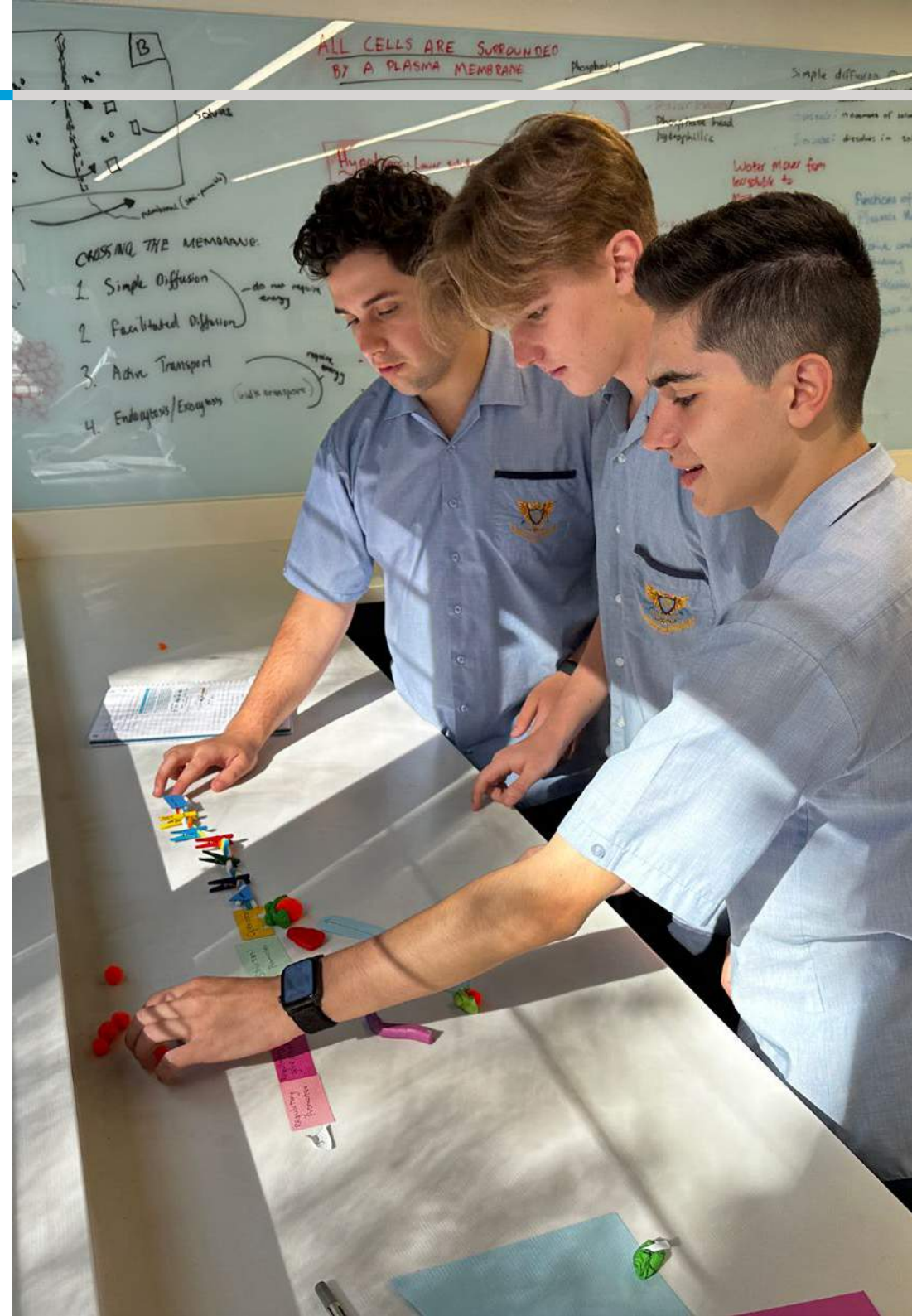




# COURSE GUIDE 2024

YEARS 10-12

[marcellin.vic.edu.au](http://marcellin.vic.edu.au)



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# MESSAGE FROM THE PRINCIPAL

**Choosing which subjects to study can be a difficult task, particularly if you are unclear about what career path you may want to pursue.**

**Here is a tip: the most important thing to choosing subjects is to choose subjects you think you will enjoy and will be good at.**

**At Marcellin College, our curriculum provides a holistic education that aims to engage and challenge students academically, whilst developing a strong sense of curiosity and social conscience.**

**Our broad educational opportunities encourage students to discover and pursue individual interests and pathways, but also equip them with essential thinking and communication skills; essential skills required of them post-schooling, as they move into an everchanging society.**

To make the most of your senior years at Marcellin College, ones that are productive, enjoyable and set you up for future success, your subject choices should:

- reflect possible career pathways you may choose to follow
- consider pre-requisite subjects for any courses you may wish to undertake
- ensure a breadth of subjects that will maximise the options open to you
- reflect the subjects you enjoy and the ones that you are good at
- 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.

I encourage you to seek information, guidance, and support from all avenues available to you through this subject selection process.

Use your Personal Plan forms to assist you, talk to those around you, especially your parents and teachers; be inquisitive. If you know someone who has an interesting job, ask them what they did to get there. It is very important that you make your decision based on what is best for you. Do not decide based on what your friends intend to do. There are some steps to follow that will help you with your decisions around subject selection. Be sure to follow them.

I wish you all the very best with your subject selection and study here at Marcellin College.

Marco Di Cesare  
**Principal**



# INTRODUCTION

## Entering into Year 11 and 12 is an important milestone for students.

The final years of secondary education are all about preparing students for tertiary study and career options, training and/or employment. While this time is not without challenges, these significant years provide students with a fantastic opportunity to prepare for future success in their chosen fields.

At Marcellin College students are able to tailor a personalised year 10-12 program, selecting from a large variety of year 10 and VCE units, VET courses and, potentially, university studies. This guide is designed to support students and families to make informed choices about selecting the appropriate courses and programs of study.

### The 2024 Course Guide comprises:

- an overview of the program options at Years 10, 11 and 12
- a section for each learning area describing in detail the subject offerings
- information on equivalent Year 11 and 12 program choices such as the VCE Vocational Major (VM) and Vocational Education and Training (VET)
- information on University Acceleration Studies which students may undertake during Year 12.

### If students have any questions about their program, or selecting subjects in Years 10, 11 and 12, they can:

- speak to their Pastoral Leader or subject teachers,
- email the Learning Area Leaders,
- email the VCE Coordinator or Director of Learning Culture, or
- speak with the College's Careers Counsellors.

### A Statement on Australian Democratic Principles

Marcellin 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.



# CHOOSING YOUR 2024 COURSES

## What should you consider in choosing your 2024 courses?

### Choose subjects that:

#### You enjoy and 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 currently achieving 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 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.

### Recommended Prior Learning

You will find that many studies in this guide indicate subjects under a sub heading called Recommended prior learning. Experience shows that students perform better if they have appropriate background learning. Recommended prior learning indicates the subjects students should have completed to be ready to achieve in their chosen study.

### Future Pathways

Many studies in this guide also contain information about 'future pathways'. This gives a snapshot of possible avenues that may be opened by undertaking the study. This might assist in identifying whether a particular unit will support personalised goals for future subjects, career or tertiary study options.



### Success in a VCE Pathway

The College provides a variety of pathways for students in Years 11 and 12, and endeavours to provide students with clear guidelines and advice to help them select an appropriate pathway for them.

Students can enrol in an applied learning pathway, through the VCE Vocational major, or complete their VCE unscored (without an ATAR). A scored VCE pathway is not suitable, or sometimes not necessary, for all students.

For greatest success in a scored VCE pathway, the College recommends that students should be achieving an average of 60% or greater in their assessments in years 9-11.



# ACCELERATED LEARNING

## Applying for VCE Units 1&2 in Year 10

Students at Year 10 are able to incorporate Unit 1&2 VCE or VCE VET studies as an enhancement to their Year 10 program.

Incorporating VCE Unit 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

At Marcellin College there is a 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 Unit 1&2-level study.

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

- meet the College's attendance requirements
- be 'At Standard' or 'Above Standard' in their Year 9 studies, and high academic performance in their achievement tasks (>80%)
- demonstrate strong work habits and learning behaviours.

### Are all Unit 1&2 subjects available for Year 10 students?

Many Unit 1&2 subjects are available for Year 10 students. However, not all are open for acceleration studies. In some subjects missing key skill and knowledge development that is part of Year 10 can lead to lower than hoped for results. As such, the College offers a range of Unit 1&2 subjects that have been selected to support students accelerating in their learning and achieving high results and success.

Accelerating to Unit 1&2 subjects in Year 10 requires completion of an application form. Listed are the available subject options.

### Religious Education

- VCE Religion & Society

### Visual Arts

- VCE Art Creative Practice
- VCE Visual Communication Design
- VCE Media
- VET Certificate II in Visual Arts

### Performing Arts

- VCE Theatre Studies

### Design Technology

- VCE Product Design & Technology

### Digital Technologies

- VCE Applied Computing

### Science

- VCE Biology
- VCE Psychology

### Humanities

- VCE Business Management
- VCE Geography
- VCE History
- VCE Global Politics
- VCE Legal Studies
- VET Business

### Mathematics

- VCE General Mathematics
- VCE Mathematical Methods (acceleration stream only)

### Languages

- VCE Italian
- VCE Indonesian
- VCE Chinese

### Health & Physical Education

- VCE Physical Education
- VCE Health & Human Development
- VET Certificate III in Sport & Recreation

### Outdoor Education

- VCE Outdoor & Environmental Studies

### Vocational Education and Training (VET)

- Range of external VET course (additional application required, if continuing from Unit 1&2)

Accelerating to Unit 1&2 subjects in Year 10 requires completion of an application form. Please check the form for available subject options.



# Applying for Unit 3&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.**

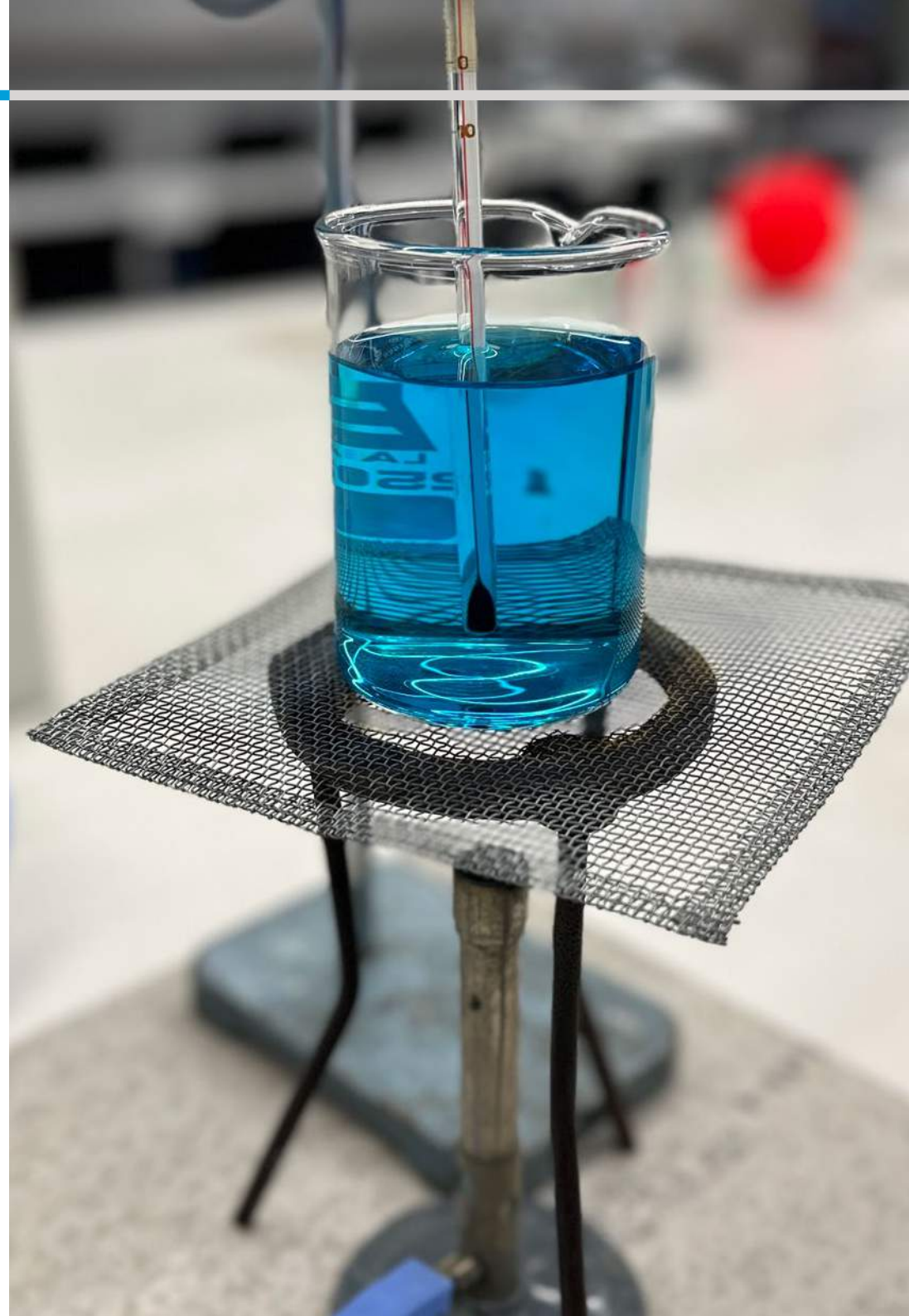
This has particular advantages, however, is not a requirement and students should consider carefully if they are ready to continue to the Year 12-level study.

Students wanting to complete a VCE Unit 3&4 study in Year 11 are required to complete an application form.

At Marcellin College we set selection criteria in order to take a Unit 3&4 study in Year 11. These criteria 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
- demonstrate high academic performance (>80%) across their Year 11 (or Year 10) studies
- demonstrate excellent work habits across their Year 11 (or Year 10) studies



# CURRICULUM OVERVIEW | YEAR 10 PROGRAM OF STUDY

	COMPULSORY SELECTIONS		ELECTIVE OPTIONS
	Year Long	Semester	
<b>Year 10</b>	<p>Students are required to complete 2 units (2 semesters) of:</p> <ul style="list-style-type: none"> <li>English</li> <li>Mathematics</li> </ul> <p>Students have options from which to select their units.</p>	<p>Students are required to complete 1 unit (1 semester) of:</p> <ul style="list-style-type: none"> <li>Science</li> <li>Religious Education</li> </ul> <p>Students have options from which to select their units.</p> <p>Students must complete at least 1 unit of Humanities in Year 9 or Year 10.</p>	<p>Students can complete their program by selecting units from any of the following learning areas:</p> <ul style="list-style-type: none"> <li>Religious Education</li> <li>Design Technology</li> <li>English</li> <li>Humanities</li> <li>Languages</li> <li>Mathematics</li> <li>Outdoor Education</li> <li>Science</li> <li>Visual Arts</li> <li>Performing Arts</li> <li>Music</li> <li>Digital Technologies</li> </ul> <div style="background-color: #1a3d4d; color: white; padding: 5px; text-align: center;"> <p><b>Students in Year 10 can also select to accelerate into a VCE or VCE VET subject in 2024.</b> Read more on page 6 about selecting to accelerate.</p> </div>

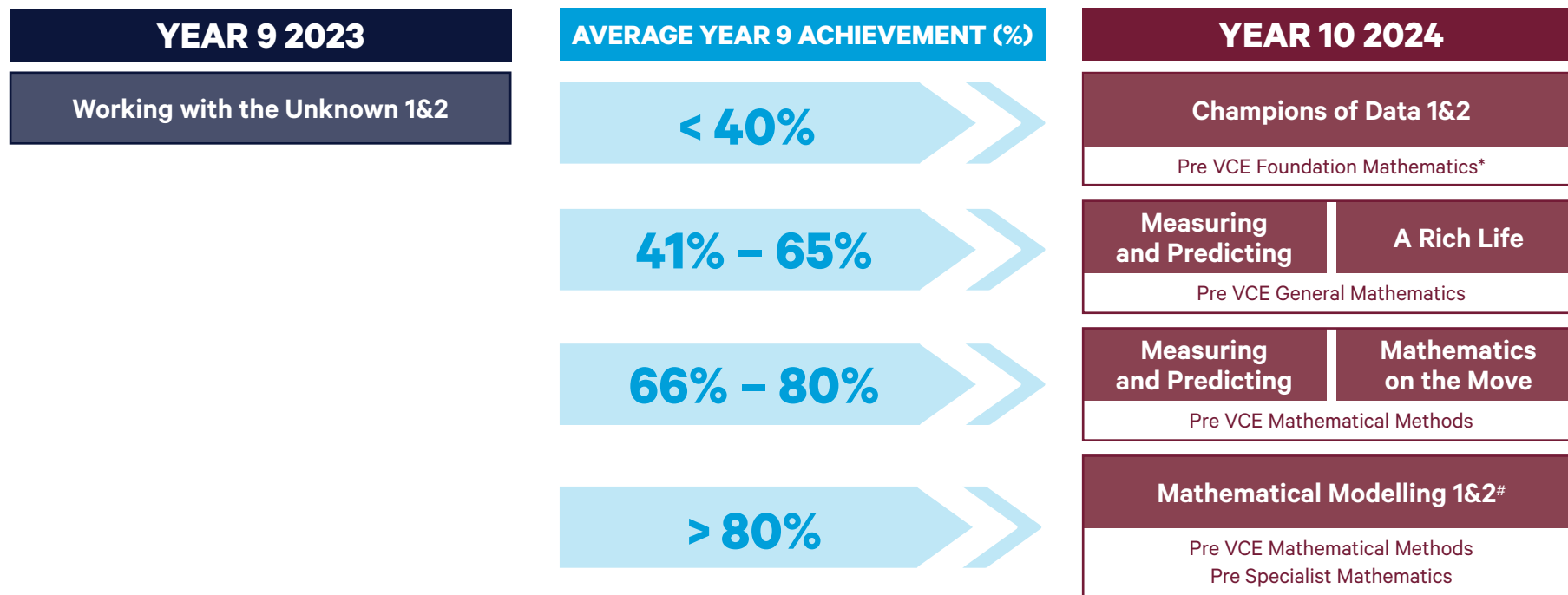
SAMPLE Year 10 Program	Semester 1	Compulsory ENGLISH Selection	Compulsory MATHEMATICS Selection	Compulsory SCIENCE Selection	Elective Option 1	Elective Option 3	Elective Option 5
	Semester 2	Compulsory ENGLISH Selection	Compulsory MATHEMATICS Selection	Compulsory RE Selection	Elective Option 2	Elective Option 4	Elective Option 6

----- Can be taken in either Semester 1 or 2.

One of these option pairs could include a VCE or VCE VET at Units 1&2



# YEAR 10 MATHEMATICS | 2024 SUBJECT SELECTION OPTIONS



\*Unscored subject #By invitation only



**Please Note:**

- Approval will be given for Mathematical Modelling 1&2 based on results.
- Recommendations are given to students as a guide, based on progress of prior learning in Mathematics.
- Only students currently in the accelerated stream can apply to accelerate in VCE Mathematical Methods Unit 1&2.



# CURRICULUM OVERVIEW | YEAR 11 & 12

**At Years 11 & 12, Marcellin College offers students the chance to undertake any of the Victorian Certificate of Education (VCE) certificates and a variety of linked courses of study.**

**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 Education Vocational Major (VCE VM)**

The VCE Vocational Major (VCE VM) will be replacing the Victorian Certificate of Applied Learning (VCAL) from 2024.

It is an applied learning program that give students choice and flexibility, allowing them to tailor their program to their strengths and vocational aspirations. Students complete studies in the fields of Literacy, Numeracy, Work Related Skills, Personal Development skills and a Vocational Education and Training (VET) certificate. They may also incorporate studies from the variety of other VCE options.

The VCE Vocational Major requires a minimum of two years of study.

## **3. Vocational Education and Training (VET)**

VET subjects can be combined with either VCE or VCE VM pathways of study. Students completing a VCE VM 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. Victorian Pathways Certificate (VPC)**

The Victorian Pathways Certificate (VPC) is specifically designed to support students to transition either to the VCE or to entry level VET or employment. This is a foundation level certificate designed to assist students to build fundamental skills before completing a VCE qualification or entering the workforce. The VPC is not equivalent to the VCE. The VPC is completed after two years of study.

## **5. University Acceleration Studies**

University acceleration studies offer students an opportunity to undertake university units during Year 12. These units can be selected from, and completed, through a number of Melbourne's highly ranked Universities. University studies can provide VCE credit and scored credits towards calculation of the Australian Tertiary Admissions Rank (ATAR). They can also be used as credit towards the completion of a university course of study.



# CURRICULUM OVERVIEW | YEAR 11 & 12 PROGRAM OPTIONS

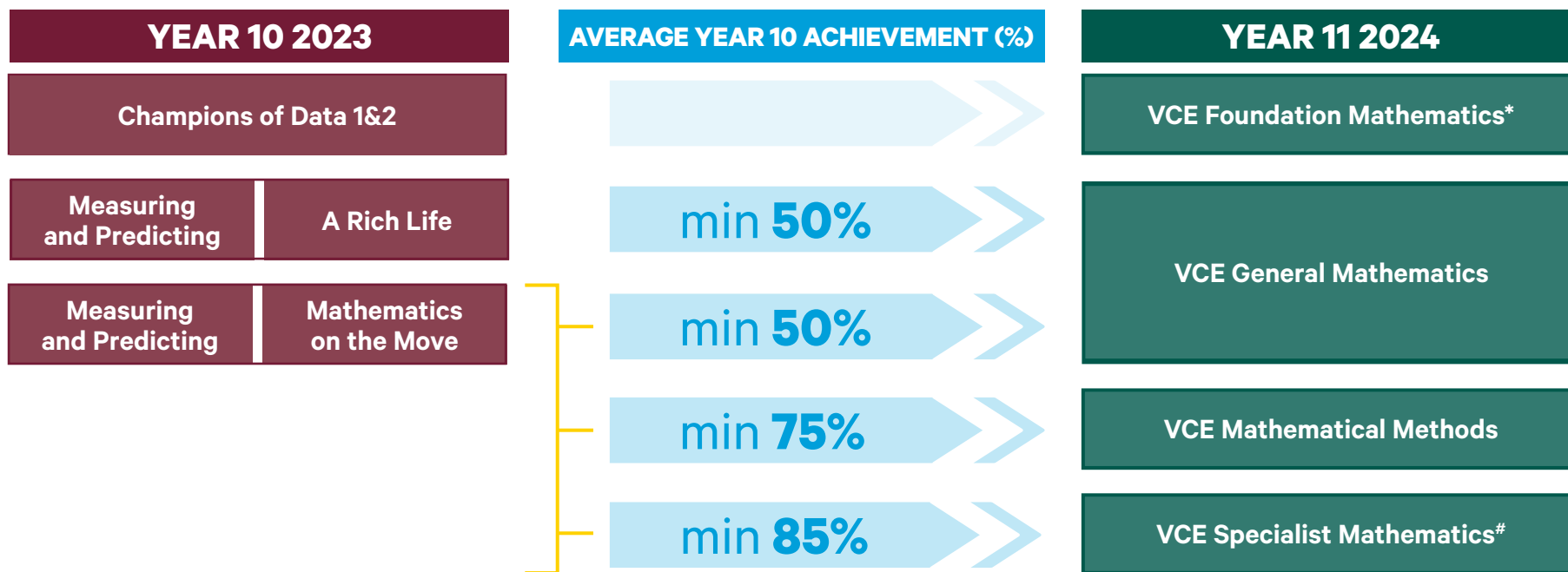


	STANDARD PROGRAM	VET & ACCELERATED COMBINATIONS		APPLIED LEARNING	PATHWAYS CERTIFICATE				
Year 11	Full Unit 1&2 program	OR	Unit 1&2 program with <i>acceleration</i> into a Unit 3&4 subject	OR	Unit 1&2 program with the first or second year of a VET course	OR	VCE Vocational Major (VCE VM)	OR	Victorian Pathways Certificate (VPC)
Year 12	Full Unit 3&4 program	OR	Unit 3&4 program with <i>acceleration</i> into a university subject	OR	Unit 3&4 program with the second/final year of a VET course	OR	VCE Vocational Major (VCE VM)	OR	Victorian Pathways Certificate (VPC)

Students are required to complete an RE subject with all Year 11 and 12 program options.



# YEAR 11 MATHEMATICS | 2024 VCE SUBJECT SELECTION OPTIONS



\*Unscored subject

#Concurrent enrolment with VCE Mathematical Methods



**Please Note:**

- Recommendations are given to students as a guide, based on progress of prior learning in Mathematics.



# The Victorian Certificate of Education (VCE)

## Overview

The Victorian Certificate of Education (VCE) is the most commonly studied senior secondary certificate in Victoria.

Designed as a two-year study, a VCE program can be tailored with selection from a number of different studies (or subjects), to meet students' individual career and further study preferences.

The VCE incorporates studies (or subjects) designed in units, the majority consisting of four units that can be completed over the two years. Units 1 and 2 are typically taken in Year 11, while Units 3 and 4 are usually completed in Year 12. Many schools, however, provide the opportunity for students to study Units 1 and 2 of some VCE studies in Year 10 and Units 3 and 4 in Year 11.

At Marcellin College, the VCE may be completed as a scored certification or, by application, unscored. The scored VCE provides students with an ATAR ranking. Completing an unscored VCE may change the future pathways available to students, so this must be considered carefully to ensure it is appropriate to a student's goals.

The VCE recognises successful completion of secondary education and provides a valuable pathway to tertiary study and employment.

## Areas of Study

To be awarded a VCE certificate students must successfully complete 16 accredited units, across Units 1 – 4. Most students will study 20-24 VCE units during their program.

It is compulsory within these units to include:

- three (3) units from the English group, two of which must be a Unit 3&4 sequence
- at least three (3) additional Unit 3&4 sequences

At Marcellin College, it is also a requirement for students to complete a Religious Education subject at each year of their VCE study.

## Future Pathways

The VCE provides a pathway to:

Tertiary study – at university

Tertiary study – at a TAFE (Technical and Further Education) Institute

Employment

## Recommended Prior Learning

Successful completion of Year 10 (though some students may accelerate and begin VCE studies at Year 10).



# Applied Learning

## Overview

Applied Learning incorporates the teaching of skills and knowledge in the context of ‘real life’ experiences. Students will apply what they have learnt by doing, experiencing, and relating acquired skills to the real world. Applied Learning teaching and practice ensures that what is learnt in the classroom is connected to scenarios and experiences outside the classroom, that will engage students who prefer, feel more comfortable with active learning. Applied Learning is about nurturing and working with a student in a holistic manner, taking into account, their personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning. It emphasises skills and knowledge that may not normally be the focus of more traditional school curriculums. Students complete the course by demonstrating they can use the skills and knowledge they’ve gained and increases, social competencies, exposure to twenty-first century technical and employment skills through practical and industry experiences. Applied Learning is embedded across the VCE, VCE Vocational Major and the Victorian Pathways Certificate.

## Recommended example Year 10 Program for a student interested in an Applied Learning pathway

RE 1 UNIT	ENGLISH 2 UNITS	MATHS 2 UNITS	VET 2 UNITS	SCIENCE 1 UNIT	HUMANITIES 1 UNIT	ELECTIVES SELECT 6
Angels and Atoms	Power & Persuasion [COMPULSORY]	Maths on the Move	VET	Applied Science	Dollars and Sense	A Design Technology Units
<b>OR</b>	<b>+</b>	<b>OR</b>	<b>+</b>	<b>OR</b>	<b>OR</b>	<b>OR</b>
Religion in Art	English in Action	Measuring and Predicting	VET	Biological Science	The Start Up	Health and Physical Education Units
	<b>OR</b>	<b>OR</b>				<b>OR</b>
	Voices of War	A Rich Life				Learn, Make, Evaluate
		<b>OR</b>				
		Champions of Data				



# VCE Vocational Major

## Overview

The VCE Vocational Major (VCE VM) replaced the Victorian Certificate of Applied Learning (VCAL) in 2023. Whilst the new certificate is still an applied learning program, it also allows for greater choice and flexibility for students, still including a VET study, and allowing for optional VCE subjects to be included. VCE VM is an unscored certificate that requires a minimum of 16 units though 22 units are recommended. VCE VM may include Structured Workplace Learning.

## Areas of Study

Must include:

- Three (3) Literacy units with a 3&4 sequence or VCE English Unit 3&4
- Two (2) Numeracy units with a 3&4 sequence or VCE Mathematics Unit 3&4
- Two (2) Work Related Skills units – no sequences
- Two (2) Personal Development Skills units – no sequences
- Two (2) VET units– 80 hours each unit

Students can choose from VCE subjects and students will be required to complete eight (8) units at Unit 3&4 level.

## Future Pathways

Tertiary study

Employment

Apprenticeship training

## Recommended Prior Learning

Successful completion of Year 10

## VCE VM requirements can be achieved by:

*Sample program of study*



COMPULSORY UNITS			COMBINATION OPTIONS		
1 Literacy Unit 1&2	2 VCE Foundation Mathematics Unit 1&2	3 VCE Religion & Society Unit 2 <i>plus</i> Social Justice Unit	4 Work Related Skills or VCE subject Unit 1&2 or onsite VET Unit 1&2*	5 Personal Development Skills or VCE subject Unit 1&2 or onsite VET Unit 1&2*	6 VET external Unit 1&2 or Unit 3&4 or VCE subject Unit 1&2*

\*One must be a VET subject either onsite or external.



# Vocational Education Training (VET) and School Based Apprenticeship Training (SBAT)

## Overview

VET studies are recognized senior secondary studies, that can contribute to completion of a VCE, VCE Vocational Major (VCE VM) or Victorian Pathways Certificate (VPC).

VET studies are designed to build industry specific skills, experience and knowledge that can support students in gaining employment and achieving success in a specific industry. They are delivered through a combination of theory, applied learning opportunities and in some cases through work placement.

VET studies can lead to further study at TAFE institutions & in some cases university, as well as apprenticeship and employment opportunities. On completion of a VCE study, students will receive a certificate that will be recognised Australia wide. Many VET studies are recognised by the VCAA and can contribute to an ATAR.

Marcellin College is a member of two VET clusters, allowing students to access over 50 different VET studies at a variety of external institutions and schools. These studies are usually taught in blocks of four hours, on a Wednesday or Thursday afternoon. Marcellin also offers some VET studies onsite, including Certificate III in Sport & Recreation, Certificate III in Business and Certificate II in Visual Arts.

## Areas of Study

Most VET Certificate II studies and above can be included as 4 units towards a VCE certificate (please confirm the VCAA standing of any VET subject before enrolling).

## Future Pathways

VCE VM

TAFE & tertiary studies

Employment

Apprenticeship training

## List of possible VET studies

VET CLUSTER (EXTERNAL PROVIDER)	MARCELLIN COLLEGE (ONSITE)
Building & Construction / Plumbing Electrotechnology / Engineering Automotive / Integrated Studies Hospitality / Allied Health Acting / Screen & Media / Art Music ICT / IDM Interactive Digital Media Horticulture / Animal Studies Aviation	Sport & Recreation Business Visual Arts

## Recommended Prior Learning

Successful completion of Year 9 and 10

# School Based Apprenticeship Training (SBAT)

## Overview

SBATs are designed to allow a student to commence an apprenticeship whilst still completing their senior years of secondary college. It incorporates vocational training and work while completing a senior secondary certificate and gaining credits towards a VCE or VCE VM.

During an SBAT, students are required to work at least one day per week (for which they are paid) and complete a series of theory modules. The theory modules are most commonly completed in blocks of time during school holidays.

Students undertaking an SBAT should be aware that they will need to balance the requirements of their training with maintaining their secondary school learning program.

An SBAT can transition into a full-time apprenticeship after school.



# Victorian Pathways Certificate (VPC)

## Overview

The Victorian Pathways Certificate (VPC) is a new certificate being introduced in 2023. The certificate is designed for students who due to a variety of reasons including academic and wellbeing issues do not feel, or, cannot complete the Victorian Certificate of Education (VCE) or VCE Vocational Major (VM) units. Whilst this new certificate is still an applied learning program, it also allows for greater choice and flexibility for students, still including the option of a Certificate I VET studies, and allowing for flexible individualized programs of study to meet the students' needs, and provide opportunities for engagement and success. The VPC is not a VCE certificate and is an unscored certificate that requires a minimum of 12 units though 16 units are recommended. The VPC may include Structured Workplace Learning.

## Areas of Study

Must include:

- Two (2) Literacy units
- Two (2) Numeracy units
- Two (2) Work Related Skills units
- Two (2) Personal Development Skills units

Students can include suitable VET and Certificate I VET units in their learning programs.

## Future Pathways

VCE VM

TAFE studies

Employment

Apprenticeship training

## Recommended Prior Learning

Successful completion of Year 10



# Supporting students with diverse needs

**The Learning Diversity team at Marcellin College specialises in understanding the divergent learning needs of all students. In line with our personalised learning philosophy, we are committed to understanding the learning needs of all students and supporting them to be successful learners and to reach their individual potential.**

From our gifted and talented program, SOAR (being introduced in 2023), to literacy and numeracy support programs, our Learning Diversity staff oversee a variety of options that support the range of educational needs of Marcellin students.

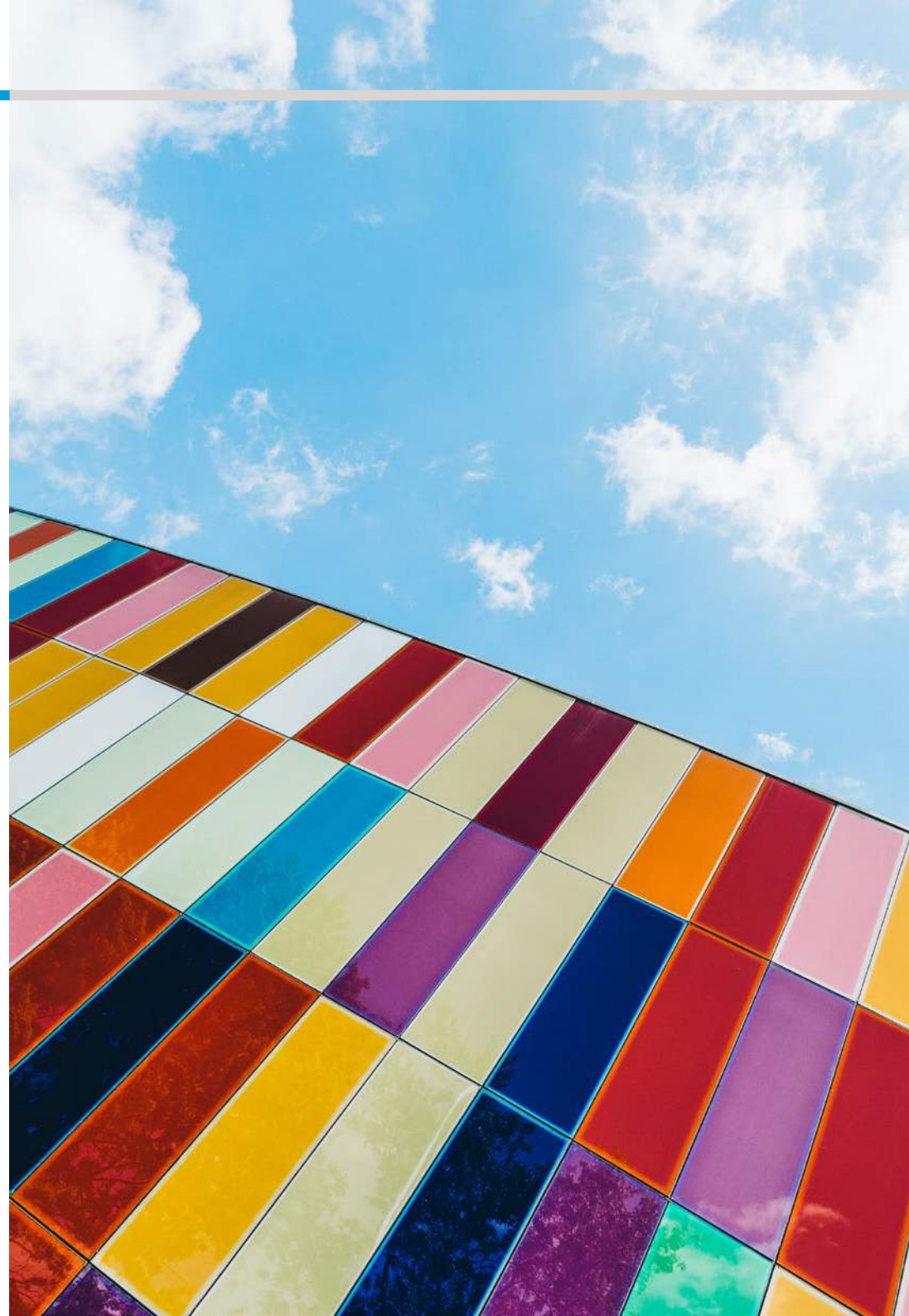
In addition, the Learning Diversity Leader provides advice and support to teachers in their delivery of inclusive learning programs across the school.

Members of the Learning Diversity department:

- Work with students directly
- Support students and families in seeking assistance from agencies external to the College
- Support students in gaining special provisions and additional assessment support at all year levels including, NAPLAN and VCE
- Work with staff in a consultative role
- Provide resources to students, staff and families
- Contribute to curriculum development, with a focus on a differentiated curriculum

Alongside the work listed above, the Learning Diversity Team also runs specialised programs to assist students in reaching their full potential.

Silvana Guzzardi  
**Learning Leader - Learning Diversity**  
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# Learning Areas & Leaders

LEARNING AREA	CONTACT	PAGE	LEARNING AREA	CONTACT	PAGE
<b>Religious Education</b>	Geralyn McCarthy geralyn.mccarthy@marcellin.vic.edu.au	20	<b>Outdoor Education</b>	Justin Abbott justin.abbott@marcellin.vic.edu.au	117
<b>Design Technology</b>	Annie McNamara annie.mcnamara@marcellin.vic.edu.au	28	<b>Performing Arts</b>	Marina Sipos marina.sipos@marcellin.vic.edu.au	121
<b>Digital Technologies</b>	Nathan Hutchings nathan.hutchings@marcellin.vic.edu.au	32	<b>Science</b>	Rajnesh Ram rajnesh.ram@marcellin.vic.edu.au	125
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# Religious Education

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## YEAR 11

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## YEAR 12

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## COURSE OVERVIEW

### Unit 1: The Role of Religion in Society

In this unit, students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continued to affect spiritualities, religious traditions and religious denominations.

#### Areas of Study

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

#### Assessment

- School-based assessments:
  - written reports
  - tests
  - oral presentations
  - film and source analysis
  - essays
  - timelines

#### Future Pathways

VCE Religion and Society Unit 3&4

#### Recommended Prior Learning

Year 9 Religious Education subjects

Students wishing to be considered for acceleration into VCE Religion and Society Unit 1 in 2024 must have achieved a 75% pass rate in their Year 9 studies



**COURSE OVERVIEW****Angels & Atoms**

*Science without religion is lame, religion without science is blind - Albert Einstein*

In this subject, students form their own opinion of the age-old question, Can science and religion coexist? From Galileo to Darwin and evolution to creation, students have an opportunity to question, challenge, hypothesise and reflect on the material presented. As empowered young people, we must find the balance between the two most powerful forces in society and use our knowledge to navigate a future unknown.

**Areas of Study**

- Truth? What is Truth?
- The Creation Account
- Scientist or Heretic
- Science Fiction or Future?

**Assessment**

- Written reports
- Tests
- Oral presentations
- Film and source analysis'
- Essays
- Timelines
- Presentations

**Future Pathways**

VCE Religion & Society Unit 1&2

**Recommended Prior Learning**

Year 8 and 9 RE subjects



**COURSE OVERVIEW****Religion & Art**

Religion and art have been intertwined for centuries and remain integral to each other in contemporary society. The question to ask is why? Religion has relied on the perception and eyes of the artist to educate and communicate Christian stories, beliefs and traditions. Traditionally, religious hierarchies chose artists to depict and narrate the stories from the Bible through paintings, sculptures, frescoes and stained glass, many of which remain with us today. Students investigate the connections between religion and art in contemporary society, as art both informs and challenges our faith.

This subject will enable students to communicate effectively in an increasingly multimodal world. This requires comprehending and composing meaning across diverse, rich and potentially complex forms of multimodal texts from both traditional and contemporary eras. Students use the art process to create artworks based on themes covered in class. This course provides a foundation for VCE Religion & Society and VCE Art Making & Exhibiting as well as VCE Art Creative Practice.

**Areas of Study**

- The Stations of the Cross
- Mary Our Mother
- Symbols & Rituals in Religion

**Assessment**

- Creative pieces
- Annotations of artworks
- Written reports
- Tests
- Oral presentations
- Film and source analyses
- Essays
- Timelines
- Presentations

**Future Pathways**

VCE Religion & Society Unit 1&2

**Recommended Prior Learning**

Year 8 RE subjects



**COURSE OVERVIEW****What Is the Value of the Human Person?**

The subject looks at the role of 'the person' in society. Students explore the concept of good, evil and suffering, why the person is subject to suffering and evil, and the idea that if we are Christian, then why does a loving God allow us to suffer and be subject to evil.

Students look at what the Christian faith says about why a person is deserving of dignity and look at secular views on dignity and the value of the person through humanist and existentialist philosophies, highlighting that both religious and non-religious believe in the worth and dignity of the person.

Students learn about WW2 and the Holocaust and look at how the rights of the Jews were totally ignored. Students explore the topics of where the rest of the world was when this was happening and where was the Church during this time.

**Areas of Study**

- Good & Evil, Human Life & Suffering
- Human Dignity
- Rights & Responsibilities

**Assessment**

- Written reports
- Tests
- Oral presentations
- Film and source analysis'
- Essays
- Timelines
- Presentations

**Future Pathways**

VCE Religion & Society Unit 1&2

**Recommended Prior Learning**

Year 8 and 9 RE subjects



## COURSE OVERVIEW

### Unit 1: The role of religion in society

In this unit, students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations.

#### Areas of Study

- The nature and purpose of religion
- Religion through the ages
- Religion in Australia

#### Assessment

- School-based assessments:
  - written reports
  - tests
  - oral presentations
  - film and source analyses
  - essays
  - timelines

#### Future Pathways

VCE Religion and Society Unit 2

#### Recommended Prior Learning

Year 10 RE subjects

### Unit 2: Religion and ethics

In this unit, students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

#### Areas of Study

- Ethical decision-making and moral judgment
- Religion and ethics
- Ethical issues in society

#### Assessment

- School-based assessments:
  - written reports
  - tests
  - oral presentations
  - film and source analyses
  - essays
  - timelines

#### Future Pathways

VCE Religion and Society Unit 3&4

#### Recommended Prior Learning

VCE Religion and Society Unit 1

## COURSE OVERVIEW

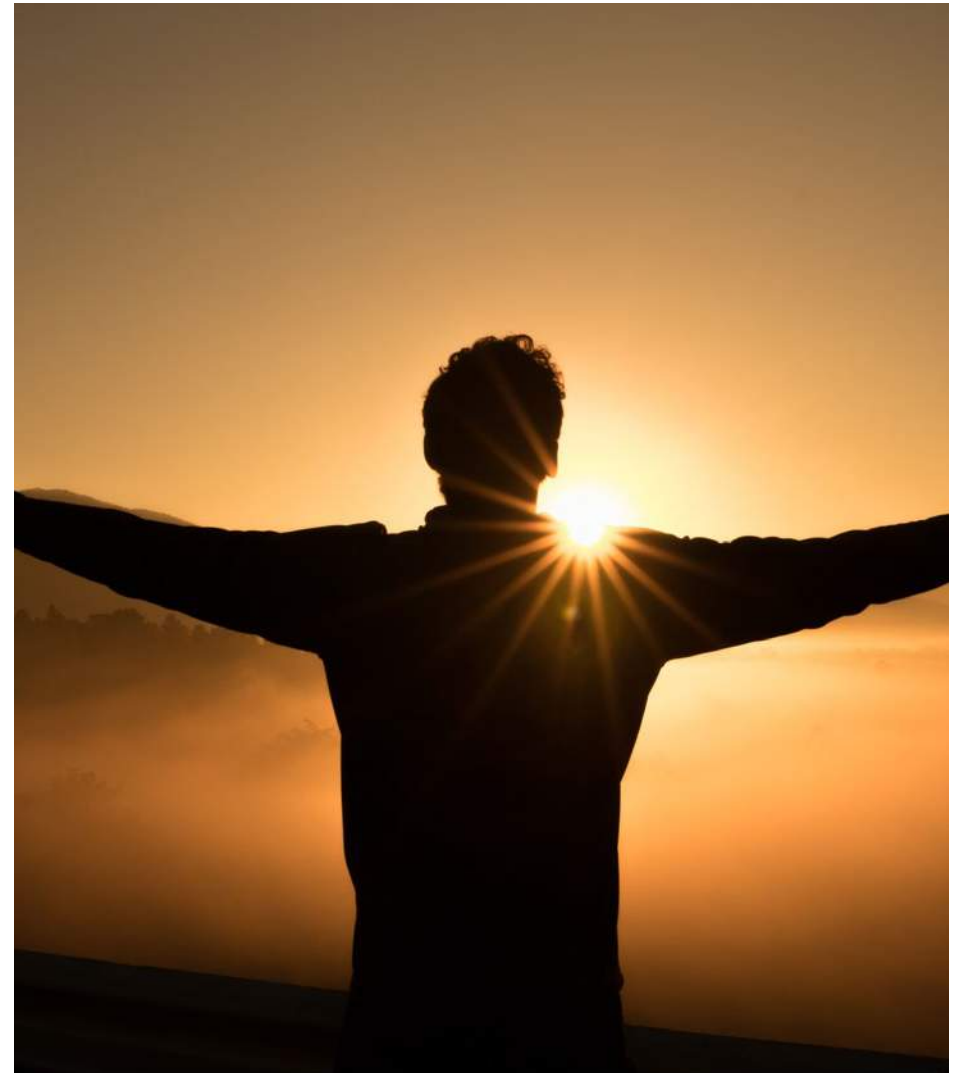
The Year 12 RE Christian Seminar Program involves students engaging with external presenters and working in House groups to explore their faith and elements of Catholic Social Teaching. Students are challenged to consider their own place in the world, their values and beliefs and how these will shape their actions and attitudes in the wider (post school) society.

This Program has four 'complimentary' components: Seminar Days, the Year 12 Retreat, the Student Reflection Journal and Christian Service. Seminar Days are to be recognised as the Year 12 Religious Education curriculum. However, its structure is slightly abstract in that it aims to do different things.

### These aims are:

- to foster a sense of spirituality in time that is set aside for prayer, reflection and discussion
- to increase awareness of the world and how to act and respond in the face of challenge
- to reinforce their Catholic faith and Marist values
- to culminate their faith journey at the College in a positive and engaging environment
- to provide a Christian Service opportunity where each student completes one College-organised activity in the service of others.

The Year 12 RE Christian Seminar Program is an integral part of Religious Education for students.



## COURSE OVERVIEW

### Unit 3: The search for meaning

In this unit, students study the purposes of religion generally and then consider the religious beliefs developed by the Roman Catholic Christian tradition in response to the big questions of life (*What is the ultimate reality? Why am I here? etc.*). Students study how particular beliefs within Catholicism may be expressed through the other aspects of religion and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion. Students explore challenge for the Roman Catholic Christian tradition generally over time and then study challenge and change for Catholicism.

#### Areas of Study

- Responding to the search for meaning
- Expressing meaning
- Significant life experiences, religious beliefs, and faith

#### Assessment

- School-based assessments
  - SACs
- End-of-year examination

#### Future Pathways

VCE Religion and Society Unit 4

#### Recommended Prior Learning

VCE Religion and Society Unit 1&2

### Unit 4: Religion, challenge and change

In this unit, students focus on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society.

#### Areas of Study

- Challenge and response
- Interaction of religion and society

#### Assessment

- School-based assessments
  - SACs
- End-of-year examination

#### Future Pathways

Further theological and philosophy studies

#### Recommended Prior Learning

VCE Religion and Society Unit 3

# Design Technology

## YEAR 10

Product Design Technology	29
Industrial Product Design Technology	29

## YEAR 11

VCE Product Design and Technology Unit 1&2	30
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## YEAR 12

VCE Product Design and Technology Unit 3&4	31
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## COURSE OVERVIEW

### Product Design Technology

In this subject, students apply the design process to solve real world design problems by concentrating on designing and producing one-off and bespoke products. Students study advanced sustainability issues and are required to explore advanced construction methods leading to independent autonomy in researching, designing and skill acquisition. Students follow a VCE folio format and are expected to achieve 50% and above in exams and folio.

This course prepares students for VCE Product Design and Technology units. This subject can lead students to careers in product design, carpentry, real estate renovations, theatre/ stage and movie set design, architecture and landscaping, e-commerce, building and construction, project management.

#### Areas of Study

- Unit 1: 3 Pillars of sustainability
- Unit 2: Primary and secondary Research and Designing
- Unit 3: Plan, Produce and Evaluate Assessment

#### Assessment

- Examination

#### Future Pathways

VCE Product Design and Technology Unit 1&2

#### Recommended Prior Learning

Year 9 Design Technology

### Industrial Product Design Technology

In this subject, students follow an advanced design process focusing on different manufacturing techniques to produce a product that can be easily reproduced in mass to compete in a global market. Students are encouraged to use emerging technologies such as Computer Aided Design, laser and 3D printing, CNC, vacuum forming and some metal working skills. Students are introduced to a VCE folio format including project management skills. Students are expected to achieve 50% and above in exams and folio.

#### Areas of Study

- Unit 1: Advanced Manufacturing techniques & Emerging technologies Research.
- Unit 2: Marketing Research and Designing
- Unit 3: Plan, Produce and Evaluate Assessment

#### Assessment

- Examination

#### Future Pathways

VCE Product Design and Technology Unit 1&2

This course prepares students for VCE Product Design and Technology units. this subject can lead students to careers in product design, carpentry, real estate renovations, theatre/ stage and movie set design, architecture and landscaping, e-commerce, building and construction, project management.

#### Recommended Prior Learning

Year 9 Design Technology

## COURSE OVERVIEW

### Unit 1: Sustainable product redevelopment

In this unit, students focus on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. Students consider how a redeveloped product should attempt to solve a problem related to the original product. Materials and manufacturing processes are carefully selected to improve the overall sustainability of the redeveloped product.

The student assumes the role of a designer-maker, applying knowledge of factors that influence design, using resources and incorporating the materials, tools, equipment and machines needed to safely transform materials into a sustainable end-product.

#### Areas of Study

- Sustainable redevelopment of a product
- Producing and evaluating a redeveloped product

#### Assessment

- School-based assessments:
  - design folio and product
- Exams

#### Future Pathways

VCE Product Design and Technology Unit 2

#### Recommended Prior Learning

No Recommended Prior Learning required. However, successful completion of junior Design Technology subjects desired.

### Unit 2: Collaborative design

In this unit, students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including the end-users' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

#### Areas of Study

- Designing within a team
- Producing and evaluating within a team

#### Assessment

- School-based assessments:
  - collaborative folio and product
  - presentation of design movements
- Exam

#### Future Pathways

VCE Product Design and Technology Unit 3&4

#### Recommended Prior Learning

VCE Product Design and Technology Unit 2



## COURSE OVERVIEW

### Unit 3: Applying the product design process

In this unit, students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. The student assumes the role of a designer-maker, applying knowledge of factors that influence design, using resources and incorporating the materials, tools, equipment and machines needed to safely transform materials into a sustainable end-product.

#### Areas of Study

- Designing for end-user/s
- Product development in industry
- Designing for others

#### Assessment

- School-based assessments:
  - design Folio
  - construction of Product
  - exams (SACs)
- End-of-year examination

#### Future Pathways

VCE Product Design and Technology Unit 4

#### Recommended Prior Learning

VCE Product Design and Technology Unit 1&2 desired

### Unit 4: Product development and evaluation

In this unit, students use comparative analysis and evaluation methods to make judgments about commercial product design and development. Students continue to develop and safely manufacture the product designed in Unit 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product.

#### Areas of Study

- Product analysis and comparison
- Product manufacture
- Product evaluation

#### Assessment

- School-based assessments:
  - design Folio
  - construction of Product
  - exams (SACs)
- End-of-year examination

#### Future Pathways

University and future education

Design of sets for Film and TV, Architecture, Product Designer, Interior Designer, Town Planner, Engineer, CAD- Computer Aided Designer, Inventors, Real-estate and housing entrepreneurs

#### Recommended Prior Learning

VCE Product Design and Technology Unit 3



# Digital Technologies

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VCE Applied Computing: Software Development Unit 4	36



## COURSE OVERVIEW

# Artificial Intelligence, Cyber Security and Digital Warfare

This course introduces current understandings of digital / cyber security and explores some of the tools used by digital security professionals to investigate network traffic. Students will learn about common network attacks, vulnerabilities and critical network infrastructure. Case studies of prior security breaches will be studied, as well as practical investigation of networks using Wireshark and command prompt tools. Students of this course will also be taught to think critically about what types of jobs, processes and everyday activities could and will be automated. Students will be introduced to Natural Language processing. Students will gain an overview of the discipline and have an opportunity to build a chatbot, run agent simulations and explore the growing field of AI. Students will critically analyse current and historical digital warfare events.

### Areas of Study

- Artificial Intelligence
- Cyber Security
- Digital Warfare

### Assessment

- Achievement Task: Natural Language Chatbot Programming
- Progression Task: Cyber security report
- Progression Task: Digital Warfare critical case study
- Achievement Task: Cyber Security and Digital Warfare final test

### Future Pathways

The knowledge gained in this unit supports VCE Applied Computing Unit 1&2

### Recommended Prior Learning

Year 7 Digital Technologies

# Programming in Python

This course will provide students with an insight into the process of developing software applications using an Object-Oriented Programming language. Initially students will be introduced to the Python programming language where they will gain skills in using the Interactive Development Environment.

Using the IDE, they will construct small programs and through this develop an understanding of the programming process. Throughout the course, students will write programs to develop their programming skills and complete quizzes to test their understanding of the content.

The course concludes with programming project for the construction of an application from a scenario. Student who are looking towards taking VCE Applied Computing (Software Development) Unit 3&4 are strongly advised to take this course.

### Areas of Study

- Programming – Python
- Python IDE fundamentals
- Programming Constructs & Utilities

### Assessment

- Progression Task: Control Structures
- Achievement Task: Making Choices
- Achievement Task: Design and develop a software solution

### Future Pathways

VCE Applied Computing Unit 1&2

VCE Applied Computing (Software Development) Unit 3&4

### Recommended Prior Learning

Year 9 Digital Technologies (highly recommended)

Year 7 Digital Technologies



## COURSE OVERVIEW

### Unit 1: Applied Computing

Unit 1 is an introduction to data analytics. Students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualizations. They present work that includes database, spreadsheet and data visualizations solutions. In addition, students use a programming language to create a working software solution.

#### Areas of Study

- Data Analysis
- Programming

#### Assessment

- Outcome 1 SAC - Data Analysis
- Outcome 2 SAC – Programming
- Exam – Data Analysis and Programming

#### Future Pathways

VCE Applied Computing Unit 2

VCE Applied Computing (Software Development) Unit 3&4

#### Recommended Prior Learning

Recommend but not required, either one of the following:

- Year 10 Programming in Python
- Year 10 Artificial Intelligence, Cyber Security and Digital Warfare

### Unit 2: Applied Computing

In Unit 2 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. Finally, students are introduced to cybersecurity and investigate networks and the threats, vulnerabilities and risks to data and information.

#### Areas of Study

- Innovative Solution
- Network Security

#### Assessment

- Outcome 1 SAC – Innovative Solution
- Outcome 2 SAC – Network Security
- Final examination

#### Future Pathways

VCE Applied Computing (Software Development) Unit 3&4

#### Recommended Prior Learning

VCE Applied Computing Unit 1

Recommend but not required, either one of the following:

- Year 10 Programming in Python
- Year 10 Artificial Intelligence, Cyber Security and Digital Warfare

## COURSE OVERVIEW

### Unit 3: Software Development

In Unit 3 students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules. Students use a programming language and undertake the problem-solving activities of manipulation (coding), validation, testing and documentation in the development stage. Furthermore, students construct a framework for the development of a software solution that meets a student-identified need or opportunity, including preparation of a project plan. During Unit 4 students develop the design they prepared in Unit 3 and conduct usability testing that addresses the core features of their software solution. During Unit 4 students focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation. Students analyse and evaluate the security of current software development practices, examine the risks to software and data, and consider the consequences of implementing software with ineffective security strategies.

#### Areas of Study

- Software Development and Programming
- Software Development, Analysis and Design

#### Assessment

- School Assessed Coursework (SAC), Unit 3 outcome 1, contributes 10% to Study Score
- School Assessed Task (SAT), Unit 3 outcome 2 and Unit 4 outcome 1, contributes 30% to Study Score
- Final exam (external) contributes 50% to Study Score

#### Future Pathways

VCE Applied Computing (Software Development) Unit 4

Possible entry into university computing courses or possibly careers in information technology.

Possible work (with further training) in cyber security, network engineering, software development, artificial intelligence

#### Recommended Prior Learning

VCE Applied Computing Unit 1&2

Year 10 Programming in Python

Year 10 Artificial Intelligence, Cyber Security and Digital Warfare



## COURSE OVERVIEW

### Unit 4: Software Development

In Unit 4 students develop the design they prepared in Unit 3 and conduct usability testing that addresses the core features of their software solution. Students focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation. Students analyse and evaluate the security of current software development practices, examine the risks to software and data, and consider the consequences of implementing software with ineffective security strategies.

#### Areas of Study

- Software Development, Development and Evaluation
- Cybersecurity, Software Security

#### Assessment

- School Assessed Task (SAT), Unit 3 outcome 2 and Unit 4 outcome 1, contributes 30% to Study Score
- School Assessed Coursework (SAC), Unit 4 outcome 2, contributes 10% to Study Score
- Final exam (external) contributes 50% to Study Score

#### Future Pathways

Possible entry into university computing courses or possibly careers in information technology.

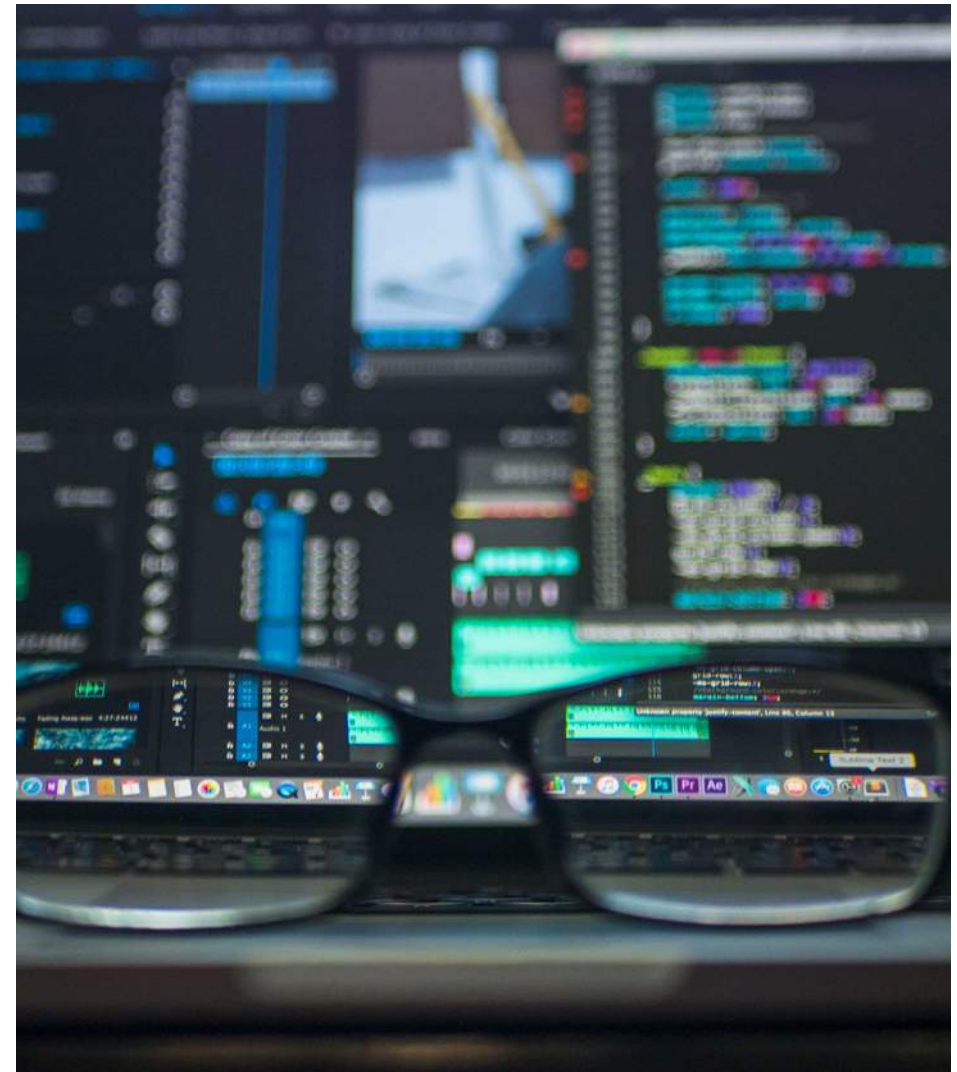
Possible work (with further training) in cyber security, network engineering, software development, artificial intelligence

#### Recommended Prior Learning

VCE Applied Computing (Software Development) Unit 3

Year 10 Programming in Python

Year 10 Artificial Intelligence, Cyber Security and Digital Warfare



# English

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



**COURSE OVERVIEW****Power and Persuasion**

English is a subject which provides students with an excellent foundation in terms of written and oral communication skills. In Power and Persuasion students develop their skills as a writer and create a number of persuasive, creative and expository texts. *Macbeth* by William Shakespeare invites students to consider the effects of greed, ambition, masculinity and femininity on success and relationships. Students also interpret, create, evaluate, discuss a wide range of media texts in which the primary purpose is to persuade and inform. They learn about the relationship between language, formatting and visual elements and how this combine to position audiences.

**Areas of Study**

- Argument analysis of media texts
- Textual analysis

**Assessment**

- Analytical essay

**Future Pathways**

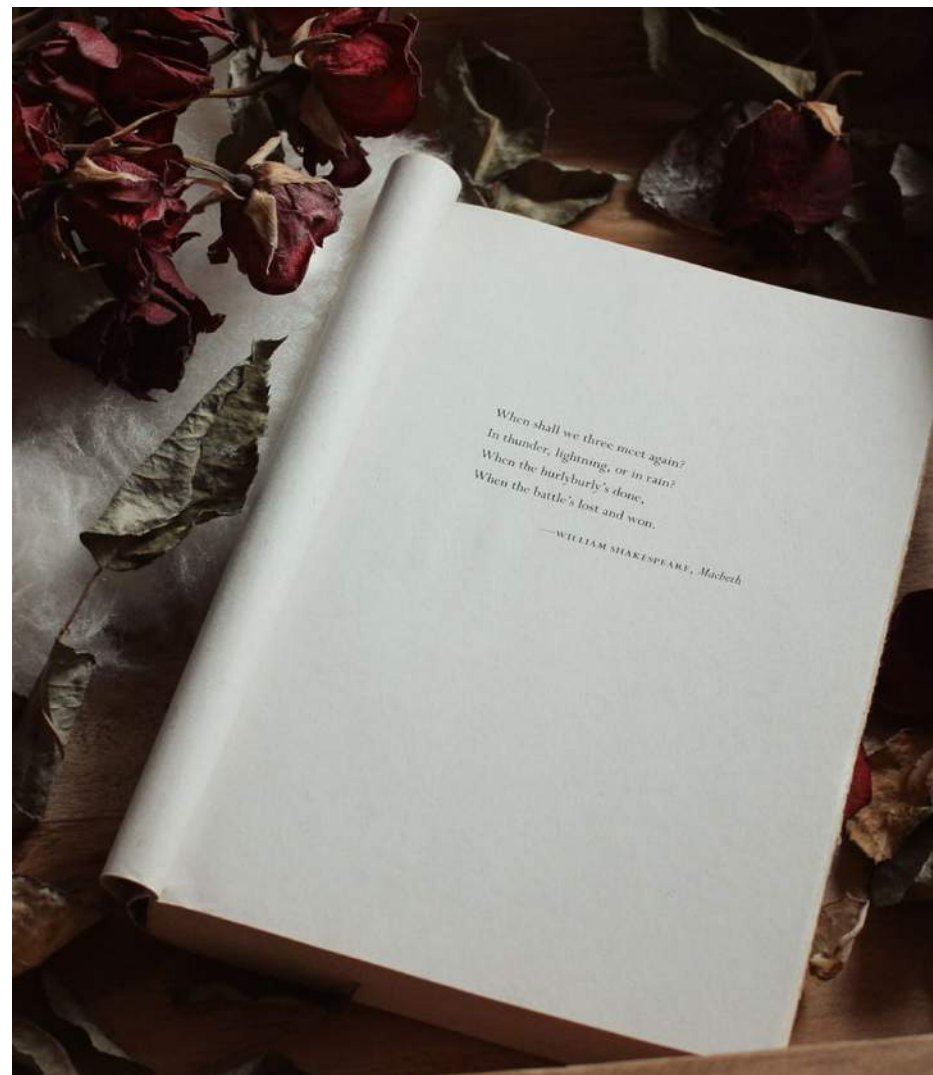
VCE English Unit 1&2

VCE English Language Unit 1&2

VCE Literature Unit 1&2

**Recommended Prior Learning**

Year 9 English



**COURSE OVERVIEW****English In Action**

This is a year long subject which provides students with an opportunity to further develop their written and oral communication skills. Students are expected to operate within the bounds of the mainstream English curriculum which includes the study of texts that will enhance their creative, persuasive and expository literacy skills. There will be opportunities for applied learning, and investigation. This subject is for students considering a Vocational Major Pathway.

**Areas of Study**

- Media argument
- Analysing
- Macbeth: Text analysis

**Assessment**

- Analysing argument
- Oral presentation
- Macbeth essay
- Creative assessment
- Personal response

**Future Pathways**

VCE English Unit 1

**Recommended Prior Learning**

Year 9 English

**Gothic Fiction: The Self vs. The Other**

Gothic Fiction is not horror fiction. The Gothic genre is one which explores the human mind and its bizarre curiosity with the strange and surreal. As a result of their curiosities, Gothic characters are highly intuitive, perceptive, and often fragile. They feel as if they are the only normal persona in an abnormal world. Texts to support these ideas include Edgar Allan Poe's short stories and Tim Burton's film *Edward Scissorhands*. The second unit *Issues In the Media* builds on the persuasive and argument analysis of previous years and also scaffolds into more sophisticated analysis in preparation for all of the VCE English options. Students choose and research an issue in the media and present their own arguments to a range of audiences, both orally and in written form.

**Areas of Study**

- Genre and creative writing
- Analysis of text

**Assessment**

- Creative writing
- Analytical essay

**Future Pathways**

VCE English Unit 1&2

**Recommended Prior Learning**

Year 9 English

## COURSE OVERVIEW

### Orwell's World: Control & Rebellion

*Why does history often repeat itself? How does corruption infiltrate the moral compass and the fabric of society? Is Big Brother always watching? Can utopia really be achieved and at what cost?*

The realm of Orwell's World allows students to better understand the cause and consequence of revolution and fascist control and offer them two modes as a lens of investigation into how power and corruption override man's obligation to the human spirit. The second unit of study Issues In the Media builds on the persuasive and argument analysis of previous years and scaffolds into more sophisticated analysis in preparation for all of the VCE English options. Student choose and research an issue in the media and present their own arguments to a range of audiences, both orally and in written form.

#### Areas of Study

- Creative writing
- Textual analysis: George Orwell

#### Assessment

- Creative text
- Analytical essay

#### Future Pathways

VCE English Unit 1&2

VCE Literature Unit 1&2

#### Recommended Prior Learning

Year 9 English

### Science Fiction: Human & Scientific Possibility

*What is Science Fiction and how is it influenced by the facts of science? How does our knowledge of human and scientific possibility help us to understand and empathise with characters? How did Science Fiction writers of the past so accurately predict the future?*

These questions and more form the basis of the first unit of study. Students study Science Fiction texts in a parallel and comparative mode in the first part of the semester. The second unit of study Issues In the Media builds on the persuasive and argument analysis of previous years and scaffolds into more sophisticated analysis in preparation for all of the VCE English options. Students choose and research an issue in the media and present their own arguments to a range of audiences, both orally and in written form.

#### Areas of Study

- Creative writing
- Tutorial analysis

#### Assessment

- Creative texts
- Analytical essay

#### Future Pathways

VCE English Unit 1&2

VCE Literature Unit 1&2

VCE English Language Unit 1&2

#### Recommended Prior Learning

Year 9 English



## COURSE OVERVIEW

### The Journey

This subject allows students to explore the consequences of how they interact with the world as they grow up and achieve independence. Students investigate how identity is affected by setting, family, and social expectations, and compare how an author and a film director create meaning for their audience. Students create texts on the theme of journey, in creative and analytical forms.

#### Areas of Study

- Creative writing
- Textual analysis

#### Assessment

- Creative text
- Analytical essay

#### Future Pathways

VCE English Unit 1&2

VCE English Language Unit 1&2

VCE Literature Unit 1&2

#### Recommended Prior Learning

Year 9 English

### Voices of War

*Voices of War* is intended for student with some love of reading and an interest in war. The arc of 'war voices' explored will allow students to better understand the impact of war and analyse the way it is constructed in literature, film, music and poetry. The second unit of study *Issues In the Media* builds on the persuasive and argument analysis of previous years and scaffolds into more sophisticated analysis in preparation for all of the VCE English options. Student choose and research an issue in the media and present their own arguments to a range of audiences, both orally and in written form.

#### Areas of Study

- Creative writing
- Textual analysis

#### Assessment

- Creative text
- Analytical essay

#### Future Pathways

VCE English Unit 1&2

VCE English Language Unit 1&2

VCE Literature Unit 1&2

#### Recommended Prior Learning

Year 9 English



## COURSE OVERVIEW

### Creative Writing

English is a subject which provides students with an excellent foundation in terms of written and oral communication skills. In Power and Persuasion students develop their skills as a writer and create a number of persuasive, creative and expository texts. Macbeth by William Shakespeare invites students to consider the effects of greed, ambition, masculinity and femininity on success and relationships. Students also interpret, create, evaluate, discuss a wide range of media texts in which the primary purpose is to persuade and inform. They learn about the relationship between language, formatting and visual elements and how this combine to position audiences.

#### Areas of Study

- Poetry
- Genre and short stories

#### Assessment

- Poetry collection
- Two short stories
- Exam

#### Future Pathways

VCE English Unit 1&2

VCE Literature Unit 1&2

#### Recommended Prior Learning

Year 8 and/or Year 9 English

### Literature

In this elective subject, students will be introduced to the skills required for them to study VCE Literature. They will learn to analyse texts through a variety of literary frameworks and develop the capacity to understand literature through various perspectives. Students will develop understanding of the contexts in which texts are created and how they influence an author's writing. Students will write analytically and creatively, engaging in texts through a variety of forms. This subject is in addition to English and is for students considering their English options, namely Literature, for VCE.

#### Areas of Study

- Textual Frameworks
- Texts in Context

#### Assessment

- Essay
- Creative piece
- Close analysis

#### Future Pathways

VCE Literature Unit 1&2

#### Recommended Prior Learning

Year 9 English



## COURSE OVERVIEW

### Unit 1: English

In this unit, students focus on how the English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity.

Unit 1 also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

#### Areas of Study

- Reading and exploring texts
- Crafting texts

#### Assessment

- Personal response to a text
- Two creative response
- Exam

#### Future Pathways

VCE English Unit 2

VCE English Unit 3&4

#### Recommended Prior Learning

Year 10 English

### Unit 2: English

This unit builds on Unit 1 with a continued focus on how the English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity.

Unit 2 continues to develop students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

#### Areas of Study

- Reading and exploring texts
- Exploring arguments

#### Assessment

- Analytical response to a set text
- Oral presentation
- Written analysis of media texts
- Exams

#### Future Pathways

VCE English Unit 3&4

#### Recommended Prior Learning

VCE English Unit 1



## COURSE OVERVIEW

### Unit 1: Language and communication

In this unit, students explore the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions.

#### Areas of Study

- The nature and functions of language
- Child language acquisition

#### Assessment

- Test
- Analytical commentary

#### Future Pathways

VCE English Language Unit 2

#### Recommended Prior Learning

Year 10 English

### Unit 2: Language change

In this unit, students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. Students understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use. Students study a range of texts, including publications and public commentary about language in print and multimodal form. They also observe and discuss contemporary language in use and consider a range of written and spoken texts.

#### Areas of Study

- History of English
- English languages in context

#### Assessment

- Short answer questions
- Analytical commentary
- Essay

#### Future Pathways

VCE English Language Unit 3&4

#### Recommended Prior Learning

VCE English Language Unit 1

## COURSE OVERVIEW

### Unit 1: Approaches to literature

In this unit, students focus on the ways in which the interaction between text and reader creates meaning. Analyses of the features and conventions of texts help students develop discriminating responses to a range of literary forms and styles. Students respond critically, 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. They develop an awareness of how the views and values that readers hold may influence the reading of a text. Students also explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences, contexts and genres. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis. This course is recommended for students achieving English results of 80% and above.

#### Areas of Study

- Reading practices
- Exploration of literary movements and genres

#### Assessment

- Close analysis
- Essay

#### Future Pathways

VCE Literature Unit 2

#### Recommended Prior Learning

Year 10 English: Power and Persuasion

### Unit 2: Context and connections

In this unit, students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

#### Areas of Study

- Voices of country
- The text in its context

#### Assessment

- Creative piece
- Essay
- Exam

#### Future Pathways

VCE Literature Unit 3&4

#### Recommended Prior Learning

VCE Literature Unit 1



**COURSE OVERVIEW****Unit 3: English**

In this unit, students focus on how the English language is used to create meaning in written, spoken and multimodal texts drawn from the past and present, and representing a variety of cultures and identities. Contemporary media texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language. In Unit 3 students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

**Areas of Study**

- Reading and creating texts
- Analysing and presenting arguments
- Creative response to text

**Assessment**

- Analytical essay of media texts
- Crafting text
- Analytical essay of a text

**Future Pathways**

VCE English Unit 4

**Recommended Prior Learning**

VCE English Unit 1&2

**Unit 4: English**

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. They analyse arguments and the use of persuasive language in texts.

**Areas of Study**

- Reading and comparing texts
- Presenting arguments

**Assessment**

- Oral presentation
- Analytical text response
- End-of-year external exam

**Future Pathways**

University

TAFE

**Recommended Prior Learning**

VCE English Unit 3

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

In this unit, students examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community. They learn how language can be indicative of relationships, power structures and purpose. Students explore how language establishes and challenges different identities. Through language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

**Areas of Study**

- Informal language
- Formal language

**Assessment**

- Short answer questions
- Analytical commentary
- Essay

**Future Pathways**

VCE English Language Unit 4

**Recommended Prior Learning**

VCE English Language Unit 1&2

**Unit 4: Language variation and identity**

In this unit, students investigate the English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a system, and as a means of social interaction, exploring how written and spoken texts communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words; how words are combined to convey a message; and the particular context in which a message is conveyed.

**Areas of Study**

- Language variations in Australian society
- Individual and group identities

**Assessment**

- Short answer questions
- Analytical commentary
- Essay
- End-of-year external exam

**Future Pathways**

University

TAFE

**Recommended Prior Learning**

VCE English Language Unit 3



## COURSE OVERVIEW

### Unit 3: Form and transformation

In this unit, students focus on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. This course is recommended for students achieving English results of 80% and above.

#### Areas of Study

- Adaptations and transformations
- Creative response to texts

#### Assessment

- Essay / close analysis
- Oral presentation
- Creative story

#### Future Pathways

VCE Literature Unit 4

#### Recommended Prior Learning

VCE Literature Unit 2

### Unit 4: Interpreting texts

In this unit, students examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present and vary in form and social and cultural contexts.

#### Areas of Study

- Literary perspectives
- Close analysis

#### Assessment

- Assessment
- Essay
- Close analysis
- End-of-year external exam

#### Future Pathways

University

#### Recommended Prior Learning

VCE Literature Unit 3

# Health and Physical Education

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### VET options

Students are able to apply for the following Health and Physical Education VET courses in Year 10, 11 or 12:

<b>SIS30115 VET Certificate III in Sport &amp; Recreation</b>	<b>59</b>
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## COURSE OVERVIEW

### Applied Nutrition

Applied Nutrition examines a myriad of topics associated with food, health and performance. Many of these skills revolving around food understanding, selection and preparation are important for our young men as they are heading towards adulthood. Having greater knowledge and skills relating to nutrition enables our students to have a greater capacity to make informed decisions that directly relate to their health and wellbeing. This valuable information can be used in health and wellbeing promotion as it allows them to consider optimal diets for general health benefits.

In addition to this there is a particular focus on sports nutrition for enhanced sports performance and consideration of nutritional perspectives and priorities for a range of different athletes.

#### Areas of Study

- Micro & macro nutrients
- Nutrition for health
- Nutrition for life
- Sports nutrition

#### Assessment

- Work booklet
- Topic quizzes
- Nutrients presentation
- Analysis of nutrient value in meals
- Research tasks
- Food safety certificate
- Designing a *Hello Fresh* meal box

#### Future Pathways

VCE Physical Education Unit 1&2

VCE Health & Human Development Unit 1&2

#### Recommended Prior Learning

Year 7 Nutrition



## COURSE OVERVIEW

### Major League Sports

This subject focuses on popular major league sports of basketball, gridiron and baseball. Their popularity has increased significantly because of the massive exposure worldwide, combined with the prominence of Australian athletes pursuing opportunities in these sports.

In this subject, students will focus on skill development and tactical awareness with respect to both offensive and defensive strategies. These will form the basis for set play development and sport specific statistical analysis. Students will conduct video analysis of their performance and use the results to positively impact their game.

#### Areas of Study

- Gridiron
- Baseball
- Basketball

#### Assessment

- History of sports (all 3 sports)
- Practical participation (all 3 sports)
- Tactical playbook- gridiron
- Skill analysis & review- basketball

#### Future Pathways

VCE Physical Education Unit 1&2

VET Certificate III in Sport & Recreation

#### Recommended Prior Learning

Junior Health & Physical Education (related health subjects)

### Sport Science

This subject is an ideal lead up to VCE Physical Education. Students perform data analysis tasks in a range of sport settings, focussing specifically on the physical requirements of their chosen sport. An in-depth understanding of these physical requirements is specifically analysed with regard to consideration of factors which contribute to optimal performance of athletes. Performance enhancement from a physiological and psychological perspective in elite sport are investigated for both preparation and recovery strategies.

Technological advancements and biomechanical principles in sport are researched with emphasis on how these changes contribute to enhanced sports movement and performance. Ethical considerations and factors leading to the implementation of the use of performance enhancement strategies and supplements are analysed through engagement in online modules.

#### Areas of Study

- Data analysis
- Performance enhancement
- Ethics & fair play in sport
- Biomechanics

#### Assessment

- Review quizzes
- Data analysis (chosen sport)
- Sport science portfolio
- Doping in sport (online module)

#### Future Pathways

VCE Physical Education Unit 1&2

VET Certificate III in Sport & Recreation

#### Recommended Prior Learning

Previous HPE analysis-based subjects such as Fitness Challenge, Sport and Recreation: Event Management



## COURSE OVERVIEW

### Net Sports & Weight Training

This subject focuses on the tactical and strategic elements of popular net sports such as Tennis and Badminton, in addition to the development of a structured weight training program. Highly suitable for individual and team-oriented competitors, the emphasis of this course will be on player development through the reinforcement of skills and refinement of sport specific movements. Similarities in striking sports such as these will allow for simple transfer of skills whilst also providing opportunity for advanced dexterity, skill development and competitive advantage to be established. A progression from developing acute game sense, strategy and court craft in these sports will be the opportunity to engage in tournament play. An important component of the course will be the development of an individualized weight training program, designed to benefit not only a healthy lifestyle, but also enhanced sports performance through the specific design of resistance training sessions.

#### Areas of Study

- Tennis
- Badminton
- Weight Training

#### Assessment

- Skill analysis
- Peer coaching and analysis
- Online quizzes
- Skill performance (net sports)
- Weight Training Program design

#### Future Pathways

VCE Physical Education Unit 1&2

VET Certificate III in Sport & Recreation

#### Recommended Prior Learning

Junior Physical Education (related practical subjects)



## COURSE OVERVIEW

# Unit 1: Understanding Health and Wellbeing

In this unit students investigate the World Health Organization's definition and other interpretations of health and wellbeing. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. Students develop health literacy as they connect their learning to their lives, communities and world.

### Areas of Study

- Health perspectives and influences- dimensions of health and wellbeing
- Health and nutrition - food selection and nutritional evaluation
- Youth health and wellbeing

### Assessment

- Written reports
- Oral presentations
- Structured tests
- Visual presentations

### Future Pathways

VCE Health and Human Development Unit 2

VCE Health and Human Development Unit 3&4

### Recommended Prior Learning

Year 9 and 10 HPE subjects: Applied Sports Nutrition, Lifestyle Health and Physical Education



## COURSE OVERVIEW

# Unit 2: Managing Health and Development

In this unit students investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. 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. They 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 transition - youth to adulthood
- Health care in Australia - promotion of health and wellbeing in the community

### Assessment

- Written reports
- Oral presentations
- Structured tests
- Visual presentations

### Future Pathways

VCE Health & Human Development Unit 3&4

### Recommended Prior Learning

VCE Health & Human Development Unit 1

Year 9 and 10 HPE subjects: Applied Sports Nutrition, Lifestyle Health & Physical Education



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

In this unit students focus of the investigation of each body system is the study of factors which enhance athletic performance, both legal and illegal and the resultant impact on body systems. Influences on performance and participation in physical activity are investigated and strategies used to promote physical activity levels within the community are critiqued. Students conduct research into a particular contemporary issue surrounding participation levels in sport. Integral to this course is regular participation in practical activities which examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

**Areas of Study**

- How does the musculoskeletal system work to produce movement? – muscular & skeletal systems
- How does the cardiorespiratory system function at rest and during physical activity? – cardiovascular & respiratory systems

**Assessment**

- Written report
- Topic tests
- Case study analysis
- Reflective portfolio
- Oral presentation

**Future Pathways**

VCE Physical Education Unit 2

VCE Physical Education Unit 3&4

**Recommended Prior Learning**

Year 9 and 10 HPE subjects: Sport Science, Fitness Challenge, Applied Nutrition

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

In this unit students develop an 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. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour.

**Areas of Study**

- Physical activity, sport & society
- Contemporary issues associated with physical activity and sport

**Assessment**

- Written report
- Topic tests
- Case study analysis
- Reflective portfolio
- Oral presentation

**Future Pathways**

VCE Physical Education Unit 3&4

**Recommended Prior Learning**

VCE Physical Education Unit 1

Year 9 and 10 HPE subjects: Sport Science, Fitness Challenge, Applied Nutrition



## COURSE OVERVIEW

### Unit 3: Australia's health in a globalised world

In this unit students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program. Students develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

#### Areas of Study

- Australia's health in a globalised world
- Understanding health and wellbeing
- Promoting health and wellbeing- public health approaches, health promotion strategies

#### Assessment

- Written report
- Structured questions
- Oral presentation

#### Future Pathways

VCE Health and Human Development Unit 4

#### Recommended Prior Learning

VCE Health and Human Development Unit 1&2

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

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

#### Areas of Study

- Health and wellbeing in a global context
- Health and the sustainable development goals
- Promoting health and wellbeing- public health approaches, health promotion strategies

#### Assessment

- Written report
- Structured questions
- Oral presentation

#### Future Pathways

Various tertiary courses within the community health domain

#### Recommended Prior Learning

VCE Health and Human Development Unit 1&2

VCE Health and Human Development Unit 3



**COURSE OVERVIEW**

**Unit 3: Movement skills and energy for physical activity**

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 and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

**Areas of Study**

- How are movement skills improved - biomechanics and skill acquisition
- How does the body produce energy - energy systems, fatigue & recovery, acute responses to exercise

**Assessment**

- Structured questions tests
- Laboratory task
- Reflective portfolio
- Case study analysis
- Written report

**Future Pathways**

VCE Physical Education Unit 4

**Recommended Prior Learning**

VCE Physical Education Unit 1&2



## COURSE OVERVIEW

### Unit 4: Training to improve performance

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 participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

#### Areas of Study

- What are the foundations of an effective training program - data analysis, fitness components and fitness testing
- How is training implemented to enhance fitness and performance? Training principles and methods, structure of training, enhancement of performance from a psychological and nutritional perspective, chronic adaptations to training.

#### Assessment

- Structured questions tests
- Laboratory task
- Reflective portfolio
- Case study analysis
- Written report
- End-of-year examination

#### Future Pathways

Various tertiary courses in exercise and health sciences

#### Recommended Prior Learning

VCE Physical Education Unit 3



### COURSE OVERVIEW

Certificate III in Sport and Recreation provides students with the skills and knowledge to work and/or study in the sports and recreation industry. In Unit 1&2 students look at a range of competencies including conditioning for sport, how to book athletic travel, conducting instructional and non-instructional sessions, whilst also learning fundamental sporting skills and sports injury prevention. Units 3&4 offers scored assessment contributing to an ATAR score if chosen. Unit 3&4 focuses on planning and conducting sport and recreational sessions and hazard identification and prevention, risk assessment and risk control.

### Assessment Items

Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit. There are a range of opportunities for students to demonstrate key knowledge and key skills that may include: research tasks, case studies, data analysis, reports, industry immersion activities, coaching and fitness sessions, oral and written reflections, and digital presentations. ATAR scored Certificates in Sport and Recreation require completion of SACs and an end of year examination.

### Future Pathways

- Unit 3&4 Certificate III in Sport and Recreation (SIS30115)
- Further Tertiary study
- Recreation officer, sports manager, activity operation officer, sport and recreation attendant, community activities officer, leisure services officer

### Recommended Prior Learning

General HPE in either Years 9 or 10

### Areas of Study

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

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

Year 1	
<b>BSBWOR301</b>	Organise personal work priorities and development
<b>HLTWHS001</b>	Participate in workplace health and safety
<b>SISXCAI003</b>	Conduct non-instructional sport, fitness or recreation sessions
<b>HLTAID003</b>	Provide first aid
<b>SISXEMR001</b>	Respond to emergency situations
<b>ICTWEB201</b>	Use social media tools for collaboration and engagement
<b>SISSPAR009</b>	Participate in conditioning for sport
<b>SISXCCS001</b>	Provide quality service
<b>SISXCAI001</b>	Provide equipment for activities
<b>SISXIND006</b>	Conduct sport, fitness or recreation events

Year 2	
<b>BSBWHS303</b>	Participate in WHS hazard identification, risk assessment and risk control (50)
<b>SISXCAI004</b>	Plan and conduct programs (35)
<b>SISXCAI006</b>	Facilitate groups (25)
<b>SISXRES002</b>	Educate user groups (25)
<b>SISSSCO001</b>	Conduct sport coaching with foundation level participants (50)

# Humanities

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VCE Legal Studies Unit 3&4	78

## VET options

Students are able to apply for the following Humanities VET courses in Year 10, 11 or 12:

<b>BSB30120 Certificate III in Business</b>	<b>79</b>
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## COURSE OVERVIEW

### Australian and Global Politics

Students will learn about how issues from the past impact on current events and politics. The subject will offer students a chance to analyse, challenge, and evaluate societal perceptions and expectations around current issues and policies, and will be given an opportunity to learn about, and participate in, political and social movements.

*Australian/Global Politics* is not one of those subjects that remains inside the walls of the classroom; the concepts, lessons and works you study will stay with you lifelong. You will come to understand that you have power to truly make a difference to the world you live in.

#### Areas of Study

- Rights & Freedoms
- Justice
- Accountable Governments

#### Assessment

- Debate
- Research Task
- Presentations
- Case Study

#### Future Pathways

VCE subjects, such as Politics, History, Literature, Geography and English

#### Recommended Prior Learning

Year 9 Democracy Down Under

### Dollars and Sense

Dollars and Sense focuses on financial literacy and aims to provide students with the knowledge, understanding and a range of skills that enables them to engage in sound financial decision making. Additionally, it equips students with the ability to make informed 'Investment decisions' with the limited resources they have.

Whilst money management is an important part of making smart economic decisions, Dollars and Sense aims at enabling the students to use their money wisely whilst understanding the benefits of creating a budget and a savings plan. On completion students can describe various accounting concepts used by accountants to present financial information and to minimise financial risks and maximise opportunities.

#### Areas of Study

- Money and wealth
- Credit savvy
- Real world task
- Balance sheet

#### Assessment

- Money Skills Test
- Credit Savvy Test
- Credit Savvy Assignment

#### Future Pathways

VCE Accounting Unit 1&2

VCE Economics Unit 1&2

VCE Business Management Unit 1&2

#### Recommended Prior Learning

Year 8 and 9 Humanities



## COURSE OVERVIEW

### Historical Conflict and Violence

The 20th Century witnessed war on a previously unimaginable scale as well as genocide – a word that was coined after WWII to help define the Holocaust. *Historical conflict and violence* investigates the political and social upheavals that shaped the 20th Century and gave rise to two world wars, numerous genocides, the Cold War and conflict in the Middle East. Students will develop an understanding of the political and historical significance of fascism, communism and Western liberalism, as well as the interrelationship between victims and perpetrators of genocide, with a strong focus on the concept of bystanders. *Historical conflict and violence* will consider the relevance of events in the 20th Century to the rise of populism and nationalism today.

#### Areas of Study

- Genocide
- Political assassinations
- Public protest

#### Assessment

- Persuasive Essay
- Genocide Presentation
- Political Assassinations Source Analysis
- Political Assassinations
- Socratic Circle
- Case File

#### Future Pathways

VCE History: Modern History Unit 1&2

VCE Politics Unit 1&2

VCE Geography Unit 1&2

#### Recommended Prior Learning

Year 8 and 9 Humanities

### Our Changing Climate

Students investigate the various biomes of the Earth, and the role of each of those in our food production. We understand why some places produce more food than others, and how that has shaped our world. We examine the links between food production and the degradation of water and land, and the consequences of that, while exploring which foods use the most resources to produce.

Students will identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions on our changing climate.

This subject has included a fieldwork excursion that lends itself to the major assessment task associated with the subject.

#### Areas of Study

- Mapping skills and knowledge
- Climate Change
- Food security

#### Assessment

- Mapping
- Data Presentation
- Fieldwork and Report
- Test

#### Future Pathways

VCE Geography Unit 1&2

#### Recommended Prior Learning

Year 8 and 9 Humanities



## COURSE OVERVIEW

### Teenagers and The Law

*Have you ever witnessed a crime or had property stolen?* Perhaps you've unwittingly broken a law yourself. Many young people break the law without any thought for the consequences. Experimenting with illegal drugs, drinking alcohol or going on a joyride in a stolen car can lead to criminal charges.

This subject investigates the role of law and police in our society, including an outline of individuals' rights when dealing with our law enforcers. The course focuses on youth crime and how the legal system treats juvenile offenders.

Students will gain an understanding of contemporary crime and punishment by examining the criminal investigation process as well as the system of trial used in our courts.

#### Areas of Study

- What is Law?
- Criminal Law
- Victorian Court Hierarchy

#### Assessment

- Lord of the Flies Worksheet
- Introduction to Law Test
- Legal Terminology Task
- Criminal Law Case Studies Test

#### Future Pathways

VCE Legal Studies Unit 1&2

#### Recommended Prior Learning

Year 8 and 9 Humanities

### The Start Up

This subject introduces students to important enterprise and business skills through covering three distinct units of work:

- Business Enterprise and Finance Skills – Students will investigate the role of entrepreneurs in the business environment and have some exposure to business record keeping and basic accounting
- Innovation and Work Futures – Students will examine the importance of product and service innovation; how different jobs have evolved over time and the types of occupations that will be in demand in the future
- Business Operations – Students are introduced to operational processes such as planning, resourcing, and marketing concepts required to run a successful business.

On completion students should be able understand the importance of innovation skills within a business environment; and be introduced to the required skills and capabilities to run a business.

#### Areas of Study

- Business and Enterprise Skills
- Types of Market Structures (Economics)
- Innovate or Perish

#### Assessment

- Research Task
- Business Interview
- Business Finance
- Business Operations
- Competitive Advantage
- Business Challenge and Pitch

#### Future Pathways

VCE Business Management Unit 1&2

#### Recommended Prior Learning

Year 8 and 9 Humanities



## COURSE OVERVIEW

### Unit 1: Role of Accounting in Business

In this unit, students explore the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

#### Areas of Study

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

#### Assessment

- School-based assessments may include:
  - folio
  - structured questions
  - assignments
  - case studies
  - classroom presentations
  - reports
  - exams

#### Future Pathways

VCE Accounting Unit 2, 3&4

#### Recommended Prior Learning

Year 9 and 10 Humanities: Dollars and Sense

### Unit 2: Accounting and Decision-making for a Trading Business

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

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

#### Assessment

- School-based assessments may include:
  - folio
  - structured questions
  - assignments
  - case studies
  - classroom presentations
  - reports
  - exams

#### Future Pathways

VCE Accounting Unit 3&4

#### Recommended Prior Learning

VCE Accounting Unit 1



**COURSE OVERVIEW****Unit 1: Politics, Powers and Political Actors**

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Political actors are individuals such as political leaders or ordinary citizens, or organisations such as parliaments or the United Nations, who have some measure of political power and/or authority and who engage in activities that can have a significant influence on decisions, policies, public discussion, media coverage and outcomes associated with a given issue. They may be local, national, regional or global.

**Areas of Study**

- Power and national political actors
- Power and global political actors

**Assessment**

- School-based assessments:
- SACs

**Future Pathways**

VCE Politics Unit 2

**Recommended Prior Learning**

Year 9 Democracy Down Under

Year 10 Australian and Global Politics

**Unit 2: Democracy: Stability and Change**

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

**Areas of Study**

- Issues for Australia's democracy
- Global Challenges to democracy

**Assessment**

- School-based assessments:
- SACs

**Future Pathways**

VCE Global Politics Unit 3&4

**Recommended Prior Learning**

VCE Politics Unit 1

Year 9 Democracy Down Under

Year 10 Australian and Global Politics

## COURSE OVERVIEW

### Unit 1: Planning a Business

In this unit, students explore the factors affecting business ideas and the internal and external environments within which businesses operate. Students study businesses of all sizes who are major contributors to the economic and social wellbeing of a nation. Students learn how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Students discover how taking a business idea and planning how to make it a reality are the cornerstones of economic and social development.

#### Areas of Study

- The business idea
- The external environment
- The internal environment

#### Assessment

- School-based assessments:
  - SAC 1
  - SAC 2
  - SAC 3

#### Future Pathways

VCE Business Management Unit 3&4

#### Recommended Prior Learning

Year 10 Humanities Subjects: The Start Up, Dollars and Sense

### Unit 2: Establishing a Business

In this unit, students focus on the establishment phase of a business' 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. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

#### Areas of Study

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

#### Assessment

- School-based assessments:
  - SAC 1
  - SAC 2
  - SAC 3

#### Future Pathways

VCE Business Management Unit 3&4

#### Recommended Prior Learning

VCE Business Management Unit 1



## COURSE OVERVIEW

### Unit 1: Economic Decision Making

As a social science, Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit, students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

#### Areas of Study

- Thinking like an economist
- Decision making in markets
- Behavioural Economics (AOS 3)

#### Assessment

- School-based assessments:
  - SAC 1
  - SAC 2
  - SAC 3

#### Future Pathways

VCE Economics Unit 2

#### Recommended Prior Learning

Year 10 Dollars and Sense

### Unit 2: Economic Issues and Living Standards

In this unit, students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate. Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens.

#### Areas of Study

- Economic activity
- Applied economic analysis of local, national and international economic issues

#### Assessment

- School-based assessments:
  - SAC 1
  - SAC 2
  - SAC 3
  - exams

#### Future Pathways

VCE Economics Unit 3&4

#### Recommended Prior Learning

English (minimum 75% or above)

Mathematics (minimum 70% or above)



## COURSE OVERVIEW

VCE Geography helps students make sense of the world around them. Students use specific skills and tools to gain a greater understanding of our ever-changing Earth.

## Unit 1: Hazards and Disasters

In this unit, students investigate how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards to be investigated include a wide range of situations including fieldwork (overnight camp) on 2009 Black Saturday Bushfires and a range of geophysical and biological disasters. Students examine the processes involved with hazards and hazard events, consider their causes and impacts, the human responses to these hazard events and the interconnection between human activities and natural phenomena, including the impact of climate change. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

### Areas of Study

- Characteristics of hazards
- Response to hazards and disasters

### Assessment

- School-based assessments:
  - poster
  - fieldwork report
  - structured questions
  - exam

### Future Pathways

VCE Geography Unit 2

### Recommended Prior Learning

Year 9 Geography

Year 10 Our Changing Climate

## Unit 2: Tourism: issues and challenges

In this unit, students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism at a local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. For example, the interconnections of climate, landforms, culture and climate change help determine the characteristics of a place that can prove attractive to tourists. Student investigate the growth of tourism at all scales and that it requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable. Student undertake fieldwork (overnight camp) at a local tourism location and produce a fieldwork report on their research. Student use a range of geospatial technologies to map and collect data.

### Areas of Study

- Characteristics of tourism
- Impact of tourism: issues and challenges

### Assessment

- School-based assessments:
  - story map
  - fieldwork report
  - structured questions
  - exam

### Future Pathways

VCE Geography Unit 3&4

### Recommended Prior Learning

VCE Geography Unit 1

Year 10 Our Changing Climate



## COURSE OVERVIEW

### Unit 1: Change and Conflict

In this unit, students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. They explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The period after World War One was characterised by significant social, cultural and political change.

#### Areas of Study

- Ideology and conflict
- Social and cultural change

#### Assessment

- School-based assessments:
  - SACs
  - exams

#### Future Pathways

VCE History: Modern History Unit 2

#### Recommended Prior Learning

Year 10 Historical Conflict and Violence

### Unit 2: The Changing World Order

In this unit, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism.

#### Areas of Study

- Causes, course and consequences of the Cold War
- Challenge and change

#### Assessment

- School-based assessments:
  - SACs
  - exams

#### Future Pathways

VCE History: Revolutions Unit 3&4

#### Recommended Prior Learning

VCE History: Modern History Unit 1  
English (minimum 75% or above)

## COURSE OVERVIEW

### Unit 1: Guilt and Liability

In this unit, 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 law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

#### Areas of Study

- Legal foundations
- The presumption of innocence
- Civil liability

#### Assessment

- School-based assessments:
  - SAC 1
  - SAC 2
  - SAC 3
  - exams

#### Future Pathways

VCE Legal Studies Unit 2

#### Recommended Prior Learning

Year 9 and 10 Humanities: Teenagers and the Law

### Unit 2: Sanctions, Remedies and Rights

In this unit, students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment 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. They examine a significant case in relation to the protection of rights in Australia.

#### Areas of Study

- Sanctions
- Remedies
- Rights

#### Assessment

- School-based assessments:
  - SAC 4
  - SAC 5
  - SAC 6
  - exams

#### Future Pathways

VCE Legal Studies Unit 3&4

#### Recommended Prior Learning

VCE Legal Studies Unit 1



**COURSE OVERVIEW****Unit 3: Financial Accounting for a Trading Business**

In this unit, students focus on financial accounting for a trading business owned by a sole proprietor. 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 analysing financial data
- Preparing and interpreting accounting reports

**Assessment**

- School-based assessments:
  - SAC 1A
  - SAC 1B
  - SAC 2
- End-of-year examination

**Future Pathways**

VCE Accounting Unit 4

**Recommended Prior Learning**

VCE Accounting Unit 1&2

**Unit 4: Recording, Reporting, Budgeting and Decision-making**

In this unit, students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate the role of budgeting in decision-making. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business.

**Areas of Study**

- Extension of recording and reporting
- Budgeting and decision-making

**Assessment**

- School-based assessments:
  - SAC 1A
  - SAC 1B
  - SAC 2
- End-of-year examination

**Future Pathways**

University

TAFE

Workforce (accountant, bookkeeper, business analyst, taxation)

**Recommended Prior Learning**

VCE Accounting Unit 3

**COURSE OVERVIEW****Unit 3: Global Actors**

This unit provides students with insights into the political, social, cultural and economic forces that shape our world. Students develop an understanding of the world in which they live and of contemporary global issues. In doing so, students are provided with the opportunity to develop the awareness and the critical thinking skills that underpin active citizenship.

Students examine the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment. It examines the nature and power of key global actors and the types of power used by China to achieve its national interests. Students consider the ethical issues of human rights and people movement and explores the nature and effectiveness of responses to climate change and armed conflict.

**Areas of Study**

- Australian democracy
- Comparing democracies: Australia and the United States of America

**Assessment**

- School-based assessments:
  - SAC 1
  - SAC 2
- End-of-year examination

**Future Pathways**

VCE Global Politics Unit 4

**Recommended Prior Learning**

VCE Politics Unit 1&2

English (minimum 75% or above)

**Unit 4: Global Challenges**

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

**Areas of Study**

- Domestic policy
- Foreign policy

**Assessment**

- School-based assessments:
  - SAC 1
  - SAC 2
- End-of-year examination

**Future Pathways**

University

TAFE

Workforce (politician, advisor, teacher, etc.)

**Recommended Prior Learning**

VCE Global Politics Unit 3

English (minimum 75% or above)

**COURSE OVERVIEW****Unit 3: Managing a business**

In this unit, students examine the various ways businesses effectively and efficiently manage their resources in order to achieve specific objectives. Students explore different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students also investigate strategies to manage both staff and business operations to meet objectives.

**Areas of Study**

- Business foundations
- Human resource management
- Operations management

**Assessment**

- School-based assessments:
  - SAC 1
  - SAC 2
  - SAC 3

**Future Pathways**

VCE Business Management Unit 4

**Recommended Prior Learning**

VCE Business Management Unit 1&2

**Unit 4: Transforming a business**

In this unit, students study the management of resources which is expanded upon by considering the importance of reviewing Key Performance Indicators (KPIs) to determine current performance and the strategic management necessary to position a business for the future. Students also study theoretical models to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

**Areas of Study**

- Reviewing performance – the need for change
- Implementing change

**Assessment**

- School-based assessments:
  - SAC 1
  - SAC 2
- End-of-year examination

**Future Pathways**

University

TAFE

Workforce

**Recommended Prior Learning**

VCE Business Management Unit 3



**COURSE OVERVIEW****Unit 3: Australia's Living Standards**

In this unit, students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. Students also consider unintended consequences of government intervention in the market.

Students develop an understanding of the macroeconomy. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards.

**Areas of Study**

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the international economy

**Assessment**

- School-based assessments:
  - SAC 1
  - SAC 2
  - SAC 3
- End-of-year examination

**Future Pathways**

VCE Economics Unit 4

**Recommended Prior Learning**

VCE Economics Unit 1&2

**Unit 4: Managing the Economy**

In this unit, students focus on the role of policies in stabilising the business cycle to achieve the domestic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of demand, the achievement of domestic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

**Areas of Study**

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

**Assessment**

- School-based assessments:
  - SAC 1
  - SAC 2
- End-of-year examination

**Future Pathways**

University

TAFE

Workforce (economist, business analyst, etc.)

**Recommended Prior Learning**

VCE Economics Unit 3

English (minimum 70% or above)

Mathematics (minimum 70% or above)



## COURSE OVERVIEW

### Unit 3: Changing the Land

In this unit, students focus on two investigations of geographical change: change to land cover and change to land use. Natural land cover is altered by many processes such as geomorphological events and climate change. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets (as study for Greenland), and deforestation (a study of Cameroon). They investigate the distribution and causes of the two processes. They do an in depth case study for each of the 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.

At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change.

#### Areas of Study

- Land cover change
- Land use change

#### Assessment

- School-based assessments
  - written report
  - fieldwork report
  - case study
  - analysis of geographical data

#### Future Pathways

VCE Geography Unit 4

#### Recommended Prior Learning

VCE Geography Unit 1&2  
Year 10 Our Changing Climate

### Unit 4: Human Population: Trends and Issues

In this unit, students investigate the geography of human populations. They explore the patterns of population change, movement and distribution. Investigations include a study of two significant trends: a growing population of one country and an ageing population of another. Students consider the reasons for, impacts of and responses to these population changes in different parts of the world.

#### Areas of Study

- Population dynamics
- Population issues and challenge

#### Assessment

- School-based assessments
  - written report
  - research report
  - case study
  - analysis of geographical data
- End-of year examination

#### Future Pathways

University

TAFE

Workforce (environmental conservation, surveyor, consultant, teacher, etc.)

#### Recommended Prior Learning

VCE Geography Unit 3



## COURSE OVERVIEW

Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

## Unit 3: The Russian Revolution

In this unit, students investigate the significant historical causes and consequences of the Russian Revolution of 1917. They consider to what extent Marxist ideas challenged Tsarist Autocracy and examine the historical perspectives of those who lived in the post-revolutionary society and their experiences of everyday conditions of life that were affected by the revolution, such as the peasants and workers in Russia.

### Areas of Study

- Causes of revolutions
- Consequences of revolutions

### Assessment

- School-based assessments:
  - SAC 1
  - SAC 2
- End-of-year examination

### Future Pathways

VCE History: Revolutions Unit 4

### Recommended Prior Learning

VCE History: Modern History Unit 1&2



## COURSE OVERVIEW

Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in a pervasive change to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Revolution is a dramatically accelerated process whereby the new order attempts to create political and social change and transformation based on a new ideology. Progress in a post-revolutionary society is not guaranteed or inevitable. Post-revolutionary regimes are often threatened internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror.

In Unit 4, students will study either the American Revolution or the French Revolution.

## Unit 4: The American Revolution

In this unit, students investigate the significant historical causes and consequences of the American Revolution of 1776. Students analyse the degree to which the influence of Enlightenment ideas were instrumental in promoting change in the American colonies. Their consequences have had a profound effect on the political and social structures of the post-revolutionary society.

### Areas of Study

- Causes of revolutions
- Consequences of revolutions

### Assessment

- School-based assessments:
  - SACs
- End-of-year examination

### Future Pathways

University

TAFE

Workforce (historian, lecturer, teacher, etc.)

### Recommended Prior Learning

VCE History: Revolutions Unit 3

English (minimum 75% or above)

## Unit 4: The French Revolution

In this Unit, students investigate the significant historical causes and consequences of the French Revolution of 1789. Students consider the extent to which the Old Regime, King Louis XVI and Enlightenment ideas contributed to the outbreak of revolution in 1789. Students also analyse the degree of change in French society during the revolutionary period and the ways in which various social groups such as the nobility were impacted by the changes to society.

### Areas of Study

- Causes of revolutions
- Consequences of revolutions

### Assessment

- School-based assessments:
  - SACs
- End-of-year examination

### Future Pathways

University

TAFE

Workforce (historian, lecturer, teacher, etc.)

### Recommended Prior Learning

VCE History: Revolutions Unit 3

English (minimum 75% or above)



## COURSE OVERVIEW

### Unit 3: Rights and Justice

In this unit, students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system.

#### Areas of Study

- The Victorian criminal justice system
- The Victorian civil justice system

#### Assessment

- School-based assessments:
  - SAC 1
  - SAC 2
- End-of-year examination

#### Future Pathways

VCE Legal Studies Unit 4

#### Recommended Prior Learning

VCE Legal Studies Unit 1&2

### Unit 4: The People are the Law

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

#### Areas of Study

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

#### Assessment

- School-based assessments:
  - SAC 1
  - SAC 2
- End-of-year examination

#### Future Pathways

University

TAFE

Workforce (lawyer, legal clerk, barrister, etc.)

#### Recommended Prior Learning

VCE Legal Studies Unit 3

## COURSE OVERVIEW

This course provides entry-level training for students seeking to undertake a wide variety of careers in Business Administration. It also aims to provide participants with the knowledge and skills that will enhance their employment prospects within a broad range of business settings. This program is not suitable for students wishing to set up a small business. This can be a scored assessment contributing to an ATAR score.

### Assessment

Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit. There are a range of opportunities for students to demonstrate key knowledge and key skills that may include: research tasks, projects, design and produce business documents, develop work schedules, group assignments and tests.

### Future Pathways

- Further Tertiary study
- Administration Officer
- Human Resource Manager
- Hotel Manager
- Health Administrator
- Public Relations Officer
- Law Clerk
- Accountant

### Recommended Prior Learning

Year 10 English and Mathematics

### Areas of Study

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

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

#### Unit 1&2

<b>BSBCUS201</b>	Deliver a service to customers
<b>BSBIND201*</b>	Work effectively in a business environment
<b>BSBINM201</b>	Process and maintain workplace information
<b>BSBINM202</b>	Handle mail
<b>BSBINN201</b>	Contribute to workplace innovation
<b>BSBITU211</b>	Produce digital text documents
<b>BSBITU212</b>	Create and use spreadsheets
<b>BSBITU213</b>	Use digital technologies to communicate remotely
<b>BSBSMB201*</b>	Identify suitability for micro business
<b>BSBSUS201</b>	Participate in environmentally sustainable work practices
<b>BSBWOR202</b>	Organise and complete daily work activities
<b>BSBWOR203</b>	Work effectively with others
<b>BSBWOR204*</b>	Use business technology
<b>FNSACC311</b>	Process financial transactions and extract interim reports
<b>FNSFLT203*</b>	Develop knowledge of debt and consumer credit
<b>FSKWTG009</b>	Write routine workplace texts
<b>FSKWTG006</b>	Write simple workplace information

\*Minimum for Units 1 and 2

#### Unit 3&4

<b>BSBCUS301</b>	Deliver and monitor a service to customers
<b>BSBINM301</b>	Organise workplace information
<b>BSBITU306</b>	Design and produce business documents
<b>BSBPRO301</b>	Recommend products and services
<b>BSBWOR301</b>	Organise personal work priorities and development

# Languages

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**COURSE OVERVIEW****Chinese: Passport to the Silk Road**

(YEAR LONG)

In this subject, students work towards the achievement standards in Languages at Pathway 2 Level 10. They compare and contrast people's life in China with their own in Australia and identify similarities and differences. Students interact to exchange information and opinions on topics related to the world of adolescence including leisure, relationship, study, careers and the media, and issues of general interest to young people. By initiating and participating in class and peer discussion and writing tasks, students expand their knowledge of spoken and written conventions. Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks, thereby gaining language awareness and inter-cultural understanding. As students start producing work in characters with minimal help of Pinyin, students continue consolidating and extending their knowledge on Chinese characters. They memorise characters by studying their shapes in oracle bone scripts and create connections with their own interpretation.

**Areas of Study**

- Middle Ages: Marco Polo
- China's Golden Age: The Tang Dynasty
- Modern China

**Assessment**

- Writing tasks
- Tests and quizzes
- Exam

**Future Pathways**

VCE Chinese Language Culture and Society Unit 1&amp;2

VCE Chinese Language Culture and Society Unit 3&amp;4

**Recommended Prior Learning**

Year 9 Chinese: Passport to the Middle Kingdom

**Indonesian**

(YEAR LONG)

This subject prepares students for the rigours of VCE Indonesian. Students learn Indonesian through a multitude of lenses. They compare and contrast aspects of life in Indonesia with those in multicultural Australia, describing similarities and differences in culture and traditions. They discuss the geography of Indonesia and investigate environmental issues and conservation. Students interact to exchange information and opinions on topics related to the world of adolescence including leisure, relationships, study, careers and the media, and issues of general interest to teenagers.

Students learn through games, videos, songs and podcasts, speaking with classmates, and participating in projects to improve their Indonesian language ability. Students will be working with authentic resources and material drawn from various digital platforms.

**Areas of Study**

- Northbound: Travel Beyond Bali
- Environment and Society
- Tradition and Spirituality
- Tanah Air: Nusantara

**Assessment**

- Worksheets
- Oral presentations
- Quizzes and Tests
- Exam

**Future Pathways**

VCE Indonesian Unit 1&amp;2

VCE Indonesian Unit 3&amp;4

**Recommended Prior Learning**

Year 9 Indonesian subjects



**COURSE OVERVIEW****Italian: La Dolce Vita** (YEAR LONG)

'La Dolce Vita' is a contemporary reflection of all the great things that Italy has to offer in our modern world. From food, film, fashion, music and of course the pinnacle of design, Ferrari! Enrich your understanding of what it truly means to be Italian today by immersing yourself in a study of lifestyle and modern customs. This subject focuses on the individual and the world around them, leisure, youth today, the world of work and the impact of technology. It also covers how Individuals in Italy rose from the ruins of World War II to create empires. This created a new vision of what has become Italy today. The facade of the Roman Empire transformed before our eyes with the use of technology and through the exportation of all manner of products to the world. Today, Italy continues to reinvent and to set exceptional standards in all fields, including fashion and design, to reach and influence new markets.

Students experiment with intonation and supporting gestures to convey emotions or create emphasis in texts. They extend their use of language beyond familiar contexts. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian.

**Areas of Study**

- Youth
- The World of Work
- Coffee Culture
- Mass Migration
- Grammar
- Oral Conversation

**Assessment**

- Assessment of performance
- Progression and achievement task
- General conversation: family, school, past times

**Future Pathways**

- VCE Italian Unit 1&2
- VCE Italian Unit 3&4

**Recommended Prior Learning**

- Year 9 Italian: Il Mio Mondo



## COURSE OVERVIEW

### Unit 1

In this unit, students focus on Confucianism, China's most important school of thought. They explore the foundations of Chinese moral judgments and examine the significance and impact of Confucianism on life in Chinese society. Students examine the core values of this significant philosophical tradition in China, how it has influenced the structure of Chinese society and its contribution to social harmony.

Students develop language skills to use appropriate vocabulary and expressions to interact with other speakers of the language. They share information related to subtopics chosen from the table of prescribed topics and suggested subtopics. They develop their listening and reading comprehension skills in Chinese and respond to questions effectively, conveying information obtained. They also respond to written texts by producing original texts in Chinese to express their personal ideas, opinions and views.

#### Areas of Study

- Confucianism and social harmony
- Listening and responding
- Reading and writing in Chinese

#### Assessment

- School-based assessments:
  - written research report in English
  - an interview, discussion or a conversation in Chinese
  - role-play or short story in Chinese
  - informative report or article in Chinese

#### Future Pathways

VCE Chinese Language, Culture and Society Unit 2

#### Recommended Prior Learning

Year 9 and 10 Chinese subjects

### Unit 2

In this unit, students extend their understanding of Chinese philosophies through the study of Daoism and Buddhism, and consider their significance in the myths and legends of China. Students undertake research about Chinese cultural practices related to legend worshipping to gain insights into how the three major philosophies of Confucianism, Daoism and Buddhism are kept alive in daily life in Chinese-speaking communities.

This unit also focuses on developing students' capacity to interact and comment in spoken Chinese. Students are given opportunities to view and read a range of Chinese language texts related to subtopics chosen from the table of prescribed topics and suggested subtopics. They consolidate their comprehension skills and writing skills to produce texts that are appropriate for context and situation.

#### Areas of Study

- Major Chinese philosophies and Chinese myths and legends
- Speaking in Chinese
- Reading, viewing and writing in Chinese

#### Assessment

- School-based assessments:
  - research report in English
  - an interview, discussion or a conversation in Chinese
  - role-play or short story in Chinese
  - informative report or article in Chinese

#### Future Pathways

VCE Chinese Language, Culture and Society Unit 3&4

#### Recommended Prior Learning

VCE Chinese Language, Culture and Society Unit 1



## COURSE OVERVIEW

### Unit 1

In this unit, students develop an understanding of the language and culture/s of Indonesian-speaking communities. Students access and share useful information on a range of topics and subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Indonesian culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

#### Areas of Study

- Interpersonal communication
- Interpretive communication
- Presentational communication

#### Assessment

- School-based assessments:
  - conversation, interview, role-play or oral presentation
  - film review
  - reading and listening tasks
  - written presentation

#### Future Pathways

VCE Indonesian Unit 2

#### Recommended Prior Learning

Year 9 and 10 Indonesian subjects

### Unit 2

In this unit, students further develop an understanding of aspects of language and culture through the study more topics and different subtopic. Students analyse visual, spoken and written texts and access and share useful information on the topics and subtopics. Students consolidate and extend their language skills, vocabulary, grammar knowledge of Indonesian. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

#### Areas of Study

- Interpersonal communication
- Interpretive communication
- Presentational communication

#### Assessment

- School-based assessments:
  - conversation, interview or role-play
  - reading and listening tasks
  - extended writing

#### Future Pathways

VCE Indonesian Unit 3&4

#### Recommended Prior Learning

VCE Indonesian Unit 1

## COURSE OVERVIEW

### Unit 1

In the unit, students develop an understanding of the language and culture/s of Italian-speaking communities through the study of three or more topics such as The Individual, The Italian-Speaking Communities and The World Around Us from a diverse range of texts, activities and creations. Each area of study in the unit focuses on a different subtopic. Students access and share useful information on the topics and subtopics through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. Students focus on analysing cultural products or practices including visual, spoken or written texts.

#### Areas of Study

- Interpersonal communication
- Interpretive communication
- Presentational communication

#### Assessment

- School-based assessments:
  - interviews or role-play
  - written presentation
  - outcomes 1, 2, 3

#### Future Pathways

VCE Italian Unit 2

#### Recommended Prior Learning

Year 9 and 10 Italian subjects

### Unit 2

In this unit, students develop a greater understanding of aspects of Italian language and culture. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences. Students explain information, ideas and concepts orally in Italian to a specific audience about an aspect of culture within communities where Italian is spoken.

#### Areas of Study

- Interpersonal communication
- Interpretive communication
- Presentational communication

#### Assessment

- School-based assessments:
  - interviews or role-play
  - written presentation
  - outcomes 1, 2, 3

#### Future Pathways

VCE Italian Unit 3&4

#### Recommended Prior Learning

VCE Italian Unit 1

## COURSE OVERVIEW

### Unit 3

In this unit, students investigate and examine how Chinese traditional values impact on aspects of culture in the Chinese-speaking world. Students explore and analyse, in English, the relationship that the three philosophies of Confucianism, Daoism and Buddhism have with a range of Chinese cultural and social contexts.

Students consolidate their language skills by reading and listening to texts on subtopics chosen from the table of prescribed topics and suggested subtopics. They convey their understanding of the texts by responding to questions in Chinese characters, and they develop skills to produce informative writing. Students also use their knowledge to interpret and analyse meaning from linguistic and contextual features of a range of Chinese language stimulus materials and produce simple texts as responses.

#### Areas of Study

- Chinese philosophies and their impact on Chinese society
- Listening and responding
- Reading and writing in Chinese

#### Assessment

- School-based assessments
  - SACs
- End-of-year examination (oral exam external)

#### Future Pathways

VCE Chinese Language, Culture and Society Unit 4

#### Recommended Prior Learning

VCE Chinese Language, Culture and Society Unit 1&2

### Unit 4

In this unit, students explore key ideas related to the social and economic development of contemporary China. They study topics such as economic change, technological change, and social and political change, and they consider the role of Chinese philosophies as well as social and cultural values in contemporary China.

Students reflect upon their own and others' cultural values and further develop cross-cultural communication skills on subtopics chosen from the table of prescribed topics and suggested subtopics. They participate in oral interactions in Chinese to exchange meaning. Information is also accessed through a range of texts, and there is an emphasis on further development of students' capacity to convey meaning effectively in imaginative and personal writing in Chinese.

#### Areas of Study

- Social and economic development of contemporary China
- Speaking in Chinese
- Reading, viewing and writing in Chinese

#### Assessment

- School-based assessments
  - SACs
- End-of-year examination (oral exam external)

#### Future Pathways

Tertiary studies in Languages, International Studies and Communications

#### Recommended Prior Learning

VCE Chinese Language, Culture and Society Unit 3



**COURSE OVERVIEW****Unit 3**

In this unit, students investigate the way Indonesian speakers interpret and express ideas and negotiate and persuade in Indonesian through the study of three or more subtopics prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. Students access and share useful information on the subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Indonesian-speaking communities. They reflect on how knowledge of Indonesian and Indonesian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

**Areas of Study**

- Interpersonal communication
- Interpretive communication
- Presentational communication

**Assessment**

- School-based assessments
  - role play and conversations
  - responses to written, spoken and viewed texts
  - extended writing
- End-of-year examination (oral exam external)

**Future Pathways**

VCE Indonesian Unit 4

**Recommended Prior Learning**

VCE Indonesian Unit 1&2

**Unit 4**

In this unit, students investigate aspects of culture through the study of an additional two or more subtopics from prescribed themes and topics. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian. Students identify and reflect on cultural products or practices that provide insights into Indonesian-speaking communities. Cultural products or practices are drawn from a diverse range of texts, activities and creations. Students 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**

- Interpersonal communication
- Interpretive communication
- Presentational communications

**Assessment**

- School-based assessments:
  - role play and conversations
  - written analysis of a variety of texts
  - extended writing
- End-of-year examination (oral exam external)

**Future Pathways**

Tertiary studies in Languages, International Studies and Communications

**Recommended Prior Learning**

VCE Indonesian Unit 3



## COURSE OVERVIEW

### Unit 3

In this unit, students investigate the way Italian speakers interpret and express ideas and negotiate and persuade in Italian. Students interpret information, inform others, and reflect upon and develop persuasive arguments. Students access and share useful information through Italian and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Italian-speaking communities. They reflect on how knowledge of Italian and Italian-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

#### Areas of Study

- Interpersonal communication
- Interpretive communication
- Presentational communication

#### Assessment

- School-based assessments:
  - SACs
  - role play
  - written and spoken exchanges
- End-of-year examination

#### Future Pathways

VCE Italian Unit 4

#### Recommended Prior Learning

VCE Italian Unit 1&2

### Unit 4

In this unit, students investigate aspects of culture and build on their knowledge of Italian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Italian. Students identify and reflect on cultural products or practices that provide insights into Italian-speaking communities from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours and 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

- Interpersonal communication
- Interpretive communication
- Presentational communication

#### Assessment

- School-based assessments:
  - SACs
  - role play
  - written and spoken exchanges
- End-of-year examination (oral exam external)

#### Future Pathways

Tertiary studies in Languages, International Studies and Communication

#### Recommended Prior Learning

VCE Italian Unit 3

# Mathematics

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**COURSE OVERVIEW****A Rich Life****[PRE VCE GENERAL MATHEMATICS COURSE]**

This subject provides students with the opportunity to develop fundamental skills in number and algebra and statistics and probability. Students build upon their knowledge of statistics and investigate the relationship between two numerical variables. They connect compound interest to simple interest and learn foundational algebraic skills which allow them to analyse graphical representations.

**Areas of Study**

- Money and financial mathematics
- Linear equations and algebra
- Bivariate data

**Assessment**

- Progression tasks
- Achievement tasks
- Examinations

**Future Pathways**

VCE Foundation Mathematics Unit 1&2

VCE General Mathematics Unit 1&2

**Recommended Prior Learning**

Year 10 Mathematics: Measuring and Predicting



**COURSE OVERVIEW****Champions of Data 1** (SEMESTER LONG)

## [PRE VCE FOUNDATION MATHEMATICS COURSE]

This subject explores mathematical concepts that will enable students to better understand the realities of the workplaces, especially in the trade sector, as well as the complexities of financial investments. Students explore financial mathematics, measurement and geometry in real world context. Mathematics is essential for both the architectural and financial plans for property construction and is vital in maximising profit and maintaining financial security in business. Students will understand the importance of finance in their personal future and how to best set themselves up for borrowing and investing later in life.

**Areas of Study**

- Financial mathematics
- Measurement
- Pythagoras' theorem & trigonometry

**Assessment**

- Progression Tasks
- Achievement Tasks
- Projects
- Examinations

**Future Pathways**

VCE Foundation Mathematics Unit 1&2

**Recommended Prior Learning**

Year 9 Mathematics: Working with The Unknown 1&2

**Champions of Data 2** (SEMESTER LONG)

## [PRE VCE FOUNDATION MATHEMATICS COURSE]

Mathematics is all around us, especially in sports from player statistics to coaching formulae; knowing the odds and making predictions is key to some of the world's greatest sporting achievements. This course explores the vital part that mathematics plays in all community contexts, including sports. Students explore statistics and probability with a focus on the graphical representation of data. Students will explore the areas of univariate and bivariate data to analyse and interpret data, using both real world and fictional data.

**Areas of Study**

- Univariate data
- Bivariate data
- Probability

**Assessment**

- Progression Tasks
- Achievement Tasks
- Projects
- Examinations

**Future Pathways**

VCE Foundation Mathematics Unit 1&2

**Recommended Prior Learning**

Year 10 Mathematics: Champions of Data 1



## COURSE OVERVIEW

**Mathematics on The Move**

## [PRE VCE MATHEMATICAL METHODS COURSE]

This subject allows students to build upon their foundational skills within number and algebra. They explore linear and non-linear relationships and explore the connection between algebraic and graphical representations of different functions. They solve linear and quadratic equations with and without technology.

**Areas of Study**

- Linear equations and algebra
- Linear relations and applications
- Non-linear relations and quadratic algebra

**Assessment**

- Progression tasks
- Achievement tasks
- Examinations

**Future Pathways**

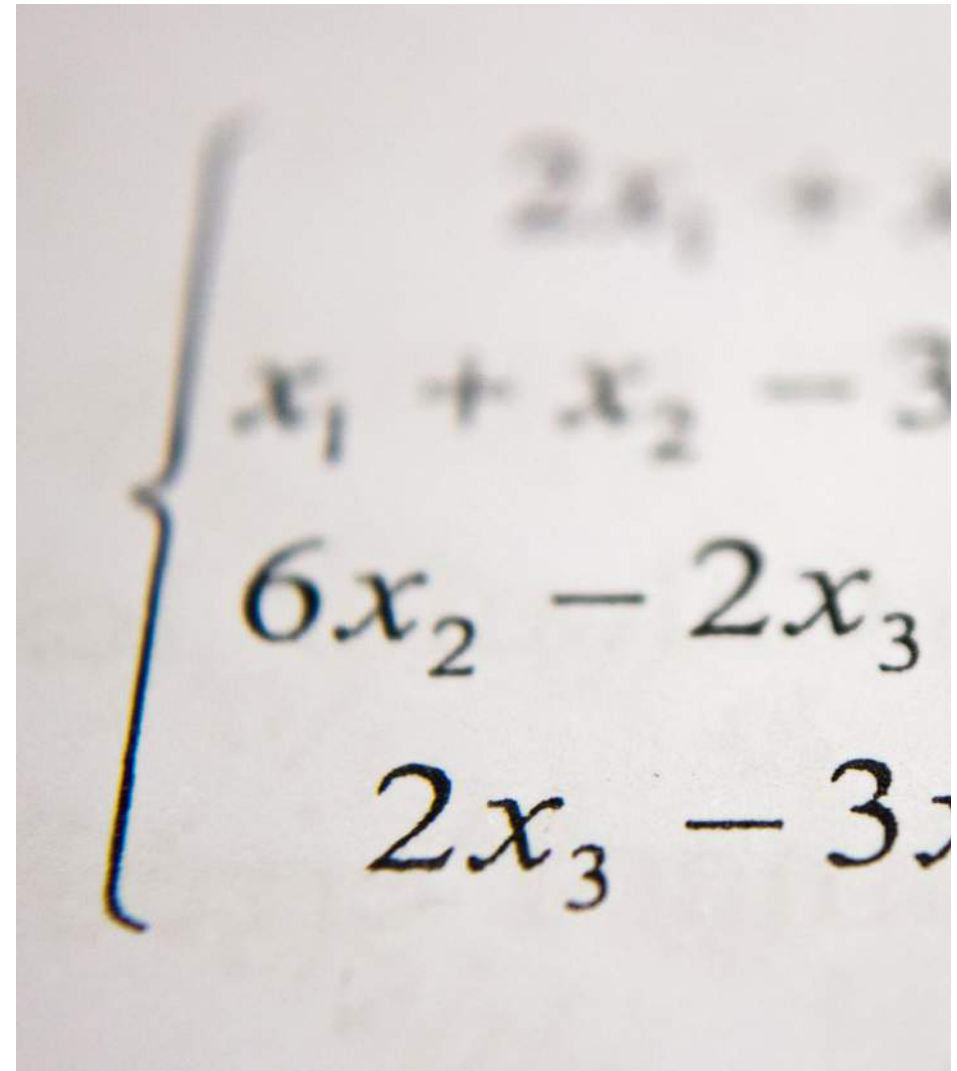
VCE General Mathematics Unit 1&2

VCE Mathematical Methods Unit 1&2

VCE Specialist Mathematics Unit 1&2 (concurrent enrolment with VCE Mathematical Methods Unit 1&2 required)

**Recommended Prior Learning**

Year 10 Mathematics: Measuring and Predicting



## COURSE OVERVIEW

### Measuring and Predicting

[PRE VCE GENERAL MATHEMATICS COURSE]

Our everyday use of mathematics varies from person to person and often depends on our choice of career. The most frequent uses of maths would be the ability to measure and to make predictions. This subject focuses on measurement and geometry, including concepts in using units of measurement in both two- and three- dimensions, geometric reasoning and working with trigonometry and Pythagoras' theorem. Development in each of these areas is crucial to understanding the concept of measuring in its entirety. Students explore univariate data and probability and develop their skills in fluency, problem-solving and reasoning and their skills in working with the CAS calculator.

#### Areas of Study

- Pythagoras' theorem and & trigonometry
- Measurement
- Geometric reasoning
- Univariate data
- Chance

#### Assessment

- Progression Tasks
- Achievement Tasks
- Examination

#### Future Pathways

Year 10 Mathematics: A Rich Life

Year 10 Mathematics: Mathematics on the Move (minimum 75% or above)

VCE General Mathematics Unit 1&2

VCE Vocational Major Numeracy Unit 1&2

#### Recommended Prior Learning

Year 9 Mathematics: Working with the Unknown 1&2

**PYTHAGORAS' THEOREM**  
(-FINDING UNKNOWN SIDE)

**2**

$15^2 = x^2 + 12^2$

$225 = x^2 + 144$

$-144$                        $-144$

$81 = x^2$

$x^2 = 81$

$x = \sqrt{81}$

$x = 9$

**3**

$20.4^2 = x^2 + 11.3^2$

$416.16 = x^2 + 127.69$

$-127.69$                        $-127.69$

$288.47 = x^2$

$x^2 = 288.47$

$x = \sqrt{288.47}$

$x = 16.98$  (2dp)

$x = 17.0$  (1dp)

**COURSE OVERVIEW****Mathematical Modelling 1** (SEMESTER LONG)

Construction is much more than the assembly of buildings and infrastructure. It is how we shape the world around us. Polynomials are at the forefront for industries that deal with physical phenomena or modelling situations. This subject is designed to stretch students' thinking and introduce them to complex mathematical concepts such as algebraic manipulation of polynomial expressions, including parabolic and cubic functions. Students learn skills in transforming functions and finding their intersection points. Geometry provides a focus on specific shapes such as cylinders, cones and spheres, as well as circle angle theorems and the sine and cosine rules.

**Areas of Study**

- Algebra
- Linear and non-linear relationships
- Measurement

**Assessment**

- Progression tasks
- Achievement tasks
- Examinations

**Future Pathways**

Mathematics: Mathematical Modelling 2

VCE Mathematical Methods Unit 1&2

VCE Specialist Mathematics Unit 1&2

**Recommended Prior Learning**

Year 9 Mathematics: Working with the Unknown 1&2

**Mathematical Modelling 2** (SEMESTER LONG)

Many fields of mathematics started from the study of real-world problems, before the underlying rules and concepts were identified. These concepts were then defined as abstract structures such as Algebra. In this subject, students extend their knowledge of statistical analysis, solve logarithmic and exponential equations and work with irrational numbers including pi and those involving surds. Students investigate circular functions, circle angle theorems, the unit circle and its relationship to trigonometric functions and their graphs.

**Areas of Study**

- Chance and data
- Geometric reasoning
- Pythagoras' theorem and trigonometry
- Real numbers

**Assessment**

- Progression tasks
- Achievement tasks
- Examinations

**Future Pathways**

VCE Mathematical Methods Unit 1&2

VCE Specialist Mathematics Unit 1&2

**Recommended Prior Learning**

Year 10 Mathematics: Mathematical Modelling 1



**COURSE OVERVIEW****Unit 1: General Mathematics**

This unit caters for a range of student interests and contains assumed knowledge for Units 2, 3 and 4 of VCE General Mathematics. Students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology.

**Areas of Study**

- Investigating and comparing data distributions
- Finance and recursion is number? It is
- Linear functions, graphs, equations and models
- Matrices

**Assessment**

- Mathematical investigation
- SACs
- Examinations

**Future Pathways**

VCE General Mathematics Unit 2

**Recommended Prior Learning**

Year 10 Mathematics: A Rich Life

Year 10 Mathematics: Mathematics on the Move

**Unit 2: General Mathematics**

General Mathematics Unit 2 caters for a range of student interests and contains assumed knowledge for Units 3 and 4 of VCE General Mathematics. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology.

**Areas of Study**

- Investigating relationships between two numerical variables - Bi
- Graphs and networks
- Variation
- Space, measurement and applications of trigonometry

**Assessment**

- Mathematical investigation
- SACs
- Examinations

**Future Pathways**

VCE General Mathematics Unit 3&4

**Recommended Prior Learning**

VCE General Mathematics Unit 1

## COURSE OVERVIEW

### Unit 1

In this unit, students develop and enhance their mathematics skills through the study of function and pattern in number, logic, space, and structure, and of randomness, chance, variability, and uncertainty in data and events. The study supports thinking and a means of symbolic communication that is powerful, logical, concise, and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Learning activities are both theoretical and practical and hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, acquire mathematical knowledge and skills to make informed decisions in their lives.

#### Areas of Study

- Algebra, number, and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement
- Mathematical investigation

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, portfolio, projects, data analysis, reports, modelling tasks, oral and written reflections, and digital presentations

#### Future Pathways

VCE Foundation Mathematics Unit 2

Further TAFE study

Apprenticeships

Employment

#### Recommended Prior Learning

Year 10 Mathematics



## COURSE OVERVIEW

### Unit 2

In this unit, students develop and enhance their mathematics skills through the study of function and pattern in number, logic, space, and structure, and of randomness, chance, variability, and uncertainty in data and events. The study supports thinking and a means of symbolic communication that is powerful, logical, concise, and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Learning activities are both theoretical and practical and hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently, collaboratively communicate their mathematical ideas and acquire mathematical knowledge and skills to make informed decisions in their lives.

#### Areas of Study

- Algebra, number, and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement
- Mathematical investigation

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, portfolio, projects, data analysis, reports, modelling tasks, oral and written reflections, and digital presentations

#### Future Pathways

VCE Foundation Mathematics Unit 3&4

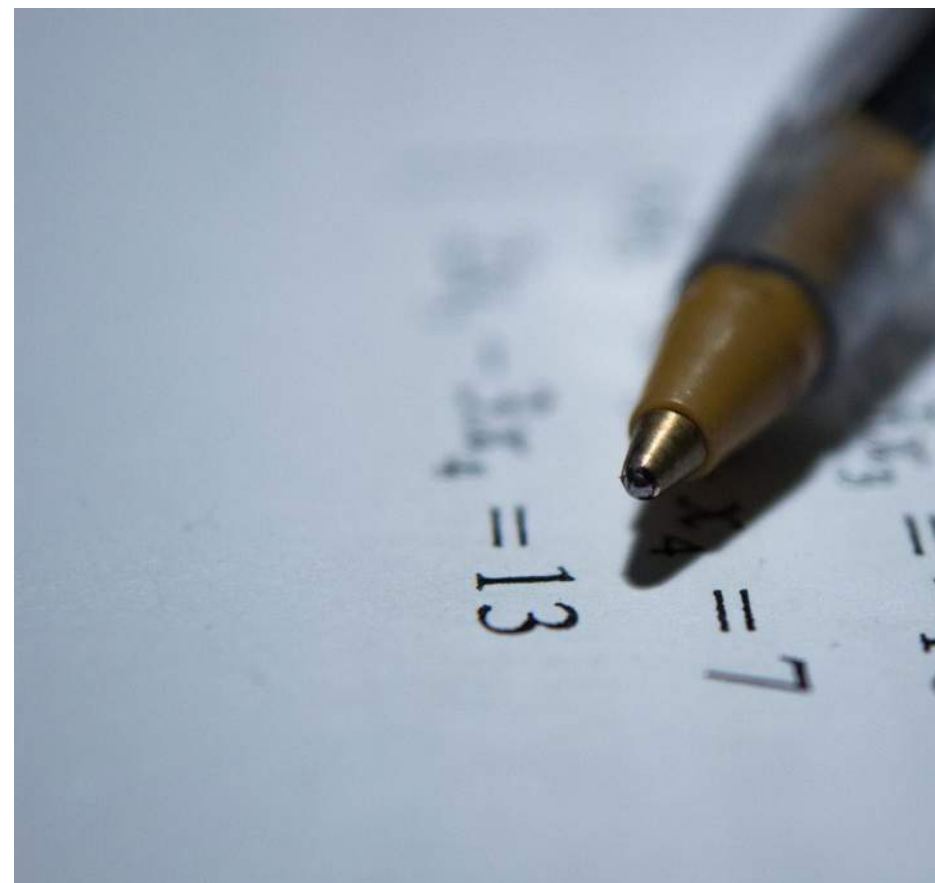
Further TAFE study

Apprenticeships

Employment

#### Recommended Prior Learning

Year 10 Mathematics



## COURSE OVERVIEW

### Unit 1: Mathematical Methods

This unit provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for VCE Mathematical Methods Unit 3&4 and contain assumed knowledge and skills for these units.

Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout this unit as applicable.

#### Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

#### Assessment

- SACs: tests, modelling or problem-solving tasks, mathematical investigations
- Examinations

#### Future Pathways

VCE Mathematical Methods Unit 2

#### Recommended Prior Learning

Year 10 Mathematics: Mathematics on the Move (Minimum 60% or above)

Year 10 Mathematics: Mathematical Modelling 1 and 2 (Minimum 60% or above)

### Unit 2: Mathematical Methods

In this unit, students are introduced to the study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for VCE Mathematical Methods Unit 3&4 and contain assumed knowledge and skills for these units. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout this unit as applicable.

#### Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

#### Assessment

- SACs: tests, modelling or problem-solving tasks, mathematical investigations
- Examinations

#### Future Pathways

VCE Mathematical Methods Units 3&4

#### Recommended Prior Learning

VCE Mathematical Methods Unit 2



## COURSE OVERVIEW

### Unit 1: Specialist Mathematics

In this unit, students undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

VCE Mathematical Methods Unit 1&2 and Specialist Mathematics Unit 1&2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Unit 3&4. Study of Specialist Mathematics Unit 3&4 also assumes concurrent study or previous completion of Mathematical Methods Unit 3&4.

Supply apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They construct proofs and develop and interpret algorithms to solve problems. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout this unit as applicable.

#### Areas of Study

- Algebra, number and structure
- Discrete mathematics
- Mathematical investigation

#### Assessment

- SACs: tests, modelling or problem-solving tasks, mathematical investigations
- Examinations

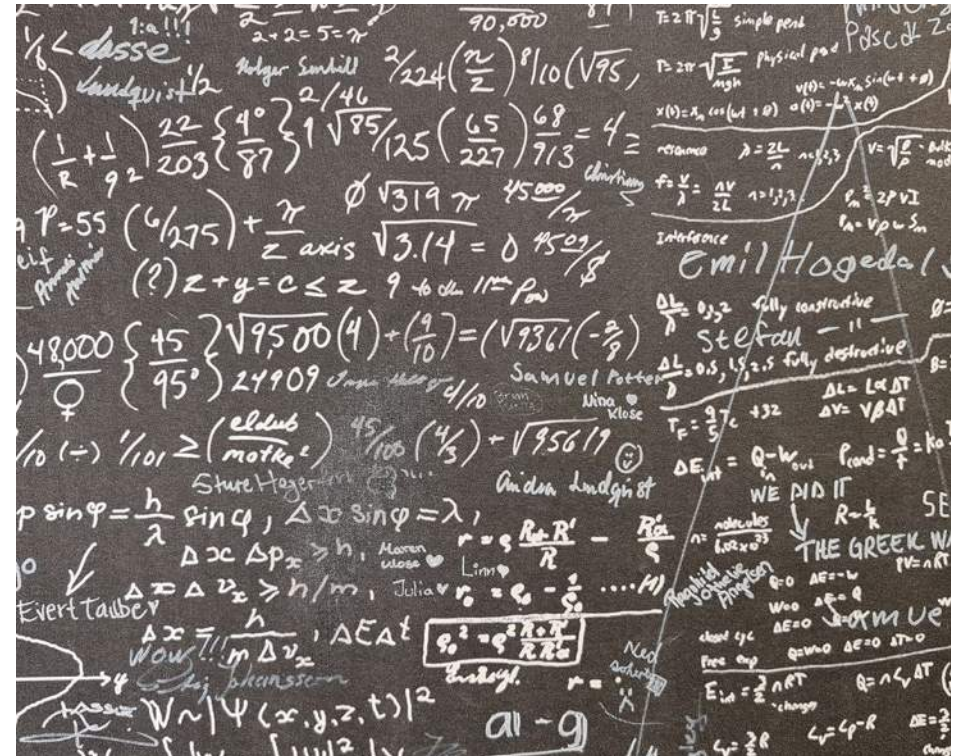
#### Future Pathways

VCE Specialist Mathematics Unit 2

#### Recommended Prior Learning

Year 10 Mathematics: Mathematics on the Move (Minimum 70% or above)

Year 9 and 10 Mathematics: Mathematical Modelling 1 and 2 (Minimum 70% or above)



## COURSE OVERVIEW

## Unit 2: Specialist Mathematics

In this unit, students undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. Students focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

VCE Mathematical Methods Unit 1&2 and Specialist Mathematics Unit 1&2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Unit 3&4. Study of VCE Specialist Mathematics Unit 3&4 also assumes concurrent study or previous completion of Mathematical Methods Unit 3&4.

Students apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They construct proofs and develop and interpret algorithms to solve problems. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout this unit as applicable.

## Areas of Study

- Data analysis, probability and statistics
- Space and measurement
- Algebra, number and structure
- Functions, relations and graphs
- Mathematical investigation

## Assessment

- SACs: tests, modelling or problem-solving tasks, mathematical investigations
- Examinations

## Future Pathways

VCE Specialist Mathematics Units 3&4

## Recommended Prior Learning

VCE Specialist Mathematics Unit 1 (Minimum 60% or above)

$$\begin{cases} 2x_1 + x_2 = 7 \\ x_1 + x_2 - 3x_3 = -10 \\ 6x_2 - 2x_3 + x_4 = 7 \\ 2x_3 - 3x_4 = 13 \end{cases}$$

**COURSE OVERVIEW****Unit 3: General Mathematics**

In this unit, students focus on real-life application of mathematics. Assumed knowledge and skills are contained in General Mathematics Unit 1&2 and will be drawn on, as applicable, in the development of related content areas of study, and key knowledge and key skills for the outcomes of this unit. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout this unit as applicable.

**Areas of Study**

- Data analysis
- Recursion and financial modelling

**Assessment**

- Application task
- Modelling or problem-solving task
- Examinations

**Future Pathways**

VCE General Mathematics Unit 4

University study

**Recommended Prior Learning**

VCE General Mathematics Unit 1&2

**Unit 4: General Mathematics**

In this unit, students focus on real-life application of mathematics. Assumed knowledge and skills are contained in General Mathematics Unit 1&2 and will be drawn on, as applicable, in the development of related content areas of study, and key knowledge and key skills for the outcomes of General Mathematics Unit 3. In this course, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout this unit as applicable.

**Areas of Study**

- Matrices
- Networks and decision mathematics

**Assessment**

- Modelling and problem-solving task
- Examinations

**Future Pathways**

University study

**Recommended Prior Learning**

VCE General Mathematics Unit 3

VCE General Mathematics Unit 1&2



## COURSE OVERVIEW

### Unit 3

In this unit, students focus, develop and enhance their mathematics skills to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. Learning activities are both theoretical and practical with hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge and skills to make informed decisions in their lives. Students apply skills learnt in the use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics.

#### Areas of Study

- Algebra, number, and structure
- Data analysis
- Probability and statistics
- Discrete mathematics
- Space and measurement
- Mathematical investigation

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, portfolio, projects, data analysis, reports, modelling tasks, industry, oral and written reflections, and digital presentations

#### Future Pathways

VCE Foundation Mathematics Unit 4

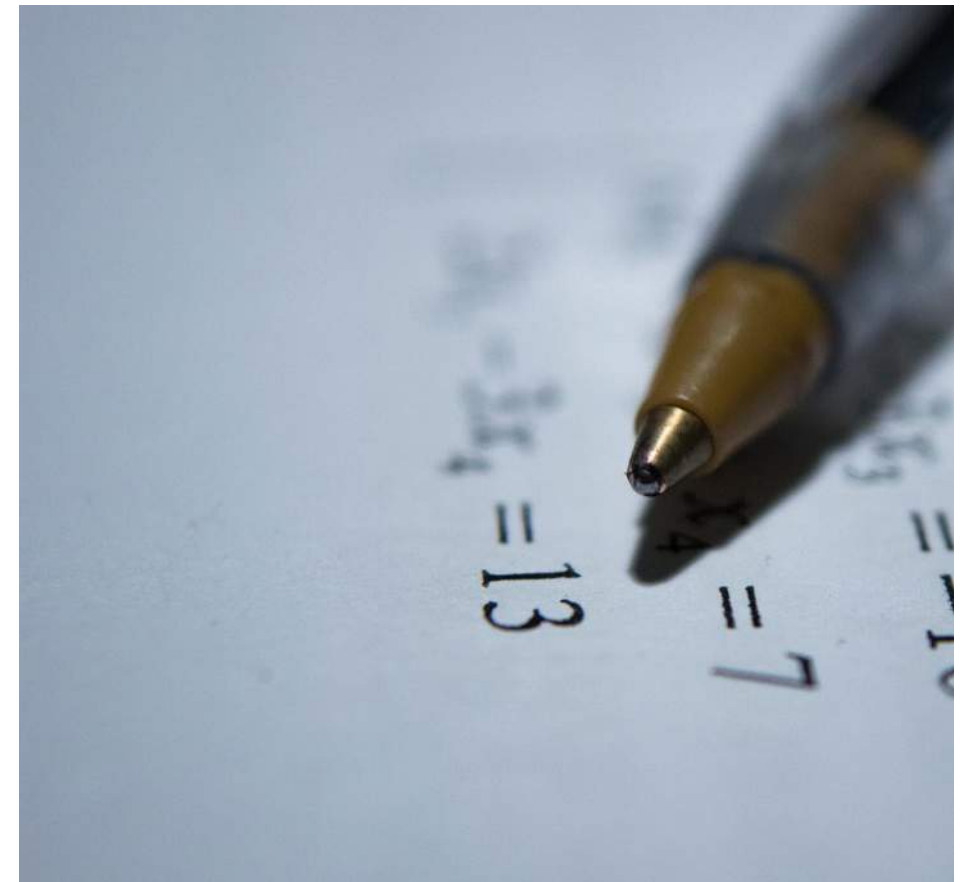
Further TAFE study

Apprenticeships

Employment

#### Recommended Prior Learning

VCE Foundation Mathematics Unit 1&2



## COURSE OVERVIEW

### Unit 4

In this unit, students focus, develop and enhance their mathematics skills to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. Learning activities are both theoretical and practical with hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. Students apply skills learnt in the use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics.

#### Areas of Study

- Algebra, number, and structure
- Data analysis, probability, and statistics
- Discrete mathematics, financial and consumer mathematics
- Space and measurement

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, portfolio, projects, data analysis, reports, modelling tasks, industry, oral and written reflections, and digital presentations.

#### Future Pathways

Further Tertiary study  
Apprenticeships  
Employment

#### Recommended Prior Learning

VCE Foundation Mathematics Unit 1&2, 3



**COURSE OVERVIEW****Unit 3: Mathematical Methods**

In this unit, students are extended to the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout this unit as applicable.

**Areas of Study**

- Functions, relations and graphs
- Algebra, number and structure
- Calculus

**Assessment**

- Application task
- Examinations

**Future Pathways**

VCE Mathematical Methods Unit 4

**Recommended Prior Learning**

VCE Mathematical Methods Unit 1&2 (Minimum 70% or above)

**Unit 4: Mathematical Methods**

In this unit, students extend their knowledge of the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout this unit as applicable.

**Areas of Study**

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistic

**Assessment**

- Modelling task
- Problem-solving task
- End-of-year examination

**Future Pathways**

University studies

**Recommended Prior Learning**

VCE Mathematics Methods Unit 3 (Minimum 70% or above)

VCE Mathematical Methods Unit 1&2 (Minimum 70% or above)



## COURSE OVERVIEW

### Unit 3: Specialist Mathematics

Unit 3&4 Specialist Mathematics is an in-depth study of mathematics with an emphasis on concepts, skills and processes related to mathematical structure, modelling, and problem solving. Specialist Mathematics Unit 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

#### Areas of Study

- Discrete mathematics
- Calculus
- Space and measurement
- Data analysis, probability and statistics

#### Assessment

- Modelling task
- Problem solving task
- Examinations

#### Future Pathways

VCE Specialist Mathematics Unit 4

University studies

#### Recommended Prior Learning

VCE Specialist Mathematics Unit 1&2 (Minimum 60% or above)

VCE Mathematical Methods Unit 1&2 (Minimum 60% or above)

### Unit 4: Specialist Mathematics

Unit 3&4 Specialist Mathematics is an in-depth study of mathematics with an emphasis on concepts, skills and processes related to mathematical structure, modelling, and problem solving.

Specialist Mathematics Units 3 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics Units 3 and 4, which are drawn on as applicable in the development of content from the areas of study and key knowledge and key skills for the outcomes.

#### Areas of Study

- Discrete mathematics
- Algebra, number and structure
- Space and measurement
- Calculus

#### Assessment

- Application task
- Examination

#### Future Pathways

University studies in mathematics, science, information technology and engineering

#### Recommended Prior Learning

VCE Specialist Mathematics Unit 3 (Minimum 60% or above)

VCE Mathematical Methods Unit 1&2 (Minimum 60% or above)



# Music

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Music Performance (semester long)	107
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## YEAR 11

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## YEAR 12

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## COURSE OVERVIEW

### Music Performance (SEMESTER LONG)

In Year 10 Music Performance, students work towards the mastery of performing solo or within a small group or ensemble/band to a live audience. Through the course, students begin to define their sound and their brand as an individual musician. Students form diverse musical collaborations and experiment with various styles and instrumentation to create a unique sound. In the ensemble setting students learn to communicate as musicians to connect and create opportunities on a global level. Students perform solo or as an ensemble/band in the Marcellin College masterclass series, guided by professional musicians. Students visit top-class performance institutions to gather knowledge of skills required to perform at an ultimate level. All students in Year 10 Instrumental Music are required to participate in the Large Ensemble and/or Champagnat Chapel Choir and related camps and tours.

Year 10 Music Performance students are encouraged to purchase their own instrument. Those requiring the use of a College instrument will incur a \$150 hire fee, per semester.

#### Areas of Study

- Performance
- Theory
- Composition

#### Assessment

- Performance
- Preparing for performance
- Music language

#### Future Pathways

VCE Music: Repertoire Performance, Contemporary Performance, Music Inquiry, Composition

#### Recommended Prior Learning

Year 9 Music preferred but not essential

### Music Performance (YEAR LONG)

The year-long Music Performance subjects allows students to complete two courses of work over two semester. Through the course, students begin to define their sound and their brand as an individual or ensemble/band musician. Students form diverse musical collaborations and experiment with various styles and instrumentation to create a unique sound. In the ensemble setting students learn to communicate as musicians to connect and create opportunities on a global level. Students perform solo or as an ensemble/band in the Marcellin College masterclass series, guided by professional musicians. Students visit top-class performance institutions to gather knowledge of skills required to perform at an ultimate level. All students in Year 10 Instrumental Music are required to participate in the Large Ensemble and/or Champagnat Chapel Choir and related camps and tours.

Year 10 Music Performance students are encouraged to purchase their own instrument. Those requiring the use of a College instrument will incur a \$150 hire fee, per semester.

#### Areas of Study

- Performance
- Theory
- Composition

#### Assessment

- Performance
- Preparing for performance
- Music language

#### Future Pathways

VCE Music: Repertoire Performance, Contemporary Performance, Music Inquiry, Composition

#### Recommended Prior Learning

Year 9 Music preferred but not essential



## COURSE OVERVIEW

## Music Technology

Year 10 Music Technology incorporates the artistic and technical application of music technology through composition, recording, editing, mixing and performance.

Throughout the course, students develop theoretical and practical understanding of the basics of audio & music technology, while incorporating the creation of music for a variety of mediums including gaming, film and live performance. They learn to communicate as musicians to connect with global social networks. As part of the course, students will visit a recording studio where the students will be guided by a professional sound engineers. The course is designed to be a pathway to music technology related studies (VET Certificate II in Sound Production) as well as VCE Music Organisation of Music and Effect in Music.

### Areas of Study

- Production
- Studio engineering
- Film score composition

### Assessment

- Performance through technology
- Industry knowledge

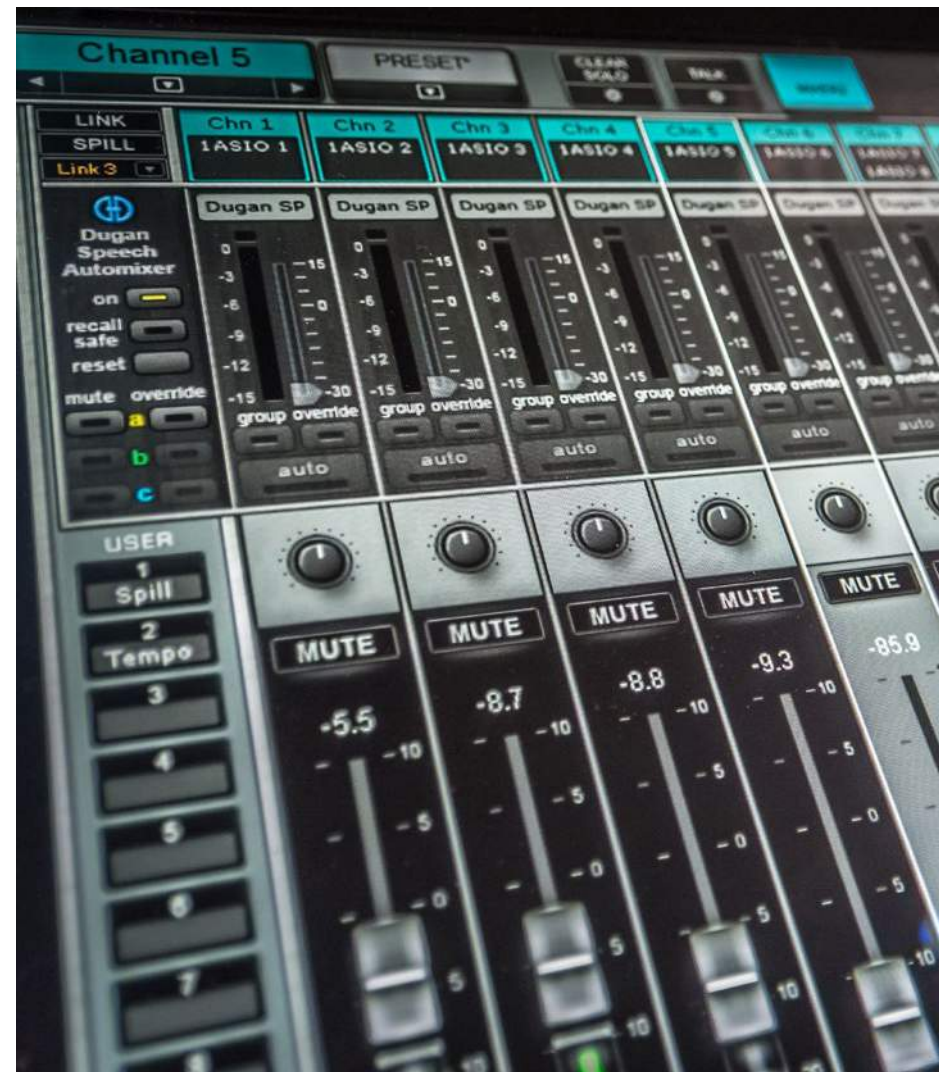
### Future Pathways

VET Music

VCE Music

### Recommended Prior Learning

Year 9 Music Technology is preferred but not essential



## COURSE OVERVIEW

### Unit 1: Organisation of Music

In this unit, students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the way music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

#### Areas of Study

- Performance
- Creation of music
- Analysis and response to music

#### Assessment

- Performance SAC
- Preparation for Performance Mastery SAC
- Music Language SAC
- Composition and/or Improvisation SAC

#### Future Pathways

VCE Music Performance Unit 2

#### Recommended Prior Learning

Year 10 Music is preferred but not essential

### Unit 2: Effect of Music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance. They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied. As they analyse and respond to a wide range of music, they become familiar with the way music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

#### Areas of Study

- Performance
- Creation of music
- Analysis and response to music

#### Assessment

- Performance SAC
- Preparation for Performance Mastery SAC
- Music Language SAC
- Composition and/or Improvisation SAC

#### Future Pathways

VCE Music Contemporary Performance Unit 3&4

#### Recommended Prior Learning

VCE Music Performance Unit 1



## COURSE OVERVIEW

### Unit 3

In this unit, students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Students begin developing the recital program they will present in Unit 4. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for developing their performances. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based discussion.

Students analyse interpretation in a wide range of recorded music, responding to and analysing musical elements, concepts and compositional devices. They develop their ability to identify, recreate and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

#### Areas of Study

- Performing
- Analysing for performance
- Responding

#### Assessment

- Solo and group performance SAC
- Preparation for performance mastery SAC
- Music language SAC

#### Future Pathways

VCE Music Repertoire Performance Unit 4

#### Recommended Prior Learning

VCE Music Performance Unit 1&2 preferred but not essential



## COURSE OVERVIEW

### Unit 4

In this unit, students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Students continue to develop the performance program established in Unit 3 for their end-of-year practical examination. This preparation includes consideration of the historical performance practices and interpretative traditions that inform the styles represented in their programs.

Students use music analysis skills to refine strategies for further developing and presenting their final recital. They analyse technical, expressive and stylistic challenges relevant to the works they are preparing for performance and present these strategies for assessment at a school-based viva voce.

Students analyse interpretation in a wide range of music, responding to and analysing musical elements, concepts, compositional devices and music language. Students also learn how to recognise and notate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to the works studied.

#### Areas of Study

- Performance
- Analysing for performance
- Responding

#### Assessment

- Solo and group performance exam
- Preparation for performance mastery SAC
- Music language exam

#### Future Pathways

Tertiary studies in music performance

#### Recommended Prior Learning

VCE Music Repertoire Performance Unit 3



## COURSE OVERVIEW

### Unit 3

In this unit, students explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the way music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Across both units students:

- Create their own music in recorded and/or notated form, in both short exercise and extended composition formats.
- Undertake focused aural and/or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles. Students study the ways composers/creators may have developed music ideas within the work, deepening their understanding of the ways in which sound can be organised in music. Students apply these skills in Unit 4 in an aural and/or visual analysis of their own creative work.
- Listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles.
- Develop skills in aural analysis as they focus on the ways in which elements of music are treated and compositional devices are used to elicit responses.

#### Areas of Study

- Creating
- Analysing for composition
- Responding

#### Assessment

- Creative response SAC
- Music analysis response SAC
- Aural analysis and musical response SAC

#### Future Pathways

VCE Music Composition Unit 4

#### Recommended Prior Learning

VCE Music Performance Unit 1&2 preferred but not essential



## COURSE OVERVIEW

### Unit 4

In this unit, students explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the way music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Across both units students:

Create their own music in recorded and/or notated form, in both short exercise and extended composition formats.

Undertake focused aural and/or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles. Students study the ways composers/creators may have developed music ideas within the work, deepening their understanding of the ways in which sound can be organised in music. Students apply these skills in Unit 4 in an aural and/or visual analysis of their own creative work.

Listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles. They develop skills in aural analysis as they focus on the ways in which elements of music are treated and compositional devices are used to elicit responses.

#### Areas of Study

- Music analysis SAC

#### Assessment

- Solo and group performance exam
- Preparation for performance mastery SAC
- Music language exam
- Aural analysis SAC
- Folio (externally assessed)

#### Future Pathways

University and further music related courses  
Professional musician

#### Recommended Prior Learning

VCE Music Composition Unit 3



## COURSE OVERVIEW

### Unit 3

In this unit, students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

Students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. All performances must include one personally reimagined version of an existing work.

Across Unit 3&4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions as described in the performance examination specifications.

#### Areas of Study

- Performing
- Analysing for performance
- Responding

#### Assessment

- Solo and group performance SAC
- Preparation for performance mastery SAC
- Music interpretation SAC
- Music language SAC

#### Future Pathways

VCE Music Contemporary Performance Unit 4

#### Recommended Prior Learning

VCE Music Performance Unit 1&2 preferred but not essential

### Unit 4

In this unit, students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice.

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their statement of intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990.

Students continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works. They refine selected strategies to optimise their own approach to performance.

Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance.

Students listen and respond to a further range of recorded music by a variety of performers in contemporary styles. They continue to study music language concepts that relate to contemporary music.

#### Areas of Study

- Performing
- Analysing for performance
- Responding

#### Assessment

- Solo and group performance exam
- Preparation for performance mastery SAC
- Music language exam

#### Future Pathways

Tertiary studies in music performance

#### Recommended Prior Learning

VCE Music Contemporary Performance Unit 3



## COURSE OVERVIEW

### Unit 3: Influence in Music

In this unit, students whose main interest is a combination of performing, composing / arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually. Music making is a collective and integrated experience. It involves composing, arranging, interpreting, reimagining, improvising, recreating, performing and critiquing music in an informed manner. All these activities involve active engagement in imaginative music making, responding and remaking. Students perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others. Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced subsequent music makers, including students' own works. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others, leading to a reflection on their own music making.

#### Areas of Study

- Making music
- Analysing for music making
- Responding

#### Assessment

- Short performance work SAC
- Composition / arrangement SAC
- Music works analysis SAC
- Music excerpts analysis SAC

#### Future Pathways

VCE Music Inquiry Unit 4

#### Recommended Prior Learning

VCE Music Performance Unit 1&2 preferred but not essential



## COURSE OVERVIEW

### Unit 4: Project

In this unit, students deepen their understanding of the influence of music by considering it at a personal level. They move from considering and reflecting on the influences in the works of others to applying new understandings of influence in their own music making.

Students perform music to demonstrate musical influences of an existing style and/or performer on their own works, and they create/arrange short music works that include identifiable influences from an existing work/performer/style, which they are able to explain.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced their own music making. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in their own works.

Students choose their own area of investigation. This may be:

- a style
- a performer
- a creator
- a musical genre.

Students analyse at least two works from their chosen Area of Investigation. They discuss how the treatment of music elements, concepts and compositional devices in these works influence their own musical output. They describe the connections between these works and their own music making. They perform on their chosen instrument. The works performed will come from their chosen area of investigation. They create/arrange a music work. The work should demonstrate direct connections to the chosen area of investigation. Students continue to respond to a wide variety of music excerpts from a range of different music traditions, times and locations. In their responses, they continue to develop skills in identifying and describing similarities and differences between musical approaches.

#### Areas of Study

- Music analysis

#### Assessment

- Solo and group performance exam
- Preparation for performance mastery SAC
- Music language exam
- Folio (externally assessed)
- End-of-year examination

#### Future Pathways

Tertiary studies in music

#### Recommended Prior Learning

VCE Music Inquiry Unit 3



# Outdoor Education

## YEAR 10

**Outdoor Education: Ground Breakers  
(Alpine)** 118

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**Outdoor Education: Ground Breakers  
(Water)** 118

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## YEAR 11

**VCE Outdoor and Environmental Studies  
Unit 1&2** 119

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## YEAR 12

**VCE Outdoor and Environmental Studies  
Unit 3&4** 120

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**COURSE OVERVIEW****Ground Breakers (Water)****[ELECTIVE SEMESTER 1]**

This subject examines real-life issues with water and our environment. Students investigate current issues in rivers, bays and oceans around Melbourne. This subject also offers students the opportunity to become proficient in a number of water-based adventure activities.

Ground Breakers (Water) involves a 4-day camp.

**Areas of Study**

- Inland Water
- Coastal Management
- Ocean Issues

**Assessment**

- Rubbish in the Waterways Advertisement
- Foreshore Management Analyses
- Ocean Initiatives Research Project

**Future Pathways**

VCE Outdoor & Environmental Studies Unit 1&2

VCE Geography Unit 1&2

**Recommended Prior Learning**

No prior learning required

**Ground Breakers (Alpine)****[ELECTIVE SEMESTER 2]**

As a well-watered, snow-clad and mountainous area in a mostly dry and flat continent, the Australian Alps are of great significance. This subject examines this environment through the study of three of the most significant issues facing the region; conservation, recreation and the importance of the area as a water drainage basin. Students learn about the Australian Alpine environment as well as investigate issues surrounding the catchment and use of water, management of fire and use of the area for recreational activity.

Ground Breakers (Alpine) involves a 4-day camp.

**Areas of Study**

- The Alpine Environment
- Bushfire in the Alps
- Recreation in the Australian Alps
- Off Road Cycling

**Assessment**

- Mountain Biking Practical Assessment
- Mountain Pigmy Possum Habitat Data Analyses
- Hazard Reduction Burn Essay
- Impact of Recreation in the Alps Report

**Future Pathways**

VCE Outdoor and Environmental Studies Unit 1&2

**Recommended Prior Learning**

No prior learning required

## COURSE OVERVIEW

VCE Outdoor and Environmental Studies is concerned with the ways in which humans interact with and relate to outdoor environments. 'Outdoor environments' refers to environments that have had minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

## Unit 1: Connections with Outdoor Environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

### Areas of Study

- Our place in outdoor environments
- Exploring outdoor environments
- Safe and sustainable participation in outdoor experiences

### Assessment

- A case study
- An oral presentation which can include the use of multimedia and podcast
- Data analysis
- A written response
- A visual presentation

### Future Pathways

VCE Outdoor and Environmental Education Unit 2, 3&4

### Recommended Prior Learning

Year 10 Outdoor Education: Groundbreakers Alpine (suggested but not compulsory)

Year 10 Outdoor Education: Groundbreakers Water (suggested but not compulsory)

## Unit 2: Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

### Areas of Study

- Understanding outdoor environments
- Observing impacts on outdoor environments
- Independent participation in outdoor experiences

### Assessment

- A case study
- An oral presentation which can include the use of multimedia and podcast
- Data analysis
- A written response
- A visual presentation

### Future Pathways

VCE Outdoor and Environmental Education Unit 3&4

### Recommended Prior Learning

VCE Outdoor and Environmental Education Unit 1

Year 10 Outdoor Education: Groundbreakers Alpine (suggested but not compulsory)

Year 10 Outdoor Education: Groundbreakers Water (suggested but not compulsory)



## COURSE OVERVIEW

VCE Outdoor and Environmental Studies is concerned with the ways in which humans interact with and relate to outdoor environments. 'Outdoor environments' refers to environments that have had minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

## Unit 3: Relationships with Outdoor Environments

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 over 60,000 years.

### Areas of Study

- Changing human relationships with outdoor environments
- Relationships with Australian environments in the past decade

### Assessment

- A case study
- Data analysis
- Media analysis
- A visual presentation

### Future Pathways

VCE Outdoor and Environmental Education Unit 4

Bachelor of Outdoor Education

Diploma in Outdoor Recreation

### Recommended Prior Learning

VCE Outdoor and Environmental Education Unit 1&2 (suggested but not compulsory)

## Unit 4: Sustainable Outdoor Environments

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population..

### Areas of Study

- The importance of healthy outdoor environments
- The future of outdoor environments
- Investigating outdoor environments

### Assessment

- A case study
- Structured questions
- Media analysis
- Oral presentation

### Future Pathways

Bachelor of Outdoor Education

Diploma in Outdoor Recreation

### Recommended Prior Learning

VCE Outdoor and Environmental Education Unit 1&2, 3 (suggested but not compulsory)



# Performing Arts

## YEAR 10

Theatre Studies

122

## YEAR 11

VCE Theatre Studies Unit 1&2

123

## YEAR 12

VCE Theatre Studies Unit 3&4

124



## COURSE OVERVIEW

# Theatre Studies

In this subject, students have the opportunity to advance upon their skills in both acting and design production roles. Students will develop an understanding of different theatre styles from both the past and present as they choose to either perform or work in design roles for a range of group and individual performances. Additionally, a large focus will be on the use of lighting and working with a digital platform to create a range of lighting plots and cues for a variety of performances and events. Students will obtain skills in script interpretation, applying their knowledge of theatre styles to shape their understanding and recontextualize ideas. Lastly, students will have the chance to view and analyse a professional theatre performance, developing an awareness of how plays can be interpreted from page to stage.

### Areas of Study

- Pre-Modern Theatre
- Modern Theatre
- Production Roles: Design
- Performance Analysis

### Assessment

- Script interpretations
- Production role presentation
- Performance analysis
- Production (group performance)

### Future Pathways

VCE Unit 1 and 2 Theatre Studies

VCE Unit 3 and 4 Theatre Studies

### Recommended Prior Learning

Year 9 Theatre Studies



## COURSE OVERVIEW

### Unit 1: Pre-modern theatre styles and conventions

In this unit, students focus on playscripts from the pre-modern era of theatre (pre-1920s). Students study theatrical styles and stagecraft through working with playscripts in both written and performance tasks, with an emphasis on the application of stagecraft. Students also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Theatre styles may include Greek, Elizabethan and traditional Indigenous theatre forms.

#### Areas of Study

- Explore pre-modern theatre styles and conventions
- Interpreting scripts
- Analysing a play in performance

#### Assessment

- Performance
- Oral research report
- Script interpretation
- Performance analysis short answer

#### Future Pathways

VCE Theatre Studies Unit 2  
VCE Theatre Studies Unit 3&4  
VCE Drama Unit 3&4

#### Recommended Prior Learning

Year 10 Theatre Studies

### Unit 2: Modern theatre styles and conventions

In this unit, students focus on playscripts from the modern era (post-1920s). Students study theatrical styles and stagecraft through working with playscripts in both written and performance tasks, with an emphasis on the application of stagecraft. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. Theatrical styles may include Epic Theatre, Theatre of the Absurd, Expressionism and Eclectic (contemporary theatre that incorporates a range of styles).

#### Areas of Study

- Explore modern theatre styles and conventions
- Interpreting scripts
- Analysing and evaluating a theatre production

#### Assessment

- Performance
- Oral research report
- Script interpretation
- Performance analysis short answer

#### Future Pathways

VCE Theatre Studies Unit 3&4

#### Recommended Prior Learning

VCE Theatre Studies Unit 1  
Year 10 Theatre Studies

## COURSE OVERVIEW

### Unit 3: Producing theatre

In this unit, students interpret a playscript through the stages of a theatrical production. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use the knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret unseen playscripts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist, analysing and evaluating the interpretation of the playscript in the performance.

#### Areas of Study

- Staging Theatre
- Interpreting a Script
- Analysing and evaluating theatre

#### Assessment

- Script interpretation
- Performance production
- Production folio and oral
- Performance analysis short answer

#### Future Pathways

VCE Theatre Studies Unit 4

#### Recommended Prior Learning

VCE Theatre Studies Unit 1&2

### Unit 4: Presenting an interpretation

In this unit, students study theatrical treatment and the presentation of a monologue. Students study a scene and associated monologue set by the VCAA, using selected areas of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance selected from the prescribed VCE Theatre Studies Unit 4 Playlist.

#### Areas of Study

- Researching and presenting theatrical possibilities
- Interpreting a monologue
- Analysing and evaluating a performance

#### Assessment

- Creative interpretation short answer response
- Oral presentation of creative possibilities
- Performance analysis short answer
- Monologue examination
- Written examination

#### Future Pathways

Bachelor of Fine Arts

Acting, Music Theatre, Arts Administrator, Entertainer, Film and Stage and Television Director, Media Presenter, Musician, Stage Manager, Producer, Screen Writer, Teacher, Events Manager, Public Relations Professional, costume design and stage management skills in set design, lighting and sound

#### Recommended Prior Learning

VCE Theatre Studies Unit 1&2

VCE Theatre Studies Unit 3



# Science

## YEAR 10

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## YEAR 11

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VCE Physics Unit 3	139
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## COURSE OVERVIEW

### Applied Sciences

This course focuses on the application of some theories in Physical Sciences, Chemical Sciences, Biological Sciences and Psychology. Concepts from Victorian Curriculum Year 10 Science will be incorporated in the course to provide students with scientific knowledge required at this level. This general science course will aim to extend students' knowledge on topics learnt in previous Science courses, focusing on the application of the scientific theories in the real world.

Students will develop an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while considering ethical and social implications of decisions. Students learn to predict how future applications of science and technology may affect people's lives. Students use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources.

#### Areas of Study

- Physical Sciences
- Biological Sciences
- Chemical Sciences
- Basics of Psychology

#### Assessment

- Problem Solving Tasks
- Scientific Posters
- Practical Investigations
- Article Reviews
- Quizzes

#### Future Pathways

VCE Science

#### Recommended Prior Learning

Year 9 Science



## COURSE OVERVIEW

### Biological Sciences

In this subject, students gain an understanding of biological systems and processes. They will analyse how models and theories have developed over time and discuss the factors that prompted their review. They will explore the principles of natural selection and evolution and apply these to human evolution. Students will explain the role of DNA and genetic inheritance in the occurrence of variation within a species. Finally, they will study the immune system and learn how vaccinations are developed to prevent disease.

#### Areas of Study

- Evolution
- Genetics
- Immune System

#### Assessment

- Problem solving tasks
- Practical reports
- Research task
- End of semester examination

#### Future Pathways

VCE Biology Unit 1&2

VCE Biology Unit 3&4

#### Recommended Prior Learning

Year 9 Science

### Chemical Sciences

Chemistry plays a role in everyone's life and touches almost every aspect of our existence in some way. The behaviour of atoms, molecules, and ions determines the sort of world we live in and even how we feel on a given day. In this subject, students will learn about different types of chemical bonds and investigate how they cause materials to behave differently. Students will also investigate how chemicals react with each other. Experiments involving different reaction types such as acid-base, combustion, precipitation, and corrosion reactions will be undertaken in this course.

#### Areas of Study

- Chemical bonding
- Chemical reactions

#### Assessment

- Problem solving tasks
- Practical investigation reports
- End of semester examination

#### Future Pathways

VCE Chemistry Unit 1&2

VCE Chemistry Unit 3&4

#### Recommended Prior Learning

Year 9 Science



**COURSE OVERVIEW****Introductory Physics**

In this subject, students explore aspects of forces, motion, energy, thermodynamics, electricity and light in the context of everyday life. It challenges students to think rationally and scientifically about the world around them. Students will acquire and use skills of scientific investigation, reasoning, and analysis to ask questions and seek solutions to problems. This is an inquiry-based subject that seeks to extend the knowledge of students interested in the physical sciences. It involves the study of key concepts including exploration of the field model and how magnets can be used in the operation of motors; description and explanation of the motion of objects with emphasis on gravity and gravitational fields; the involvement and interaction of forces in everyday scenarios; and the exchange of light and energy using the laws of physics.

**Areas of Study**

- Forces and motion
- Thermodynamics and light
- Electricity

**Assessment**

- Practical Investigation
- Problem-solving tasks
- Research tasks
- End-of-semester examination

**Future Pathways**

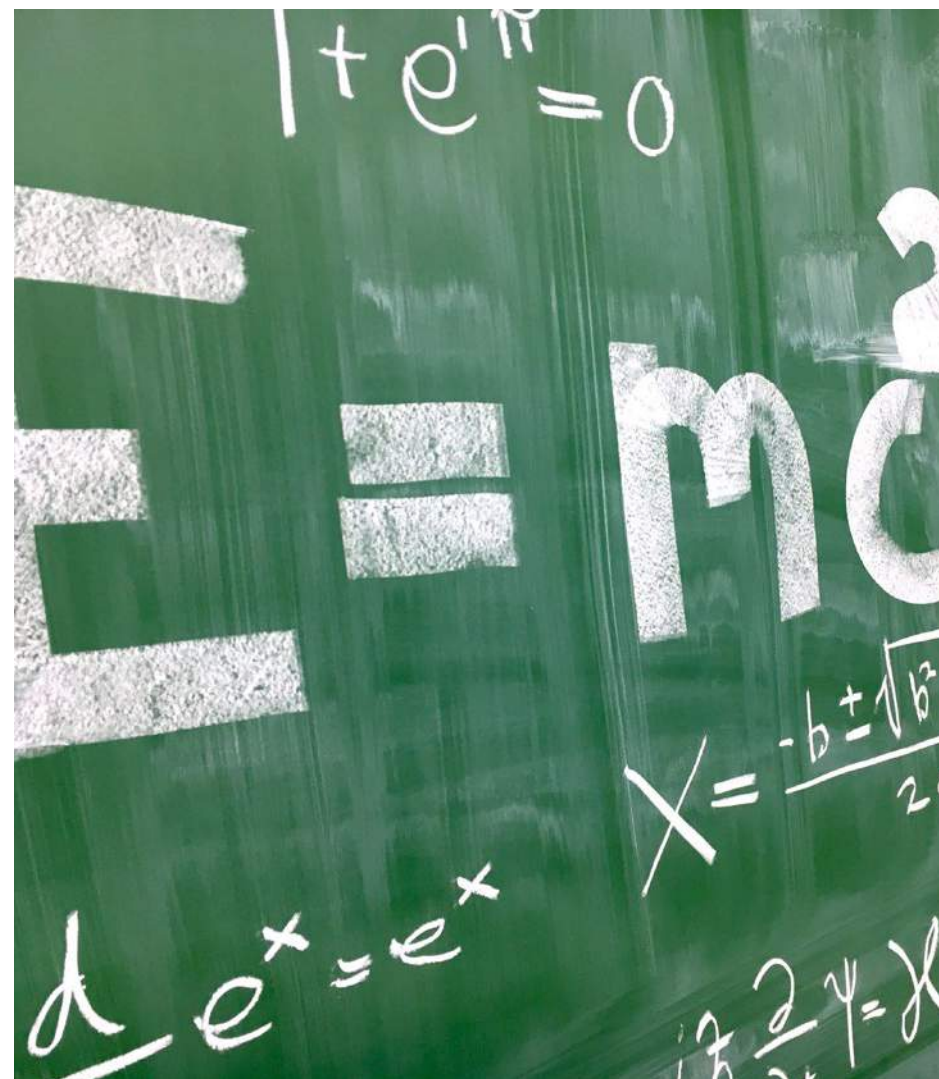
VCE Physics Unit 1&2

VCE Physics Unit 3&4

**Recommended Prior Learning**

Year 9 Science

Year 9 Mathematics



**COURSE OVERVIEW****Psychology in Focus**

*Have you ever wondered why people think and act the way that they do? Are we influenced only by our genetic makeup or does society play a key role in shaping us into the people we become?*

In this subject, students will apply a critical lens to psychology by comparing media depictions with research in the areas of mental health and neuropsychology. Investigations of infamous studies and key ethical responsibilities associated with psychological research will be evaluated and considered. Students will engage with a variety of media types to highlight the vast differences between perception and the reality of mental health experiences. The subject aims to expose students to unique ways of thinking about mental health and the extensive history of psychology within our society. Students enrolled in this subject will have the opportunity to explore who they are and where they fit in our weird and wonderful world.

**Areas of Study**

- Get Psyched: Introduction to history of Psychology, famous / infamous studies, Human Brain, Neurons and Neural transmission
- The Pitch: In-depth analysis of roles of Ethics, Ethics Committees and the requirements associated with participant rights / ethical principles in Psychological Research
- Insane in The Membrane: Introduction to Mental Health, Mental Illness and all aspects of the Mental Health Continuum

**Assessment**

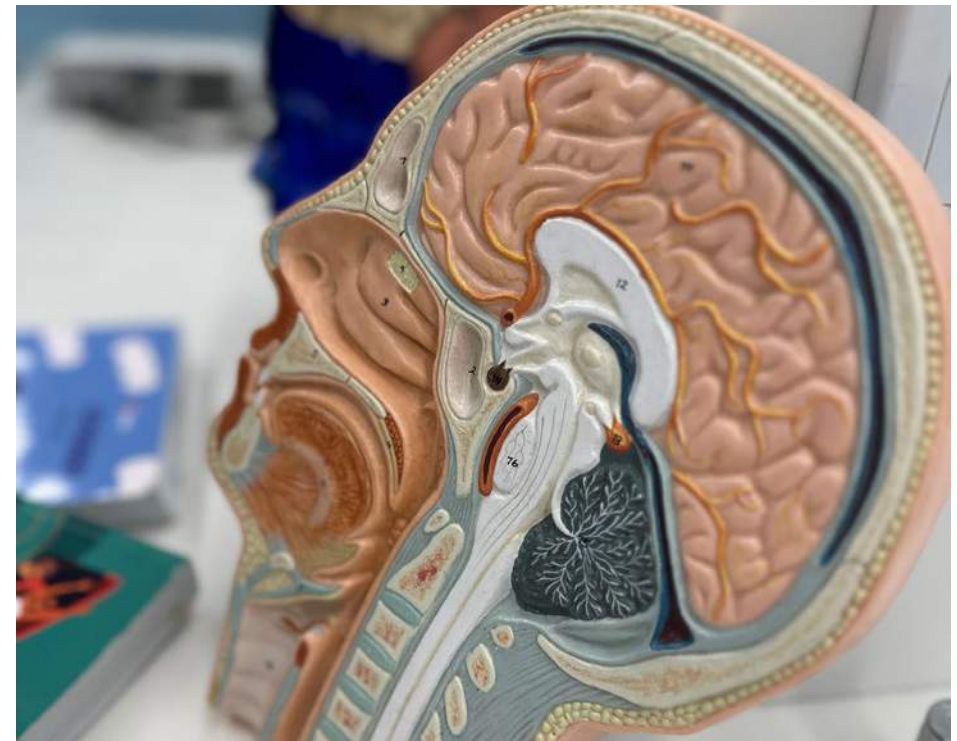
- Problem solving tasks
- Scientific Poster
- Case studies
- Information sheets
- End-of-semester examination

**Future Pathways**

VCE Psychology Unit 1&2  
VCE Psychology Unit 3&4

**Recommended Prior Learning**

Year 9 Science



## COURSE OVERVIEW

### Unit 1: How do organisms regulate their functions?

In this unit, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation, and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

#### Areas of Study

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

#### Assessment

- Practical work
- Analysis of a model or simulation
- Topic tests
- Student designed experiment – a scientific poster

#### Future Pathways

VCE Biology Unit 2

VCE Biology Unit 3&4

#### Recommended Prior Learning

Students are strongly advised to successfully complete Biological Science in Year 10

### Unit 2: How does inheritance impact on diversity?

In this unit, students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They consider the relationship between genes, and the environment and how that influences the characteristics of living things. Students analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students consider the impacts of the potential use of cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, and how the distribution, density and size of a population can change. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

#### Areas of Study

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

#### Assessment

- Modelling of patterns of inheritance
- Case study analysis of diversity
- Response to a bioethical issue

#### Future Pathways

VCE Biology Unit 3&4

#### Recommended Prior Learning

VCE Biology Unit 1



**COURSE OVERVIEW****Unit 1: How can the diversity of materials be explained?**

In this unit, students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

**Areas of Study**

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

**Assessment**

- Report of a student investigation
  - a modelling or simulation activity
  - a media analysis/response
  - problem-solving involving chemical concepts, skills and/or issues
- a report of an application of chemical concepts to a real-life context
- Summary practical report
- Extended investigation
- Response to a set of structured questions

**Future Pathways**

VCE Chemistry Unit 2

VCE Chemistry Unit 3&4

**Recommended Prior Learning**

Students are strongly advised to successfully complete Chemical Science subject in Year 10



## COURSE OVERVIEW

# Unit 2: How do chemical reactions shape the natural world?

In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

### Areas of Study

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

### Assessment

- Summary practical report
- Extended investigation
- Response to a set of structured questions
- Report of a student investigation
  - a modelling or simulation activity
  - a media analysis/response
  - problem-solving involving chemical concepts, skills and/or issues
  - a report of an application of chemical concepts to a real-life context
- Summary practical report

### Future Pathways

VCE Chemistry Unit 3&4

### Recommended Prior Learning

VCE Chemistry Unit 1 is compulsory



## COURSE OVERVIEW

### Unit 1: How is energy useful to society?

In this unit, students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

#### Areas of Study

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

#### Assessment

- School-based assessments:
  - a report of a laboratory or fieldwork activity including the generation of primary data
  - reflective annotations related to one or more practical activities from a logbook
  - an analysis and evaluation of generated primary and/or collated secondary data
  - a modelling or simulation activity
  - a media analysis/response
  - problem-solving involving physics concepts and/or skills
- an analysis, including calculations, of physics concepts applied to real-world contexts

#### Future Pathways

VCE Physics Unit 2

#### Recommended Prior Learning

Students are strongly advised to successfully complete Introductory Physics in Year 10

High competency in mathematics is also required

### Unit 2: How does physics help us to understand the world?

In this unit, students will investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students will also explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments in a student-adapted or student-designed scientific investigation. This investigation involves the generation of primary data and draws on the key science skills and key knowledge from content covered throughout the year. Students will also undertake a research task chosen from one of several options related to various physics topics.

#### Areas of Study

- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

#### Assessment

- School-based assessments:
  - a report of a laboratory or fieldwork activity including the generation of primary data
  - reflective annotations related to one or more practical activities from a logbook
  - an analysis and evaluation of generated primary and/or collated secondary data
  - a modelling or simulation activity
  - a media analysis/response
  - problem-solving involving physics concepts and/or skills

#### Future Pathways

VCE Physics Unit 3&4

#### Recommended Prior Learning

VCE Physics Unit 1 is compulsory



## COURSE OVERVIEW

# Unit 1: How are behaviour and mental processes shaped?

In this unit, students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

### Areas of Study

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

### Assessment

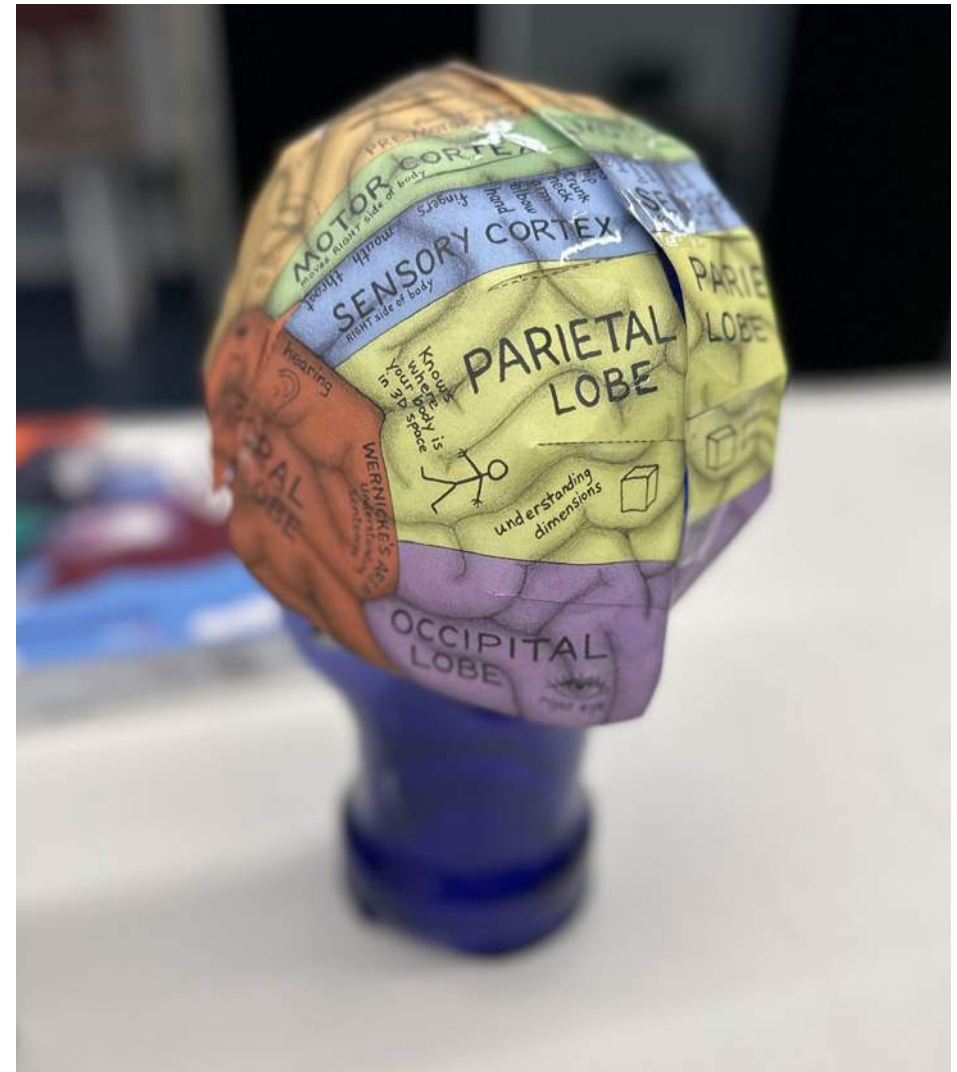
- School-based assessments:
  - structured question test
  - case study analysis of development
  - student directed research report

### Future Pathways

VCE Psychology Unit 2

### Recommended Prior Learning

Students are strongly advised to successfully complete Psychology-focused Science based subject in Year 10



**COURSE OVERVIEW****Unit 2: How do internal and external factors influence behaviour and mental processes?**

In this unit, students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

**Areas of Study**

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

**Assessment**

- School-based assessments:
  - data Analysis
  - media Analysis
  - a report of a student-adapted or student-designed scientific investigation using a scientific poster
- Hurdle Task:
  - students undertaking this study must maintain a logbook of practical work in Unit 1&2 for recording, authentication and assessment purposes

**Future Pathways**

VCE Psychology Unit 3&4

**Recommended Prior Learning**

VCE Psychology Unit 1

Students are strongly advised to successfully complete Psychology-focused Science subject in Year 10



**COURSE OVERVIEW****Unit 3: How do cells maintain life?**

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

**Areas of Study**

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

**Assessment**

- School-based assessments:
  - five set assessed tasks, one for each area of study. Each contribute ten percent to the final subject score
- End-of-year examination that contributes fifty percent to the final score

**Future Pathways**

VCE Biology Unit 4

**Recommended Prior Learning**

VCE Biology Unit 1&2

**Unit 4: How does life change and respond to challenges?**

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease. Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

**Areas of Study**

- How do organisms respond to pathogens?
- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

**Assessment**

- School-based assessments:
  - five set assessed tasks, one for each area of study. Each contribute ten percent to the final subject score
- End-of-year examination that contributes fifty percent to the final score

**Future Pathways**

University and further studies in Biological Sciences including Botany, Genetics, Immunology, Microbiology, Pharmacology and Zoology

**Recommended Prior Learning**

VCE Biology Unit 1&2

VCE Biology Unit 3



**COURSE OVERVIEW****Unit 3: How can design and innovation help to optimise chemical processes?**

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

**Areas of Study**

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

**Assessment**

- School-based assessments
  - comparison and evaluation from at least two practical activities
  - annotations of at least two practical activities from a practical logbook
  - analysis and evaluation of primary and/or secondary data
  - problem-solving skills applied to real-world contexts
  - analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.
- End-of-year examination

**Future Pathways**

VCE Chemistry Unit 4

**Recommended Prior Learning**

VCE Chemistry Unit 1&2



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

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

**Areas of Study**

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

**Assessment**

- School-based assessments
  - comparison and evaluation from at least two practical activities
  - analysis and evaluation of primary and/or secondary data
  - problem-solving skills applied to real-world contexts
  - analysis and evaluation of a chemical innovation, research study, case study, socio-scientific issue, or media communication.
  - Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.
- End-of-year examination

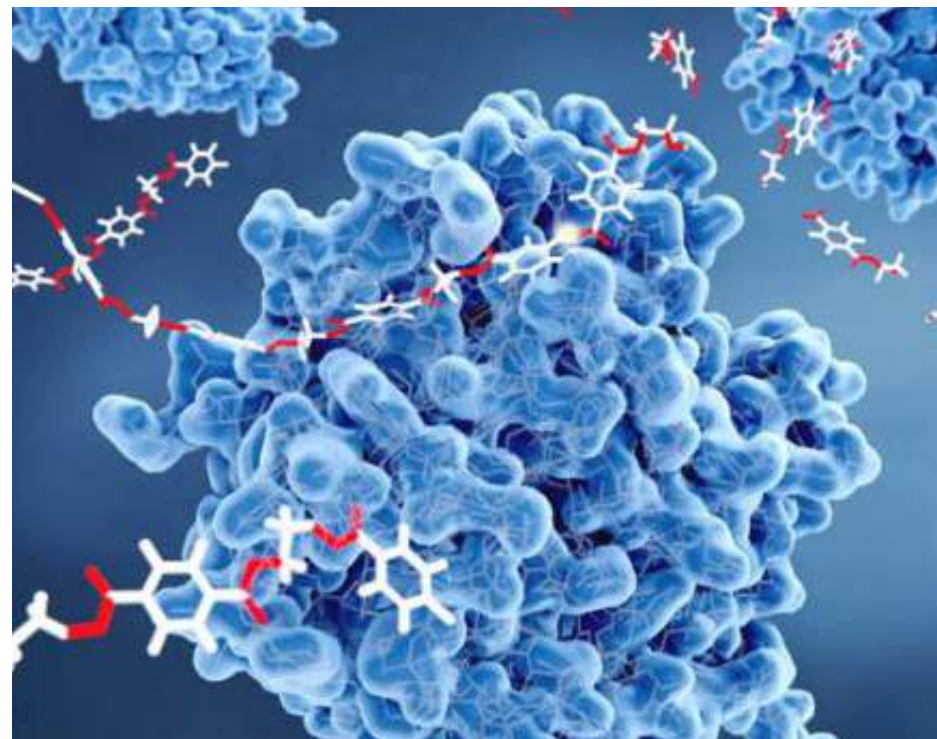
**Future Pathways**

University and further studies

Chemical Engineer, Forensic Scientist, Research Scientist, Pharmacology, Analytical Chemist

**Recommended Prior Learning**

VCE Chemistry Unit 3



**COURSE OVERVIEW****Unit 3: How do fields explain motion and electricity?**

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. Consideration is given to the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

**Areas of Study**

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

**Assessment**

- School-based assessments selected from:
  - application of physics concepts to explain a model, theory, device, design or innovation
  - analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
  - problem-solving, applying physics concepts and skills to real-world contexts
  - comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- End-of-year examination

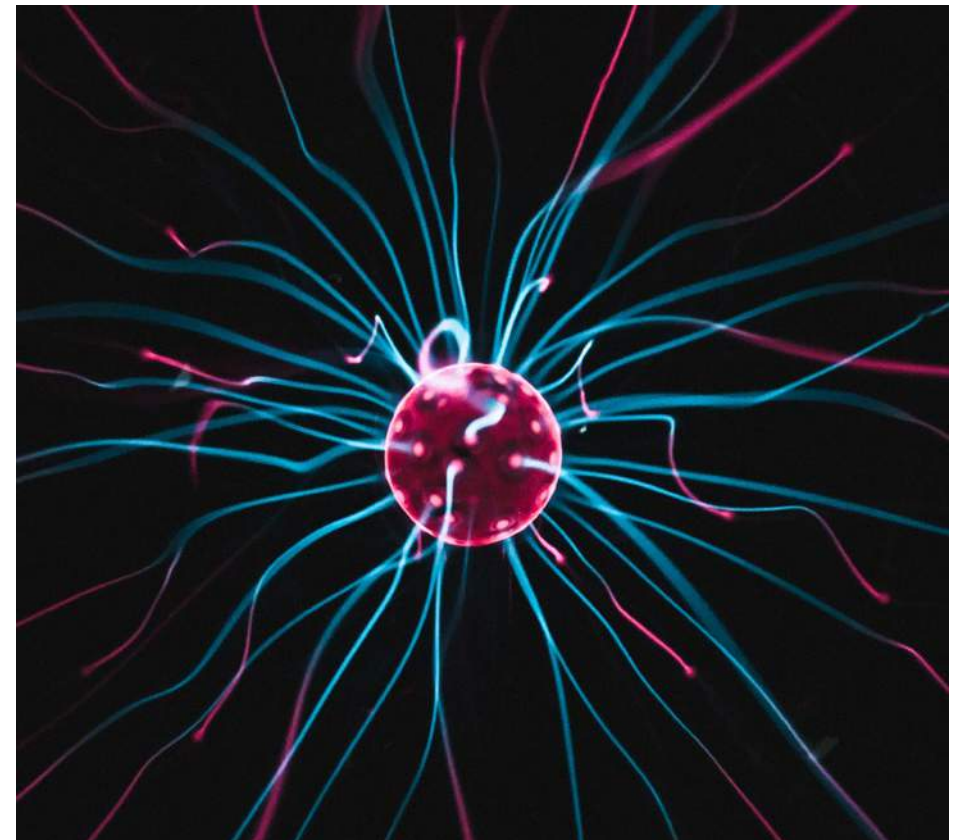
**Future Pathways**

VCE Physics Unit 4

**Recommended Prior Learning**

VCE Physics Unit 1&2

Strong performance in Mathematics



## COURSE OVERVIEW

## Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

### Areas of Study

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

### Assessment

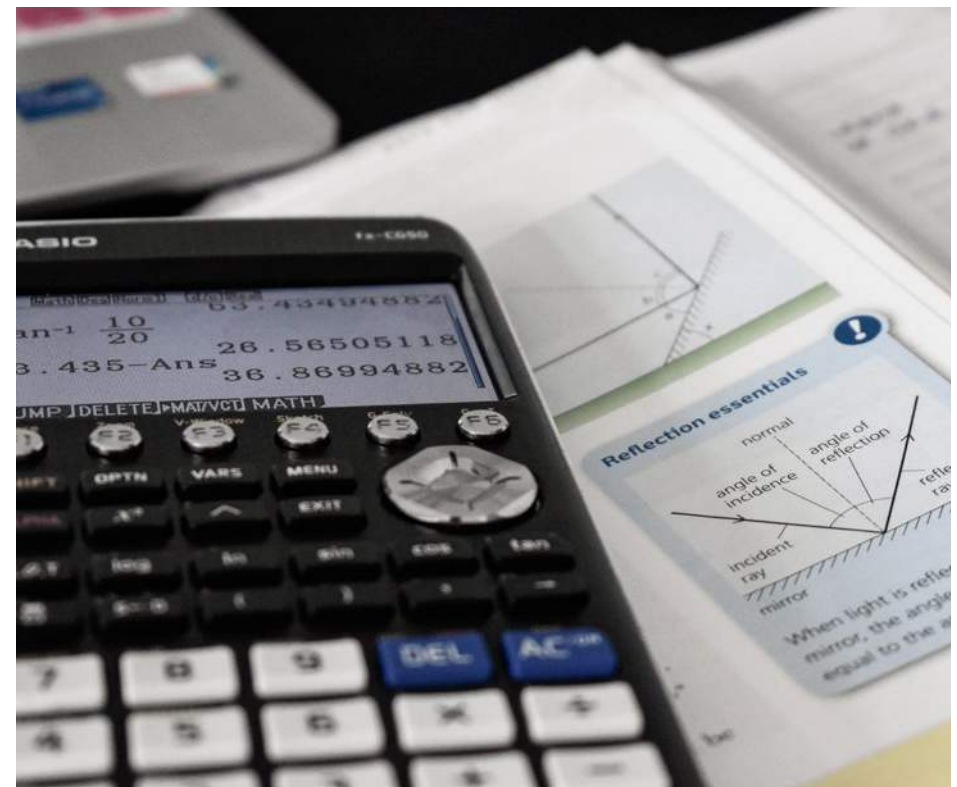
- School-based assessments selected from:
  - communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.
  - application of physics concepts to explain a model, theory, device, design or innovation
  - analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions
  - problem-solving, applying physics concepts and skills to real-world contexts
  - comparison and evaluation of two solutions to a problem, two explanations of a physics phenomenon or concept, or two methods and/or findings from practical activities
- End-of-year examination

### Future Pathways

University and further studies

### Recommended Prior Learning

VCE Physics Unit 3



## COURSE OVERVIEW

# Unit 3: How does experience affect behaviour and mental processes?

In this unit, students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

### Areas of Study

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

### Assessment

- School-based assessments:
  - analysis and evaluation of at least one psychological case study, experiment, model or simulation
  - analysis and evaluation of generated primary and/or collated secondary data
  - comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
  - analysis and comparison of two or more contemporary media texts
- End-of-year examination

### Future Pathways

VCE Psychology Unit 4

### Recommended Prior Learning

We do recommend students study VCE Psychology Unit 1&2 as well as selecting Year 10 Psychology In Focus to have a good understanding of content prior to commencement



**COURSE OVERVIEW****Unit 4: How is mental wellbeing supported and maintained?**

In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

**Areas of Study**

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

**Assessment**

- School-based assessments:
  - analysis and evaluation of at least one psychological case study, experiment, model or simulation
  - analysis and evaluation of generated primary and/or collated secondary data
  - comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
  - analysis and comparison of two or more contemporary media texts
  - communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries
- End-of-year examination

**Future Pathways**

Registered psychologists may work in clinical, developmental, educational, environmental, forensic, health, neuropsychology, sport and exercise, and organisational psychology

Psychologists can also work in cross-disciplinary areas such as academia and research institutions, medical research, management and human resources, and government, corporate and private enterprises, or as part of ongoing or emergency support services in educational and institutional settings

**Recommended Prior Learning**

We do recommend students study VCE Psychology Unit 1&2 as well as selecting Year 10 Psychology In Focus to have a good understanding of content prior to commencement



# Visual Arts

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## YEAR 11

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## YEAR 12

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## VET options

Students are able to apply for the following Visual Arts VET courses in Year 10, 11 or 12:

<b>CUA20175 VET Certificate II in Visual Arts</b>	<b>156</b>
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**COURSE OVERVIEW****Art Creative Practice**

This course is aimed at students who wish to further their personal style by exploring art forms in two and three dimensions. Students use materials and techniques to show meaning and message in their artwork. Students will have the opportunity to extend their observational drawing skills as well as explore creative and critical thinking in the analysis of artworks and their own artwork. They will have the opportunity to explore two dimensional materials such as pencil, charcoal, ink, graphite, acrylic and watercolour; and three-dimensional materials such as cardboard, plaster, wire and found objects. A Visual Diary is essential to document their creative practice using ideas and interests as well as researching historical and contemporary artists and artworks using the interpretive lenses.

**Areas of Study**

- Research and exploration of ideas
- Experimentation with art materials
- Development of art techniques
- Reflection and evaluation of final artworks
- Visual art language

**Assessment**

- Body of work
- Folio / visual diary
- Theory - visual analysis

**Future Pathways**

VCE Art Creative Practice Unit 1&2

VCE Art Making and Exhibiting Unit 1&2

**Recommended Prior Learning**

No Prior Learning Required

**Media: Photography & Filmmaking**

Exploring the media arts forms of Digital Photography and Digital Filmmaking, this subject aims to build on student prior learning and experiences in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. Students will advance their skills in the three key production processes: Pre-production, Production and Post-production. The construction of representations in media artworks will be examined and students will build their own using technical and symbolic codes and conventions of both media. Personal engagement with media institutions is considered and students explore responsible media practice/ethical implications of their practices and ways they are influenced by media institutions. Students will explore both moving image and still photography and then use their preference for either medium to develop a personal folio whilst exploring themes to express their own ideas.

**Areas of Study**

- Pre-production – Analysing & Planning Representations
- Production – Camera & compositional techniques
- Post-production – Image & Film editing techniques

**Assessment**

- Analysis of media representations
- Photography: Still life photograph
- Film Making: Short film
- Personal Folio

**Future Pathways**

VCE Art Making and Exhibiting Unit 1&2

VCE Art Creative Practice Unit 1&2

VCE Media Unit 1&2

**Recommended Prior Learning**

No Prior Learning Required (Year 9 Media Arts course advantageous)



## COURSE OVERVIEW

# Visual Communication Design

Students continue to develop their application of the design process using manual and digital methods of application to develop a folio in which they research, generate of ideas, develop concepts, refine and resolve and create a final presentation based on a design brief. Subjects covered include design for communication (advertising, editorial, product packaging and signage) branding and copywrite, logos, illustrator, web design and user experience. Students develop Industrial Design technical drawing (isometric and orthogonal projections) to design a product. Students will use their visual communication design knowledge and skills to design, brand and promote their product, using logos and advertisement.

### Areas of Study

- Digital drawing methods
- Manual drawing methods
- Technical drawing methods
- Illustrator and digital application
- Copywrite
- User Experience

### Assessment

- This subject will include assessments such as:
  - folios
  - presentations
  - written responses and analysis

### Future Pathways

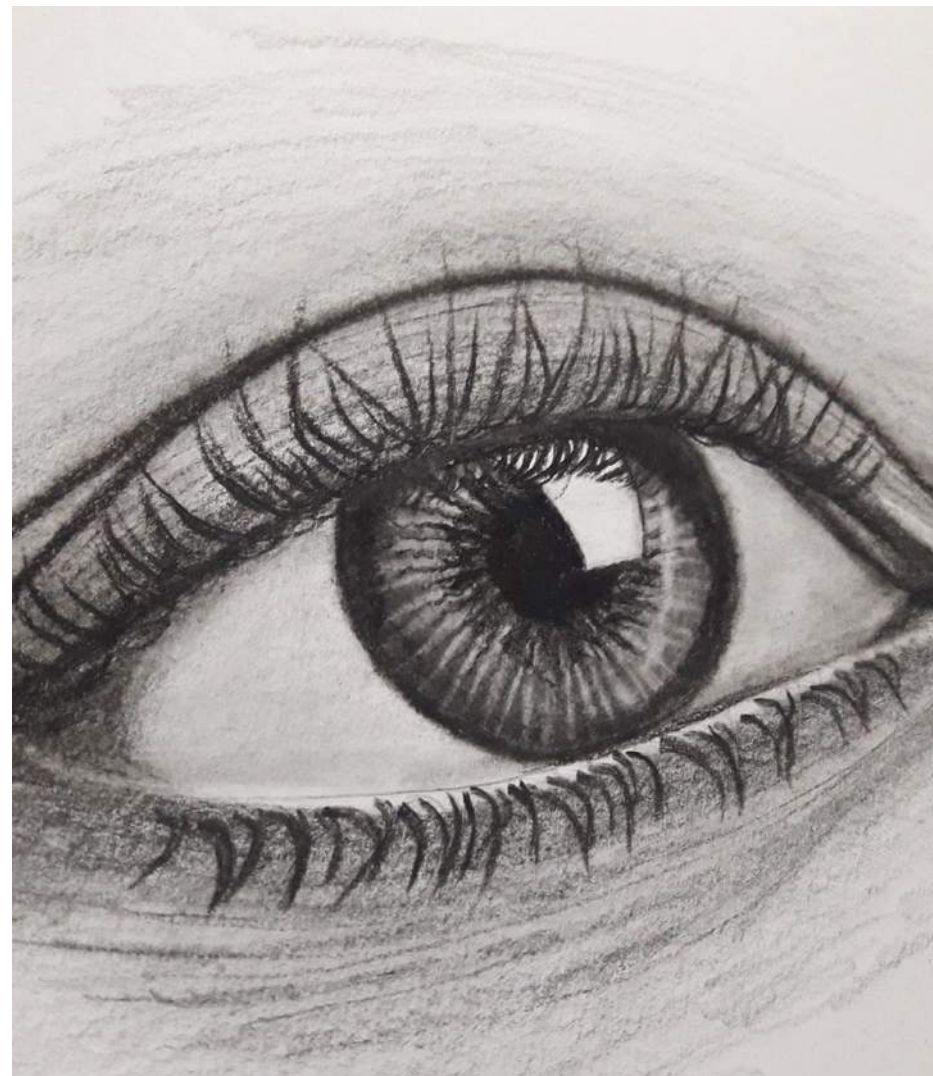
Year 10 Industrial Design

Year 10 Architecture

VCE Visual Communication Design Unit 1&2

### Recommended Prior Learning

Year 9 Graphic Design



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

Students use experiential learning in making and responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives. They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

**Areas of Study**

- Artist's artworks and audiences (theory)
- The Creative Practice (practical)
- Documenting and reflecting on the Creative Practice (practical)

**Assessment**

- Extended written report
- Visual diary - Documentation including annotated personal visual responses to a selection of set tasks
- Body of work
- End-of-semester examination

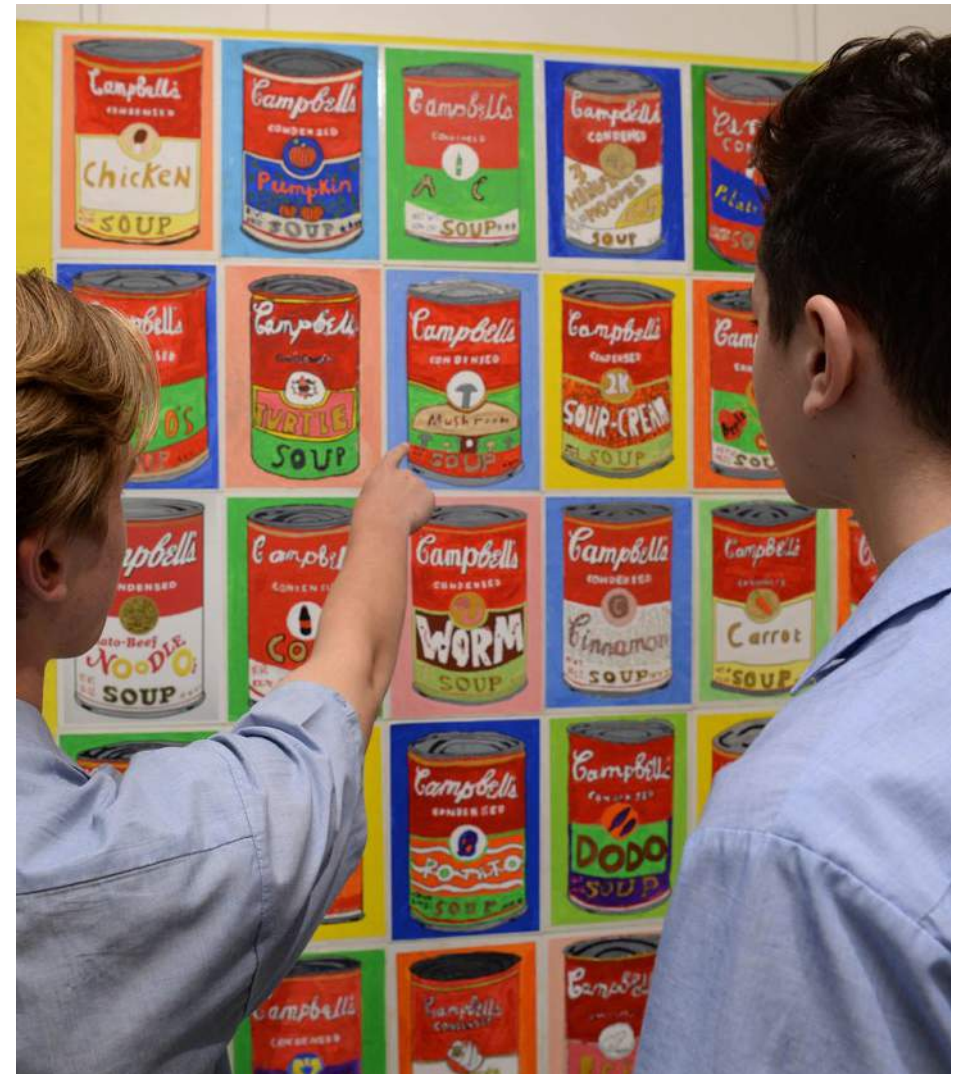
**Future Pathways**

VCE Art Creative Practice Unit 2

VCE Art Creative Practice Unit 3&4

**Recommended Prior Learning**

No prior learning required



## COURSE OVERVIEW

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

Students use inquiry learning to investigate the artistic and collaborative practices of artists. They use Interpretive Lenses to examine artworks from different periods of time and cultures, and to explore how artists interpret and communicate social and personal ideas in artworks. Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

#### Areas of Study

- The artist, society and culture (theory)
- The collaborative Creative Practice (practical)
- Documentation of collaboration using the Creative Practice (practical)

#### Assessment

- Extended written report
- Visual diary - Documentation including annotated personal visual responses to a selection of set tasks
- Body of work
- End-of-year examination

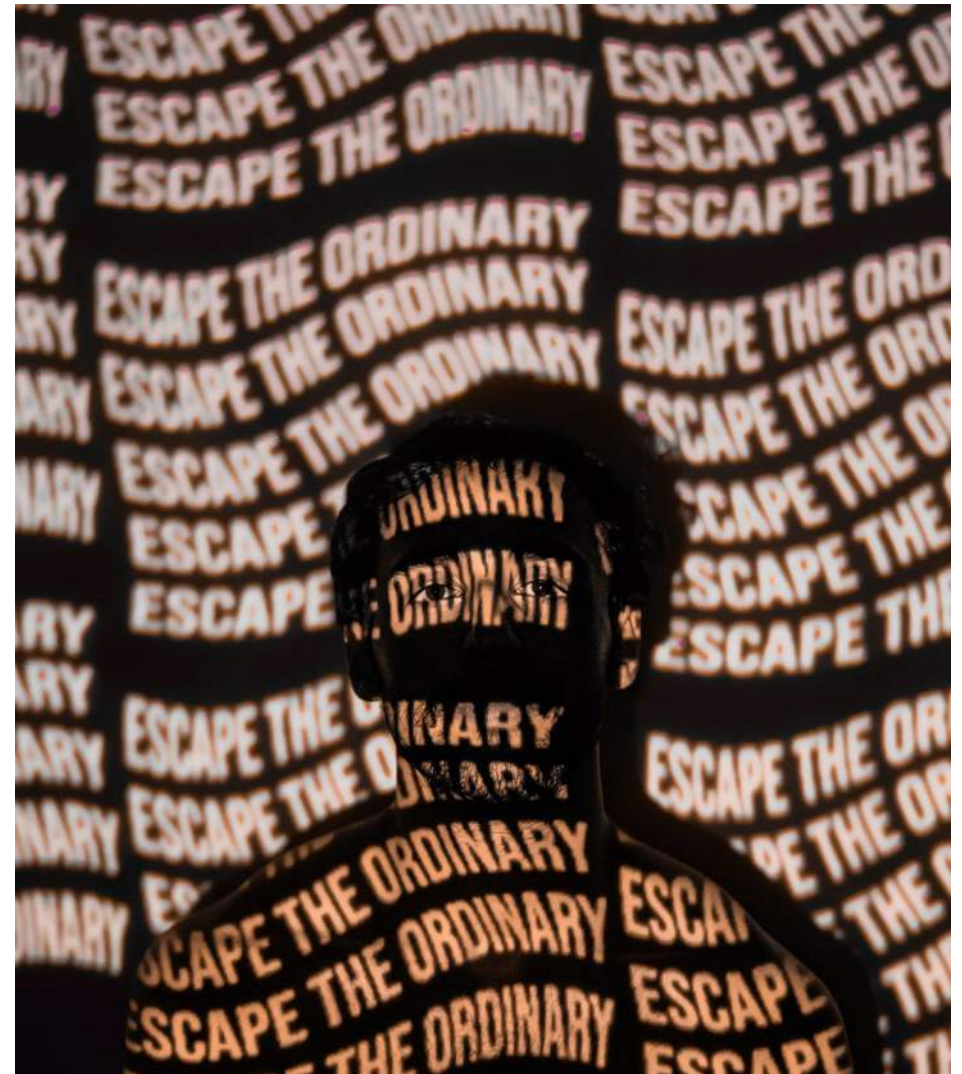
#### Future Pathways

VCE Art Creative Practice Unit 3&4

VCE Art Making and Exhibiting Unit 3&4

#### Recommended Prior Learning

VCE Art Creative Practice Unit 1



## COURSE OVERVIEW

# Unit 1: Media forms, representations and Australian stories

The relationship between audiences and the media is evolving. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

### Areas of Study

- Media representations: *How do we see ourselves and our world in media products?*
- Media forms in production: *How can we manipulate codes and conventions to create representations?*
- Australian stories: *How are Australian stories structured in fictional and non-fictional media narratives?*

### Assessment

- School-based assessments:
  - audio-visual or video sequences
  - radio or audio sequences
  - photographs
  - print layouts
  - sequences or presentations using digital technologies
  - posters
  - written responses
  - oral reports

### Future Pathways

VCE Media Unit 2

### Recommended Prior Learning

No prior learning required



## COURSE OVERVIEW

### Unit 2: Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and film-making are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception.

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms.

#### Areas of Study

- Narrative, style and genre: *How do media creators develop their style?*
- Narratives in production: *How can we use the production process to create our own media narratives?*
- Media and change: *What is the impact of new media technologies on us as individuals and as a society?*

#### Assessment

- School-based assessments:
  - audio-visual or video sequences
  - radio or audio sequences
  - photographs
  - print layouts
  - sequences or presentations using digital technologies
  - posters
  - written responses
  - oral reports

#### Future Pathways

VCE Media Unit 3&4

#### Recommended Prior Learning

No prior learning required



## COURSE OVERVIEW

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

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centred research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields.

#### Areas of Study

- Reframing design problems: *How do designers find and reframe human-centred design problems?*
- Solving communication design problems: *How can visual language communicate to audiences and shape behaviours?*
- Design's influence and influences on design: *What influences design, and what does design influence?*

#### Assessment

- School-based assessments:
  - brief and folio
  - research projects, analysis and evaluations
  - collaborative work, oral presentations and critiques
  - written reports
  - freehand drawing and rendering tasks (manual and digital)
  - technical drawing tasks for Industrial and/or Environmental Design (architecture)

#### Future Pathways

VCE Visual Communication Design Unit 2

#### Recommended Prior Learning

No prior learning required



**COURSE OVERVIEW****Unit 2: Design contexts and connections**

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

**Areas of Study**

- Design, place and time: *How does design reflect and respond to the time and place in which it is made?*
- Cultural ownership and design: *How do designers evolve culturally appropriate design practices?*
- Designing interactive experiences: *What is the role of visual communication in shaping positive and inclusive interactive experiences?*

**Assessment**

- School-based assessments:
  - folios: Environmental Design (architecture) and interactive digital products presented as static finals
  - extended written responses/reports
  - design exercises

**Future Pathways**

VCE Visual Communication Design Unit 3&4

**Recommended Prior Learning**

VCE Visual Communication Design Unit 1



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

In this unit, students use Inquiry and Project-based learning as starting points to develop a body of work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the body of work developed over Unit 3&4.

**Areas of Study**

- Investigation, ideas, artworks and the Creative Practice (School Assessed Task – SAT)
- Personal investigation using the Creative Practice (School Assessed Task – SAT)

**Assessment**

- School Assessed Tasks – SATs

**Future Pathways**

VCE Art Creative Practice Unit 4

**Recommended Prior Learning**

VCE Art Creative Practice Unit 1&2

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

In this unit, students continue to develop their art practice through project-based and Inquiry learning as their research and exploration continues to support the development of their body of work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the interpretive lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the interpretive lenses throughout the Creative Practice to resolve and refine their Body of Work. Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a body of work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their body of work to an audience accompanied by documentation of their use of the Creative Practice.

**Areas of Study**

- Documentation and critique of the Creative Practice (School Assessed Task – SAT)
- Resolution and presentation of a Body of Work (School Assessed Task – SAT)
- Comparison of artists, their practice and their artworks (School Assessed Coursework – SAC)

**Assessment**

- School Assessed Tasks – SATs
- School Assessed Coursework – SAC
- End-of-year examination for Unit 3&4

**Future Pathways**

University and other tertiary studies

Architecture, Curator, Exhibition Designer, Visual Artist, Mural Artist, Multi-Media Artist, Art/Artistic Director, Set Designer, Teacher, Community Arts Worker, Art Technician, Production Assistant, Director, Media Producer, Technical Director, Interior Designer, Fashion Design, Photographer, Film Maker, Animator, Cinematographer, Storyboard Artist, any career involving critical and creative thinking

**Recommended Prior Learning**

VCE Art Creative Practice Unit 3



## COURSE OVERVIEW

### Unit 3: Collect, extend and connect

In this unit students are actively engaged in art making using materials, techniques and processes with photography and film. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

#### Areas of Study

- Collect – inspirations, influences and images
- Extend – make, critique and reflect
- Connect – curate, design and purpose

#### Assessment

- School-based assessments
- End-of-year examination

#### Future Pathways

VCE Art Making and Exhibiting Unit 3

#### Recommended Prior Learning

VCE Art Making and Exhibiting Unit 1&2

### Unit 4: Consolidate, present and conserve

In this unit, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in-specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities.

#### Areas of Study

- Consolidate – refine and resolve
- Present – plan and critique
- Conserve – present and care

#### Assessment

- School-based assessments
- End-of-year examination

#### Future Pathways

Curator, Exhibition Designer, Visual Artist, Photographer, Film Maker, Animator, Cinematographer, Designer, Artistic Director, Set Designer, Teacher, Community Arts Worker, Art Technician, Production, Production Assistant, Director, Media Producer, Technical Director, Art Gallery Guide, Fashion Design, Multi-Media Artist, Video Editor

#### Recommended Prior Learning

VCE Art Making and Exhibiting Unit 1&2  
VCE Art Creative Practice Unit 1&2



## COURSE OVERVIEW

# Unit 3: Visual communication in design practice

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

### Areas of Study

- Professional design practice: *What are the visual communication practices used by designers?*
- Design analysis: *How do designers use visual language to communicate ideas and information to audiences or users?*
- Design process: defining problems and developing ideas: *How do designers apply a design process to reframe problems and develop ideas?*

### Assessment

- School-based assessments:
  - written reports
  - design exercises
  - SAT folio
- End-of-year examination

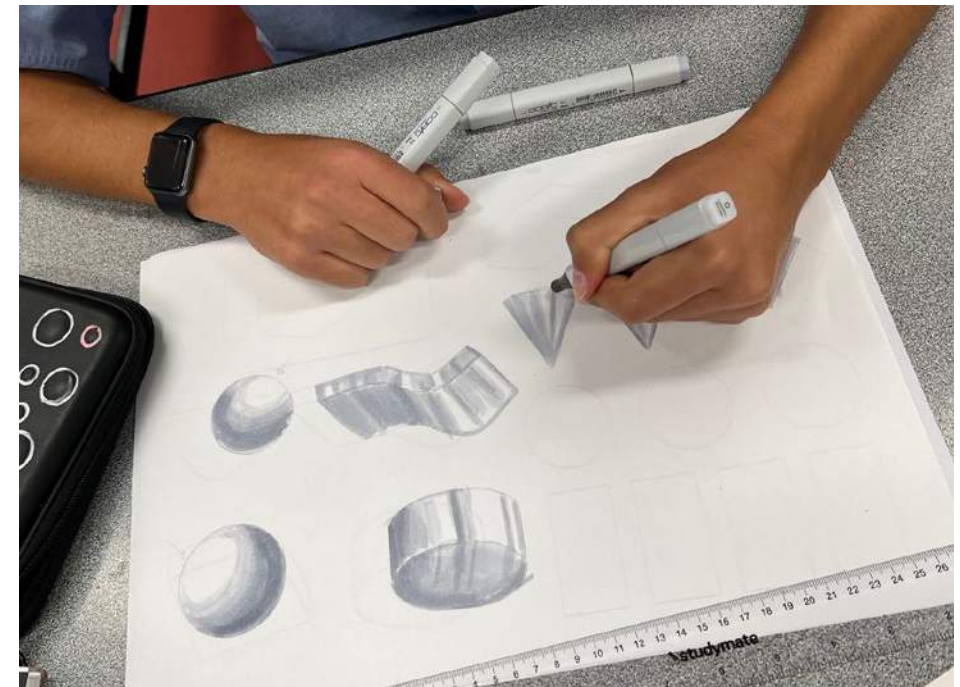
### Future Pathways

VCE Visual Communication Design Unit 4

Graphic Design, Architecture, Drafting, Industrial Design, Environmental Design, Communication Design, Landscape Design, Interior Design, UX Design, Web/App Design, Packaging, Visual Merchandising, Advertising, Education, Engineering, Building, Construction

### Recommended Prior Learning

VCE Visual Communication Design Unit 1&2



## COURSE OVERVIEW

### Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements.

#### Areas of Study

- Design process: refining and resolving design concepts: *How do designers resolve design problems?*
- Presenting design solutions: *How do designers propose solutions to communication needs?*

#### Assessment

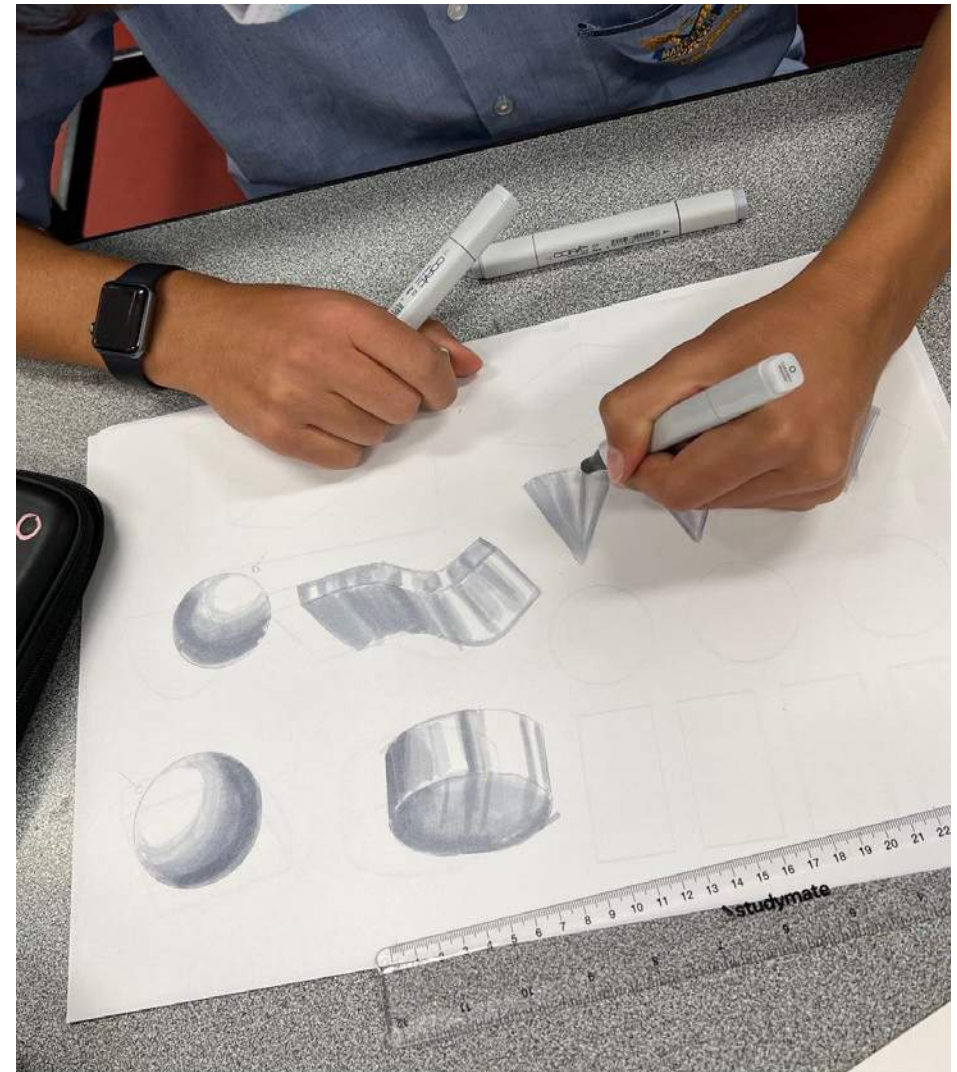
- School-based assessments:
  - SAT folio and final design solutions – continued from Unit 3
- End-of-year examination

#### Future Pathways

Graphic Design, Architecture, Drafting, Industrial Design, Environmental Design, Communication Design, Landscape Design, Interior Design, UX Design, Web/App Design, Packaging, Visual Merchandising, Advertising, Education, Engineering, Building, Construction

#### Recommended Prior Learning

VCE Visual Communication Design Unit 3



## Certificate II in Visual Arts

### COURSE OVERVIEW

The Certificate II in Visual Arts is designed to provide participants with opportunities to build skills and knowledge in art and design, as well as begin preparation of a portfolio for further study or entry level positions in creative industries. Students explore a of techniques in sculpting, painting, printmaking, photography and textiles and apply these skills to independent and group projects. Students are encouraged to explore and experiment. Students will attend galleries and studios as well as work with artists in residence.

### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit. There are a range of opportunities for students to demonstrate key knowledge and key skills that may include: research tasks, individual art works, group artworks, design processes, industry immersion activities, and excursions.
- Certificate II in Visual Arts provides credit units to senior studies and can contribute 10% to an ATAR score

### Future Pathways

Further tertiary study

Visual Artist, Fine Art, Graphic Designer, Photographer, Illustrator, Fashion Design

### Recommended Prior Learning

Year 9 and 10 Visual Arts subjects

### Areas of Study

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

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

#### Year 1

<b>BSBWHS211</b>	Contribute to health and safety of self and others
<b>CUAACD201</b>	Develop drawing skills to communicate ideas
<b>CUAPPR211</b>	Make simple creative work
<b>CUAPRI211</b>	Develop printmaking skills
<b>CUASCU211</b>	Develop sculptural skills

#### Year 2

<b>CUAACD201</b>	Develop drawing skills to communicate ideas (60 hrs)
<b>CUAPPR211</b>	Make simple creative work (40 hrs)
<b>CUAPRI211</b>	Develop printmaking skills (50 hrs)
<b>CUASCU211</b>	Develop sculptural skills

# Applied Learning

## YEAR 10

**Learn, Make, Evaluate** **158**

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## YEAR 11

**VCE VM Foundation Mathematics Unit 1** **159**

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**VCE VM Foundation Mathematics Unit 2** **160**

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**VCE VM Literacy Unit 1&2** **161**

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**VCE VM Personal Development Skills  
Unit 1&2** **162**

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**VCE VM Religion and Society Unit 2** **163**

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**VCE VM Work Related Skills Unit 1&2** **164**

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**VPC Literacy Unit 1&2** **165**

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**VPC Numeracy Unit 1&2** **166**

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**VPC Personal Development Skills  
Unit 1&2** **167**

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**VPC Religion Social Justice** **168**

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**VPC Work Related Skills Unit 1&2** **169**

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## YEAR 12

**VCE VM Foundation Mathematics Unit 3** **170**

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**VCE VM Foundation Mathematics Unit 4** **171**

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**VCE VM Literacy Unit 3&4** **172**

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**VCE VM Personal Development Skills  
Unit 3&4** **173**

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**VCE VM Work Related Skills Unit 3&4** **174**

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**VPC Literacy Unit 3&4** **175**

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**VPC Work Related Skills Unit 3&4** **176**

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**COURSE OVERVIEW****Learn, Make, Evaluate!**

In this subject, students learned by applying their knowledge, interest and curiosity by exploring challenges, processes, and evaluation of strategies through an applied learning environment. Students explore house design and model construction using measurement and calculations, paper plane construction using aero dynamical concepts, bridge building and wood construction. Scaled models and designs are the focus of *Learn, Make and Evaluate!*

**Areas of Study**

- Mathematics – Number and Algebra
- Critical and Creative Thinking

**Assessment**

- Foam board house model
- Bridge building
- Wooden construction

**Future Pathways**

Victorian Certificate of Education (VCE)

VCE Vocational Major (VM)

Victorian Pathways Certificate (VPC)

Vocational Education Training (VET)

**Recommended Prior Learning**

Successful completion of Year 9



## COURSE OVERVIEW

### Unit 1

In this unit, students develop and enhance their mathematics skills through the study of function and pattern in number, logic, space, and structure, and of randomness, chance, variability, and uncertainty in data and events. The study supports thinking and a means of symbolic communication that is powerful, logical, concise, and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Learning activities are both theoretical and practical and hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, acquire mathematical knowledge and skills to make informed decisions in their lives.

#### Areas of Study

- Algebra, number, and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement
- Mathematical investigation

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, portfolio, projects, data analysis, reports, modelling tasks, oral and written reflections, and digital presentations

#### Future Pathways

VCE VM Foundation Mathematics Unit 2

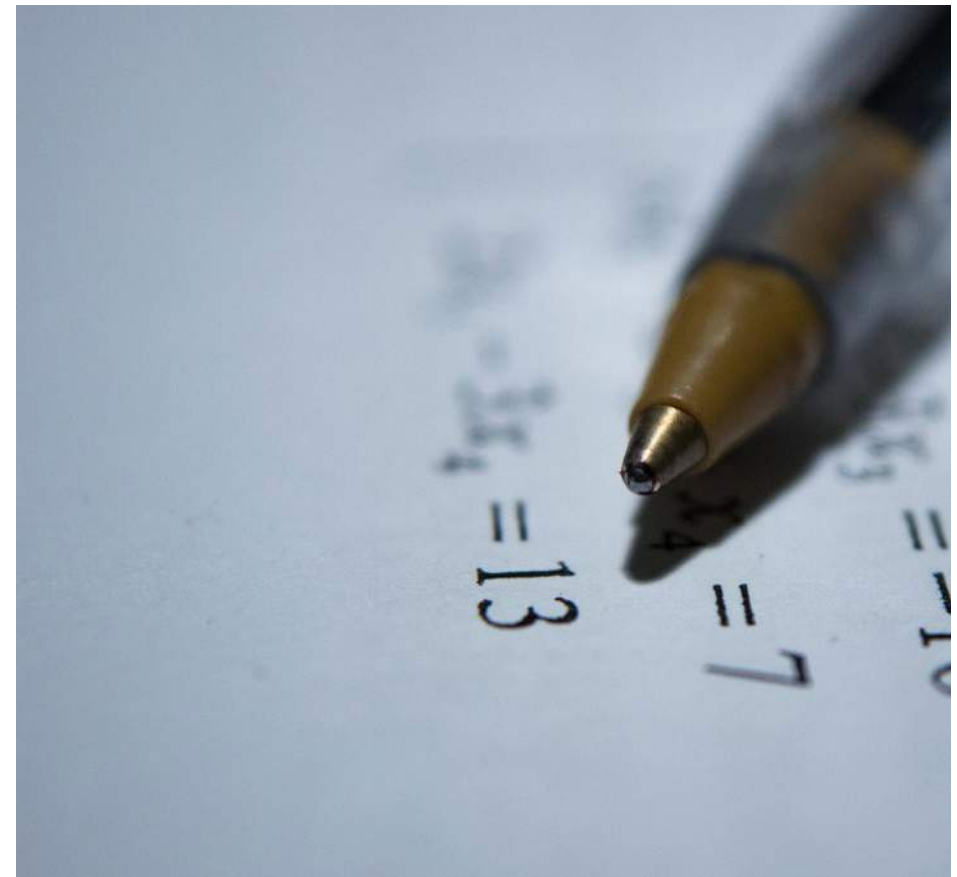
Further TAFE study

Apprenticeships

Employment

#### Recommended Prior Learning

Year 10 Mathematics



## COURSE OVERVIEW

### Unit 2

In this unit, students develop and enhance their mathematics skills through the study of function and pattern in number, logic, space, and structure, and of randomness, chance, variability, and uncertainty in data and events. The study supports thinking and a means of symbolic communication that is powerful, logical, concise, and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and interrelationships between these. Learning activities are both theoretical and practical and hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently, collaboratively communicate their mathematical ideas and acquire mathematical knowledge and skills to make informed decisions in their lives.

#### Areas of Study

- Algebra, number, and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement
- Mathematical investigation

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, portfolio, projects, data analysis, reports, modelling tasks, oral and written reflections, and digital presentations

#### Future Pathways

VCE VM Foundation Mathematics Unit 3&4

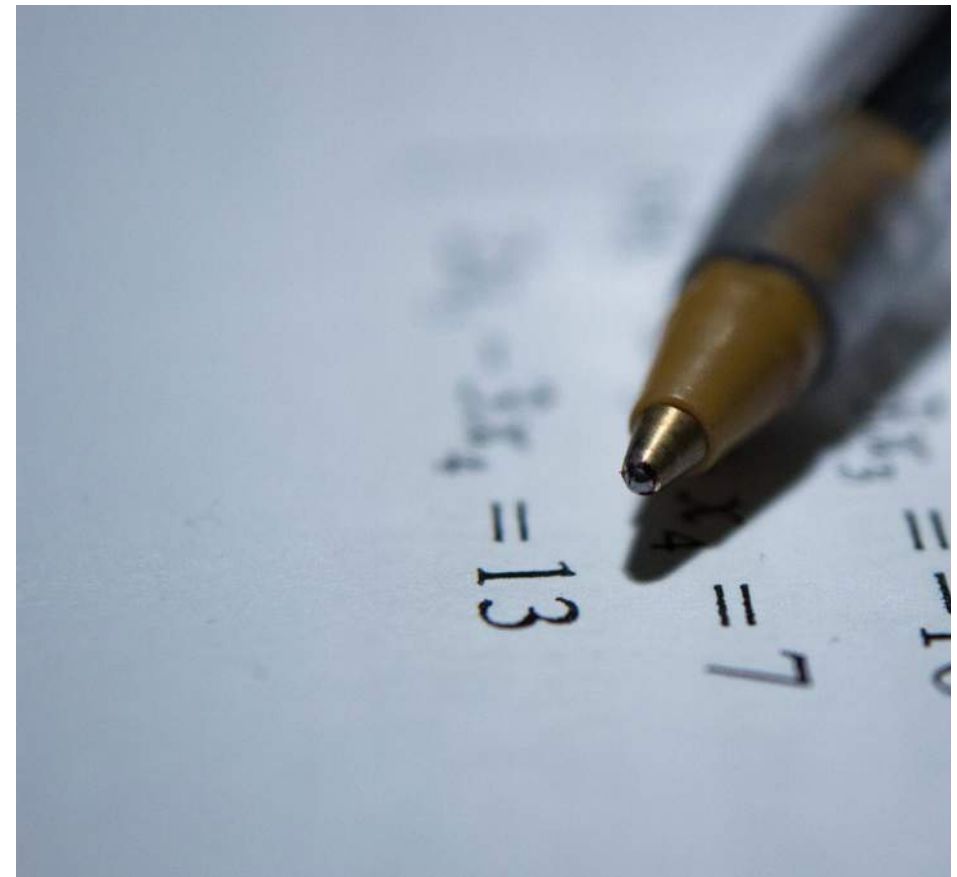
Further TAFE study

Apprenticeships

Employment

#### Recommended Prior Learning

Year 10 Mathematics



## COURSE OVERVIEW

### Unit 1

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing, to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. Students will explore and respond to a variety of texts and digital presentations for different purposes, discuss and debate contemporary issues impacting on society and integrate reading, writing and oracy skills into a variety of learning and employment environments.

#### Areas of Study

- Literacy for personal use
- Understanding and creating digital texts

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - essays, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations.

#### Future Pathways

VCE VM Literacy Unit 2

VCE English Unit 2

Further TAFE study

Employment

#### Recommended Prior Learning

Year 10 English

### Unit 2

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. Students will explore and respond to a variety of texts and digital presentations for different purposes, discuss and debate contemporary issues impacting on society and integrate reading, writing and oracy skills into a variety of learning and employment environments.

#### Areas of Study

- Understanding issues and voices
- Responding to opinions

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for each unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - essays, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations

#### Future Pathways

VCE VM Literacy Unit 3&4

Further TAFE study

Employment

#### Recommended Prior Learning

Year 10 English



## COURSE OVERVIEW

### Unit 1

In this unit, students take an active approach to personal development, self-realization, and citizenship by exploring interrelationships between individuals and communities. Students engage in theoretical and practical activities focusing on health, wellbeing, community engagement and social sciences. Students research and explore influences on identity, set and achieve personal goals, develop confidence and communication skills to be able to interact positively with diverse communities, and problem solve. Students build skills in leadership, project planning and teamwork.

#### Areas of Study

- Healthy individual
- Community health and wellbeing
- Promoting a healthy life

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - case studies, a performance, extended written pieces, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations

#### Future Pathways

VCE VM Personal Development Skills Unit 2, 3&4

VCE Health & Human Development Unit 2, 3&4

Further TAFE study

Employment

#### Recommended Prior Learning

No Recommended Prior Learning required

### Unit 2

In this unit, students take an active approach to personal development, self-realization, and citizenship by exploring interrelationships between individuals and communities. Students engage in theoretical and practical activities focusing on health, wellbeing, community engagement and social sciences. Students research and explore influences on identity, set and achieve personal goals, develop confidence and communication skills to be able to interact positively with diverse communities, and problem solve. Students build skills in leadership, project planning and teamwork.

#### Areas of Study

- What is a community?
- Community cohesion
- Engaging and supporting community

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - case studies, a performance, extended written pieces, data analysis, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations

#### Future Pathways

VCE VM Personal Development Skills Unit 3&4

Allied health services

Further TAFE study

Employment

#### Recommended Prior Learning

No Recommended Prior Learning required



## COURSE OVERVIEW

### Unit 2

In this unit, students explore, research, and build knowledge and understanding of ethics, discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles, and theories. Content will focus on personal, family, local and the wider community, and national and global level. Students will investigate social justice issues and study these through theoretical and practical learning activities.

#### Areas of Study

- Ethical decision making and moral judgement
- Religion and ethics
- Ethical issues and decision making

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - reports, projects, debates, identification exercises, extended written responses, oral and written reflections, digital presentations and incursions and excursions

#### Future Pathways

VCE Religion and Society Unit 3&4

Further TAFE study

Apprenticeships

Employment

#### Recommended Prior Learning

No Recommended Prior Learning required



## COURSE OVERVIEW

### Unit 1

In this unit, students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments, conditions and the future of work and education, in order, to engage in theoretical and practical aspects of transitioning to their desired pathway. Students will work collaboratively on school based and community projects focusing on enterprise, teamwork, communication, resume writing, employment applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

#### Areas of Study

- Future careers
- Presentation of career and education goals

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - research tasks, case studies, data analysis, reports, mock employment interviews, industry immersion activities, employment searches, oral and written reflections, and digital presentations

#### Future Pathways

VCE VM Work Related Skills Unit 2, 3 or 4

Further TAFE study

Apprenticeships

Employment

#### Recommended Prior Learning

No Recommended Prior Learning required

### Unit 2

In this unit, students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments, conditions and the future of work and education, in order, to engage in theoretical and practical aspects of transitioning to their desired pathway. Students will work collaboratively on school based and community projects focusing on enterprise, teamwork, communication, resume writing, employment applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

#### Areas of Study

- Workplace skills and capabilities
- Transferable skills and capabilities

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - research tasks, case studies, data analysis, reports, mock employment interviews, industry immersion activities, employment searches, oral and written reflections, and digital presentations

#### Future Pathways

VCE VM Work Related Skills Unit 3 or 4

Further TAFE study

Apprenticeships

Employment

#### Recommended Prior Learning

No Recommended Prior Learning required



## COURSE OVERVIEW

### Unit 1

In this unit, students develop knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community. It provides students with the key skills and knowledge to interpret and create texts of various natures with appropriateness, accuracy, confidence, and fluency, as well as for learning in and out of school, and for participating in the workplace and community. This unit aims to develop students' abilities to read, write, speak and listen in everyday and familiar contexts by engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' and multi-culturalism. The texts' contents are for enjoyment or information, for specific workplaces and educational settings. Students will examine how purpose, language and structure influence the audience and their understanding of the content and context in their study of visual and film texts.

#### Areas of Study

- Literacy for personal use
- Understanding and creating digital texts

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - Records of guest speakers, reports, written exercises, journals debates, interviews, oral and written reflections, animations with voice overs, and digital presentations

#### Future Pathways

VPC Literacy Unit 2, 3&4  
Further TAFE study  
Employment

#### Recommended Prior Learning

No Recommended Prior Learning required

### Unit 2

In this unit, students develop capacity to engage with, understand and respond to digital texts, including web pages for vocational and workplace settings, podcasts and social media. Students identify and explain the structure of a variety of digital platforms, as well as the types and purposes of different digital texts. Students discuss the reliability and effectiveness of digital sites and content in connecting with audiences and delivering a message. Students read, view, and interact with different digital texts, and participate in learning activities to develop capacity to explore and discuss impact. They identify the ways a visitor will encounter and experience digital texts, considering purpose and the social and workplace values associated with them. As a part of this exploration of the digital world, students participate and engage in learning practices that equips them to deal safely and respectfully with others in the digital and virtual world.

#### Areas of Study

- Understanding issues and voices
- Responding to opinions

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for each unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - written exercises, debates, interviews, case studies, videos, oral and written reflections, advertisements, and digital presentations

#### Future Pathways

VPC Literacy Unit 3&4  
Further TAFE study  
Employment

#### Recommended Prior Learning

VPC Literacy Unit 1



## COURSE OVERVIEW

### Unit 1

In this unit, students develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies. Students are provided with the fundamental mathematical knowledge, skills, understandings, and dispositions to solve problems in real. The four focus components are: identifying the mathematics, acting on and using mathematics, evaluating, and reflecting and communicating and reporting. These are developed through activities including counting, sorting, comparing and performing basic arithmetic operations with whole numbers and common, simple fractions and decimals, money, or recognising common spatial representations and measurements in highly familiar contexts.

#### Areas of Study

- Personal Numeracy
- Financial Numeracy

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, projects, data analysis, reports, posters and digital presentations

#### Future Pathways

VPC Numeracy Unit 2  
Further TAFE study  
Employment

#### Recommended Prior Learning

No Recommended Prior Learning required

### Unit 2

In this unit, students develop their everyday numeracy practices involving health and recreational activities and participation. Health and recreational numeracy relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Recreational activities may include indoor and outdoor pursuits, arts, social media, gaming and other personal interests and hobbies. Activities include sport participation and the supporting activities associated, hospitality and involvement in a variety of hobbies.

#### Areas of Study

- Health and recreational numeracy
- Civic numeracy

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, sporting participation, score and time keeping, projects, cooking and baking, reports, oral and written reflections, and digital presentations

#### Future Pathways

VPC Numeracy Unit 3&4  
Further TAFE study  
Employment

#### Recommended Prior Learning

VPC Literacy Unit 1



## COURSE OVERVIEW

### Unit 1

In this unit, students take a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community, exploring physical, social, and emotional health and wellbeing. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships, and online environments. Students articulate concepts of consent, equity, and access, and reflect on how to express themselves in safe and effective ways. Students identify their personal strengths, abilities and potential and apply this understanding to the task of setting personal goals and reflecting on pathways to action and achievement.

#### Areas of Study

- Understanding self
- Developing self

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - case studies, research assignments, reports, written exercises, debates, surveys, journal writing, interviews, oral and written reflections, and digital presentations

#### Future Pathways

VPC Personal Development Skills Unit 2

Further TAFE study

Employment

#### Recommended Prior Learning

No Recommended Prior Learning required

### Unit 2

In this unit, students take a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community, exploring physical, social, and emotional health and wellbeing. This unit takes a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Through the example of a democratic society, students explore community-related concepts, including rights and responsibilities, with a focus on how young people can participate and engage.

#### Areas of Study

- Exploring and connecting with community
- Community partnership

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - case studies, journal entries, reports, written exercises, debates, role-plays, interviews, oral and written reflections, and digital presentations

#### Future Pathways

Further TAFE study

Employment

#### Recommended Prior Learning

VPC Personal Development Skills Unit 1



## **COURSE OVERVIEW**

In this unit, students explore, research, and build knowledge and understanding of social justice based upon faith, ethics, discovering the perspectives that guide practical moral judgement. Exploring the marginalised, community, environmental and social issues and their important influence on living in the contemporary global world, now and in the future. Students focus on personal, family, local, wider community in a national and global level. Students investigate social justice issues and study these through theoretical and practical learning activities.

### **Areas of Study**

- The marginalised
- Ethical decision making and moral judgement
- Religion and social conscience
- Community rights and responsibilities

### **Assessment**

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - reports, projects, debates, identification exercises, written responses, excursion and incursion participation, oral and written reflections, digital presentations

### **Future Pathways**

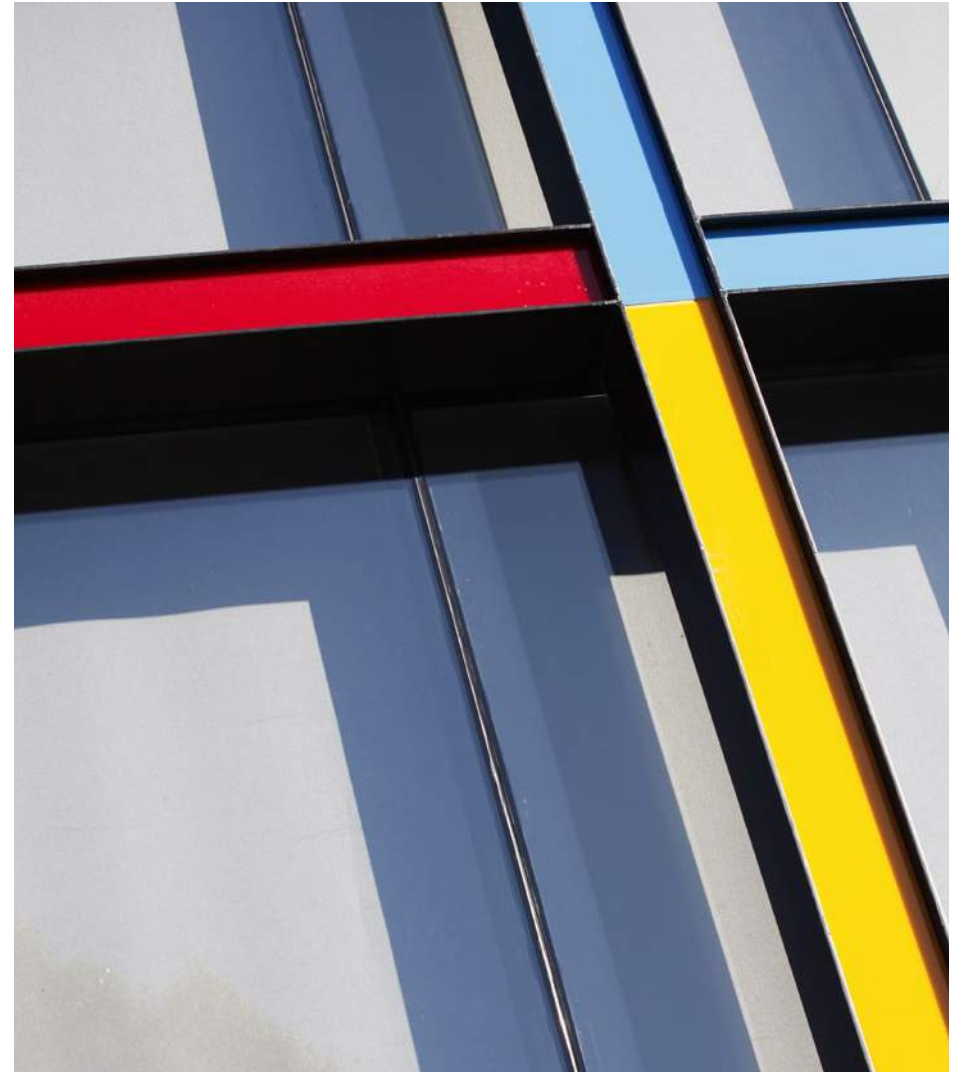
Further TAFE study

Community volunteering

Employment

### **Recommended Prior Learning**

No Recommended Prior Learning required



## COURSE OVERVIEW

### Unit 1

In this unit, students develop knowledge, skills, and personal attributes relevant to further education and employment. It also provides practical, authentic opportunities for students to develop employability skills. This unit has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace. Students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students work collaboratively on school based and community projects focusing on teamwork, communication, resume writing, job applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

#### Areas of Study

- Interests, skills, and capabilities in the workplace
- Employment opportunities and workplace conditions

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - research tasks, case studies, Smart goals, cover letters, resumes, mock employment interviews, quizzes, employment searches, oral and written reflections, and digital presentations

#### Future Pathways

VPC Work Related Skills Unit 2, 3&4

Further TAFE study

Employment

#### Recommended Prior Learning

No Recommended Prior Learning required

### Unit 2

In this unit, students develop knowledge, skills, and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills. It has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities. This study commences the planning process for a small-scale work-related activity. Working in teams, students identify and explore a range of activities, identify an achievable small-scale work-related activity, and collaboratively plan for the activity. Students consider how the chosen activity aligns with employability skills, seek, and apply feedback and evaluate the effectiveness of the planned activity.

#### Areas of Study

- Identifying and planning for a work-related activity
- Completing and reviewing a small-scale work-related activity
- Reporting on a small-scale work-related activity

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - research tasks, skills audit, reports, project planning, meeting participation, project participation, surveys oral and written reflections, and digital presentations

#### Future Pathways

VPC Work Related Skills Unit 3&4

Further TAFE study

Employment

#### Recommended Prior Learning

VPC Work Related Skills Unit 1



## COURSE OVERVIEW

### Unit 3

In this unit, students focus, develop and enhance their mathematics skills to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. Learning activities are both theoretical and practical with hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge and skills to make informed decisions in their lives. Students apply skills learnt in the use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics.

#### Areas of Study

- Algebra, number, and structure
- Data analysis
- Probability and statistics
- Discrete mathematics
- Space and measurement
- Mathematical investigation

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, portfolio, projects, data analysis, reports, modelling tasks, industry, oral and written reflections, and digital presentations

#### Future Pathways

VCE VM Foundation Mathematics Unit 4

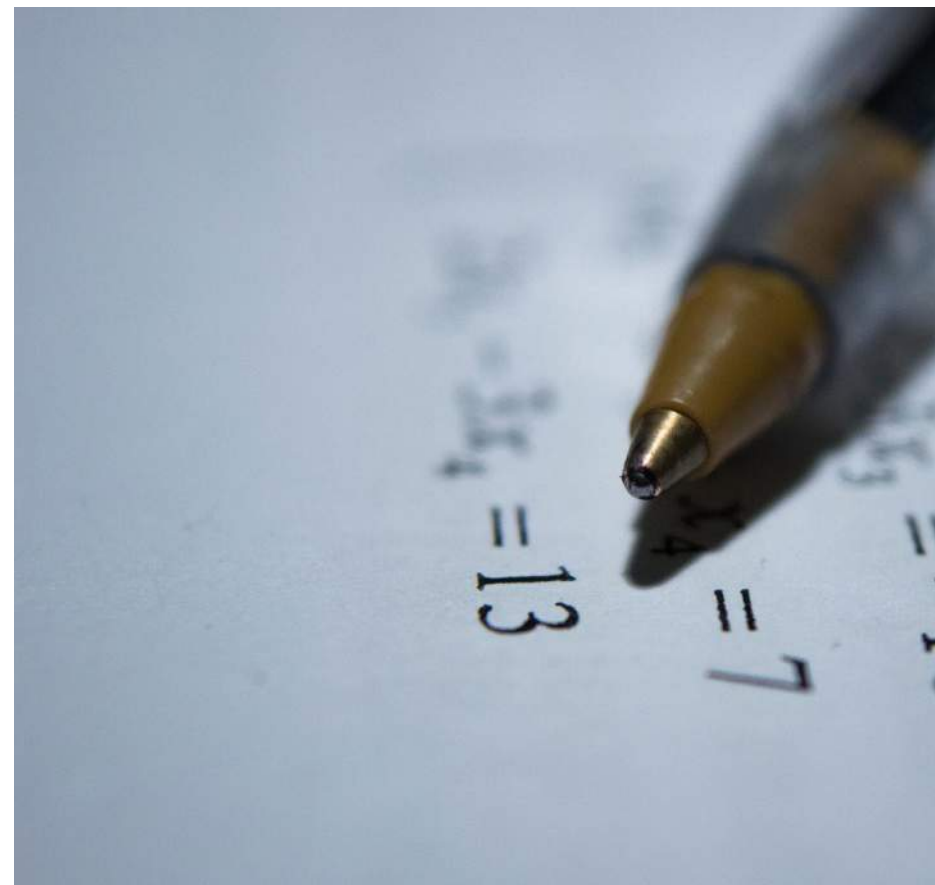
Further TAFE study

Apprenticeships

Employment

#### Recommended Prior Learning

VCE VM Foundation Mathematics Unit 1&2



## COURSE OVERVIEW

### Unit 4

In this unit, students focus, develop and enhance their mathematics skills to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. Learning activities are both theoretical and practical with hypothesising and problem-posing; estimating, calculating, computing, and constructing; abstracting, proving, refuting, and inferring; applying, investigating, modelling and problem-solving. Students develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. Students apply skills learnt in the use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics.

#### Areas of Study

- Algebra, number, and structure
- Data analysis, probability, and statistics
- Discrete mathematics, financial and consumer mathematics
- Space and measurement

#### Assessment

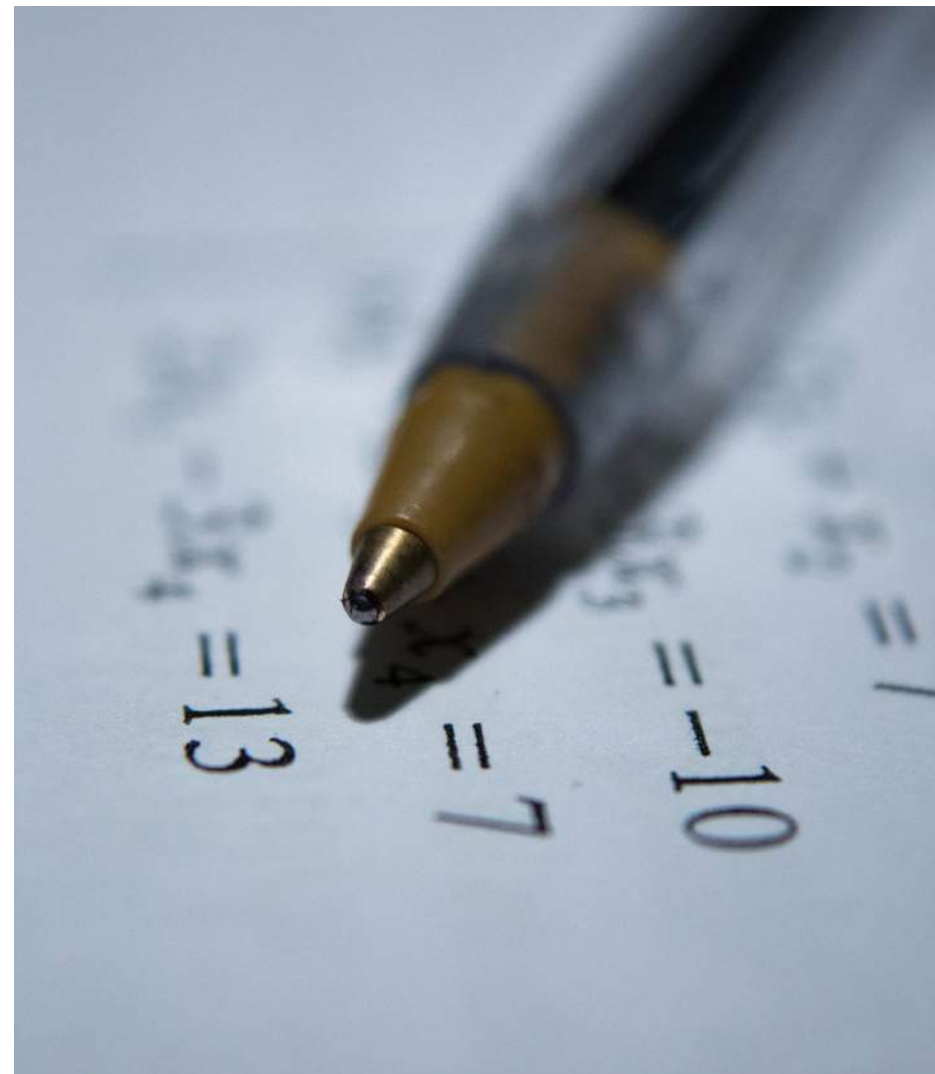
- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - investigations, portfolio, projects, data analysis, reports, modelling tasks, industry, oral and written reflections, and digital presentations.

#### Future Pathways

Further Tertiary study  
Apprenticeships  
Employment

#### Recommended Prior Learning

VCE VM Foundation Mathematics Unit 1&2, 3



## COURSE OVERVIEW

### Unit 3

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. Through building community and global awareness, experiencing interaction with a variety of writers and orators, students will develop and refine written and oral communication and literacy skills. Students will explore and respond to a variety of texts and digital presentations for different purposes, discuss and debate contemporary issues impacting on society and integrate reading, writing and oracy skills into a variety of learning and employment environments.

#### Areas of Study

- Accessing and understanding informational, organisational, and procedural texts
- Creating and responding to organisational, informational, or procedural texts

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - essays, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations

#### Future Pathways

Further Tertiary study in Journalism and Media  
Employment

#### Recommended Prior Learning

VCE VM Literacy Unit 1&2  
VCE English Unit 1&2

### Unit 4

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. Through building community and global awareness, experiencing interaction with a variety of writers and orators, students will develop and refine written and oral communication and literacy skills. Students will explore and respond to a variety of texts and digital presentations for different purposes, discuss and debate contemporary issues impacting on society and integrate reading, writing and oracy skills into a variety of learning and employment environments.

#### Areas of Study

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit.
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - essays, reports, written exercises, debates, interviews, oral and written reflections, and digital presentations.

#### Future Pathways

Further Tertiary study in Journalism and Media  
Employment

#### Recommended Prior Learning

VCE VM Literacy Unit 3  
VCE English Unit 3



## COURSE OVERVIEW

### Unit 3

In this unit, students take an active approach to considering the role of interpersonal skills and social awareness in different settings and contexts. Students examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievements of goals within personal and community contexts. The students explore key components of effective teamwork and reflect on how to lead utilising learnt problem solving skills as well as building processing, reflecting and articulation skills through written and oral presentations.

#### Areas of Study

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - case studies, practical tasks, extended written pieces, data analysis, reports, written exercises, a record of debates, interviews, minute meetings, oral and written reflections, podcasts, blogs, and digital presentations

#### Future Pathways

VCE VM Personal Development Skills Unit 4

VCE Health & Human Development Unit 4

Further TAFE study

Employment

#### Recommended Prior Learning

VCE VM Personal Development Skills Unit 1 or 2

### Unit 4

In this unit, students take an active approach to considering the role of interpersonal skills and social awareness in different settings and contexts. Students participate in an extended project relating to a community issue. Students identify environmental, cultural, economic, and social issues affecting the community and select one for an extended community project. They research and analyse past approaches to the selected issue in Australia and elsewhere, consider how they will research, reflect and plan how community awareness can be increased and proactively acted upon, and design, implement and evaluate a response to be selected for a community issue. They conduct discussions, research, analyse findings, and plan a presentation and project, and contribute to a community project with an appropriate evaluation process.

#### Areas of Study

- Planning a community project
- Implementing a community project
- Evaluating a community project

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - case studies, practical tasks, extended written pieces, data analysis, reports, written exercises, a record of debates, interviews, minute meetings, oral and written reflections, podcasts, blogs, and digital presentations

#### Future Pathways

Further Tertiary study

Employment

Apprenticeships

#### Recommended Prior Learning

VCE VM Personal Development Skills Unit 1, 2 or 3



**COURSE OVERVIEW****Unit 3**

In this unit, students examine and develop a range of skills, knowledge and capabilities required and relevant to achieving individual career and educational goals. Students develop a broad understanding of workplace environments, industrial relations, and practice. Students will research and explore workplace wellbeing and culture, and employee and employer relations, rights, and responsibilities. Students work collaboratively on school based and community projects focusing on enterprise, teamwork, communication, resume writing, employment applications, researching industry areas, and OH&S to gain knowledge and confidence to enter the workforce.

**Areas of Study**

- Workplace wellbeing and accountability
- Work responsibilities and rights
- Communication and collaboration

**Assessment**

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - research tasks, case studies, data analysis, reports, mock employment interviews, industry immersion activities, employment searches, oral and written reflections, and digital presentations

**Future Pathways**

VCE VM Work Related Skills Unit 4

Further Tertiary study

Apprenticeships

Employment

**Recommended Prior Learning**

No Recommended Prior Learning required

**Unit 4**

In this unit, students apply their knowledge of portfolios by engaging in the process of developing and formally presenting their completed portfolio in a panel style interview. Students use a range of verbal, written and practical strategies to communicate their skills and knowledge, including visual appeal, and varied and appropriate content. Students evaluate their portfolio using a range of mechanisms including self-assessment, feedback, and comparison with criteria.

**Areas of Study**

- Portfolio development
- Portfolio presentation

**Assessment**

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - cover letters, resumes, case studies, data analysis, reports, evidence of mock employment interviews, employment searches, oral and written reflections, panel interview and digital presentations

**Future Pathways**

Further Tertiary study

Apprenticeships

Employment

**Recommended Prior Learning**

VCE VM Worked Related Skills Unit 1, 2 or 3



## COURSE OVERVIEW

### Unit 3

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing to meet the demands of the workplace, the community, employment, and their own life skills, needs and aspirations. This study enables students to develop the skills and knowledge required to understand and complete a range of familiar and less familiar activities for civic participation purposes. Selection of suitable texts take into consideration the interests and abilities of the student cohort and the information that students typically need for learning, employment, and vocational activities. Students engage with a range of texts and information including timetables, forms, government documentation and contracts, in print and digital forms, and locate information, identify the audience and purpose of the text and develop the skills necessary to complete documentation.

#### Areas of Study

- Literacy for civic participation
- Literacy for pathways and further learning

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - reports, written exercises, debates, interviews, case studies, videos, journals, oral and written reflections, and digital presentations

#### Future Pathways

VPC Literacy Unit 4

Further TAFE studies

Employment

#### Recommended Prior Learning

VPC Literacy Unit 1&2

### Unit 4

In this unit, students develop everyday literacy skills through thinking, listening, speaking, reading, viewing, and writing. In this module, students will develop a range of written and oral communication skills through practical application in an activity around a specific content area. Content for the unit is drawn from any area of learner interest or aspirations. Students will be encouraged to connect this area of study to learning in Work Related Skills Unit 4. This project is developed in consultation with the teacher and focuses on an area of student interest with a clearly stated vocational or personal focus. The project must have an actionable goal and be completed either individually or as a member of a group focusing on the following areas of skill development: collaboration, problem solving, communication, self-management, planning and organising, initiative, and learning.

#### Areas of Study

- Negotiated project

#### Assessment

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that will include:
  - evidence of teamwork, team management, team participation, videos, podcasts, oral presentation, digital presentations, and journal entries

#### Future Pathways

Further TAFE study

Employment

#### Recommended Prior Learning

VPC Literacy Unit 1&2, 3



**COURSE OVERVIEW****Unit 3**

In this unit, students are introduced to the workplace and the role of physical and mental health in the workplace. Students examine how employees can contribute to the physical and mental health of self and colleagues and discuss how employers can contribute to the physical and mental health of employees and customers/clients, including the implementation of policies. Students distinguish between a safe and an unsafe workplace and explore how they can identify and address unlawful practices. Students examine employee responsibilities in the workplace and present findings. This unit also explores physical health and safety in the workplace, including processes to assess risk, analyse safety, report hazards and harms and make recommendations to improve safety in the workplace.

**Areas of Study**

- Healthy workplace practice
- Rights and responsibilities
- Physical health and safety

**Assessment**

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - research tasks, mock hearings, safety audit and drills, interviews, risk management plans, role-plays, oral and written reflections, and digital presentations

**Future Pathways**

VPC Work Related Skills Unit 4

Further tertiary study

Employment

**Recommended Prior Learning**

VPC Work Related Skills Unit 1&2

**Unit 4**

In this unit, students are provided with an overview of potential employment and educational pathway options, to support the development and refinement of a future pathway plan. This unit explores strategies for students to apply when collecting and assessing information about employment opportunities. Students apply knowledge and skills by preparing a employment application in response to a job advertisement, including a resume and cover letter and prepare for future job interviews. Students engage with sources to identify possible interview questions, plan suitable responses, and prepare relevant questions to ask a potential employer. Students participate in a mock interview and apply strategies to reflect on and evaluate performance to improve future employment prospects.

**Areas of Study**

- Explore and plan potential pathways
- Employment seeking activities and the application

**Assessment**

- Satisfactory completion of this unit is based on whether the student has demonstrated the set of outcomes specified for the unit
- There are a range of opportunities for students to demonstrate key knowledge and key skills that may include:
  - cover letters, resumes, case studies, data analysis, reports, evidence of mock employment interviews, employment searches, oral and written reflections, panel interview and digital presentations

**Future Pathways**

Further TAFE study

Apprenticeships

Employment

**Recommended Prior Learning**

VPC Work Related Skills Unit 1&2, 3



# GLOSSARY

## Abbreviations and terms explained.

### Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of zero to 99.95 that a student receives, based on their study scores. The ATAR is calculated by VTAC, based on VCE Unit 3&4 results, and used by universities and TAFE institutes to select students for courses.

### Authentication

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

### General Achievement Test (GAT)

A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in a VCE Unit 3 & 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.

### Outcomes

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

### School Assessed Coursework (SAC)

Refers to assessments completed at school in Unit 3&4 studies. These assessments are overseen by the VCAA for each VCE subject. The term may also be used at Unit 1&2 to model the expectations of Unit 3&4.

### School Assessed Task (SAT)

Refers to assessments completed in specific studies at Unit 3&4. A SAT is often a longer-term task (such as a folio) and has very specific, prescribed assessment criteria.

### Semester

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

### Sequence

A sequence refers to two or more units that are completed sequentially. For example, at VCE Unit 3&4 the units are completed together, Unit 3 in semester 1 and Unit 4 in semester 2. This is a sequence.

### Special Provision

Special arrangements that are made for students who are experiencing difficulty and hardship. The categories to gain special provision are very specific and arrangements may be different at different year levels and for different tasks. At VCE Unit 3&4, special provision can only be 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 by the VCAA to ensure that the school's assessments are in line with the assessments of all the other schools in Victoria. This involves data collection and comparison methods.

### Study/Studies

Refers to a subject available for students to complete. This may be a subject that runs for one semester or for two or more semesters.

### Study Design

Refers to the curriculum that is prescribed by the VCAA for a particular VCE or VCE VET study. This document includes key knowledge and skills that must be taught, as well as the types of assessment to be completed. VCAA Unit 3 & 4 exams are based on the information in the study design.

### Study score

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

### TAFE

Technical and Further Education. TAFE institutes deliver a variety of VET certifications among other higher education opportunities.

### Unit

A program of study that normally takes one semester to complete. The units at VCE are numbered 1, 2, 3 and 4. Unit 1&2 are usually studied in Year 11 and Unit 3&4 in Year 12.

### VCAA

Victorian Curriculum and Assessment Authority. The organisation which prescribes, oversees and audits the running of VCE programs.

### VCE

Victorian Certificate of Education. The most commonly studied senior completion certificate in Victoria.

### 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 ATAR scores.





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