must demonstrate competence in five out of the six learning outcomes to be credited with the unit. Assessment is based on a combination of evidence collected mainly through teacher observations and some collection of written records of students' attempts at tasks.

### Future Pathways

- VCAL Senior Numeracy
- apprenticeships and traineeships
- VCE studies and VET courses
- School-based Employment (SBAT).

**C Core** **Year long**

## VCAL Work Related Skills

### COURSE OVERVIEW

At Intermediate level, learning is reasonably autonomous in regard to planning and work activities but conducted under supervision.

The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work-related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work-related contexts.

### Areas of Study

Content will be selected for the achievement of the learning outcomes by the school or education provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units

### Assessment Items

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an 'S' in these units, students must show competence in all twelve learning outcomes through satisfactory demonstration of all elements.

### Future Pathways

More of a focus on Apprenticeships/Traineeships or further study at TAFE.

IN

VCAL

Intermediate

**C** Core **Year long**

## VCAL Personal Development Skills

### COURSE OVERVIEW

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving. Locally designed programs can be developed to enable students to meet the learning outcomes of a Personal Development Skills VCAL unit.

The development of knowledge, skills and attributes through participation in experiences of a practical nature within the community. The focus of the learning program includes:

- subject-specific knowledge applicable to one or more of the following: community engagement, social awareness, civic responsibility and active citizenship
- skills applicable to a relevant community, social or civic goal
- development of an understanding of social issues and civic responsibility
- introduction to problem-solving skills and skills for planning, organizing and working in teams.

### Areas of Study

- personal development
- health and wellbeing
- education
- family community engagement with a primary school
- social awareness
- civic and civil responsibility
- active citizenship.

### Assessment Items

- students will demonstrate skills to other students in the College community
- students will be assessed in teamwork and team building skills
- a portfolio of accumulated evidence, for example photos, timelines, logbooks, peer evaluations and personal reflections.

To receive an 'S' in this unit, students must demonstrate achievement of all five learning outcomes through achievement of all elements within the learning outcomes.

### Future Pathways

- community youth organisations
- sport and recreation organisations.

**C** Core **Year long**

## VCAL Industry Specific Skills

The Intermediate level must include components of nationally recognised VET qualifications. However, you are not required to focus on, or complete any single VET certificate. For example, you can choose to complete various units of competency from a range of VET certificates to meet the VCAL requirements and gain experience in a range of vocational areas. The range of VET options is extensive. (Refer to the list in the Selecting a VET Program of Study Guide).

The purpose of the Industry Specific Skills strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. Curriculum selected for the Learning Program should provide a range of experiences within a particular industry sector to assist students to make informed decisions for further pathways choices and to promote student's employability skills.

### AIMS

- Develop key knowledge and key skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment.
- Provide vocational experiences relevant to student interests and abilities.
- Provide pathways to further study through credit gained that articulates into VCE or VET courses.

To meet the requirements of this strand student can choose from the broad range of VET in Schools programs offered by the College. Refer to the Off-campus Vocational Education and Training (VET) Units on page 157.

Some examples are: Automotive, Engineering, Building and Construction, Hospitality, Retail, Multimedia, Information Technology, Agriculture, Horticulture, Warehousing, Child care and Hair and Beauty.

S

VCAL

Senior

**E** Elective

Year long

# Religious Education

## Course Overview

Students in Senior VCAL will be completing their Religious Education Studies with other Year 12 students at Caroline Chisholm Catholic College.

As part of the VCAL program students in Senior VCAL have the option of studying one of the following religious education studies:

- **QUO VADIS**
- **RE AND PHILOSOPHY**
- **RE AND VISUAL ARTS**
- **RE AND PERFORMING ARTS**
- **SCRIPTURE AND STORY**

Religious education is a compulsory part of the curriculum.

School based religious education can be chosen. It will develop their appreciation and understanding of the richness of the Catholic Tradition, as well as the connections between their everyday life experience and the activity of God in their lives. They will have the opportunity to explore their religious self-understanding and spiritual awareness, along with decision making that is informed by the Catholic Tradition. Students will investigate questions, being open to religious interpretations of the world. They will also deepen their understanding and appreciation of key scriptures.

More information can be found on each of these units in the Religious Education section of this handbook.



**N** Numeracy Component**L** Literacy Component

Year long

# VCAL Literacy and Numeracy

## LITERACY COURSE OVERVIEW

The purpose of combining the VCAL Literacy & Numeracy skills units is to develop skills and knowledge and to be engaged in project learning designed to meet the VCAL Literacy and Numeracy outcomes. Students will still need to develop both their English and Mathematics skills in order to complete tasks and assessments.

- family and social life
- education and training context
- work and institutional settings
- community and civil life.

Reading and Writing: Purpose: At Senior level – Learners will be able to read, comprehend and write a range of complex texts across a broad range of contexts.

Oracy: Purpose: At Senior Level – Learners will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

### Areas of Study

Literacy Skills Senior Reading and Writing Unit: This unit would contain seven outcomes for senior students. Each outcome would depend on the learning domain

- social context – family and social life: literacy for self-expression
- social context – workplace and institutional settings: literacy for practical purposes
- social context – education and training context: literacy for knowledge
- social context – community and civic life: literacy for public debate: literacy skills oral communication unit
- social context – family & social life: oracy for self-expression
- social context – workplace and institutional settings: oracy for practical purpose
- social context – education and training context: oracy for knowledge
- social context – community and civic life: oracy for problem solving and exploring issues.

## NUMERACY COURSE OVERVIEW

The purpose of the unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.

Students will continue to develop the mathematical knowledge they have learned in the Foundation and Intermediate VCAL Numeracy units, focusing on measurement, graphs and statistics, use of maps and directions and problem solving strategies, all of which are used in normal everyday routines.

### Areas of Study

On successful completion of the unit, students will have the capacity to interpret and analysis how mathematics is represented and used. Some study may be conducted outside of the normal classroom such as in a Technology workshop or whilst on an excursion.

### Assessment Items

Students must demonstrate competence in six out of the seven learning outcomes to be credited with the unit. Assessment is an ongoing process based on a combination of evidence collected mainly through teacher observations and collection of written records of students' attempts at tasks and problem solving activities.

### Future Pathways

The VCAL program will develop and extend pathways for students from school to further education, training and work. For example upon completion of VCAL, students can apply into a traineeship, an apprenticeship and/or TAFE course.

**C** Core **Year long**

## VCAL Work Related Skills

### COURSE OVERVIEW

At Senior level, learning is autonomous in regard to planning and work activities but conducted under supervision. In this unit you will develop employability skills, knowledge and attitudes that are valued within the community and the work environment in preparation for your entry into employment. Employability skills are those that reflect personal attitudes valued by employers. These include motivation, adaptability, enthusiasm, relationship management and work ethics. You will undertake a course in occupational health and safety, a prerequisite for work placement. The Work Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work-related organisational skills
- develop OHS awareness
- develop and apply transferable skills for work-related contexts.

### Areas of Study

Content will be selected for the achievement of the learning outcomes by the school or education provider. VCAL programs may include content from accredited and non-accredited curriculum, for example TAFE Taster programs. Teachers must ensure that these programs meet the learning outcomes of the Work Related Skills units.

### Assessment Items

Assessment can occur at any time during the unit when the teacher/trainer is confident that the student is likely to be able to demonstrate successful performance. To receive an 'S' in these units, students must show competence in all 15 learning outcomes through satisfactory demonstration of all elements.

### Future Pathways

More of a focus on Apprenticeships/Traineeships or further study at TAFE.

**C** Core **Year long**

## VCAL Personal Development Skills

### COURSE OVERVIEW

This unit focuses on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. The focus of the learning program includes:

- subject-specific knowledge applicable to a relevant personal, social and educational goal, community engagement, social awareness, civic and civil responsibility
- skills applicable to a relevant personal, social and educational goal and community, social or civic project or activity
- understanding of cultural values and cultural awareness
- organisational, leadership, and decision-making skills for group or team work
- communication, problem-solving and comprehension skills
- presentation and research skills
- research, planning and organisation skills
- team work.

### Areas of Study

- personal development
- health and wellbeing
- education
- family
- community engagement
- social awareness
- civic and civil responsibility
- active citizenship.

### Assessment Tasks

- Plan and organise to completion a complex project in an autonomous manner
- Demonstrate an awareness of social diversity within a complex project
- Apply strategies to improve communication
- Demonstrate leadership skills for group and team work
- Use decision-making skills in a group or team context
- Research a community problem or issue that affects citizens/members in a community.
- Establish or build on an external partnership to address and/or promote awareness of a community problem or issue
- Plan, organise and complete a complex community project, utilising project management skills, in an autonomous manner
- Demonstrate effective teamwork skills in relation to a complex community project
- Present and communicate ideas and information relating to the complex community project.

To receive an 'S' in this unit, students must demonstrate achievement of all five learning outcomes through achievement of all elements within the learning outcomes.

### Future Pathways

Successful completion of Senior VCAL will provide students with skills that are important for life, work and further study. The VCAL program will develop and extend pathways for students from school to further education, training and work.

S

VCAL

Senior

C Core Year long

## VCAL Industry Specific Skills

The Senior level must include components of nationally recognised VET qualifications. However, you are not required to focus on, or complete any single VET certificate. For example, you can choose to complete various units of competency from a range of VET certificates to meet the VCAL requirements and gain experience in a range of vocational areas. The range of VET options is extensive. (Refer to the list in the Selecting a VET Program of Study Guide).

The purpose of the Industry Specific Skills strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. Curriculum selected for the Learning Program should provide a range of experiences within a particular industry sector to assist students to make informed decisions for further pathways choices and to promote student's employability skills.

### AIMS

- Develop key knowledge and key skills in a vocational context that assists the student in making informed choices regarding further learning and/or employment.
- Provide vocational experiences relevant to student interests and abilities.
- Provide pathways to further study through credit gained that articulates into VCE or VET courses.

To meet the requirements of this strand student can choose from the broad range of VET in Schools programs offered by the College. Refer to the Off-campus Vocational Education and Training (VET) Units on page 157.

Some examples are: Automotive, Engineering, Building and Construction, Hospitality, Retail, Multimedia, Information Technology, Agriculture, Horticulture, Warehousing, Child care and Hair and Beauty.

# Off-Campus Vocational Education and Training (VET) Units

Vocational Educational and Training (VET) units are designed to deliver workplace specific skills and knowledge based competencies. The curriculum delivered and assessment in these programs is based on the skills and knowledge needed to undertake tasks for a particular job or career. Students undertaking VET units can gain a nationally recognised qualification and achieve credits towards completion of their VCE or VCAL program.

VET courses will suit you if you enjoy learning in a practical and hands-on environment that has a clear job focus.

Students at Caroline Chisholm Catholic College can study VET units in combination with either their VCAL or VCE program. Some VET units are offered at the College and as part of the College timetable.

These units are described in the learning areas section of this guide and include:

- Certificate III in Sport and Recreation
- Certificate III in Music
- Certificate III in Laboratory Skills
- Certificate II in Hospitality / Kitchen Operations
- Certificate II in Applied Fashion Design and Technology
- Certificate II in Health Services

**Students interested in studying an Off-Campus VET unit need to discuss this option with:**

Ms Pilioglou [j.pilioglou@cccc.vic.edu.au](mailto:j.pilioglou@cccc.vic.edu.au)

The College also offers the opportunity for students to study VET Units off-campus at local registered training organisations (RTOs), such as a TAFE, university or another secondary college. Some examples of Off-Campus VET Units are:

- Agriculture, Horticulture, Conservation and Land Management
- Animal Studies
- Applied Fashion Design and Technology
- Applied Language
- Automotive
- Beauty and Make up
- Building and Construction
- Business
- Communications Technology
- Community Services
- Creative and Digital Media
- Dance
- Electrical Industry
- Engineering
- Equine Studies
- Furnishing
- Hair and Beauty
- Health
- Hospitality
- Information, Digital Media and Technology
- Integrated Technologies
- Laboratory Skills
- Music Industry
- Salon Assistant
- Sport and Recreation

Refer to the 2019 Selecting a VET program of study Handbook.

## Off-Campus VET units

- Are available to students beginning study in Year 10 or Year 11.
- Require students to study away from Caroline Chisholm Catholic College for up to one day per week.
- Require students to make their own arrangements for travel to and from the registered training organisation (RTO).
- Have additional financial costs for parents/students. (VET units can cost up to \$3,000. Financial assistance from the College may be available.)

\*It should be noted that a \$200 admin fee is applicable for all VET courses. All fees associated with a VET program must be paid on time to the home school. Should a student withdraw prior to completion of the course/certificate or after enrolments close, tuition costs will be incurred by the student in accordance with the certificate level undertaken and the costs to the College.



# University Acceleration Studies

University acceleration studies are delivered at school and offered through a partnership with Australian Catholic University and Federation University Australia.

These subjects are equivalent to a full first year university subject and are made up of two units; one offered in semester one, the other in semester two. In addition to providing university credit, these subjects contribute to the calculation of the VCE ATAR.

University Acceleration Studies are available in the following areas:

- Education
- Business
- Health Science
- Exercise Science
- Environmental Science.

# Glossary

## Abbreviations and terms explained

### Assessment Task

A task set by the teacher to test a student's achievement of the learning outcome.

### ATAR

Australian Tertiary Admissions Ranking. Formerly the ENTER.

### Authentication

The process of making sure that the work submitted has been done by the student concerned.

### Derived Examination Score

An examination score that is calculated by the VCAA, for a student who has been granted special provision for VCAA written examinations.

### ESL

English as a Second Language.

### General Achievement Test (GAT)

A test that is done by all students doing at least one Unit 3 and 4 sequence. It forms a part of the statistical moderation process.

### ICT

Information and Communications Technology.

### LNSLN

The school's funding for Literacy, Numeracy and Special Learning Needs Commonwealth Program, (formerly known as Strategic Assistance for Improving Student Outcomes (SAISO)).

### Outcomes

What students are required to know, or be able to do, in order to satisfactorily complete a unit.

### PSG

Program Support Group. A group which meets to provide structured assistance to LNSLN students. The PSG group will meet at least three times per year to identify educational, physical and social objectives for the student, then provide advice on an appropriate program and how it can be implemented.

### Satisfactory Completion

A school decision that a student has demonstrated achievement of all the outcomes in a VCE unit. The student will get S (Satisfactory) for the unit. If the outcomes have not been achieved, the student will get N (Not satisfactory) for the unit.

### School Assessed Coursework (SAC)

A school-based grade which has to be reported to the VCAA. It forms a part of the student's overall grade for a VCE unit. Assessment tasks used for this purpose are referred to as School Assessed Coursework Tasks.

### School Assessed Task (SAT)

A school-based assessment for a Unit 3 and 4 sequence that is set by VCAA but assessed by the teacher. The marks are reviewed by VCAA.

### School-Based Apprenticeship Traineeship (SBAT)

School Based Apprenticeships and Traineeships (SBATs) is an option within the Vocational Education and Training in Schools (VETiS). They are available to secondary school students over 15 years old and enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). A SBAT offers students the option of combining part-time employment, school and training and leads to a nationally recognised qualification.

# Glossary

## Abbreviations and terms explained

### Semester

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

### Sequence

Units 3 and 4 are to be taken together. This is called a sequence.

### Special Provision

Special arrangements that are made for students who are experiencing hardship. The arrangements are different for School Assessed Coursework and for VCAA written examinations. Special Provision is only approved by the VCAA.

### Statement of Results

The documents issued by the VCAA which show the results achieved by the students in the VCE.

### Statistical Moderation

The process used to ensure that the school's assessments are in line with the assessments of all the other schools in Victoria.

### Studies

The subjects available in the VCE.

### Study Design

A book which describes the content of a study IN VCE and how the work of students is to be assessed.

### TAFE

Technical and Further Education.

### Units

A section of a subject that normally takes one semester to complete. The units at VCE are numbered 1, 2, 3 and 4. Units 1 and 2 are usually studied in Year 11 and Units 3 and 4 in Year 12.

### VCAA

Victorian Curriculum and Assessment Authority. The organisation which administers the running of VCE and VCAL programs.

### VCAL

Victorian Certificate of Applied Learning.

### VCE

Victorian Certificate of Education.

### VCE Certificate

The Certificate awarded to students who meet the requirements for successful completion of the VCE.

### VCE Provider

A school or other institution authorised to offer VCE units.

### VELS

Victorian Essential Learning Standards. A prep to Year 10 curriculum framework developed by the Victorian Curriculum and Assessment Authority. VELS replaces the previous framework, CSF II (Curriculum Standards Framework II) from 2006. More information on VELS may be found at [vels.vcaa.vic.edu.au](http://vels.vcaa.vic.edu.au)

### VET

Vocational Education and Training. VET certificates are nationally recognised qualifications.

### Victorian Tertiary Admissions Centre (VTAC)

A body that works for the Universities and TAFEs. It calculates and distributes the ENTER for each Year 12 student.





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