

St Francis Xavier College
Berwick, Officer and Beaconsfield

Curriculum Information

2020

Beaconsfield Campus

Year 10

Year 11

Year 12

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YEAR 10 - 2020

WELCOME TO THE BEACONSFIELD CAMPUS

IF YOU WANT TO BE THE BEST LEARNER YOU CAN BE, THEN YOU ONLY HAVE TO ASK HOW

You are about to undertake your final years at St Francis Xavier College as a member of the Senior Campus. Now is the time to think more deeply about where you want to be in the future and understand how your studies can help you get there.

The subject selection process includes student and parent information sessions, course guidance and formal interviews. Students are advised to consider subjects taking into account their learning strengths and how their talents and skills will be enhanced by the particular combination of subjects chosen.

Year 10 students have three (2) Pathways to choose from:

1. Year 10 VCE Pathway
2. Year 10 VCAL Pathway

1. Year 10 VCE Pathway

Students interested in studying VCE in Years 11 and 12 and can choose this pathway for Year 10.

Students will study:

- Both Semesters:
 - Religious Education
 - English
 - Mathematics (options)
- One Semester:
 - Inquiry and Project Based Learning
 - Science (Elective)
 - Health and Physical Education (Elective)
 - Three (3) Electives one semester and Two (2) Electives the alternate Semester

Accelerated Learning

The College considers participation in Accelerated Learning an opportunity for students who have demonstrated academic excellence and are working at a level well above their peers in most subjects and particularly in the learning areas they wish to study in 2020.

In order to ensure that the student is prepared to meet the challenges of the VCE subject of his or her choice, the student will be invited to attend an interview to discuss their academic strengths and their understanding of the VCE or VCE-VET subject they wish to pursue in 2020.

Further investigation of the student's level of prior knowledge and skills will be determined by strategies that are relevant to the learning area. These **will** include analysis of the student's academic history provided by College reports, Semester examination results and *NAPLAN* and *PAT* testing. Additional information **may** also be sought through 2018 subject teacher referrals, pre-entry level testing of higher order thinking skills or audition.

The following VCE and VCE-VET subjects will be offered to Year 10 students who wish to apply for acceleration:

Units 1 and 2 Biology

Units 1 and 2 Business Management

Units 1 and 2 Computing

Units 1 and 2 General Mathematics

Units 1 and 2 Health and Human Development

Units 1 and 2 Japanese

Units 1 and 2 Physical Education

Units 1 and 2 Psychology

Units 1 and 2 Religion and Society

VCE-VET: Cert III in Information Digital Media Technology (1st Year)

VCE-VET: Cert III in Music Industry (Sound Production) (1st Year)

VCE-VET: Certificate II in Business (1st Year)

VCE-VET: Certificate II in Kitchen Operations (1st Year)

VCE-VET: Certificate III in Screen and Media (1st Year)

VCE-VET: Certificate III in Sport and Recreation (1st Year)

NB: Information for these subjects can be found in the VCE section of this booklet.

2. Year 10 VCAL Pathway

Students may study Foundation VCAL in Year 10.

VCAL is an applied certificate which can be studied across Years 10 – 12.

Further details regarding VCAL are outlined later in this book.

Students who study Foundation VCAL in Year 10 will study:

- Religious Education
- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- Year 10 VET
- Year 10 Health and Physical Education (Elective)
- One (1) other Year 10 Elective
- *Students complete work placement*

YEAR 11 - 2020

Year 11 students at St Francis Xavier College have the option of three programs:

1. VCE

Students study:

- Six (6) x VCE Units each Semester
- Religious Education

2. VCE Vocational Pathway

Students study:

- Five (5) x VCE Units each Semester
- One (1) x VCE VET subject each Semester
- Religious Education
- *Assessment is non scored*
- *A work placement is carried out in the school holidays*

3. VCAL

Students study:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- Religious Education
- VET each Wednesday
- *Students complete work placement*

YEAR 12 - 2020

Year 11 students at St Francis Xavier College have the option of three programs:

1. VCE

Students study:

- Five (5) x VCE Units each Semester
- Religious Education

2. VCE Vocational Pathway

Students study:

- Four (4) x VCE Units each Semester
- One (1) x VCE VET subject each Semester
- Religious Education
- *Assessment is non scored*
- *A work placement is carried out in the school holidays*

3. VCAL

Students study:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- Religious Education
- VET each Wednesday
- *Students complete work placement*

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SUBJECT FLOW DIAGRAMS





ST FRANCIS XAVIER COLLEGE

YEAR 10 - VCE RELIGIOUS EDUCATION



	Year 10	Year 11	Year 12
Option 1: Accelerated Religious Education including Religion and Society Units 1 - 4	Pathway 1 (Accelerated Religious Education) Semester 1 Religion and Society Unit 1 + one complimentary Faith in Action unit Semester 2 Religion and Society Unit 2 + one complimentary Faith in Action unit 	Pathway 1 (Accelerated Religious Education) Semester 1 Religion and Society Unit 3 + four skills support periods or a Faith in Action unit Semester 2 Religion and Society Unit 4 + four skills support periods or a Faith in Action unit 	Pathway 1 (Accelerated Religious Education) Semester 1 Year 12 Faith in Action unit Semester 2 Exam preparation/study periods or Year 12 Faith in Action unit
Option 2: VCE Experience	Pathway 2 (VCE experience) Semester 1 Religion and Society Unit 1 (outcomes 1 and 2) Semester 2 Religion and Society Unit 1 (outcome 3) and 2 (outcome 1) 	Pathway 2 (VCE experience) Semester 1 Religion and Society Unit 2 (outcomes 2 and 3) Semester 2 Unit 3 skills and content preparation unit Or Faith in Action Unit (intending to go into Pathway 3) For 2019: Semester 1 Religion and Society unit 1 Semester 2 Religion and Society Unit 2 And Faith in Action Unit (intending to go into Pathway 3) 	Pathway 2 (VCE experience) Semester 1 Religion and Society Unit 3 Semester 2 Religion and Society Unit 4 Additional exam preparation/study periods

	Year 10	Year 11	Year 12
Option 3: Faith in Action Units	Pathway 3 (Faith in Action Units) Semester 1 and Semester 2 Choice of one unit for Semester 1 and one unit for Semester 2 (choices 1 – 4 require a minimum of 10 hours of service outside of class time): <ol style="list-style-type: none"> 1. Cantabile 2. Youth Ministry A: Sacraments 3. Youth Ministry B: Homelessness and the Environment 4. Youth Ministry C: Peer Ministry 5. Faith, Media, Arts and Literature 6. Faith and Science 7. Dialogue 8. History: The Church and Indigenous Australia 9. Scripture in the Modern World 	Pathway 3 (Faith in Action Units) Semester 1 and Semester 2 Choice of one unit for Semester 1 and one unit for Semester 2 (can't repeat units chosen in Year 10 - choices 1 – 4 require a minimum of 10 hours of service outside of class time): <ol style="list-style-type: none"> 1. Cantabile 2. Youth Ministry A: Sacraments 3. Youth Ministry B: Homelessness and the Environment 4. Youth Ministry C: Peer Ministry 5. Faith, Media, Arts and Literature 6. Faith and Science 7. Dialogue 8. History: The Church and Indigenous Australia 9. Scripture in the Modern World 	Pathway 3 (Faith in Action Units) Semester 1 and Semester 2 Choice of one of the following units for Semester 1 and 2: <ol style="list-style-type: none"> 1. Faith in Action: Core 2. Faith in Action: Cantabile 3. Faith in Action: Youth Ministry/Catholic Action 4. VCE Unit (Religion and Society/Text and Traditions/VCE Philosophy Unit over 3 terms)
VCAL Religious Education	VCAL: Faith in Action 1	VCAL: Faith in Action 2	VCAL: Faith in Action 3

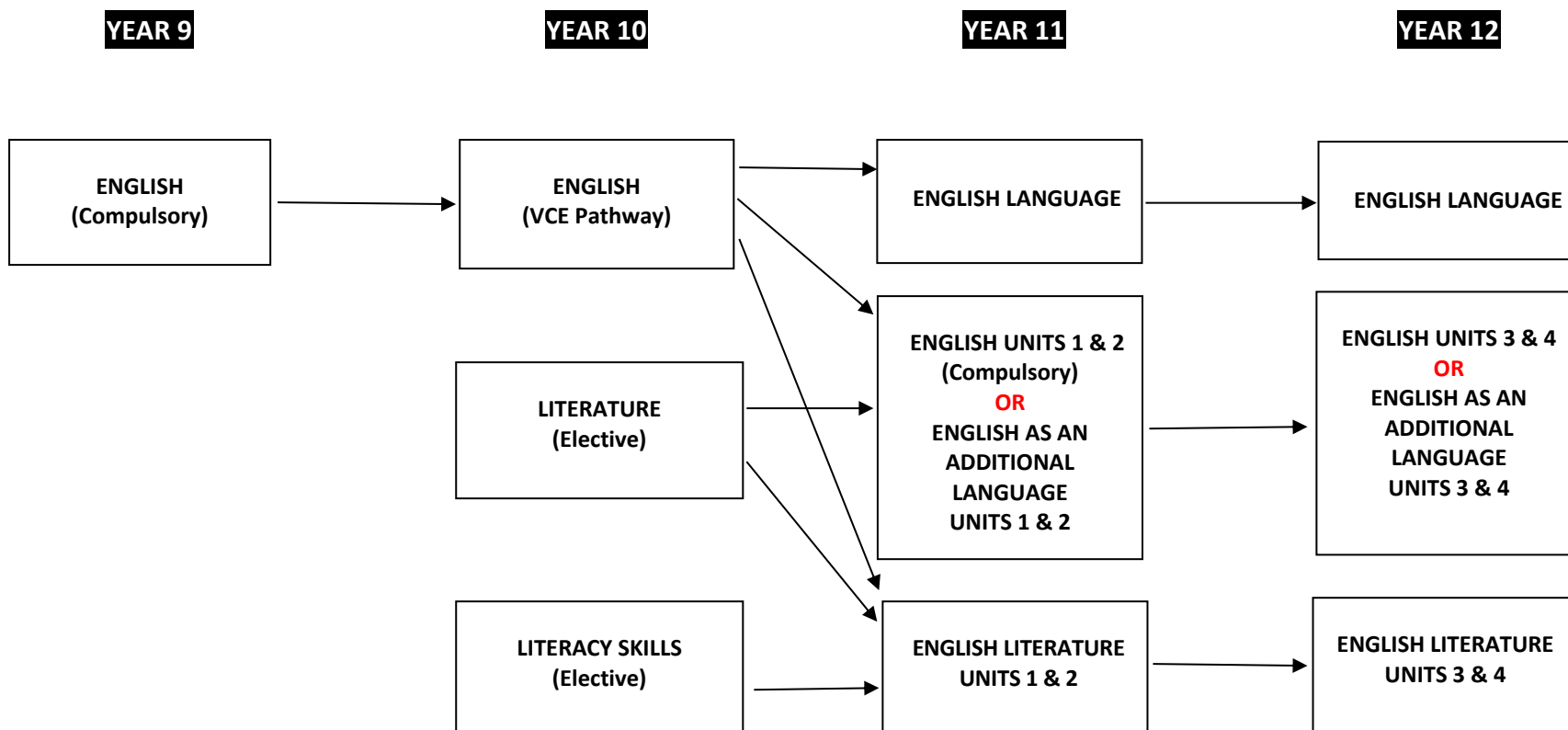
Subject	Description
Option 1 Accelerated Religious Education: Religion and Society Units 1 and 2	Religion and Society involves the study of the origins of religion, its role in society and its nature and purpose over time. Part of this investigation includes understanding the expressions of faith in a variety of religious traditions and how these faith expressions contribute to their identity. Ethics are also studied as part of this course, understanding the foundations of a variety of ethical positions and how religious traditions have formulated their own ethical traditions over time. This subject is also open to Year 10 students who are capable of accelerating their studies by choosing a VCE subject in Year 10.
Option 1 Accelerated Religious Education: Religion and Society Units 3 and 4	Building on the skills and knowledge of Units 1 and 2, Units 3 and 4 of Religion and Society explore the role of religion and religious beliefs in the search for meaning. With the Roman Catholic Tradition as the primary focus, students will investigate the role of Catholicism's system of beliefs in responding to questions of meaning. The course will also explore various beliefs of the Roman Catholic Tradition from a historical point of view as well as investigate its relationship with Australian society in the context of a recent ethical issue.
Option 2 VCE Experience: Religion and Society Unit 1 (Outcomes 1 and 2)	Religion and Society involves the study of the origins of religion, its role in society and its nature and purpose over time. Part of this investigation includes understanding the expressions of faith and identity in a variety of religious and how these faith expressions contribute to their identity. This subject will be studied over one semester and cover Outcomes 1 and 2 of Unit 1 Religion and Society.
Option 2 VCE Experience: Religion and Society Unit 1 (Outcome 3) and Unit 2 (Outcome 1)	This course builds on the skills and knowledge of Religion and Society Unit 1, Outcomes 1 and 2. This course concludes Unit 1 studies and moves to Unit 2 where ethics becomes the focus through the investigation of the foundations of a variety of ethical positions and how religious traditions have formulated their own ethical traditions over time. This subject is studied over one Semester and continues students' progression towards completing Unit 2.
Option 2 VCE Experience: Religion and Society Unit 2 (Outcomes 2 and 3)	Religion and Society Unit 2, Outcomes 2 and 3 expand the study of ethics by focussing students' investigations on how beliefs and other sources inform the ethics of religious traditions. Responses to ethical issues of a variety of religions will be examined.
Option 2 VCE Experience: Religion and Society Unit 3 skills and content	For those who choose to complete Religion and Society Units 3 and 4 in Year 12, this semester course is a preparation for Units 3 and 4, revising the skills and knowledge required to be ready for Units 3 and 4. The way the beliefs are expressed in a variety of aspects of religion, and the growth of beliefs within faith expression.
Option 3 Faith in Action: Cantabile	Cantabile is a non-auditioned choir that works to lead the College in liturgical celebrations. Hymns and songs are chosen that reflect the CEO Sale diocese curriculum and enable analysis of the faith expression in the lyrics. Cantabile requires students to be available to sing at various liturgical celebrations, both within and outside of class time, a minimum of 10 hours. Students need an openness to faith expression through song and instruments.
Option 3 Faith in Action: Youth Ministry A: Sacraments	Youth ministry supports the students in faith expression and action. The main action in this course is the facilitating of Sacrament workshops for the local parishes. Students learn leadership and presentation skills and build knowledge and skills in expression of the Sacraments of Reconciliation, Eucharist and Confirmation. A minimum of ten hours service outside of class time is required in this course

Subject	Description
Option 3 Faith in Action: Youth Ministry B: Homelessness and the Environment	Youth ministry supports the students in faith expression and action. The main action in this course is the support of Vinnies' response to the issue of homelessness, as well as environmental action. Students learn leadership and presentation skills and build knowledge and skills in expression of Catholic Social Teaching. A minimum of ten hours service outside of class time is required in this course.
Option 3 Faith in Action: Youth Ministry C: Peer Ministry	Youth ministry supports the students in faith expression and action. The main action in this course is the peer ministry, starting with the creation of Stations of the Cross for Easter. Students learn leadership and presentation skills and build knowledge and skills in expression of their faith and are challenged to support the faith expression of their peers. A minimum of ten hours service outside of class time is required in this course.
Option 3 Faith in Action: Faith, Media, Arts and Literature	Over the centuries, art and literature have conveyed stories and ideas in imaginative detail to inspire human beings to consider the bigger questions about their existence. Much of this art and literature has also been inspired by and linked in a variety of ways to the Catholic community. Modern media, while not solely concerned with faith content, still has a lot to say about the human condition and even draws its ideas from religious content. This unit explore the ways in which Christianity has been expressed in literature, art and media in the past and the present and how this expression links to the big questions about our lives.
Option 3 Faith in Action: Faith and Science	In the 21st century, movements such as 'New Atheism' and others have presented us with the choice of faith or science rather than faith and science. Do you have a passion for the sciences? Do you find yourself challenged by the Big Bang Theory and Evolution? It might surprise you to know that the Catholic Tradition accepts both of these and is even a major contributor to the Big Bang Theory. This unit explores how faith and science are complementary and how science has assisted Christians in answering the deeper questions of life, purpose and meaning.
Option 3 Faith in Action: Dialogue	Australia prides itself as a multicultural society, a place where many cultures and religious traditions coexist and have the freedom to express themselves and live their lives as they please. While this is worth celebrating, there are issues which arise when voices in society begin to oppose multiculturalism. This unit explores the cultural and religious diversity of Australia and examines the reasons for its success in Australia. It also explores how dialogue between religious traditions can create harmony, while religious fundamentalism can create misunderstandings.
Option 3 Faith in Action: History: The Church and Indigenous Australia	Australia is a relatively young nation compared to the rest of the world, however the history of its Indigenous culture spans tens of thousands of years. When the First Fleet colonised Australia, it set a course of events which led to terrible injustices towards Aboriginal Australians which still impact them in contemporary Australia. The Catholic Tradition has its own links to Indigenous Australians, some positive and some which have seen the Church offering apologies for. This unit follows the history of interactions between the Church and Indigenous Australians and examines the relationship between the two in contemporary Australia.
Option 3 Faith in Action: Scripture in the Modern World	In a society where scripture is interpreted very literally by groups inside and outside faith traditions, the relevance of scripture can come into question. This course places scripture in its context and explores the richness of its imagery, symbolism and meaning for the modern world.
Option 3 Faith in Action: Core	Available to Year 12 students in 2021

Subject	Description
Option 3 Faith in Action: Youth Ministry/Catholic Action	Available to Year 12 students in 2021
Option 3 VCE Unit: Religion and Society, Texts and Traditions, Philosophy (over three terms)	Available to Year 12 students in 2021



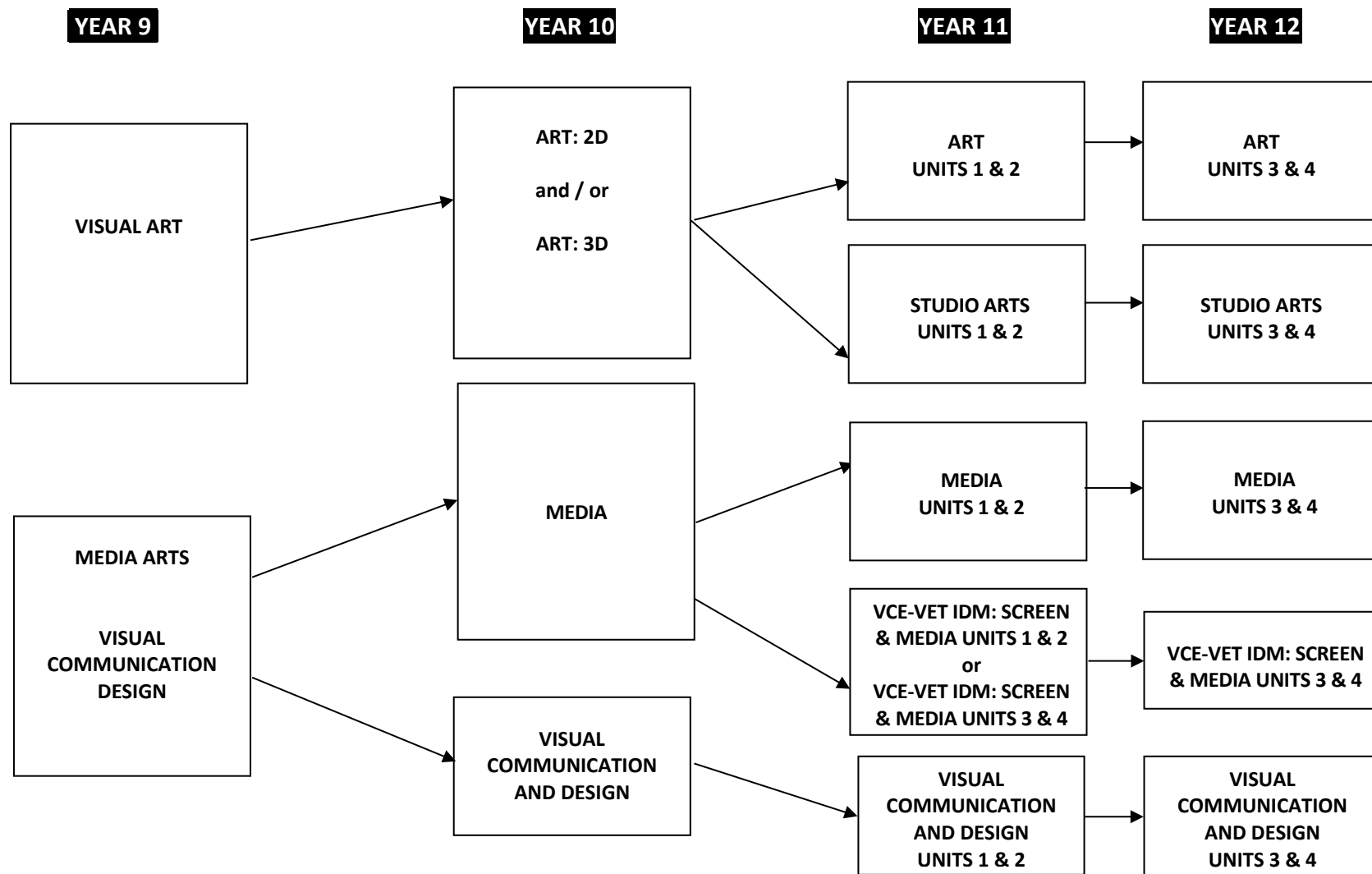
ST FRANCIS XAVIER COLLEGE YEAR 9 - YEAR 12 ENGLISH PATHWAYS





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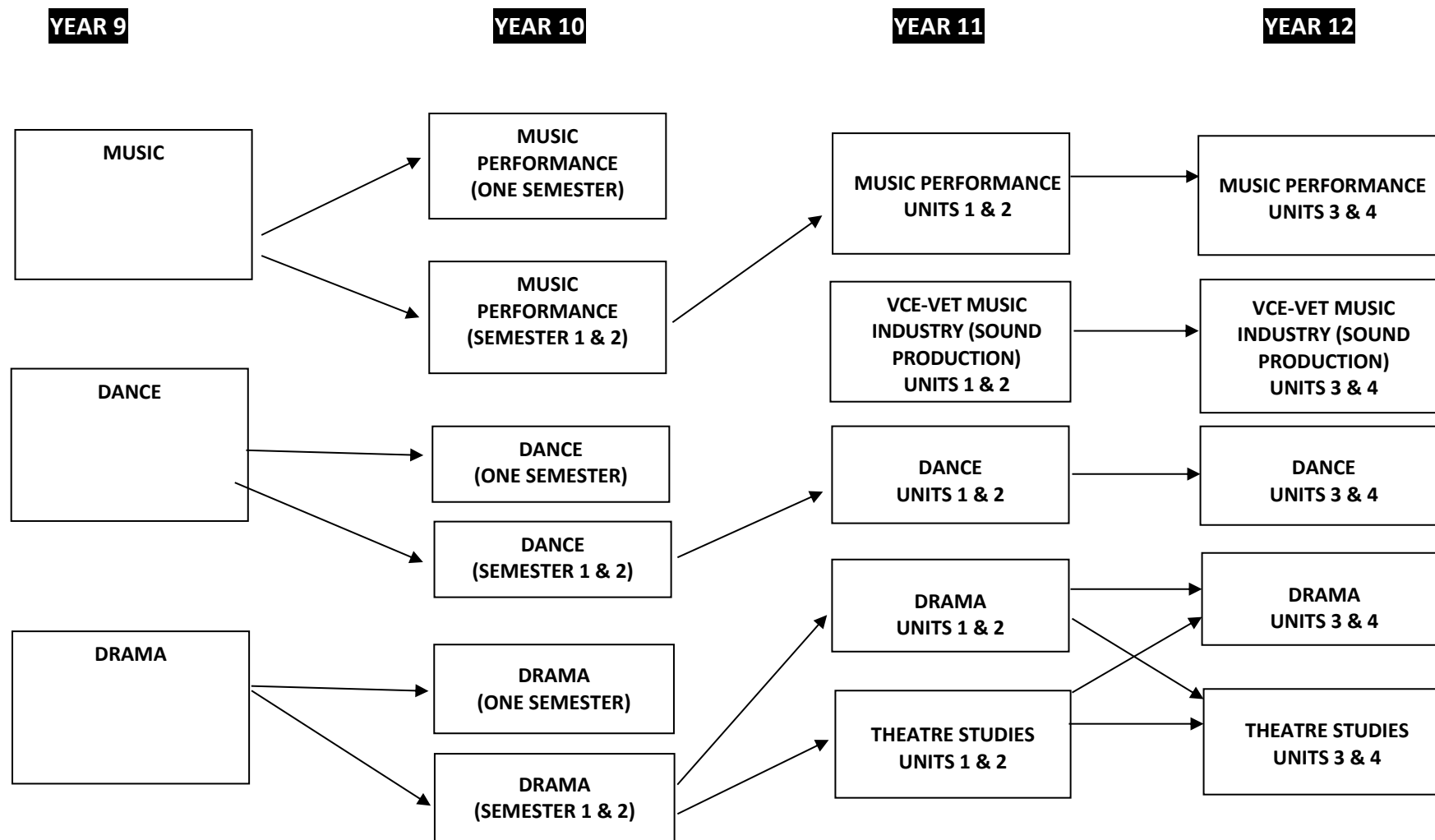
YEAR 9 – YEAR 10 - VCE VISUAL ARTS PATHWAYS





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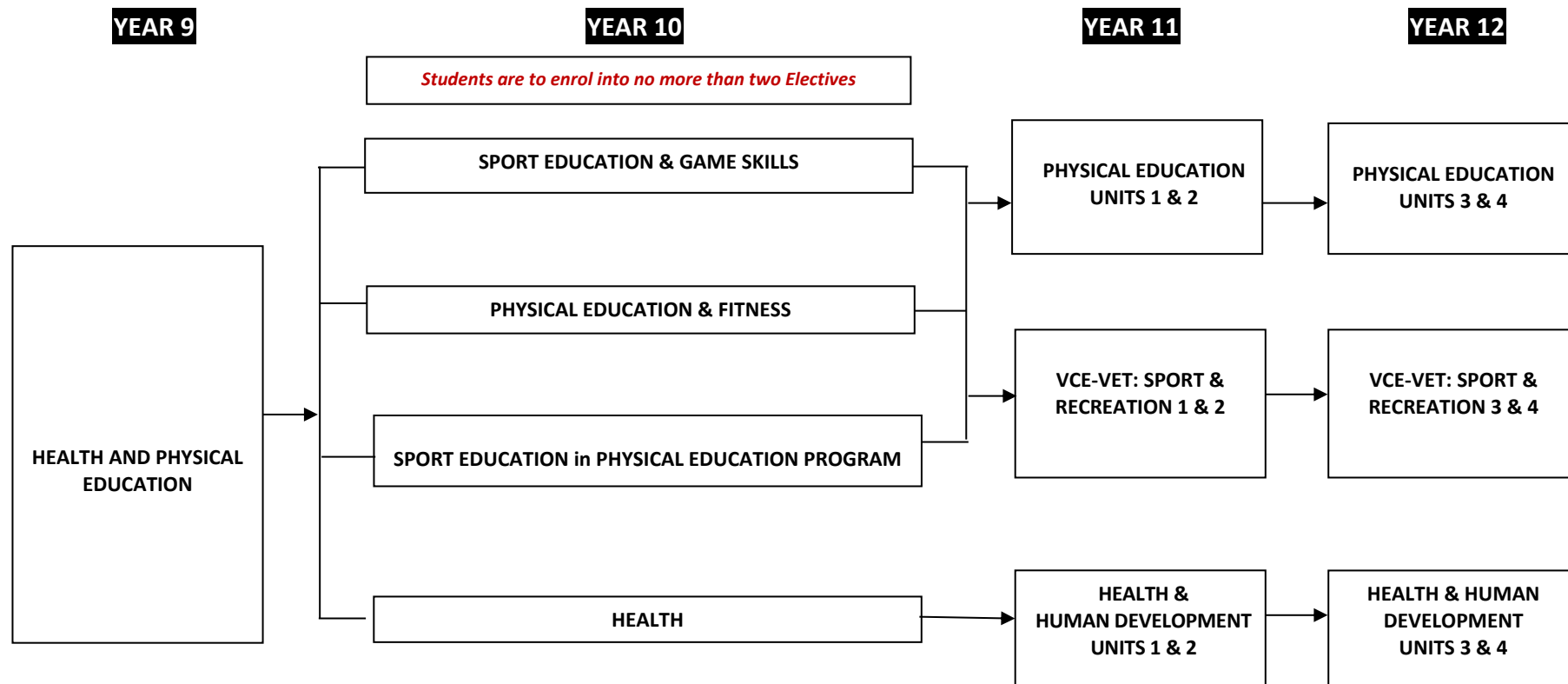
YEAR 9 – YEAR 10 - VCE PERFORMING ARTS PATHWAYS





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YEAR 9 - YEAR 10 - VCE HEALTH & PHYSICAL EDUCATION PATHWAYS



NOTE

Students may undertake VCE PE, Health or VCE-VET without prior learning, however, it is not recommended.



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YEAR 9 – YEAR 10 - VCE HUMANITIES PATHWAYS

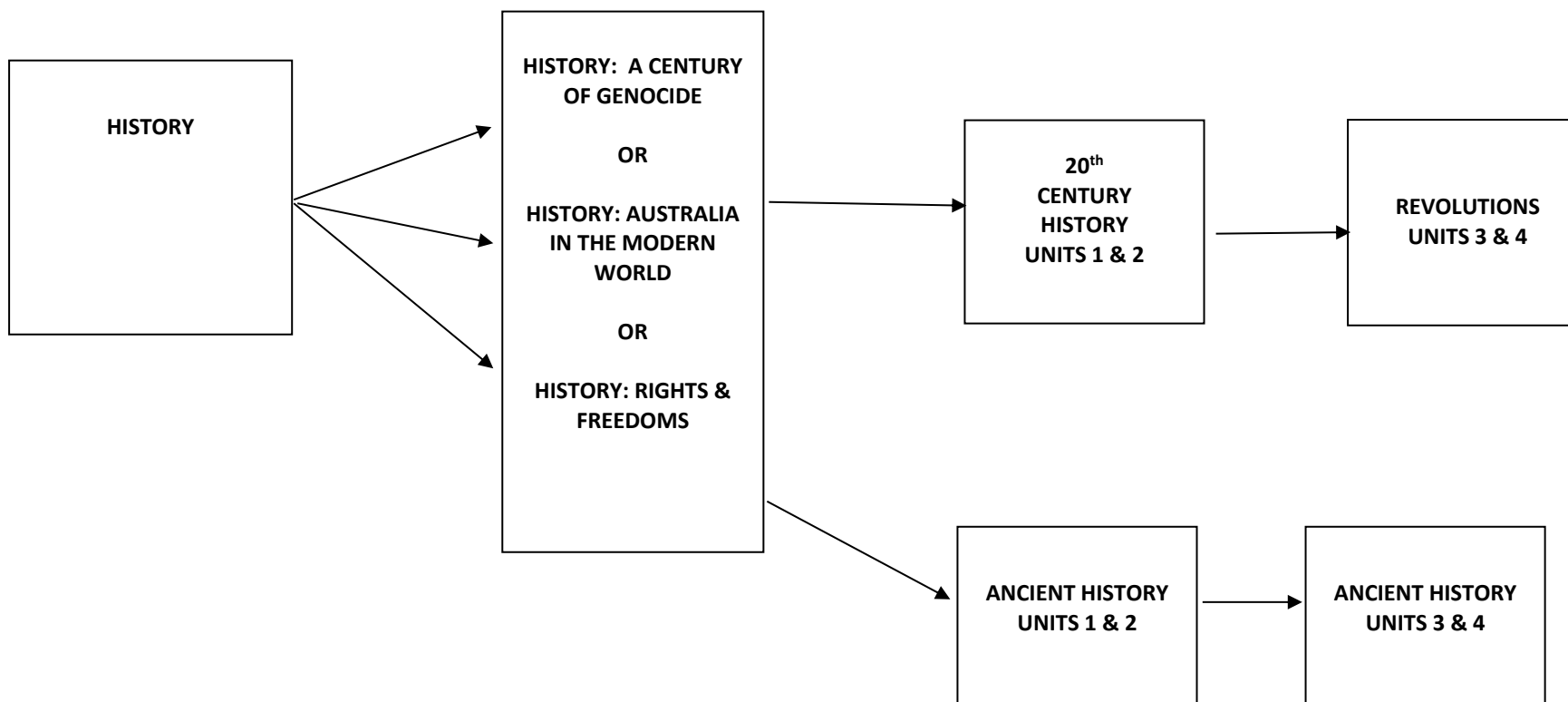


YEAR 9

YEAR 10

YEAR 11

YEAR 12





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YEAR 9 – 10 VCE BUSINESS STUDIES PATHWAY

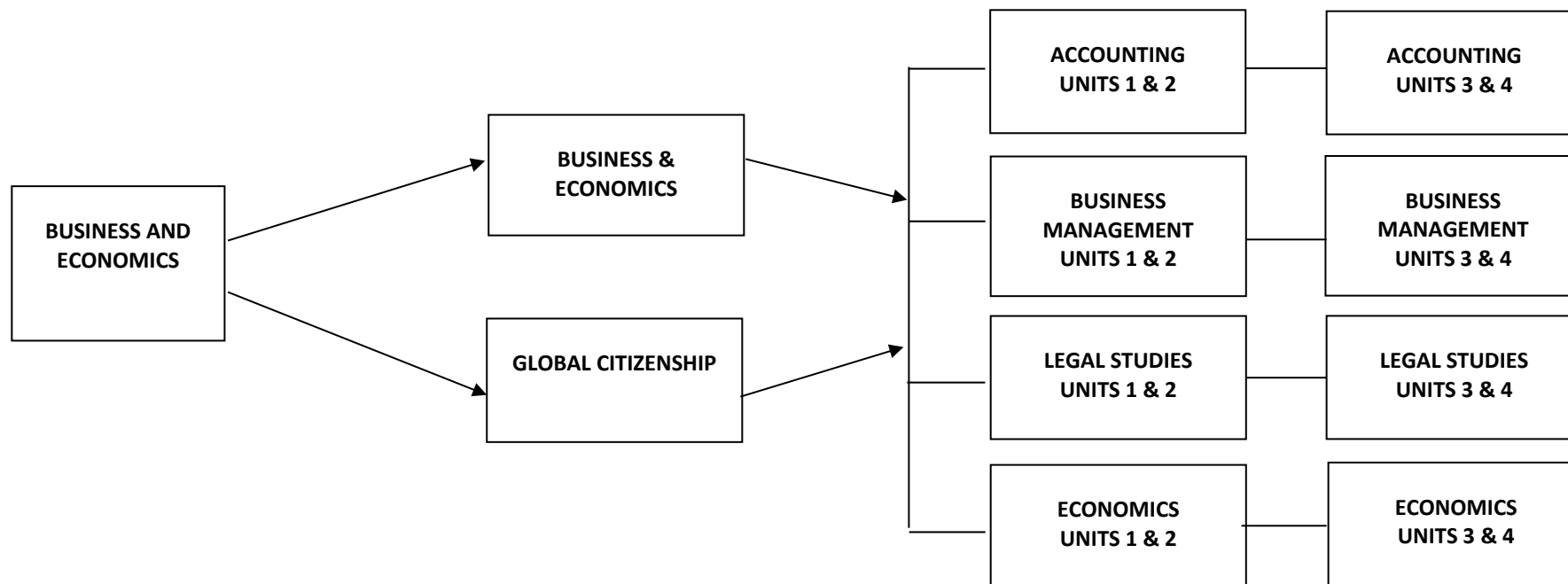


YEAR 9

YEAR 10

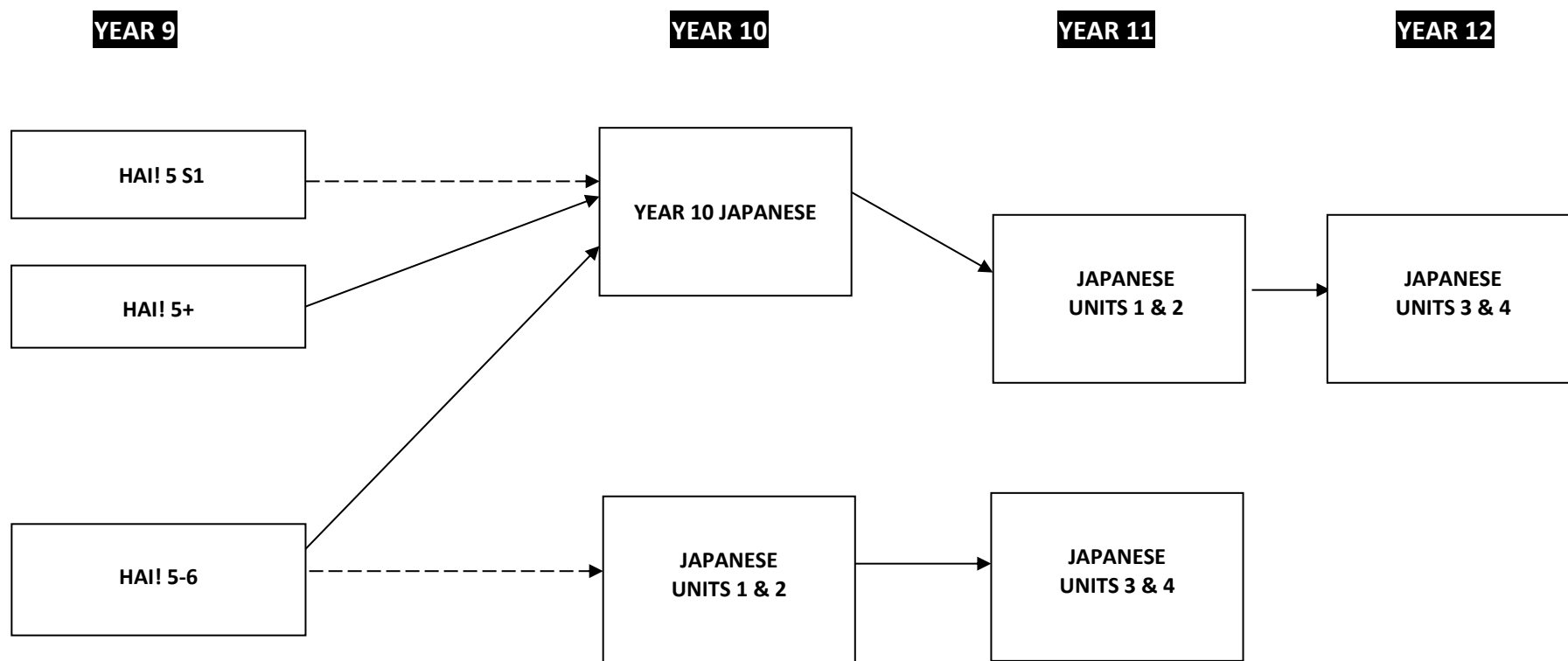
YEAR 11

YEAR 12





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YEAR 9 – YEAR 10 - VCE LANGUAGES: JAPANESE PATHWAYS

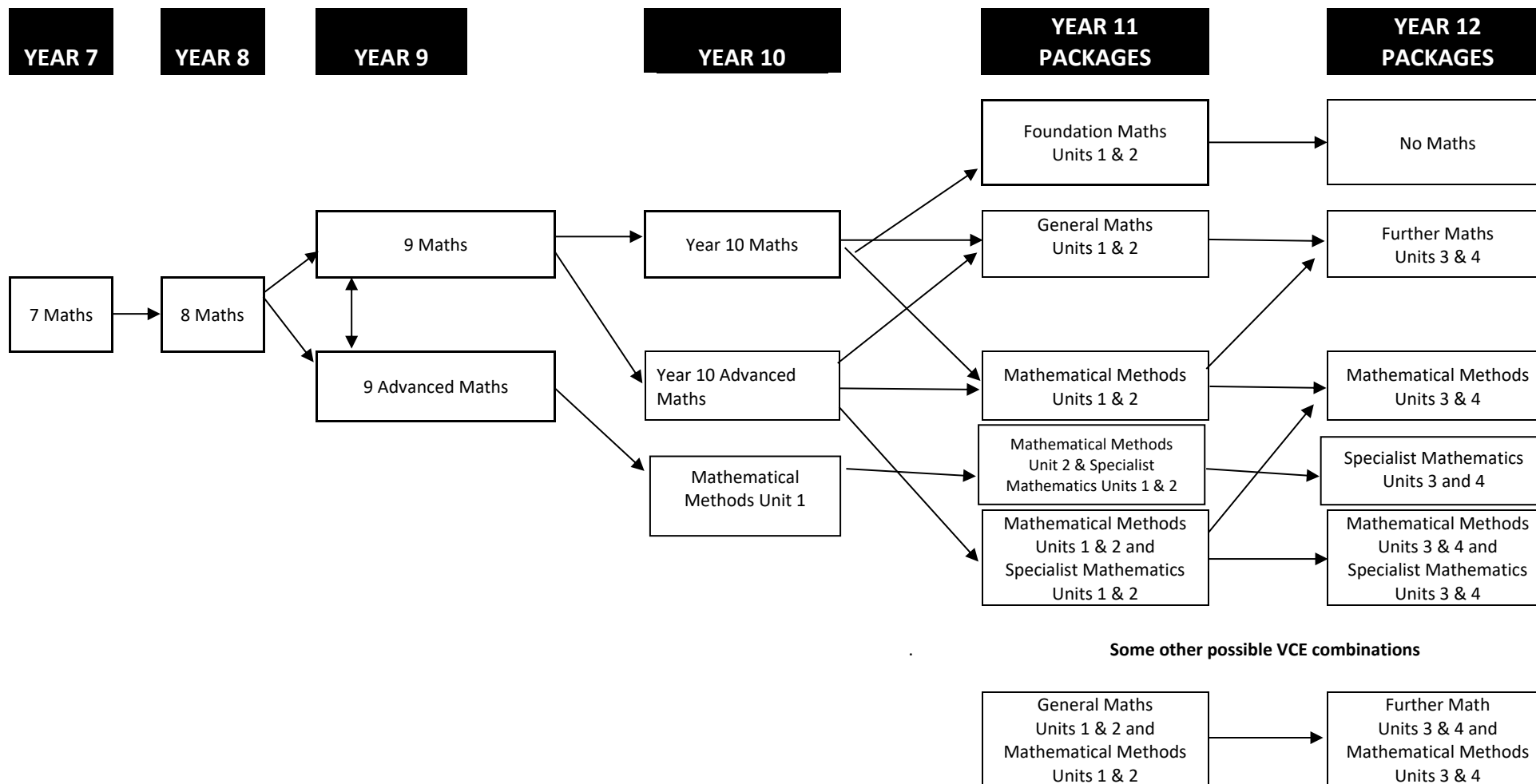


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TEACHER RECOMMENDATION ONLY



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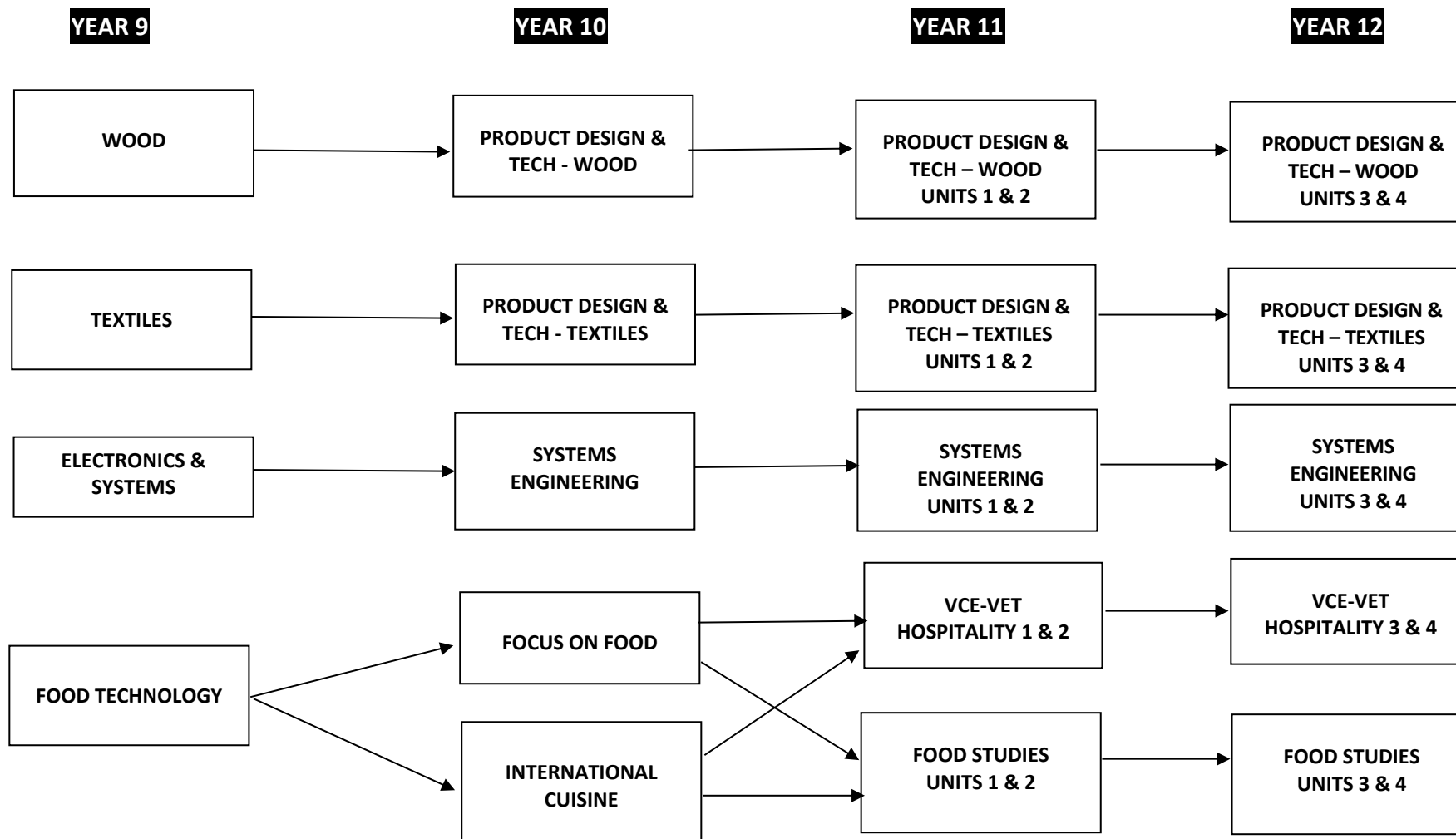
YEAR 9 – YEAR 10 - VCE MATHEMATICS PATHWAYS





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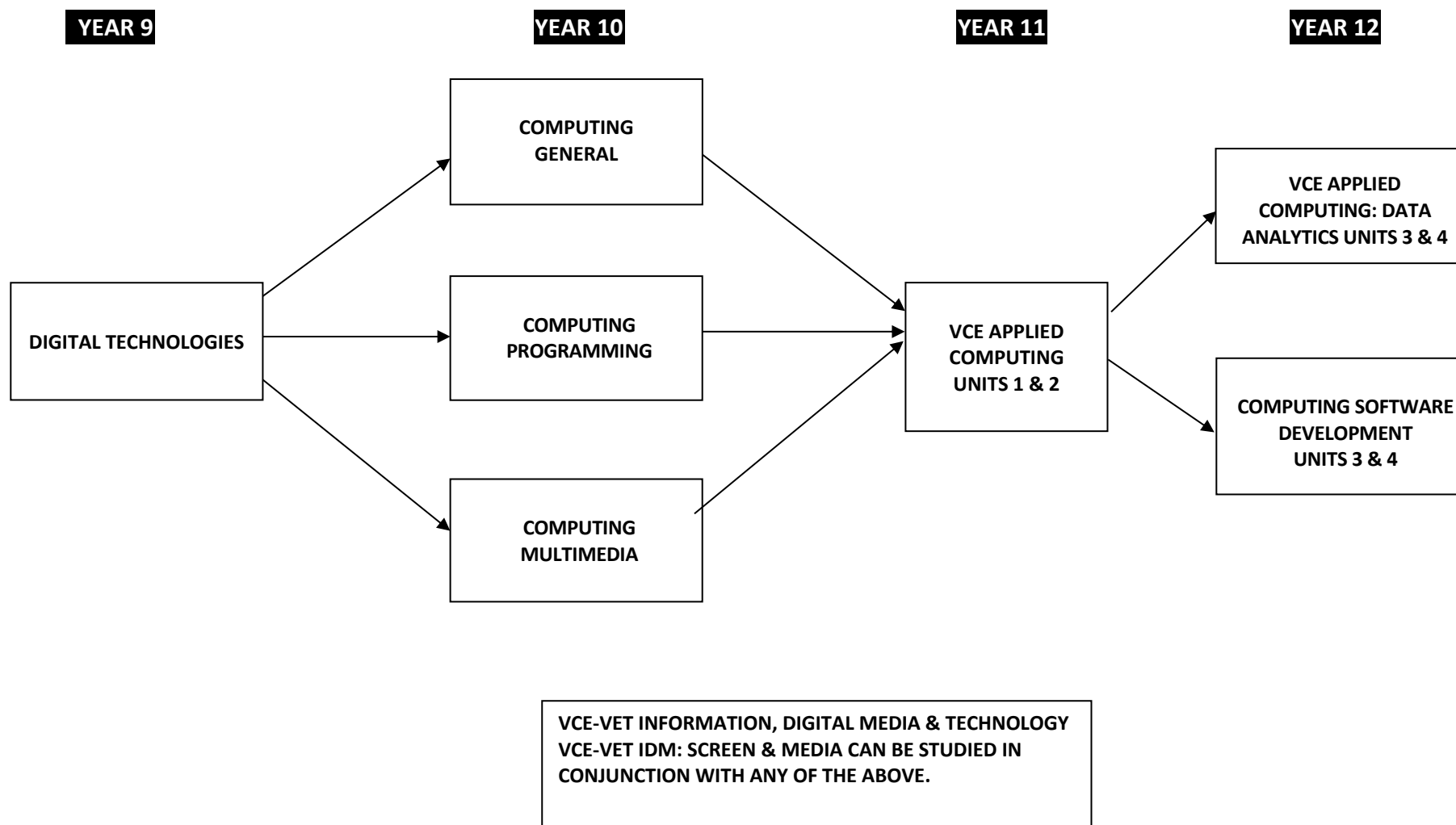
YEAR 9 – YEAR 10 - VCE TECHNOLOGY PATHWAYS





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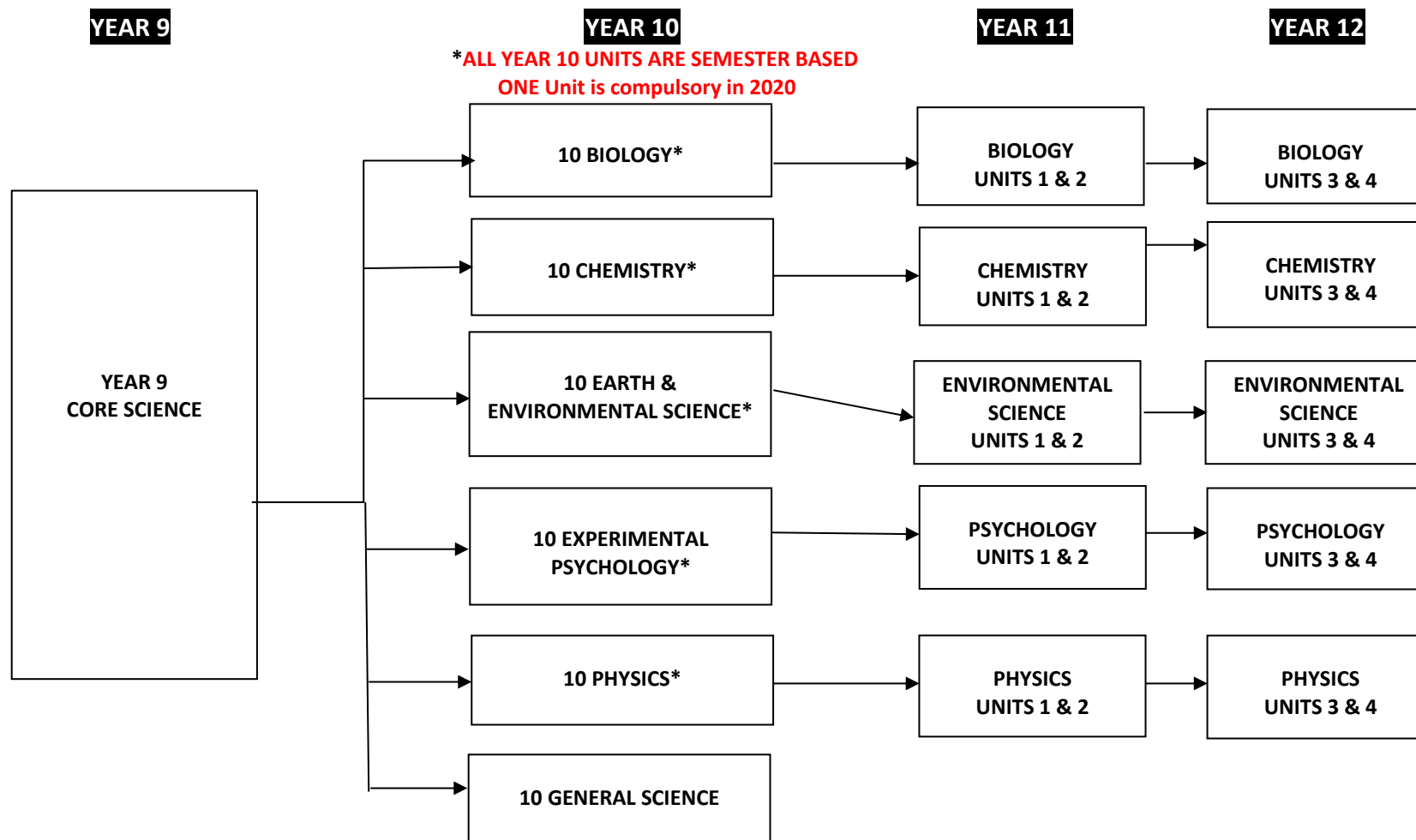
YEAR 9 – YEAR 10 - VCE DIGITAL TECHNOLOGIES PATHWAYS





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YEAR 9 – YEAR 10 - VCE SCIENCE PATHWAYS



NOTE: Students who are going to undertake a VCE Science are strongly recommended to study TWO (2) Units of Year 10 Science.

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YEAR 10 SUBJECTS

Year 10 - English

Rationale

In Year 10 English students will develop and justify their own interpretation of texts. They do this by using evidence to support their view, explaining different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments, both in the written and oral form, and through the creation of a wide range of texts using appropriate grammar and vocabulary.

Strands

- Reading and Viewing
- Writing
- Speaking and Listening

Content

Analytical Writing - Students will study various texts, completing an array of activities including analytical responses and discussions in class.

Creative Writing – students will study various texts and use these as inspiration for the creation of their own creative responses, developing their knowledge of and skill regarding creative writing.

Analysing and Presenting Argument – using current issues in the media, students will study the conventions and features of media texts, the development of argument and the ways in which argument can be presented, both in written and oral forms. Students will then analyse the ways in which argument is presented to them and create arguments by adopting various personas and viewpoints.

Comparing and Contrasting – students develop their ability to compare ideas, issues and structure through studying various texts. In doing so, they will complete an array of activities including comparative responses, annotations and class discussions.

Persuasive Oral Presentation – Students will select an issue of both their choice and teacher approved, creating a persuasive oral presentation that will be presented to the class.

Core Skills

- | | |
|-------------|-----------------|
| • Writing | • Analysing |
| • Speaking | • Comparing |
| • Listening | • Understanding |
| • Reading | • Processing |
| • Viewing | |

Possible Assessment Tasks

- | | |
|--------------------------------|------------------------|
| • Text Analysis | • Creative Response |
| • Argument Analysis | • Comparative Analysis |
| • Persuasive Oral Presentation | |

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 1 & 2 English.

Year 10 - Literature

Rationale

Year 10 Literature provides opportunities for students to develop an understanding and appreciation of literature and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

Strands

- Literature and context
- Responding to literature
- Examining literature
- Creating literature

Content

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. There will be a set text for this course and will be supplemented with a film, poetry and two novels of the student's choice for their Reading Journal.

Core Skills

- Analysis of literary elements
- Consideration of values within a text
- Critical reading and responding
- Creative writing
- Interpretation of literature

Assessment Tasks

- Analytical essay
- Oral Presentation
- Reading Journal
- Creative writing

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Unit One VCE Literature.

Year 10 - Literacy Skills

Rationale

This Unit will focus on improving the use of grammatically correct written and spoken English. Students who use languages other than English in the home environment, as well as mainstream students who demonstrate inadequate literacy skills, will benefit from a study of this Unit. Students who intend to study Units 1 & 2 English, but who have not demonstrated satisfactory English language skills in Year 9, should complete this Unit.

Please Note: Students who intend to study Units 1 & 2 English, but who have not yet demonstrated satisfactory English language skills in Year 9, should complete this Unit. Students can be guided by Year 9 Subject Teacher recommendation.

Strands

- Reading and Viewing / Language
- Writing / Language
- Reading and Viewing / Literacy
- Speaking and Listening / Literacy

Content

Students will study Standard Australian English completing explicit grammar activities. They will study current media texts to develop close reading skills and comprehension strategies. Students will study oral language techniques.

Core Skills

- To compare the purposes, text structures and language features of media texts.
- To use comprehension strategies to compare and contrast information.
- To refine and extend vocabulary choices in written and spoken texts.
- To demonstrate an understanding of grammar and to use accurate spelling and punctuation when creating and editing texts.

Possible Assessment Tasks

- Writing Journal
- Conversation Circles
- Oral Presentations

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Units 1 & 2 English/EAL.

Year 10 - Inquiry and Project Based Learning

Rationale

All Year 10 students will study this unit for one semester. Important General Capabilities will be developed through the inquiry based learning project as students work in teams to solve a problem.

General Capabilities

- Intercultural

Content

Students begin the subject by engaging in activities designed to develop their collaboration and problem solving skills. Students will then work in teams to respond to a question focussed on a global issue. Student will further develop key skills through instruction and application and that includes an understanding of the impact of cultural diversity in seeking solutions to world issues. They will work to resolve the question posed to them and present their solution to parents and other members of the College community. Students will importantly reflect upon and document their learning.

Core Skills

- Researching
- Planning and Organising
- Team Work
- Problem Solving

Possible Assessment Tasks

- Minor Project
- Major Project

Year 10 - Arts: Media Arts

Rationale

Students will explore the way media technologies can be used to construct realities and present particular ideas to an audience. This will be undertaken through the study of both photography and film. Each form's history and conventions will be explored with students gaining an understanding of the significance media holds in society. Students will work collaboratively and gain confidence in various production roles and stages.

Strands

- Explore and Represent Ideas
- Media Arts Practices
- Present and Perform
- Respond and Interpret

Content

Areas of Study

Using correct terminology, students will compare the historical context of professional Australian photographers. They will develop an electronic portfolio of their own images and describe their creative choices in what they capture. In film, students will investigate creative choices available to filmmakers through the study of documentary. Styles and genres of film will be analysed to explore how camera, editing and sound can shape the narrative work.

Practical

In photography, topics will cover a number of photographic techniques that will be applied in a variety of situations. Students will apply the aesthetic aspects of composition in their own folio work. Working in small groups, students will complete their own documentary films. Skills in the use of camera and editing technologies will be developed. Students will document the planning, film their ideas and edit the films to create a coherent narrative.

Core Skills

- Analysis of media using technical vocabulary.
- Competency in the use of technology.
- Collaboration on media projects.
- Production and time management skills.

Possible Assessment Tasks

- Topic 1: History of Photography, Camera Function
- Topic 2: Photographic Composition
- Topic 3: Genres and Artists Research
- Topic 4: History of Film and Film Theory
- Topic 5: Documentary Conventions
- Topic 6: Collaborative Documentary, the Roles and Stages

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Units 1 & 2 Media and Units 1 & 2 Studio Arts.

Year 10 - Arts: Visual Communication Design

Rationale

Visual Communication and Design conveys ideas and information to an audience through visual language. In Visual Communication Design, students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication and Design. Students learn about design and the role of the visual communication designers and their contribution to society.

Strands

- Explore and Express Ideas
- Visual Communication Design Practice
- Present and Perform
- Respond and Interpret

Content

- Instrumental Drawing and Systems Drawing, 2D and 3D
- Freehand Drawing and Drawing from Observation
- Computer Applications – Small Product Development
- Analyse Visual Communications from different cultures, periods and purpose

Core Skills

- Through making and responding students become increasingly proficient with methods, materials, media and technologies. As they progress in their learning, students develop skills in observational drawing for the purpose of visualisation and the presentation of ideas. They develop communication skills as they intentionally plan, develop and refine visual communications for various audiences, purposes and contexts.

Possible Assessment Tasks

- Industrial Design Task
- Environmental Design Task
- Visual Communication Task

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Visual Communication Design Units 1 & 2.

Year 10 - Arts: Art 2D

Rationale

This subject encourages students to look at the environment and their experiences as well as the work of others as a source of inspiration. They will be challenged to develop skills and techniques in a variety of mediums and media, as well as develop their ability to critically analyse and evaluate art works in an informed and appropriate way.

Strands

- Explore and Express Ideas
- Visual Arts Practice
- Present and Perform
- Respond and Interpret

Content

Students observe research and critically discuss a range of traditional, stylistic, historical and cultural examples of art works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of art works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the art works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general. Students write a variety of short and extended responses for each art movement discussed.

Core Skills

Students are guided to:

- Implement ideas, design, create and make arts works devised from a range of historical stimuli, demonstrating a development of a personal style.
- Use traditional art making processes such as drawing, painting and printmaking.
- Evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices.

Possible Assessment Tasks

- Traditional tonal drawing techniques
- Oil painting
- Relief printing

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Art or Studio Art.

Year 10 - Arts: Art 3D

Rationale

This subject encourages students to look at the environment and their experiences as well as the work of others as a source of inspiration. They will be challenged to develop skills and techniques in a variety of mediums and media, as well as develop their ability to critically analyse and evaluate three-dimensional art works in an informed and appropriate way.

Strands

- Explore and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

Content

This subject will encourage students to explore and investigate materials through critical selection and manipulation of a range of media and mediums. They will be engaged in object making, designing, fabricating and constructing materially, to evaluate and make critical, cognitive and aesthetic decisions. These activities will promote art and design thinking and create works that embody conceptual and problem-solving processes. Finally, students will develop an understanding of the relationships between art works, artists, audiences and users in the visual arts industries.

Core Skills

Students are guided to:

- Explore and investigate the boundaries and scope of three materials used over time: wire, plaster and ceramics.
- Learn about the formal framework of Art theory.
- Investigate the work of artists in terms of the way they use elements and principles of art in their work.
- Create finished art works of their own.

Possible Assessment Tasks

- Practical Task
- Class presentation
- Theory task

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Art or Studio Arts.

Year 10 - Arts: Dance

Rationale

This challenging course introduces students to the vast theoretical and practical dimension of senior Dance. It forms the integral base for the VCE Dance pathway at the College and is a prerequisite for VCE Dance. It also provides the opportunity to build vital skills needed for any students wishing to pursue a career in the performing arts.

Strands

- Explore and Express
- Dance Practices
- Present and Perform
- Respond and Interpret

Content

This is a dynamic course which will expose students to a range of dance styles including Hip Hop, Jazz, Contemporary and Classical Ballet. The Course addresses technical proficiency and improvisation skills and will develop important choreographic skills imperative to their success in VCE. Structured improvisation and technical workshops form a large part of the course where students will be artistically and intellectually provoked.

Core Skills

- Students will be able to manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent.
- Student will structure dances using movement motifs, choreographic devices and form.
- Perform dances using genre and style specific techniques, expressive skills and production elements to communicate a choreographer's intent.
- Evaluate their own choreography and performance and that of others, to inform and refine future work.
- Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making.
- Explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities

Possible Assessment Tasks

- Terminology Test
- Performance Analysis
- Learnt work and Performance
- Technical Proficiency SAC
- Research analysis presentation
- Develop and lead class warm up

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Dance Units 1 to 4.

Year 10 - Arts: Drama

Rationale

This course prepares students for VCE Drama and Theatre Studies in the development of ensemble and solo performance works. Students work in groups and individually to devise and perform original theatre works, focusing on the way that contemporary and physical theatre has been influenced by historical theatre styles. Students will view professional works of theatre and develop their literacy skills in the process of analysing, evaluating and describing the themes and concepts in live performances. Students will perform for live audiences of their peers, their teachers and the wider community.

Strands

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Respond and Interpret

Content

In this course, students will focus on group devised ensemble drama, exploring eclectic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. Students will work in an ensemble group to create and present a performance based on a prescribed text. Students will also be required to complete an analytical SAC which will test their knowledge of Drama terminology and its application to a professional live performance. Finally, students will also be asked to devise a mini-solo, based on a significant historical moment, with the inclusion of prescribed dramatic elements and conventions.

Core Skills

- Students will improvise with the elements of drama and narrative structure to develop ideas and explore subtext to shape devised and scripted drama.
- Students will combine elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.
- Students will practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces.
- Demonstrate ability to structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements.
- Students will evaluate the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect.

Assessment Tasks

- Devising and presenting an ensemble performance to a live audience.
- Responding and analysing an ensemble performance.
- Design and Folio presentation.
- Responding to devised ensemble performance.

Future Directions

- Successful completion of all outcomes will allow students to study VCE Drama or VCE Theatre Studies.

Year 10 - Arts: Music Performance

Rationale

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles. They also develop theoretical and aural skills.

Strands

- Performance
- Theory
- Song writing
- Instrumental Skills
- Analysis

Content

Students will cover a broad range of skills which have a focus on allowing them to become better musicians and performers. They will look at effective performance technique in a variety of performance settings (Group and Solo). Students will use song writing to as a long-term project to then help them develop their theory, musicianship and analytical skills. Student will learn to analyse pre-recorded performances and identify instrumentation, musical character and performance techniques.

Core Skills

- Practise and perform a program of group and solo works that are representative of a range of styles and diversity of character.
- Identify, re-create, notate and transcribe elements of music and describe ways in which expressive elements of music may be interpreted.
- Compose and perform original works, based off given materials.

Assessment Tasks

- Public Performance (Group and Solo)
- Theory Test
- Song writing presentation
- Instrumental Skills test
- Analysis test

Future Directions

- Successful completion of all outcomes will allow students to develop the skills to be creative innovators and will provide pathways to VCE Music Performance and Units 3 & 4 Music Investigation.
- Music Performance will also give students a pathway to tertiary level Performing Arts courses.

Year 10 - Health and Physical Education: Health

Rationale

Year 10 Health provides a wide variety of studies and practices to enable the student to explore and participate in a variety of recreational physical activities to gain an understanding of the benefits of life-long physical activity. Students will analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They will identify and describe strategies that address current trends in the nutritional status of Australians.

Strands

- Communicating and interacting for health and wellbeing.
- Contributing to healthy and active communities.
- Being healthy, safe and active.

Content

Students will investigate:

- Health and Wellbeing status in Australia
- Factors affecting Health and Wellbeing
- Leading causes of disease, including the National Health Priority Areas
- Nutrition and benefits of Physical Activity
- Australia's health care system
- Sexual Health

Core Skills

- Be able to interpret and explain data presented about the Health status of Australians
- Identify and explain factors affecting Health and Wellbeing
- Link trends in health status to common diseases in Australia
- Identify safe sex practices and key components of healthy sexual relationships
- Outline the importance of nutrition and the consequences of an imbalance on health and wellbeing

Possible Assessment Tasks

- Australia's Health (data analysis)
- Health and Wellbeing and Health Status (test)
- Nutrition (assignment)
- End of Semester examination.

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Health and Human Development Units 1 to 4.

Year 10 - Health and Physical Education: Sport Education in Physical Education Program (SEPEP)

Rationale

SEPEP is a semester based subject. The theory content runs in conjunction with the two other Year 10 Physical Education subjects, however, the practical elements in the three subjects are unique. Students will explore the impact of social, cultural and environmental influences on individual and community health. During the Course, students will be able to design, evaluate and implement their own physical activity programs for lifelong participation in physical activity. Students will be required to investigate and analyse the different types of movement and tactical skills required to be successful in games and sports

Strands

- Movement and Physical Activity
- Personal Social and Community health

Content

Theory Content – Semester One:

- Explore the role of physical activity, recreation and sport in the lives of Australian.
- Examine societal influences on personal health.
- Identify training principles and methods to create a personalised physical activity plan.
- Investigate lifelong physical activities to develop healthy physical activity levels.

Theory Content – Semester Two:

- Fundamental movement skills.
- Skills and tactics analysis.
- Ethical sporting performance.
- Legal and illegal drugs.
- Performance enhancing drugs in sport.

Subject Specific Practical Content:

- Students will participate in sports such as Volleyball and Badminton. They will develop organisational and administrative skills to coordinate a Round Robin competition.

Core Skills

- Effectively organise and manage weekly sport lessons
- Perform a variety of roles in sporting competitions

Possible Assessment Tasks

- Physical Activity Topic Test
- Fitness Components and Training Methods Test
- Movement Performance Laboratory Report
- Performance Enhancement Research Task

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Physical Education Units 1 to 4 and VCE-VET Sport and Recreation Certificate III.

Year 10 - Health and Physical Education: Game Skills

Rationale

Game Skills is a semester based subject. The theory content runs in conjunction with the two other Year 10 Physical Education subjects, however, the practical elements in the three subjects are unique. Students will explore the impact of social, cultural and environmental influences on individual and community health. During the Course, students will be able to design, evaluate and implement their own physical activity programs for lifelong participation in physical activity. Students will be required to investigate and analyse the different types of movement and tactical skills required to be successful in games and sports. The Course will also explore the impact and risks to individual health that both legal and illegal drugs have on sporting performance.

Strands

- Movement and Physical Activity
- Personal, Social and Community Health

Content

Theory Content – Semester One:

- Explore the role of physical activity, recreation and sport in the lives of Australian.
- Examine societal influences on personal health.
- Identify training principles and methods to create a personalised physical activity plan.
- Investigate lifelong physical activities to develop healthy physical activity levels.

Theory Content – Semester Two:

- Fundamental movement skills.
- Skills and tactics analysis.
- Ethical sporting performance.
- Legal and illegal drugs.
- Performance enhancing drugs in sport.

Subject Specific Practical Content:

- Students will participate in a variety of team based sports including Basketball, Football codes, European Handball and Softball to develop specialised movement and tactical skills.

Core Skills

- Demonstrate a high level of sportsmanship.
- Participate in all practical lessons to the best of their ability.

Possible Assessment Tasks

- Physical Activity Topic Test
- Fitness Components and Training Methods Test
- Movement Performance Laboratory Report
- Performance Enhancement Research Task

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Physical Education Units 1 to 4 and VCE-VET Sport and Recreation Certificate III.

Year 10 - Health and Physical Education: Fitness

Rationale

Students will learn about physical fitness including muscular-skeletal systems and anatomy, fitness components and training methods for improvement of physical fitness.

Strands

- Physical, Personal and Social Learning (Movement and Physical Activity)
- Health Knowledge and Promotion

Content

Students studying Core Fitness will have the opportunity to:

Theory Content – Semester One:

- Explore the role of physical activity, recreation and sport in the lives of Australian.
- Examine societal influences on personal health.
- Identify training principles and methods to create a personalised physical activity plan.
- Investigate lifelong physical activities to develop healthy physical activity levels.

Theory Content – Semester Two:

- Fundamental movement skills.
- Skills and tactics analysis.
- Ethical sporting performance.
- Legal and illegal drugs.
- Performance enhancing drugs in sport.

Subject Specific Practical Content:

- Students will participate in a training sessions that target a variety of fitness components and training methods underpinned by the scientific training principles to improve fitness.
- Students will also design a training program based on these principles based on their own fitness needs.

Core Skills

- Create and Implement self-assessment of fitness
- Display passion and enthusiasm towards improving personal health and fitness
- Identify acute responses to physical activity
- Create and critique a personal training program
- Select relevant training methods and principles to apply to their training program

Possible Assessment Tasks

- Healthy People, Health Communities Case Study
- Physical Activity Plans Test
- Drug Education Test

Future Directions

- Satisfactory completion of the subject will provide a foundation for students interested in VCE Physical Education Units 1 to 4 and VCE-VET Sport and Recreation Certificate.

Year 10 - Humanities: History - Australia in the Modern World

Rationale

The period since the end of World War I to the present day has seen Australia emerge as an entity in its own right, rather than as an extension of Great Britain. The end of World War I and its consequences contributed to Australia's new and separate stance. However, subsequent economic and international challenges influenced the young nation's development. It was in overcoming these that Australia would develop its identity as an independent and multicultural country.

Strands

- Historical Concepts and Understanding
- Historical Knowledge

Content

- Overview Topics
 - The global impact of major events such as the Treaty of Versailles, the Roaring Twenties and the Great Depression
- Key Events of World War II
 - The nature of international warfare
 - Key events of the war
 - Impact of the conflict on the Australian home front
- Key Battles
 - Case Study: the Kokoda Campaign
- Migration
 - Changing migration patterns addressing the post-war challenge of 'Populate or Perish'

Core Skills

- Chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
- Identify and select a range of questions about the past and locate relevant sources to inform a historical inquiry.
- Identify the context and reliability of sources and synthesise information for use as evidence in an historical argument.
- Identify and analyse the perspectives of people from the past and different historical interpretations.

Possible Assessment Tasks

- Topic Tests
- Extended responses
- Document Analysis
- Research Assignment
- Semester Examination

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE History Units 1 & 2: Twentieth Century History or Ancient History.

Year 10 - Humanities: History - Rights and Freedoms

Rationale

The 20th Century produced many great achievements but also saw people from across the world struggle to attain rights and freedoms that in the modern context would be considered obvious. Such changes did not happen automatically or easily but rather they were initiated and sustained by key leaders and groups using various methods. This struggle for rights and freedoms has spanned centuries, cultures and communities. Exploring the experiences of various countries emphasises how the struggle for rights and freedoms has been one of the most defining features of the twentieth century and a key element in the formation of the modern world.

Strands

- Historical Concepts and Understanding
- Historical Knowledge

Content

Students will be introduced to the key movements, ideas, leaders and events in the African American struggle for rights and freedoms in the United States of America and Australia, with a focus on the post-Civil War era and the Civil Rights Movement of the 20th Century. They will investigate the nature and influence of popular culture such as film, music, sport and other mediums of communication used during the 20th Century in the struggle for rights and freedoms. We will compare the struggle for rights and freedoms of minorities and Indigenous peoples around the world.

Core Skills

- Chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
- Identify and select a range of questions about the past and locate relevant sources to inform a historical inquiry.
- Identify the context and reliability of sources and synthesise information for use as evidence in an historical argument.
- Identify and analyse the perspectives of people from the past and different historical interpretations.

Possible Assessment Tasks

- Topic Tests
- Extended Responses
- Document and Film Analysis
- Research Assignments

Future Directions

- This Unit can lead to VCE History Units 1 & 2 – 20th Century History or Ancient History.

Year 10 - Humanities: History - The Century of Genocide

Rationale

The course will explore the causes, processes and consequences of genocides throughout the 20th Century. Modern genocide remains a complex phenomenon that continues to cause conflict within the international community. Students will be challenged to assess the role of key leaders and groups in perpetrating genocide and/or in preventing future occurrences. Students will be exposed to skills and assessments that build from a Year 10 foundation, offering a sound base for Senior VCE History courses.

Strands

- Historical Concepts and Skills
- Historical Knowledge

Content

Students will be challenged to define and understand Genocide, investigate the causes and consequences of World War I and World War II which set the backdrop for various genocides during the 20th Century.

Specifically, students will look at:

- The Rise of Hitler and the Nazi party and the Jewish Holocaust of World War II.
- The role of the United Nations and the Convention on the Prevention of Genocide.
- The causes, processes and consequences of the Rwandan Genocide and other international genocides.
- The impact of genocide on the modern world.

Core Skills

- Chronologically include the ability to sequence key events and developments in different contexts.
- Identify and select a range of historical inquiry questions.
- Locate relevant sources.
- Identify the context and reliability of sources.
- Synthesise information for use as evidence in an historical argument
- Identify and analyse the perspectives of people from the past and different historical interpretations

Possible Assessment Tasks

- Topic Tests
- Extended responses
- Document Analysis
- Research Assignment
- Semester Examination

Future Directions

- Successful completion of this Unit may lead to a Unit 1 & 2 History subject.

Year 10 - Humanities: Global Citizenship

Rationale

The Global Citizenship course is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Students investigate political and legal systems and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

Strands

- Government and Democracy
- Laws and Citizens
- Citizenship, Diversity and Identity

Content

Through an initial historical investigation, students develop their knowledge and understanding of how Australia's representative democracy and key institutions have been influenced by those who came before. Students continue with investigating the processes and roles people play in Australia's political and legal systems. Emphasis is placed on Australia's Federal system of government, derived from the Westminster system and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people's rights and how individuals and groups can influence civic life. This Unit is investigation based with students being given the opportunity to explore more deeply their role in Australia as a political and legal power.

Core Skills

- Reading
- Comprehension
- Research
- Analysis
- IT

Assessment Tasks

- Case Study
- Research Task
- Topic Test
- Presentations
- Examination

Future Directions

- Satisfactory completion of this subject will provide an introduction to proceed and pursue VCE Units 1 & 2 Humanities subjects, such as Legal Studies.

Year 10 - Humanities: Business and Economics

Rationale

This subject is an introduction to two VCE subjects, being Economics and Business Management. Students will develop their economic knowledge and understanding and learn how to apply economic reasoning and interpretation to a variety of Business and Economics related topics. This Course is additionally designed to enhance students' awareness of the Australian economy and to assist them, as consumers, to make informed and ethical choices.

Strands

- The Humanities – Economics

Content

Economics is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. As with any social science, economics is concerned with human social behaviour: the behaviour of individuals and the interaction among them. Throughout the Course students will study several key concepts of Economics, including unemployment, inflation, sustainable economic growth, and indicators of economic performance.

The main topics that will be studied during the course are:

- What is economics
- Enterprise and innovation
- Factors affecting consumer choice
- Needs and wants
- Production of goods and services
- Economic decisions
- Indicators of economic performance
- Links and variations between economic performance and living standards

Core Skills

- Analyse how goods and services are produced and how markets work.
- Explain economic problems such as: scarcity, opportunity cost and resource allocation.
- Explain how economic choices involve trade-offs that have both immediate and future consequences.
- Make informed economic and consumer decisions.

Possible Assessment Tasks

- Innovation and Entrepreneurship Task
- Economics Tests

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to further VCE studies in Business Management or Economics.

Year 10 - Humanities: Geography

Rationale

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Strands

- Geographical Concepts and Skills
- Geographical Knowledge

Content

Students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.

They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.

They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Core Skills

- Analysis
- Evaluation
- Data analysis

Possible Assessment Tasks

- Research and analysis tasks
- Semester Examination

Year 10 - Languages: Japanese

Rationale

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual capability is the norm in most parts of the world. To provide students with a broad understanding of the Japanese language, this course will include studies of the language itself as well as students developing an understanding about the role of language and culture in communication and will incorporate historical, social and cultural aspects of Japan.

Strands

- Communicating - using language for communicative purposes in interpreting, creating and exchanging meaning.
- Understanding - analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Content

The Year 10 Japanese course is completed over two Semesters. Common aims apply to both semesters and each involve a variety of communication topics. Topics covered across both semesters include school, family, daily routines, sports part-time work and future dreams. Emphasis is also placed on consolidating the Katakana alphabet.

Throughout the course, emphasis will be placed on the student's accurate recall and reproduction of Kanji script and vocabulary. They will also further develop their listening, reading and speaking skills. Focus will also be given on a variety of text types so that students can express their written skills in the language.

Core Skills

- Oral Skills
- Writing Skills
- Aural Skills
- Reading Skills

Possible Assessment Tasks

- Script and Vocabulary Tests
- Unit Tests
- Listening Tests
- Speaking Tests
- Assignment / Research Tasks

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Japanese.

Year 10 - Mathematics

Rationale

Year 10 Mathematics is taught by using a new teaching and learning resource called Maths Pathway. Maths Pathway is a well-balanced, integrated and holistic Mathematics course. It focuses on moving away from a one-size-fits-all model to a fully differentiated model.

Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content

Year 10 Mathematics use the Maths Pathway resource to personalise the learning program and meet the needs of each student and their current mathematical ability.

The students begin with a series of diagnostic tests, which not only determines the level at which they are working, but also identifies any gaps in their knowledge they may have from their previous learning.

Students are then given a personalised learning pathway, consisting of skills practice that they need to develop within each Unit. There are video tutorials for students to watch if they need to and of course, they are encouraged to work with their peers and teacher to gain further understanding.

Each cycle, the students are given an individualised test based on the work they completed over the previous fortnight. From that, teachers are able to give students specific feedback based on the concepts they understood and ones they still need to consolidate. Students will have the chance to be re-tested on anything they didn't understand the first time around.

The course has created a fully blended learning environment for all Year 10 Mathematics students. Students are exposed to teaching both online and in-person with their teacher on a regular basis. Students are also provided with a high level of personalised feedback due to the regular formative assessment. Students participate in rich tasks weekly to build upon their understanding, fluency, problem solving and reasoning skills across a range of different strands and sub-strands.

Core Skills

- Mathematical Skill in all Strands
- Individual Learning Skills
- Assessment Writing Skills
- Problem Solving Skills

Possible Assessment Tasks

- Growth Rate
- Project Each Term
- Semester Exam

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to different VCE Pathways depending on the Progression Point Level achieved.

Year 10 - Advanced Mathematics

Rationale

Year 10 Advanced Mathematics is taught by using a new teaching and learning resource called Maths Pathway. Maths Pathway is a well-balanced, integrated and holistic Mathematics course. It focuses on moving away from a one-size-fits-all model to a fully differentiated model. Students normally study this course if they are at 9.5 for Number and Algebra on 1 August of Year 9.

Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content

Year 10 Advanced Mathematics use the Maths Pathway resource to personalise the learning program and meet the needs of each student and their current mathematical ability. Advanced Maths focuses on 10 A curriculum from the Victorian F-10 Mathematics Curriculum and if students finish this program, they will complete course work which will further prepare them for Mathematical Methods. The students begin with a series of diagnostic tests, which not only determines the level at which they are working, but also identifies any gaps in their knowledge they may have from their previous learning. Students are then given a personalised learning pathway, consisting of skills practice that they need to develop within each Unit. There are video tutorials for students to watch if they need to and of course, they are encouraged to work with their peers and teacher to gain further understanding.

Each cycle, the students are given an individualised test based on the work they completed over the past fortnight. From that, teachers are able to give students specific feedback based on the concepts they understood and ones they still need to consolidate. Students will have the chance to be re-tested on anything they didn't understand the first time around.

The course has created a fully blended learning environment for all Year 10 Mathematics students. Students are exposed to teaching both online and in-person with their teacher on a regular basis. Students are also provided with a high level of personalised feedback due to the regular formative assessment. Students participate in rich tasks weekly to build upon their understanding, fluency, problem solving and reasoning skills across a range of different strands and sub-strands.

Core Skills

- Mathematical Skill in all Strands
- Individual Learning Skills
- Assessment Writing Skills
- Problem Solving Skills

Possible Assessment Tasks

- Growth Rate
- Project Each Term
- Semester Retention Exam

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to different VCE Pathways depending on the Progression Point Level achieved.

Year 10 – Unit 1 Mathematical Methods

Unit 1 Mathematical Methods follows the Unit 1 Mathematical Methods learning program as outlined in the VCE course section.

Students studying this course have completed all Year 10 Victorian F-10 Curriculum Maths courses and will study Unit 1 Mathematical Methods over the course of the Year 10 before completing Unit 2 in Year 11. Students normally study this course if they are at 10.0 for Number and Algebra on 1 August of Year 9.

It would be intended for students who study this subject to continue and study Unit 2 Mathematical Methods for the full year that follows.

Rationale

The areas of study in Mathematical Methods Units 1 comprise Functions and Graphs (Linear and a variety of non-linear graphs such as Quadratic, Cubic, Quartic, Hyperbola, Truncus and Square Root Functions), and Probability.

Unit 1

The focus of Unit 1 is the study of simple algebraic functions and the four areas of study listed below. The content should be presented so there is a balanced and progressive development of skills and knowledge in each area of study.

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Possible Assessment Tasks

- Each topic will be assessed using a Test (calculator and technology-free components) and assignment or Application Task.
- Two Examinations at the end of each semester: Assessment of relevant Unit 1 concepts (technology-free and technology allowed).

Prerequisites

- Students intending to undertake Mathematical Methods Unit 1 require a very sound background in Mathematics and are suggested to have completed the entirety of the Maths Pathways program up to and including Level 10 Advanced.

Year 10 - Technology: Food - Focus on Food

Rationale

In Focus on Food, students complete a semester of work discovering a wide range of career paths available in the Food Industry. They have an opportunity to assess their own skills and their suitability in the range of food careers available. This study supports students in developing knowledge and skills in safe use of tools & equipment; food safety & hygiene; methods of cookery; functional properties of food; styles of food preparation & the design process. Students will also explore the environmental issues associated with food production and sustainability.

Strands

- Personal, Social and Community Health
- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

In this course students will:

- Explore the careers available in the food and hospitality industry.
- Explain how new food products are developed in the food industry using the design process.
- Investigate factors which need to be considered in meal planning.
- Explore our local food system to understand where our food comes from.
- Apply design thinking and creative techniques to design meals that meet customer needs.
- Critique dietary information from a range of sources and considering its validity in making informed food choices.
- Understanding the functional properties of ingredients.
- Selecting cookery methods which are healthiest and skill fully applying these.

Core Skills

- Design meals and events for customers and clients using the design process
- Use a range of cookery methods to prepare meals with appealing sensory properties
- Research and investigation of careers within the food and hospitality industry
- Use a range of tools and equipment to safely, efficiently and skilfully prepare meals
- Work to time deadlines and display effective planning skills

Possible Assessment Tasks

- Weekly participation in kitchen production lessons
- Satisfactory completion of a Work flow plan
- Research task
- A completed design plan
- Examination

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE-VET Hospitality
- Satisfactory completion of a Year 10 Food Studies elective subject is a pre requisite for students wishing to proceed to VCE Food Studies

Year 10 - Technology: Food - International Cuisine

Rationale

In International Cuisine, students complete a semester of work discovering cuisines from around the world. Students will work with a range of ingredients and food from various countries while gaining an appreciation and understanding of how the Australian eating pattern has evolved from the influences of different countries. This study also supports students in developing knowledge and skills in safe use of tools & equipment; food safety & hygiene; styles of food preparation & the design process. This study also supports students in developing knowledge, understanding and skills to make healthy, informed food choices, and to explore the factors that influence food choices and eating habits, with consideration given to issues associated with food production and sustainability.

Strands

- Personal, Social and Community Health
- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

In this course students will:

- Develop an understanding and an appreciation of various countries from around the world in regard to ingredients used, food preparation and different cooking techniques and serving styles.
- Reflect on how culture determines food choices and discuss the multi-cultural nature of the Australian population and its effects upon our lives.
- Prepare and evaluate dishes from various cultures studied.
- Identify and demonstrate safe work practices, hygienic methods of food preparation and storage.
- Explore the development of new food products using the design process.
- Apply design thinking and creative techniques to design meals that promote good health and wellbeing.
- Apply food models to evaluate, create or modify recipes to make healthier food choices.
- Explore our local food system to understand where our food comes from.

Core Skills

- Practical skills demonstrating hygiene and safety, knowledge of functional properties of food.
- Use a range of tools & equipment to safely, efficiently and skilfully prepare meals.
- Research and investigation of common ingredients, methods of preparation from various countries studied.
- Application of creative ideas for design activities, using appropriate technologies skilfully and safely to produce quality designed solutions, along with skill in evaluating their suitability.

Possible Assessment Task

- Weekly participation in kitchen production classes
- Satisfactory completion of a work flow plan
- Tests & Research Task
- Design Folio
- Examination

Future Directions

- Satisfactory completion of a Year 10 Food Studies elective subject is a prerequisite for students wishing to proceed to VCE Food studies.

Year 10 - Digital Technologies: General

Rationale

This course is designed to allow students to explore digital technology related issues and acquire skills that will appeal to their age group in a 21st Century learning environment. This course will equip students with the skills necessary to effectively integrate a variety of software types and the knowledge and skills to become active and aware digital citizens.

Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content

Software includes programs from the Microsoft Office Suite, (Microsoft Excel, Access and PowerPoint), Adobe Dreamweaver, HTML, Coding, Windows Movie Maker and other web based applications. The activities and learning outcomes are designed to offer students a chance to evaluate their own interest within the domain to assist with assessment this as a potential pathway and to provide real-world and relevant learning opportunities. Assessment includes successful completion of a variety of assignment tasks that will assess their ability to select and manage network digital systems to ensure they understand how to legally and effectively process and communicate data.

Core Skills

- Using Excel Spreadsheets and Charts
- Creating Websites
- Evaluating and Creating Databases

Possible Assessment Tasks

- Microsoft Excel SAC
- Website Build SAC
- Access Database SAC
- Computing Examination

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Computing Units 1 to 4 and VCE Software Development Units 3 & 4.

Year 10 - Digital Technologies: Multimedia

Rationale

Multimedia is a descriptive term which defines a growing range of applications across business, education, entertainment, information and commerce where different media are integrated. This elective gives students knowledge about the multimedia industry as well as the capability to create multimedia products, incorporate text, sound, graphics and animation.

Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content

This course is designed for students who have an interest in producing interactive multimedia applications using a range of industry standard software packages from the Adobe CS6 Suite. The software includes *Adobe Photoshop*, *Flash Professional*, *Premiere Pro*. Other incidental software experiences are expected – Window's Movie Maker Live and music editing software, such as Audacity and other web based applications. Students undertake a range of practical projects that aim to develop knowledge, understanding and skills in designing, producing and evaluating. Projects include, (but are not limited to): Image manipulation, portfolios and posters, advertisements, video productions and animations. Assessment is based on a range of design projects and an end of semester examination.

Core Skills

- Image Adjustments and Enhancements
- Image Composition
- Image Manipulation and Retouching
- Image Watermarking, Framing, and Batch Automation
- Flash Drawing Tools
- Frame by Frame Animation
- Shape Tween Animation
- Motion Tween Animation

Possible Assessment Tasks

- Photoshop Image and Composition SAC Task
- Video Editing Task
- Flash Animation SAC Task
- Multimedia Practical Exam

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE-VET Screen and Media.
- This is a fully scored VCE-VET subject with VCAA examination in Year 12 that produces a study score that can be counted towards a student's ATAR score.

Year 10 - Digital Technologies: Programming

Rationale

This course is an *introduction* to object-oriented event driven programming. The projects in the course involve making educational and recreational computer applications.

Strands

- Digital Systems
- Data and Information
- Creating Digital Solutions

Content

Students learn event-drive programming skills in various integrated development environments (IDEs) such as Visual Basic and Python. Some of these environments use the intuitive drag and drop method to build their projects and will learn structural programming using the built-in language.

Students are introduced to basic programming skills and concepts through the development of programs using Microsoft Visual Basic. They will be given the opportunity to develop their design skills, problem solving skills, program development and foundation constructs (sequence, selection and iteration) as well as debugging and testing. Educational games and applications for retail business are developed and evaluated to determine their suitability for the desired purpose.

Assessment is based on building a folio of programming projects and associated testing and evaluation documentation.

Core Skills

- Object Oriented Programming
- Events and Actions
- User Interface Design
- Module Debug and Test
- Object Interactivity

Possible Assessment Tasks

- Folio of projects
- Programming practical examination

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Computing Units 1 & 2 and then onto Units 3 & 4 Software Development.

Year 10 - Product Design and Technology: Textiles

Rationale

In an increasingly technological world, it is important students develop knowledge to critically analyse and respond creatively to design challenges. Students consider the economic, environmental and social impacts of technological change and how the choice of technologies may contribute to a sustainable future. Students' plan and manage projects from conception to realization. Through the practical application of technologies, students develop dexterity and coordination.

Strands

- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

Students investigate and make judgements on how the characteristics and properties of materials influence design solutions. They analyse factors that impact on environmental and social sustainability in design and materials. After some investigation and research, students will create a design brief that typically identifies the user, the needs, criteria for success, and constraints for the project. Students create designed solutions based on these needs, generating annotated rendered ideas. Students spend time engaged in developing processes and production skills. They select and use appropriate technologies skilfully and safely to produce a quality designed product based on design solutions they have generated previously. They consider the realised product's suitability for its intended purpose based on a critical evaluation of client needs.

Core Skills

- Responding to a design brief and conducting research
- Communicating design ideas
- Recording of production and evaluating processes
- Developing evaluation criteria
- Constructing product; a garment

Possible Assessment Tasks

- Written Investigation task
- Design Folio of possible solutions and final option
- Producing a product to specified standards
- Written task evaluating design ideas, processes and outcome

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Product Design and Technology.

Year 10 - Product Design and Technology: Wood

Rationale

In Product Design and Technology: Wood, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative, designed solutions.

Strands

- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

Product Design and Technology: Wood aims to develop the knowledge, understanding and skills to ensure that students:

- Become critical users of technologies, and designers and producers of designed solutions.
- Can investigate, generate and critique designed solutions for sustainable futures.
- Use design thinking to generate innovative and ethical design ideas and communicate these to a range of audiences.
- Create designed solutions suitable for a context by creatively selecting and safely manipulating a range of materials, components, tools and equipment.
- Learn how to transfer the knowledge and skills from design and technologies to new situations.
- Understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

Core Skills

- Responding to design briefs and conducting research
- Communicating design ideas
- Planning of production and appropriate use of resources
- Developing evaluation criteria
- Constructing products
- Testing, analysing and evaluating designs and products

Possible Assessment Tasks

- Design Folio
- Investigative Research
- Product Realisation
- Evaluation

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Product Design and Technology: Wood.

Year 10 - Technology: Systems Engineering

Rationale

Year 10 Systems Engineering encompasses mechanical and electro-technological principles to create a working project. Basic skills in the use of tools, equipment and machines are essential, although due to advancements in technology, students will be using CAD to generate 3D models and laser cut plastics to produce a working model.

Strands

- Technologies and Society
- Technologies Contexts
- Creating Designed Solutions

Content

When creating designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of a need or opportunity. They establish detailed criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions and processes.

Students generate and connect design ideas and processes of increasing complexity and justify decisions and then communicate and document their projects. They independently apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary.

Finally, they select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.

Core Skills

- Design Process
- Introduction to Higher Level Order Equipment and Machines
- Understanding Core Electronic Theory
- Understanding CAD CAM machines
- Microcontroller Interfacing
- Use of Tools, Machines and Equipment
- Computer Aided Design
- Production

Possible Assessment Tasks

- Folio
- Research
- Project
- Tests
- Investigating
- Demonstrating

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Systems Engineering Unit 1 & 2.

Year 10 - General Science

Rationale

This science elective is recommended for students who do not intend to study any VCE science subjects. Students enrolled in this subject will have opportunity to develop an understanding of scientific concepts and scientific inquiry and apply this understanding in their own investigations.

Strands

- Science Understanding
- Science Inquiry Skills

Content

This Unit will include content selected from the other Year 10 Science electives: Biology, Chemistry, Physics, Psychology and Earth and Environmental Science. Students will have had opportunity to work independently or in groups to complete both set and open-ended science investigations. This will provide them with exposure to a range of science concepts, a clear understanding of the processes that scientists use and an appreciation of the need to be sceptical when interpreting and questioning data and its sources. They will come to appreciate that science and its processes have applications in everyday life and develop an awareness of the importance of scientific literacy in making decisions that influence individual and community wellbeing.

Core Skills

- Formulate questions and hypotheses
- Identify independent, dependent and controlled variables
- Work both independently and collaboratively
- Collect data and draw conclusions from results
- Acknowledge sources of information and use standard scientific referencing conventions
- Use clear, coherent and concise expression

Possible Assessment Tasks

- Test
- Experimental Investigation Report
- Research investigation
- Examination

Future Directions

- Satisfactory completion of this subject will meet the F-10 Curriculum requirements but does not prepare the student for enrolment in the VCE Science subjects.

Year 10 - Science: Biology

Rationale

Biology is the study of life – playing a crucial role in our everyday existence. Advances in new technologies, such as gene technology and genetic engineering have made this varied discipline even more exciting. The study of Year 10 Biology will prepare students who are considering completing VCE Biology at Year 11 and 12.

Strands

- Science Understanding
- Science Inquiry Skills

Content

Just as the life of a human begins with a single cell, so too does the life of all living things; plants, animals, bacteria and fungi all share this basic building block of life in common. In this Unit, students will uncover why similarities and differences exist between humans and all other living things by investigating the innerworkings of the cell and the systems they make up in the body. They will relate living organisms' requirements to how each individual cell grows, multiplies, functions and responds to its environment. Students will also explore how we have evolved and the ways that characteristics are passed on from one generation to the next.

Core Skills

- Formulate questions and hypotheses
- Identify independent, dependent and controlled variables
- Work both independently and collaboratively
- Collect data and draw conclusions from results
- Acknowledge sources of information and use standard scientific referencing conventions
- Use clear, coherent and concise expression

Possible Assessment Tasks

- Tests
- Experimental Investigation Report
- Data Analysis Task
- Research investigation
- Examination

Future Directions

- It would be advantageous to study Biology if intending to study Biological Science, Science, Environmental Science, Wildlife and Conservation Biology, Health Science or Veterinary Science at the tertiary level.

Year 10 - Science: Chemistry

Rationale

Chemistry is all around us. From cooking and cleaning and to the fibres in our clothing and the products used to build our homes, chemistry can be found in nearly every part of our modern life. The study of Chemistry provides an understanding of the properties of different materials and how they are transformed into new and useful substances. This knowledge enables us to use materials well and to manipulate and derive greater value from them. This Unit is ideal for students who may be considering Chemistry as a part of their future VCE studies.

Strands

- Science Understanding
- Science Inquiry Skills

Content

In this Unit, students will unlock the power of the periodic table, exploring the extent to which it can be used as a tool to understand atomic structure and predict chemical bonding patterns as well as the properties of compounds formed. Students will explore the production of new materials, their characteristics and the ways their special properties have contributed to scientific and technological development. Students will study a range of chemical reactions through experiments and investigate the basis of chemical reactions and ways of controlling reaction rates.

Core Skills

- Formulate questions and hypotheses
- Identify independent, dependent and controlled variables
- Work both independently and collaboratively
- Collect data and draw conclusions from results
- Use clear, coherent and concise expression
- Research and scientific writing skills

Possible Assessment Tasks

- Tests
- Research Assignment
- Experimental Investigation Report
- Examination

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Chemistry.
- Chemists can be involved in research in laboratories, product development and education. Graduates in Chemistry can be employed in many areas such as food, mining, environment, health and medicine, product design and resource management, to name a few.

Year 10 - Science: Earth and Environmental Science

Rationale

The study of Earth and Environmental Science aims to provide students with the knowledge to better understand the world in which they live and to reflect on effective ways for modifying human behaviour for positive environmental outcomes. This Unit is ideal for students who may be considering Environmental Science as a part of their future VCE studies.

Strands

- Science Understanding
- Science Inquiry Skills

Content

Everything on Earth can be considered within four spheres- the lithosphere, atmosphere, hydrosphere and biosphere. In this Unit students will study how these four spheres interact and depend on each other and evaluate the ways in which human activity affects global systems. Students will explore some key global issues including climate change and human impact on biodiversity. Students will also study the origin of the universe and its features including stars, galaxies and solar systems. They will consider how technological advances have led to discoveries and increased scientific understanding of the solar system. Students will explore the challenges of living in space as they investigate the importance of the International Space Station to space exploration.

Core Skills

- formulate questions and hypotheses
- conduct experiments
- develop report writing skills
- gather, analyse and communicate information
- work both independently and collaboratively

Possible Assessment Tasks

- Tests
- Experimental Investigation Report
- Media analysis task
- Research investigation
- Examination

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Environmental Science
- It would be advantageous to study Earth and Environmental Science if intending to study Science, Resource Management, Ecology, Biological Science, Geography or Environmental Science at the tertiary level.

Year 10 - Science: Experimental Psychology

Rationale

This Unit is designed to prepare students for studying Psychology at VCE level. Students explore human behaviours and thought processes, the history of psychology, the structure and function of the brain, research skills, and the social self. The study assists students to further develop effective language skills for scientific communication.

Strands

- Science Understanding
- Science Inquiry Skills

Content

This Unit introduces students to scientific research methods, report writing and psychological principles. The course will include an introduction to the history and areas of Psychology specialisation, emotions, dreaming, attraction and the structure and function of the brain. Research methods will be explicitly taught and used throughout the course in preparation for VCE Psychology. Students will learn about the fundamental process of scientific methodology by studying human behaviour. They will also investigate the various roles and responsibilities of psychologists in today's society.

Core Skills

- Formulate questions and hypotheses
- Identify independent, dependent and controlled variables
- Conduct experiments
- Collect data
- Work independently
- Draw conclusions from results
- Use clear, coherent and concise expression
- Acknowledge sources of information and use standard scientific referencing conventions

Possible Assessment Tasks

- Tests
- Practical Reports
- Media Analysis
- Examination

Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Psychology.

Year 10 - Science: Physics

Rationale

The physical sciences sub-strand is concerned with understanding the nature of forces and motion and matter and energy. The two key concepts developed within physics are that:

- forces affect the behaviour of objects; and
- energy can be transferred and transformed from one form to another.

Strands

- Science Understanding
- Science Enquiry Skills

Content

In this Unit, students will study a wide range of physical phenomena which not only happens in the laboratory but outside in the open air, fields, factories and in everyday life. Through the exploration of Newton's laws of motion, they will discover the Science behind every day phenomena that is taken for granted, including driving and walking. Physics principles and concepts will be investigated through topics such as motion, force, energy, electricity generation, safe use of electricity and forces in structures.

Core Skills

- Formulate questions and hypotheses
- Identify independent, dependent and controlled variables
- Conduct experiments
- Collect data
- Work independently
- Draw conclusions from results
- Use clear, coherent and concise expression
- Acknowledge sources of information and use standard scientific referencing conventions

Possible Assessment Tasks

- Tests
- Practical reports
- Examination

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Physics.

The background features a stylized, abstract illustration of a bird, possibly a phoenix, in shades of blue and purple. The bird is depicted with its wings spread, and a large, multi-pointed star is visible in the upper right corner. The overall design is modern and graphic.

VCE SUBJECTS

How the VCE Works

Studies and Units

A study can be thought of as equivalent to a "subject". The College offers a wide range of VCE studies which are listed in the Table of Contents. Most studies are made up of four (4) Units. The College also offers the Victorian Certificate of Applied Learning (VCAL) and a variety of VCE-VET Courses.

Requirements for Satisfactory Completion of the VCE

These requirements relate to the number and spread of Units. They are:

16 Units satisfactorily completed.

Including:

At least 3 selected from a range of English studies to complete the English requirement.

At least 3 sequences of 3 & 4 level Units in studies other than English.

It is assumed that students at St Francis Xavier College will study thirteen (13) Units in their first year and eleven (11) Units in their second year. These numbers may be varied with approval from the Director of Learning Culture or the Deputy Principal - Head of Campus, Beaconsfield.

These Units can include units from a range of VCE - VET programs.

For the calculation of a student's ATAR, satisfactory completion of both
Units 3 & 4 of an English study is required.

Assessment of Units

Reporting Standards

Students enrolled in any Unit 3 & 4 study must satisfactorily complete all Learning Outcomes to satisfy VCE requirements. In addition, there will be a system of graded assessment based on School Assessed Coursework. These assessments will be included on your statement of results from VCAA.

The GAT (General Achievement Test) is an essential part of VCE assessment procedures. It is used by the VCAA to check that all schools are marking to the same standard in their school assessments. For studies with coursework assessment, each school's coursework scores in the study are statistically moderated (adjusted) to match the level and spread of the combined examination and GAT scores for all the students in the school during a particular study.

The GAT is used by VCAA as part of the statistical moderation for school assessments and as a check on examination marking.

The GAT does not count towards the students' VCE, however, some tertiary institutions now do use the GAT to assist in Middle Band selection.

This test will measure what level of general achievement students have accomplished across three (3) broad areas: Written Communication/Mathematics, Science, Technology/Humanities, Arts, Social Sciences.

All students enrolled for any Unit 3 & 4 VCE and/or VCE-VET study will be required to sit the GAT.

Planning Your Future Direction

First Get the Right Advice

How on earth do you sort through the huge range of jobs and careers that are open to you?

Using your '**Careerwise**' information is a good starting point. Of course, you'll have some ideas yourself, and parents and teachers will have suggestions too.

But you'll find it's really worthwhile to sit down with a Careers teacher who can provide the right advice and point you in the direction of other sources.

Good advice is an enormous help. It can make you aware of the range of jobs that are available and suggest which ones might suit your interests and talents.

It can open your eyes to the sort of work that is done in each of these jobs.

It can indicate which courses lead to the occupations in which you are interested and it can tell you where these courses can be studied and what the prerequisites are (prerequisites are Units which you must have satisfactorily completed before you can be considered for selection into particular tertiary courses).

Tertiary Entrance

Victoria's tertiary institutions have a joint selection system administered by the **Victorian Tertiary Admissions Centre (VTAC)**.

VTAC's role includes:

- Organising the application procedure.
- Receiving and processing applications.
- Forwarding the appropriate applications, and accompanying information, to the relevant tertiary institutions.
- Making offers to prospective students on behalf of tertiary institutions.

It produces a publication with which you should become familiar, the VTAC Guide to Courses in TAFE Colleges and Universities which is published every year. This contains a comprehensive list of courses.

VTAC publishes online the details of prerequisites for tertiary courses.

Career and Course Information Resources

As the following outline indicates, the College has quite a well-developed careers/course resource facility to assist you in planning courses and careers. Most of these resources are available through the Careers room in the Student Services Centre.

Resources

- **The Job Guide** has up-to-date and comprehensive information available in the Careers Room and the Library also on www.jobguide.dest.gov.au
- **VTAC Guide to Courses in TAFE Colleges and Universities** – new editions will be available at newsagents in late July early August each year. This has an extensive outline of courses available in the tertiary institutions in Victoria and advice on how to apply for them. www.vtac.edu.au
- **The Directory of Higher Education Courses** – provides information about courses available at higher education institutions concerning associate diploma level and above. There is also an outline of TAFE higher education courses.
- **TAFE Handbooks** – These are important handbooks for those who do not plan to go to a University and/or are interested in the variety of services and programmes made available at a TAFE institution.
- **TAFE Courses Directory** – This book has up to date information about all TAFE courses and is available in the careers room.
- **Undergraduate Careers** – This publication explains how graduate skills can be applied in contexts that are not traditionally related to their courses of study.
- **Tertiary Handbooks** – Most Colleges and Universities have made these available to us. They give details of course structures, individual subjects and assessment and information on student facilities and services. Most are also on CD Rom in the Careers Room.
- **Brochures** – These have been made available from almost all colleges and universities. They give brief descriptions of courses and subjects. Also tertiary institutions regularly send out important supplementary information to their handbooks or news about course development.
- Various magazines and periodicals

All of the above resources/publications are updated as they become available.

Other Sources of Information

The Careers Room – Is open at lunchtimes. The most active students use this facility to receive updates on all of the above information, to seek course guidance, to use. There is an extensive bank of brochures and handbooks mentioned above. There are also two computers for students use at lunchtime or Private Study time.

Information Evenings – These are vital to course and career development. Students/parents regularly report that these events are very informative and helpful. Non-attendance at these functions jeopardises our efforts to assist and guide students.

Planning Your Senior Program

A program is the complete list of VCE or VCAL Units you will do over two or more years. Most students undertaking VCE will do at least 24 Units over the two (or three) years they are in Year 11 and Year 12. VCAL students undertake a program of 1,000 hours.

Promotion from Year 10 to Year 11 is not automatic.

Admission to the VCE is also dependent upon the student being able to construct a viable and educationally sound course of studies. In establishing the educational soundness of a course of studies, the College will examine the requirements of the VCE, the range of studies selected in terms of the student's past achievements, declared career options and the appropriateness of the mix of studies.

Students are required to satisfy specific criteria in each Year 10 subject, they must satisfactorily complete all work requirements/outcomes to be eligible for automatic promotion from Year 10 to Year 11.

If a student does not satisfy the criteria in one or more subjects in Semester 1 of Year 10, a meeting is arranged to explore issues and possible strategies and alternatives. The meeting of the relevant Head of House, parent(s)/guardian and where necessary Learning Enhancement representative and Student Welfare Representative will devise an appropriate **Individual Learning Program ILP** (a program/contract designed to ensure that the situation is rectified). The student is then monitored and supported during Terms 3 and 4 with another evaluation of his/her status towards the end of Semester 2.

Students who have not satisfied work requirements/outcomes may be promoted on probation. This situation will be reviewed when reports for Term 1 of Year 11 are received from teachers.

A minimum of eight Units (Including at least 1 Unit of English or equivalent) by the end of Year 11 must be satisfactorily completed in order for students to be eligible to complete VCE in Year 12.

Choosing Units

There is a wide range of studies offered. Take the time to research them all. *Take care with subjects that require prerequisites. Ensure that you have met these requirements if you wish to undertake a particular study or Unit.*

You will be choosing Semester long Units. For your sake and the sake of the College, it is a good idea to plan your whole program well in advance. Changing subjects in Units 1 to 4 is permissible but only within the Orientation periods at the end of each school year and at the end of a Semester (Unit 1 & 2 only). There may also be problems related to class sizes which may not allow a particular change.

Because of timetabling, the list of all the Units the College offers is not necessarily the list of what you can actually do. For example, you might have to choose between Chemistry and Studio Arts because you are the only student who wanted to do both. This happens because the College has to organise teachers and rooms as well as suiting student program requests.

If you have your heart set on doing some combination that is not immediately on offer, don't despair. Something can often be worked out. Once again, this underlines the importance of your planning. The earlier you can tell the College what you want the more likely it is that we will be able to offer it.

Complete your subject selection form on-line with care and **keep a copy**. **It is important to adhere to the due date.**

NB: Final decisions on the availability of units will be dependent on the number of students enrolling and will be determined by the College Principal.

A Plan for Your Senior Programme Over 2 Years

Year 11

Religious Education	English Study 1 *					
	English Study 2 *					

There are three (3) VCE Units filled in for you. You will need to plan for another five (5) subjects for the first year of study.

Students who wish to study **Literature** are **strongly advised to enrol in English 1 & 2 as well.**

* Students eligible to enrol in the **EAL** class will be notified and advised to elect this option

Year 12

Religious Education	English 3, <u>OR</u> Literature				
	English 4, <u>OR</u> Literature				

*Students eligible to enrol in the **EAL** class will be notified and advised to elect this option

VCE Units 1 & 2 - Religion and Society

Rationale

Religion and Society is the study of religions which are defined as forms of beliefs and practices which allow human beings to express their sense of ultimate reality. The study encourages students to discover the role of religion in society and how religion provides meaning to the existential questions that are common to most people. Religions can be understood in a general way as meaning systems that have nine interrelated aspects: Beliefs, Sacred stories, Spaces, Places, times and artefacts, Texts, Rituals, Symbols, Social Structures - Ethics – Spiritual experiences.

Unit 1

In Unit 1, students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups.

Area of Study 1 - The Nature and Purpose of Religion

Area of Study 2 - Religion through the Ages

Area of Study 3 - Religion in Australia

Unit 2

In Unit 2, students explore ethics as a discipline that investigates the various methods for making ethical decisions; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level. Students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail and explore contemporary ethical issues.

Area of Study 1 - Ethical Decision Making and Moral Judgement

Area of Study 2 - Religion and Ethics

Area of Study 3 - Ethical Issues in Society

Possible Assessment Tasks

- All outcomes in Units 1 & 2 will include a combination of short answer, extended response and essay questions which are completed under test conditions.

Prerequisites

- Satisfactory completion of any Year 10 Religious Education subject.
- Please note that Year 9 students may apply to accelerate into this subject in Year 10 after an application process, including an interview.

VCE Units 3 & 4 - Religion and Society

Rationale

Unit 3 & 4 Religion and Society is the continuation of the skills and content described in Unit 1 & 2 Religion and Society. The study begins the process of a deeper examination of the fundamental beliefs of religious traditions and how these beliefs assist in the human search for meaning. Students also investigate how historical challenges were met by religious traditions and evaluate the effectiveness of these responses. Finally, students apply the ethics and beliefs of a religious tradition to a contemporary challenge in order to understand how beliefs inform a response to various ethical, social and environmental issues.

Unit 3

In Unit 3 students begin by studying the religious beliefs developed by one or more than one religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for religious traditions and their members. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality.

Area of Study 1 - Responding to the Search for Meaning

Area of Study 2 - Expressing Meaning

Area of Study 3 - Significant Life Experiences, Religious Beliefs and Faith

Unit 4

In Unit 4 the interaction of religious traditions and the societies of which they are a part is investigated. Religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating, supporting, as levers for change or resisting changes in those societies. Religious traditions also change over time; this change may be in the form of growth or decline or both.

Area of Study 1 - Challenge and Response

Area of Study 2 - Interaction of Religion and Society

Possible Assessment Tasks

- All outcomes in Units 3 & 4 will include a combination of short answer, extended response and essay questions which are completed under test conditions

Prerequisites

- Satisfactory completion of any Religion and Society Units 1 & 2 or any Year 11 Religious Education subject.
- Please note that Year 10 students may apply to accelerate into this subject in Year 11 after an application process which may include an interview.

VCE Units 1 & 2 - English and EAL

Rationale

Units 1 & 2 VCE English focuses on the style, structure, themes and issues in a variety of texts. Throughout the study, students respond to these texts in a range of written and oral forms. In addition to analytically and creatively responding to texts, they also construct written pieces designed to compare meaning across separate texts. Furthermore, students analyse how the media uses written and visual language to persuade target audiences.

Summary of Unit 1

Students should be able to produce analytical and creative responses to texts. Students analyse and present points of view on various media issues.

Area of Study 1 - Reading and C Texts

- Students should be able to produce analytical and creative responses to texts.

Area of Study 2 - Analysing and Presenting Argument

- Students should be able to analyse how argument and persuasive language can be used to position audiences and create their own texts intended to position audiences.

Possible Assessment Tasks

- Analytical response
- Creative response
- Point of view oral presentation
- Argument analysis

Summary of Unit 2

Students compare the presentation of ideas, issues and themes in two separate texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Area of Study 1 – Reading and Comparing Texts

- Compare the presentation of ideas, issues and themes in two texts.

Area of Study 2 – Analysing and Presenting Argument

- Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience and create a text which presents a point of view.

Possible Assessment Tasks

- Comparative response
- Argument analysis
- Point of view written response

Prerequisites

- There are no VCAA prerequisites for entry to Units 1 & 2, however, students should have satisfactorily completed Year 10 English.

VCE Units 3 & 4 - English and EAL

Rationale

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, 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.

This study will build on the learning established through VC English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Unit 3

Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. As well, students analyse and compare the use of argument and language in texts that debate a topical issue in the media.

Area of Study 1 - Reading and Creating Texts

- On completion of this Unit, the student should be able to produce an analytical interpretation of a selected text and a creative response to a different selected text.
- EAL students produce an analytical or creative response.

Area of Study 2 – Analysing and Presenting Argument

- On completion of this Unit, the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Area of Study 3 – EAL students only - Listening to texts

- On completion of this Unit, the students should be able to comprehend and analyse language and paralinguistics in spoken word.

Possible Assessment Tasks – Written responses (essays) 800 – 900 words

- Analytical response (essay) to a selected text
- Creative response to text
- Argument analysis of media texts

Unit 4

In this Unit, students compare and contrast ideas, issues and themes in texts. As well, they create an oral presentation intended to position audiences about an issue currently debated in the media.

Area of Study 1 – Reading and Comparing Texts

- On completion of this Unit, the student should be able to produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.

Area of Study 2 – Presenting Argument

- On completion of this Unit, the student should be able to construct a sustained and reasoned point of view on an issue currently debated in the media.

Possible Assessment Tasks

- Comparative Response (two texts)
- Oral – Point of View

Prerequisites

- Students must have satisfied the work requirements of Units 1 & 2 English and EAL.

VCE Units 1 & 2 - English Language

Rationale

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups. In this study students read widely to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of written and spoken texts.

Unit 1

In Unit 1, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

Area of Study 1 - The Nature and Functions of Language

Area of Study 2 - Language Acquisition

Unit 2

In Unit 2, students focus on language change, they consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also considered. In addition, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Students consider the cultural repercussions of the spread of English.

Area of Study 1 – English Across Time

Area of Study 2 - Englishes in Contact

Possible Assessment Tasks

- Folio of annotated texts
- Essay
- Investigative report
- Analytical commentary
- Analysis of data

Prerequisites

- There are no VCAA prerequisites for entry to VCE English Language.

VCE Units 3 & 4 - English Language

Rationale

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups. In this study students read widely to develop their analytical skills and understanding of linguistics. Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language-related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

Unit 3

In Unit 3, students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct messages and meaning. Students consider how texts are influenced by the situational and cultural contexts in which they occur. Students learn how language users select features from within stylistic variants and how this in turn establishes the degree of formality within a discourse. Students learn how language can be indicative of relationships, power structures and purpose.

Unit 4

In Unit 4, students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. Students explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us. Through our 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.

Topics Covered:

Over the course of the year, a student studying English Language will cover the following topics:

- Informal Language
- Formal Language
- Language variation in Australian society
- Individual and group identities

Possible Assessment Tasks

- Short Answer Tests
- Essay
- Analytical Commentary
- Examination

Prerequisites

A Unit 1-2 sequence in either English Language, English or Literature

VCE Units 1 & 2 - Literature

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Unit 1

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly 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 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.

Area of Study 1 – Reading Practices

- On completion of this Unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

Area of Study 2 – Ideas and Concerns in Texts

- On completion of this Unit the student should be able to analyse the ways in which a selected text reflects or comments on the ideas and concerns of individuals and particular groups in society.

Possible Assessment Tasks

- Literary Perspectives Essay
- Oral Presentation
- Analytical Essay

Unit 2

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.

Area of Study 1 – The text, the reader and their contexts

- On completion of this Unit, the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

Area of Study 2 – Exploring connections between texts

- On completion of this Unit, the student should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Possible Assessment Tasks

- Literary Perspectives Essay
- Analytical Essay
- Oral Presentation
- Creative piece

VCE Units 3 & 4 - Literature

Rationale

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving nature of texts, the changing contexts in which they were produced and notions of value. Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure.

Unit 3

Form and transformation

In this Unit, students consider how the form of a text affects meaning and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations.

Area of Study 1 – Adaptations and Transformations

- On completion of this Unit, the student should be able to analyse the extent to which meaning changes when a text is adapted to a different form.

Area of Study 2 – Creative Response to Texts

- On completion of this Unit, the student should be able to respond creatively to a text and comment on the connections between the text and the response.

Possible Assessment Tasks

- Analytical Essay
- Creative Response. This could take the form of a short story, script, scene etc.

Unit 4

Interpreting texts

In this Unit, students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts.

Area of Study 1 – Literary Perspectives

- On completion of this Unit, students should be able to produce an interpretation of a text using different literary perspectives to inform their view.

Area of Study 2 – Close Analysis

- In this area of study students focus on detailed scrutiny of the language, style, concerns and construction of texts.
- Students attend closely to textual details to examine the ways specific features and/or passages in a text contributes to their overall interpretations.

Possible Assessment Tasks

- Literary Perspectives Essay
- Passage Analysis

VCE Units 1 & 2 - Media

Rationale

VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Media products, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

Unit 1

The purpose of this Unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction and the stories told that represent our Australian culture.

Area of Study 1

- This area of study focuses on an analysis of media representations.

Area of Study 2

- In this area of study students produce representations in two or more media forms, analysing how different media technologies affect the meanings that can be created in the representations.

Area of Study 3

- In this area of study students explore the construction and reception of Australian stories.

Unit 2

This Unit will enable students to develop their understanding of the specialist production stages and roles within the construction of media narratives across a variety of forms and genres. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the impact new media technologies have on the way we produce and consume media narratives.

Area of Study 1

- In this area of study students explore and examine how narratives construct realities and meaning for audiences.

Area of Study 2

- This area of study focuses on media production undertaken by students within a collaborative context and the student's explanation of the process.

Area of Study 3

- In this area of study students analyse the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Possible Assessment Tasks

- Representations Written Response
- Technologies of Representation – Film Trailer and Poster
- Group Media Productions
- Media Industry Research Task
- Media Organisations Written Response

VCE Units 3 & 4 - Media

Rationale

VCE Media provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

Unit 3

In this unit students explore stories that circulate in society through media narratives and use the pre-production stage of the media production process to design a media production. They consider the use of media codes and conventions to structure meaning, both in the narratives studied and for their own media productions. These productions will be completed across Unit 3 and Unit 4.

Area of Study 1 – Narrative and ideology

Students should be able to analyse the ways that narratives are constructed and how ideologies in society frame the nature, form and structure of narratives.

Area of Study 2 – Media Production Development

Students should be able to investigate and research a selected media form to inform the development of their proposed production. The develop stage will incorporate documented research, annotated production exercises and reflections, that contributes to the direction of their production design.

Area of Study 3 – Media Production Design

Students should be able to use industry specific design and planning, both in written and visual documentation, to develop and document a media production design in a selected media form for a specified audience.

Unit 4

In this unit students complete the stages of the media production process, bringing the media production design created in Unit 3 to its realisation. Students will also explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.

Area of Study 1 – Media Production

Students should be able to complete the production and post production of the media product designed in Unit 3. They will use technologies and processes relevant to their media form, undertake personal reflection and seeking feedback to help refine their media product.

Area of Study 2 – Agency and Control in and of the media

Students should be able to discuss issues and influences that exist within the relationship between the media and its audience. They will analyse historical and contemporary examples, as well as the regulation that exists in Australia to control the dynamic and changing relationship we have with the media.

Area of Study 3 – Media Influence

Students should be able to analyse and present arguments about the nature and extent of media influence.

Possible Assessment Tasks

- School Assessed Coursework - written analysis for theoretical study.
- School Assessed Task - Media Production Design Plan, complete as a folio.
- Examination - covering theoretical study and personal reflections on SAT.

Prerequisites

- Students are expected to have satisfied the work requirements of Media Units 1 & 2.

VCE Units 1 & 2 - Visual Communication and Design

Rationale

This Visual Communication and Design study is intended to assist students in the understanding, production and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, principles and design process in visual communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Unit 1

The main purpose of this Unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes.

Area of Study 1

- Drawing as a means of communication.

Area of Study 2

- Design elements and design principles.

Area of Study 3

- Visual communication design in context.

Unit 2

The main purpose of this Unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others.

Area of Study 1

- Technical drawing in context.

Area of Study 2

- Type and Imagery.

Area of Study 3

- Applying the design process.

Possible Assessment Tasks

- Drawing as a means of communication task
- Design elements and design principles task
- Visual communication design in context task
- Environmental design folio and presentation

Prerequisites

- Students should have satisfactorily complete Year 10 Visual Communication and Design or a Year 10 Art subject.

VCE Units 3 & 4 - Visual Communication and Design

Rationale

The Visual Communication and Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design.

Unit 3

In this Unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design principles can create effective visual communications for specific audiences and purposes.

Area of Study 1

- Analysis and practice in context.

Area of Study 2

- Design industry practice.

Area of Study 3

- Developing a brief and generating ideas.

Possible Assessment Tasks

- Analysis of existing visual communications.
- Creation of new visual communications with new purposes.
- Questions on the study of design industry speakers.
- Folio of work including brief, research and a range of design ideas.

Unit 4

The focus of this Unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Area of Study 1

- Development, refinement and evaluation.

Area of Study 2

- Final presentations.

Possible Assessment Tasks

- Folio of design concepts.
- Production of two final visual communication presentations.
- Pitch

Prerequisites

- Students are expected to have satisfactorily completed Units 1 & 2 VCD.

VCE Units 1 & 2 - Studio Arts

Rationale

The creative nature of visual art provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. The exhibition of visual art offers an insight into the diverse interpretations of life and its experience by artists. Engagement with visual art facilitates creative thinking and the development of new ideas, it also supports connection and exchange within communities and beyond.

Unit 1

The focus of this Unit is the use of sources of inspiration and ideas as the bases for artworks and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

Area of Study 1

This area of study focuses on the development of individual ideas and the identification of sources of inspiration to be used as starting points for making art. Students explore art making practices that use a variety of methods to communicate and develop ideas.

Area of Study 2

This area of study focuses on the use of materials and techniques in the production of artworks.

Possible Assessment Tasks

- Design Process Folio
- Folio of Finished Art works
- Written analysis on key point discussion

Unit 2

The focus of this Unit is to establish and use an effective design methodology for the production of design explorations and artworks. Students also develop skills in the analysis of artworks to understand how aesthetic qualities are created, ideas communicated and identifiable styles developed.

Area of Study 1

This area of study focuses on developing artworks through an individual design process based on visual research and inquiry.

Area of Study 2

This area of study focuses on an analysis of artworks. Artworks by artists and/or groups of artists from different times and cultures are analysed in order to understand how art elements and principles are used to communicate artists' ideas and create aesthetic qualities and identifiable styles.

Possible Assessment Tasks

- Design Process Folio
- Folio of Finished Art works
- Analysis essay of two (2) artists

Prerequisites

- Students should have successfully completed an appropriate Year 10 Art subject.

VCE Units 3 & 4 - Studio Arts

Rationale

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. The design process enables students to explore ideas and sources of inspiration, experiment with materials and techniques and practice specialised skills in a range of art forms. Students generate a range of directions and potential solutions and analyse and evaluate them before producing artworks. The theoretical component of the study informs students' practice through an investigation of selected artworks, an examination of artists' working methods and a study of professional practices and art industry issues.

Unit 3

Studio Production and Professional Art Practices

This Unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration.

Area of Study 1

This area of study focuses on the development of an exploration proposal that creates a framework for the individual design process.

Area of Study 2

This area of study focuses on an individual design process that has been documented in the exploration proposal in Area of Study 1 and is developed in breadth and depth.

Area of Study 3

This area of study focuses on professional art practices in relation to particular art form/s and the development of styles in artworks.

Possible Assessment Tasks

- SAT 1 - Design Process Folio
- Analysis essay on 2 artists

Unit 4

Studio Production and Art Industry Contexts

The focus of this Unit is to produce a cohesive folio of finished art works.

Area of Study 1

This area of study focuses on the production of a cohesive folio of finished artworks developed from the selected potential directions that have been identified in the individual design process in Unit 3.

Area of Study 2

This area of study requires students to reflect on their folio and produce an evaluation of the finished artworks. Students provide visual and written documentation.

Area of Study 3

This area of study focuses on the analysis of requirements and conditions of environments where artworks are presented.

Possible Assessment Tasks

- SAT 2 – Folio of Finished Works
- Short answer response questions

Prerequisites

- Students should have successfully undertaken Units 1 & 2 Studio Arts

VCE Units 1 & 2 - Art

Rationale

In the study of VCE Art, theoretical research and investigation informs art making. Through the study of artworks and the role of artists in society, students develop their own artistic practice, expression and communication of ideas using a range of processes, materials and techniques.

Unit 1

In this Unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Area of Study 1

- Artworks and meaning

Area of Study 2

- Art making and meaning

Possible Assessment Tasks

- Analysis task
- Folio of work and final piece
- Short-answer responses supported by visual references

Unit 2

Students continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks.

Area of Study 1

- Contemporary artworks and culture

Area of Study 2

- Art making and contemporary culture

Possible Assessment Tasks

- An extended written response
- A range of visual responses including at least one finished artwork.

Prerequisites

- Students should have successfully undertaken an appropriate Year 10 Art Unit.

VCE Units 3 & 4 - Art

Rationale

VCE Art introduces the role of art, in all forms of media, in contemporary and historical cultures and societies. Students build an understanding of how artists communicate their experiences, ideas, values, beliefs and viewpoints. VCE Art challenges students to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewer. Students develop skills in research, analysis, art history and criticism to interpret and debate the ideas and issues that are raised in artworks and, in response, they form and support personal points of view. Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms. VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in art related careers.

Unit 3

Students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks for analysing and interpreting the meaning of artworks. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes.

Area of Study 1

- Interpreting Art

Title of Area of Study 2

- Investigation and Interpretation through art making

Possible Assessment Tasks

- Analysis Essay
- Folio of work and at least one finished art work

Unit 4

Students study artworks and develop and expand upon personal points of view. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society. They focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas.

Area of Study 1

- Discussing Art

Area of Study 2

- Realisation and Resolution

Possible Assessment Tasks

- Analysis Essay
- Folio of work and at least one finished art work

Prerequisites

- Students should have successfully completed Units 1 & 2 Art.

VCE Units 1 & 2 - Dance

Rationale

Building on the skills developed in Year 10 Dance, Dance communicates and gives expression to personal and social experiences. Humans have danced since the earliest times and dance continues to be a vibrant part of the cultural life of communities fulfilling a wide and dynamic range of roles. VCE Dance involves students as performers, choreographers and audience. The study is designed to develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place. The movement vocabulary each student develops may reflect their experiences of dance in social, cultural, therapeutic or other contexts. By exploring connections between practice and theory students can further enrich their experiences. VCE Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works. The study also prepares students to be discerning, reflective and critical viewers of dance and provides pathways to training and tertiary study in dance performance and associated careers within the dance industry

Unit 1

In this Unit, students explore the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills. Students discover the diversity of expressive movement and purposes for dancing in dances from different times, places, cultures, traditions and/or styles. They commence the process of developing a personal movement vocabulary and also begin the practices of documenting and analysing movement. Through this work they develop understanding of how other choreographers use these practices. Students learn about relevant physiology and approaches to health and wellbeing, and about care and maintenance of the body. They apply this knowledge through regular and systematic dance training. Students explore the choreographic process through movement studies, cohesive dance compositions and performances. They discuss influences on other choreographers and the impact of these influences on intentions and movement vocabulary in selected dance works.

Area of Study 1 - Dance Perspectives

On completion of this Unit, the student should be able to describe and document features of other choreographers' dance works.

Area of Study 2 - Choreography and Performance

On completion of this Unit, the student should be able to choreograph and perform a solo, duo and/or group dance work and complete structured improvisations.

Area of Study 3 - Dance Technique and Performance

On completion of this Unit, the student should be able to safely and expressively perform a learnt solo, duo or group dance work.

Area of Study 4 - Awareness and Maintenance of the Dancer's Body

On completion of this Unit, the student should be able to describe key approaches to wellbeing and health practices for dancers and essential aspects of physiology and demonstrate the safe use and maintenance of the dancer's body.

Unit 2

Students are introduced to a range of dance traditions, styles and works. Dance traditions, styles and works selected for study should encompass the dance output of traditional and/or contemporary Aboriginal and Torres Strait Islander Peoples and other Australian dance artists. Students may also study material such as dance from other cultures, music theatre, the work of tap/jazz or street performers, ballet choreographers, and/or modern dance. Students describe the movement vocabulary in their own and others' dances by identifying the use of movement categories and ways the elements of movement have been manipulated through the use of choreographic devices. Students make links between the theoretical and practical aspects of dance across the areas of study through analysis and discussion of the way their own and other choreographers' intentions are communicated, and through the ways movement has been manipulated and structured.

Area of Study 1 - Dance Perspectives

On completion of this unit the student should be able to analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works.

Area of Study 2 – Choreography and Performance

On completion of this unit the student should be able to complete structured improvisations and choreograph and perform a solo, duo or group dance work.

Area of Study 3 - Dance Technique and Performance

On completion of this unit the student should be able to safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work.

Assessment Tasks

- Dance analysis of prescribed works
- Solo or group composition
- Body maintenance test
- Learnt work and performance

VCE Units 3 & 4 - Dance

Unit 3

Students analyse the realisation of their solo and the learnt duo or group dance work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. This analysis connects each student's work as a choreographer to the work of professional choreographers. Students further develop their understanding of the choreographic process through analysis of two dance works by choreographers of the twentieth and/or twenty-first centuries. These dance works must be selected from the Prescribed list of dance works for Unit 3. The Prescribed list for Unit 3 includes solo works, duos and works where the performance of a particular dancer in a group can be studied independently. Students analyse how the intentions chosen by choreographers are developed through the use of choreographic devices and arrangement of phrases and sections. They analyse the dance design and use of movement vocabulary in the selected works and consider influences on the choreographers' choices of intention, movement vocabulary and production aspects of the dance works. Students consider the influence these choreographers and/or the selected dance works have had on the arts, artists and/or society.

Area of Study 1 - Dance Perspectives

On completion of this Unit, the student should be able to analyse two selected dance works

Area of Study 2 - Choreography, Performance and Analysis of a Skills-Based Solo Dance Work

On completion of this Unit, the student should be able to choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.

Area of Study 3 – Dance Technique, Performance and Analysis of a Learnt Dance Work

On completion of this Unit, the student should be able to learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used

Unit 4

Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. This analysis focuses on ways in which the intention is expressed through the manipulation of spatial relationships. Students analyse the use of group structures (canon, contrast, unison, and asymmetrical and symmetrical groupings and relationships) and spatial organisation (direction, level, focus and dimension) and investigate the influences on choices made by choreographers in these works. In this Unit, the group work studied for Outcome 1 must be different from any works studied in Unit 3 and the term 'choreographer' can be understood as one or more choreographers.

Area of Study 1 - Dance Perspectives

On completion of this unit the student should be able to analyse a selected group dance work

Area of Study 2 - Choreography, Performance and Dance-Making Analysis

On completion of this unit the student should be able to choreograph, rehearse, perform and analyse their realisation of a solo dance work

Assessment Tasks

- Dance Analysis of prescribed dance works
- Technical Solo composition, performance and analysis
- Learnt work, performance and analysis

Prerequisites

- Students would be expected to have passed Units 1 & 2 Dance.

VCE Units 1 & 2 - Drama

Rationale

Building on skills developed in Year 10 Drama.

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. The study of Drama enables students' individual and collective identities to be explored, expressed and validated. Students develop an ability to empathise through understanding and accepting diversity. Students draw from, and respond to, contexts and stories that reflect different cultures, genders, sexualities and abilities. VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

Unit 1 – Introducing Performance Styles

In this Unit, student's study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived.

This Unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This Unit also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

In this Unit, the terms character, performance, story and style may be understood as one or more characters, performances, stories or styles.

Area of Study 1 – Creating a Devised Performance

On completion of this Unit, the student should be able to devise and document solo and/or ensemble drama works based on experiences and/or stories (Folio Assessment Task).

Area of Study 2 – Presenting a Devised Performance

On completion of this Unit, the student should be able to perform devised drama works to an audience (Performance Assessment Task).

Area of Study 3 - Analysing a Devised Performance

On completion of this Unit, the student should be able to analyse the development, and the performance to an audience, of their devised work (Written Assessment Task).

Area of Study 4 – Analysing a Professional Drama Performance

On completion of this Unit, the student should be able to analyse the presentation of ideas, stories and characters in a drama performance by professional or other drama practitioners (Written Assessment Task).

Unit 2 – Australian Identity

In this Unit, students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This Unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers.
- reflect aspects of Australian identity, for example the voice of Australia's first peoples, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, urban and rural perspectives.

Area of Study 1 – Using Australia as Inspiration

On completion of this Unit, the student should be able to devise and document the processes used to create a solo or ensemble performance that reflects an aspect or aspects of Australian identity and contemporary drama practice (Folio Assessment Task).

Area of Study 2 - Presenting a Devised Performance

On completion of this Unit, the student should be able to present a devised performance that reflects aspects of Australian identity and contemporary drama practice (Performance Assessment Task).

Area of Study 3 - Analysing a Devised Performance

On completion of this Unit, the student should be able to analyse the development, and performance to an audience, of their devised work (Written Assessment Task).

Area of Study 4 – Analysing an Australia Drama Performance

On completion of this Unit, the student should be able to analyse and evaluate a performance of a drama work by Australian practitioners (Written Assessment Task).

Prerequisites for Units 1 & 2 Drama

- Students would be expected to have satisfied the work requirements of Year 9 or 10 Drama.

VCE Units 3 & 4 - Drama

Unit 3 – Devised Ensemble Performance

In this Unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist published annually on the VCAA website.

Area of Study 1 – Devising and Presenting Ensemble Performance

On completion of this Unit, the student should be able to develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived (Performance Assessment Task).

Area of Study 2 – Analysing a Devised Ensemble Performance On completion of this Unit, the student should be able to analyse the use of processes, techniques and skills to create and present a devised ensemble performance (Written Assessment Task).

Area of Study 3 - Analysing and Evaluating a Professional Drama Performance

On completion of this Unit, the student should be able to analyse and evaluate a professional drama performance (Written Assessment Task).

Unit 4 – Devised Solo Performance

This Unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Area of Study 1 – Demonstrating Techniques of Solo Performance

On completion of this Unit, the student should be able to demonstrate, in response to given stimulus material, application of symbol and transformation of character, time and place, and describe the techniques used (Performance Assessment Task).

Area of Study 2 – Devising a Solo Performance

On completion of this Unit, the student should be able to create, develop and perform a solo performance in response to a prescribed structure (External VCCA Performance Examination).

Area of Study 3 – Analysing and Evaluating Devised Solo Performance

On completion of this Unit, the student should be able to analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure (Written Assessment Task).

VCE Units 1 & 2 - Music Performance

Rationale

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles. They also develop theoretical and aural skills.

Unit 1

Music Performance

This Unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music. They also complete analysis of works and theoretical work.

Unit 2

This Unit further develops skills in practical music and performance in solo and group contexts. Students present a prepared program/s of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation. Students also learn to write parts using music software.

Possible Assessment Tasks

- Public performance
- Technical SAC
- Musicianship, Aural Skills and Analysis SAC
- Organisation of Sound (Unit 2 only)

Prerequisites

- Students should have undertaken a Year 10 Music Performance course and ensure students are able to successfully meet the demands of this subject.
- All students commencing VCE studies in Music Performance are required to take instrumental music lessons.

VCE Units 3 & 4 - Music Performance

Rationale

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles. They also develop theoretical and aural skills.

Unit 3

Music Performance

This Unit prepares students to present convincing performances of group and solo works. In this Unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Unit 4

In this Unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Possible Assessment Tasks

- Public performance
- Technical SAC
- Musicianship, Aural Skills and Analysis SAC

Prerequisites

- To undertake Units 3 & 4 Music Group performance or Music Solo performance, students are required to have 3 years' experience on a musical instrument or in Voice prior to Year 11.
- Students are expected to have theory knowledge of 3 AMEB at a minimum.
- To ensure students are able to successfully meet the demands of this subject, all students commencing VCE studies in Music Performance are required.

VCE Units 1 & 2 - Theatre Studies

Rationale of VCE Theatre Studies

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes. The study of Theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

Unit 1 – Pre-Modern Theatre Styles and Conventions

This Unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work.

Area of Study 1 – Exploring Pre-Modern Theatre Styles and Conventions

On completion of this Unit, the student should be able to identify and describe distinguishing features of theatre styles and scripts from the pre-modern era (Folio / Oral Presentation Assessment).

Area of Study 2 – Interpreting Scripts

On completion of this Unit, the student should be able to work creatively and imaginatively in production roles to interpret scripts from the pre-modern era (Performance / Design Assessment).

Area of Study 3 – Analysing a Play in Performance

On completion of this Unit, the student should be able to analyse a performance of a script (Written Assessment Tasks).

Unit 2 - Modern Theatre Styles and Conventions

This Unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Area of Study 1 – Exploring Modern Theatre Styles and Conventions

On completion of this Unit, the student should be able to identify and describe the distinguishing features of theatre styles and scripts from the modern era (Folio / Oral Presentation Assessment).

Area of Study 2 – Interpreting Scripts

On completion of this Unit, the student should be able to work creatively and imaginatively in production roles to interpret scripts from the modern era (Performance / Design Assessment).

Area of Study 3 – Analysing and Evaluating a Theatre Performance

On completion of this Unit, the student should be able to analyse and evaluate a theatre production (Written Assessment Task).

Prerequisites for Units 1 & 2 Theatre Studies

Students would be expected to have satisfied the work requirements of Year 9 or 10 Drama and/or Visual Communications, Art, Media OR Visual Communications Technology.

VCE Units 3 & 4 - Theatre Studies

Unit 3 - Producing Theatre

In this Unit, students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance. The Playlist is published annually on the VCAA website.

Area of Study 1 – Staging Theatre

On completion of this Unit, the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles (Performance / Design Assessment Task).

Area of Study 2 – Interpreting a Script

On completion of this Unit, the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production (Written Assessment Task).

Area of Study 3 – Analysing and Evaluating Theatre

On completion of this Unit, the student should be able to analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience (Written Assessment Task).

Unit 4 - Presenting an Interpretation

In this Unit, students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. The performance must be selected from the VCE Theatre Studies Unit 4 Playlist. The Playlist is published annually on the VCAA website. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production.

Area of Study 1 – Researching and Presenting Theatrical Possibilities

On completion of this Unit, the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene (Written Assessment Task).

Area of Study 2 – Interpreting a Monologue

On completion of this Unit, the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions (VCAA External Performance or Design Examination).

Area of Study 3 – Analysing and Evaluating a Performance

On completion of this unit, the student should be able to analyse and evaluate acting, direction and design in a production (Written Assessment Task).

VCE Units 1 & 2 - History: Ancient History

Rationale

History is the practice of understanding and making meaning of the past and identifying links to present societies, structures, values and beliefs. It provides the opportunity to develop research and analytical skills through the identification, 'reading' and interpretation of visual, oral and written records.

Unit 1

In this Unit, students explore Ancient Mesopotamia (3500 BCE - 612 BCE). The land between the rivers Tigris and the Euphrates has been described as the 'cradle of civilisation' and provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This Unit highlights the importance of primary sources (the material record and written sources) to historical inquiry and interpretation of the origins of civilisation.

Area of Study 1: Discovering Civilisation

- The geography and urbanisation of Ancient Mesopotamian civilisations.

Area of Study 2: Ancient Empires

- The emergence of empires.

Possible Assessment Tasks

- Historical Inquiry Task
- Essay
- Document Analysis
- Historical Interpretation

Unit 2

Ancient Egypt (2920 BCE – 1550 BCE) gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. This Unit highlights the importance of primary sources (the material record and written sources) to historical inquiry and interpretation of the Old and Middle Kingdoms of Egypt.

Area of Study 1: Egypt – the Double Crown

- The geography and chronology of the unification of Upper and Lower Egypt and Ancient Egyptian kingdoms.

Area of Study 2: Middle Kingdom Egypt – Power and Propaganda

- The evolving notion of kingship.

Possible Assessment Tasks

- Historical Inquiry Task
- Essay
- Document Analysis
- Historical Interpretation

Prerequisites

- There are no VCAA pre-requisites for entry to VCE History, however, it is recommended that students have previously completed and satisfied all of the work requirements of any one of the Year 10 History Units (Australia in the Modern World, A Century of Genocide or Rights and Freedoms).

VCE Units 3 & 4 - History: Ancient History

Rationale

Egypt and Greece were major civilisations of the ancient Mediterranean that left a powerful legacy on the contemporary world. Students explore the structures of the two civilisations, a period of crisis in their respective history and the consequences of individuals' actions on their society. Life in ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. These Units highlight the importance of primary sources to historical inquiry about ancient civilisations.

Unit 3

Students explore the historical significance of the social, political and economic features of Egypt, in particular the existence of hierarchies and the differences in the experiences of men and women, locals and foreigners, slaves and free people. Students also explore the significance of political and religious institutions, the distribution of power and the economic features of life, including agriculture, industry and trade.

Area of Study 1

- Living in an ancient society.

Area of Study 2

- People in power, societies in crisis.

Possible Assessment Tasks

- Historical Inquiry
- Essay
- Document Analysis
- Historical
- Interpretation

Unit 4

In Unit 4 students explore the historical significance of the social, political and economic features of ancient Greek society. In terms of social features, the existence of hierarchies and the profound differences in the experiences of men and women, locals and foreigners, slaves and free people is noted. Students also explore the significance of political institutions and the distribution of power and the economic features of life, including agriculture, industry and trade.

Area of Study 1

- Living in an ancient society.

Area of Study 2

- People in power, societies in crisis.

Possible Assessment Tasks

- Historical Inquiry
- Essay
- Document Analysis
- Historical Interpretation

Prerequisites

- It is recommended that students have satisfactorily completed a Unit 1 & 2 History subject.

VCE Units 1 & 2 - History: 20th Century

Rationale

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history.

Unit 1

The order and certainty of the 19th century was challenged and overturned primarily due to the outcomes of World War One and the repercussions of the Treaty of Versailles. New political and economic organisations emerged and people expressed responses to these changes in many different ways. This Unit examines varying responses of different nations, and how the changes were expressed, particularly with reference to the rise of Adolf Hitler and the Nazi Regime.

Area of Study 1 - Ideologies and Conflict

The consequences of the peace treaties which ended World War One, the impact of ideologies on nations and the events that led to World War Two.

Area of Study 2 - Social and Cultural Change

The patterns and factors of change which influenced social and cultural life in the inter-war years.

Unit 2

This Unit examines the factors which characterised the social, political and economic landscape of the post-World War Two era. The second half of the twentieth century was dominated by the Cold War and its competing ideologies of capitalism and communism. The period was one of great change as the status quo was challenged through national and social movements and the rise of global terrorism.

Area of Study 1 - Competing Ideologies

The ideological divisions in the post-war period and the impact of the Cold War on nations and people

Area of Study 2 - Challenge and Change

The causes and nature of various forms of challenge to the existing order after World War Two and the consequences for nations and people.

Possible Assessment Tasks

- Analysis of Primary Sources
- Analysis of Historical Interpretations
- Historical Inquiry Task
- Essay

Prerequisites

- There are no VCAA prerequisites for entry to VCE History, however, it is recommended that students have previously completed and satisfied all of the work requirements of any one of the Year 10 History Units (Australia in the Modern World, A Century of Genocide or Rights and Freedoms).

VCE Units 3 & 4 - History: Revolutions

Rationale

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. This process often results in a compromise of the ideals upon which the revolution was built, as violence, oppression and terror become the unintended consequences that have a profound effect on the political and social structures of the post-revolutionary society and have ongoing effects for the modern world.

Unit 3

The Russian revolution traces the end of Tsarism under Nicolas II to Russia's experimentation with Communism under the leadership of Lenin and Trotsky. Students analyse the causes and triggers of revolution including the education of the masses. Students analyse the significant challenges that confronted the new regime such as the Civil War, evaluate how responses to rebellions and the policy of Terror resulted in dramatic and wide reaching change for the Russian people.

Area of Study 1 - Causes of the Revolution

Students will analyse the causes of the Russian revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas to the 25th October Revolution 1917)

Area of Study 2 - Consequences of the Revolution

Students will analyse the consequences of the Russian revolution and evaluate the extent of change brought to society. The Russian Revolution from October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)

Unit 4

The Chinese revolution traces the end of Qing dynasty to China's implementation of Communism under the leadership of Chairman Mao. Students analyse the causes and triggers of revolution including rising political ideologies. Students analyse the significant challenges that confronted the new regime such as the Great Leap Forward and the Great Proletarian Cultural Revolution. Students evaluate how responses to rebellions and the policies including Hundred Flowers Campaign and the Cult of Mao resulted in dramatic and wide reaching change for the Chinese people.

Area of Study 1 - Causes of the Revolution

Students will analyse the causes of the Chinese revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements. The Chinese Revolution from 1912 to 1949 (The Chinese Republic to the Communist victory in the Civil War on the 1 October 1949).

Area of Study 2 - Consequences of the Revolution

Students will analyse the consequences of the Chinese revolution and evaluate the extent of change brought to society. The Chinese Revolution from 1949 to 1971 (Communist victory to the death of Lin Biao).

Possible Assessment Tasks

- Analysis of Primary Sources
- Analysis of Historical Interpretations
- Historical Inquiry Task
- Essay

Prerequisites

- It is recommended that students have previously completed and satisfied all of the work requirements of any one of the Year 11 History Units, preferably 20th Century History Units 1 & 2.

VCE Units 1 & 2 - Accounting

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with the view to improving business performance. Accounting plays an integral role in the successful operation and management of business.

Unit 1

This Unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

Area of Study 1

- The role of accounting

Area of Study 2

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

Possible Assessment Tasks

- Folio of exercises
- Structured questions
- Case study
- Assignments

Unit 2

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.

Area of Study 1

- Accounting for inventory

Area of Study 2

- Accounting for and managing accounts receivable and accounts payable

Area of Study 3

- Accounting for and managing non-current assets

Possible Assessment Tasks

- Folio of exercises
- Structured questions

Prerequisites

- It is recommended that students have previously completed and satisfied all of the work requirements of Year 10 Business and Economics.

VCE Units 3 & 4 - Accounting

Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with the view to improving business performance. Accounting plays an integral role in the successful operation and management of business.

Unit 3

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

Area of Study 1

- Recording and analysing financial data

Area of Study 2

- Preparing and interpreting accounting reports

Possible Assessment Tasks

- Test
- Folio of exercises
- ICT Exercises

Unit 4

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

Area of Study 1

- Extension of Recording and Reporting

Area of Study 2 - Financial Planning and Decision Making

- Budgeting and decision-making

Possible Assessment Tasks

- Test
- Folio of exercises
- ICT exercise

Prerequisites

Students would be expected to have satisfied the work requirements of Units 1 & 2 Accounting.

VCE Units 1 & 2 - Business Management

Rationale

The study of Business Management leads to opportunities across all facets of the business and management field such as the small business owner, project manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations, human resource management or event management.

Unit 1

Students research how businesses of all sizes are formed and contribute to the nation's economy. Students explore the factors affecting business ideas and the internal and external environments within which businesses operate and the effect of these on planning a business.

Area of Study 1 - The Business Idea

- Investigation of how business ideas are created and developed and how a new business can make it a reality, and issues to be considered prior to establishing a new business.

Area of Study 2 - External Environment

- An overview of the factors within the external environment and internal environment that may affect business planning.

Area of Study 3 - Internal Environment

- Research aspects of a business's internal environment and how factors from within it may affect business planning.

Possible Assessment Tasks

- Case study analysis and or tests for each outcome

Unit 2

Students focus on establishing a business which includes the legal requirements, financial records, staffing the business and establishing a customer base through marketing.

Area of Study 1 - Legal Requirements and Financial Considerations

- The importance when establishing a business of complying with legal and financial requirements and establishing effective policies and procedures.

Area of Study 2 - Marketing a Business

- The importance of establishing a customer base and a marketing presence to achieve the firm's objectives and effective marketing and public relations strategies.

Area of Study 3 - Staffing a Business

- They examine the staffing needs of a business and evaluate the benefits and limitations of management strategies in this area from an employer and an employee's perspective.

Possible Assessment Tasks

- Tests, case studies and structured questions

Prerequisites

- It would be an advantage to have studied Business and Economics in Year 10.

VCE Units 3 & 4 - Business Management

Rationale

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations, human resource management or event management.

Unit 3

Students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students develop an understanding of the complexity and challenge of managing a business.

Area of Study 1 - Business Foundations

- The key characteristics of businesses and stakeholders and the relationship between corporate culture, management styles and management skills.

Area of Study 2 - Managing Employees

- Essential factors such as motivation and training involved in effectively managing employees to ensure that business objectives are achieved.

Area of Study 3 - Operations Management

- Effective management of the production of goods and services in terms of maximising efficiency and meeting the needs of stakeholders in a competitive global environment.

Possible Assessment Tasks

- Tests for each Area of Study

Unit 4

In this Unit Students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future; change management and the importance of leadership in change management.

Area of Study 1: Reviewing performance – the need for change

- The pressures on business for change, key performance indicators to analyse business performance, driving and restraining forces for change and management strategies to position a business for the future.

Area of Study 2: Implementing Change

- The effectiveness of strategies used by managers to implement change and the effect on stakeholders of the business.

Possible Assessment Tasks

- Tests for each Area of Study

Prerequisites

It is an advantage to have completed Units 1 & 2 Business Management.

VCE Units 1 & 2 - Economics

Rationale

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Unit 1

In this unit students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour.

Area of Study 1 - Thinking Like an Economist

- On completion of this unit the student should be able to describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.

Area of Study 2 - Decision Making in Markets

- The Australian economy uses the market-based system to allocate resources. Students make connections between the theory and the workings of different markets in the Australian economy. They develop skills in making predictions and constructing arguments about the possible consequences of key changes in different markets.

Possible Assessment Tasks

- Structured Questions
- Multiple Choice Questions
- Report

Unit 2

Using contemporary case-studies students make connections between the theory and the workings of different markets in the Australian and world economy. They develop skills in making predictions and Unit 1: The behaviour of consumers and businesses VCE Economics 2017-2021 10 constructing arguments about the possible consequences of key changes in different markets.

Area of Study 1 - Economic Growth, Long-Term Economic Prosperity and Environmental Sustainability

- Students investigate the nature of key economic trade-offs; situations where the achievement of one goal may come at the expense of another. There may be a trade-off between the goal of economic growth and the goal of environmental sustainability. Students consider the effect of economic growth on future generations and begin to appreciate some of the current environmental challenges that have been created from past and current economic decisions.

Area of Study 2 - Economic Efficiency and Equity

- Students analyse the factors that may lead to income disparity in Australian and one other nation, and why the income of some people is below the poverty line. They examine the effect of poverty and income inequality on individuals and the wider economy and explore the idea of intergenerational poverty.

Area of Study 3 – Global Economic Issues

- Students investigate one or more contemporary global economic issue/s. Students examine the selected economic issue/s from the perspective of the relevant stakeholders and evaluate decisions that may have been made with regard to these issue/s. Students consider the economic costs and benefits associated with greater levels of international trade, movement of capital and economic integration. They investigate whether Australia's prosperity depends upon economic events in the rest of the world and whether the decisions made by Australian economic agents have any effect on the global economy.

Possible Assessment Tasks

- Structured Questions
- MCQ
- Report

Prerequisites

- It would be an advantage to have studied Business and Economics in Year 1.

VCE Units 3 & 4 - Economics

Rationale

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences.

Unit 3

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

Area of Study 1 - An Introduction to Microeconomics: The Market System, Resource Allocation and Government Intervention

- Students investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. They consider the effect of decisions made by consumers and businesses on what goods and services are produced, the quantities in which they are produced, to whom they are distributed and the way they are produced. Students investigate some of the key factors that influence the level of demand and supply in the economy and how these might lead to changing prices and the movement of land, labour and capital to those areas of production that generate the most value.

Area of Study 2 - Domestic Macroeconomic Goals

- Students investigate the Australian Government's domestic macroeconomics goals of low inflation, strong and sustainable economic growth and full employment and why these goals are pursued. They consider the role of key economic agents using a simple circular flow model of the macroeconomy. Students examine how each of the goals is measured and the potential consequences associated with the non-achievement of each goal. They identify and analyse contemporary aggregate demand and aggregate supply factors that may influence the achievement of domestic macroeconomic goals in the past two years and consider how achievement of the goals may affect material and non-material living standards.

Area of Study 3 - Australia and the World Economy

- Students examine the reasons why countries engage in international transactions such as the exchange of goods and services and the movement of savings and investment capital and evaluate how these transactions might affect living standards. They investigate how international transactions are recorded and the relationships between different sections of the balance of payments. Students apply their knowledge of demand and supply models to explain movements in the exchange rate and discuss the effects of changing currency values on the achievement of the Australian Government's domestic macroeconomic goals.

Possible Assessment Tasks

- Structured Questions
- MCQ

Unit 4

Students consider how the Australian Government utilises aggregate supply policies to manage the Australian economy. If the productive capacity of the economy is expanding, growth in aggregate demand can be met and economic growth can be maintained both now and into the future. Students investigate the role of both market-based and interventionist approaches to managing the supply side of the economy. They evaluate these policy responses in terms of their effect on incentives and consider how they increase competition and efficiency in the economy. Students assess the role of microeconomic reform in terms of its effect on economic prosperity and the achievement of the Australian Government's domestic macroeconomic goals.

Area of Study 1 - Aggregate Demand Policies and Domestic Economic Stability

- Students examine how the Australian Government and its statutory authority, the RBA, can utilise budgetary and monetary policy respectively to influence the level of aggregate demand in the economy. They evaluate the relative effectiveness of each policy by focusing on their strengths and weaknesses and explain how each policy has been utilised by the Australian Government in the past two years.

Area of Study 2 - Aggregate Supply Policies

- Students examine the important role of aggregate supply policies in creating a stronger macroeconomic environment so that domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that government may take to promoting competition and efficiency.

Possible Assessment Tasks

- Tests
- Essay

Prerequisites

- Studies are expected to have satisfied the requirements of Units 1 & 2 Economics.

VCE Units 1 & 2 - Legal Studies

Rationale

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

Unit 1

Students develop an understanding of legal foundations, investigate key concepts in criminal and civil law and apply these to actual or hypothetical scenarios to develop an appreciation of the way in which legal principles and information are used by the Courts to make reasoned judgements.

Area of Study 1 – Legal Foundations

- Describe the main sources and types of laws and assess the effectiveness of laws.

Area of Study 2 – The Presumption of Innocence

- Explain the purposes and key concepts of criminal law

Area of Study 3 – Civil Liability

- Explain the purposes and key concepts of Civil Law.

Possible Assessment Tasks

- Test
- Case study
- Folio of exercises

Unit 2

This Unit focuses on the enforcement of laws, 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.

Area of Study 1 - Sanctions

- Explain the key concepts in the determination of a criminal case, the principles of justice that underpin sanctions and sentencing.

Area of Study 2 - Remedies

- Explain the key concepts in the determination of a civil case, the principles of justice that underpin dispute resolution and remedies available.

Area of Study 3 - Rights

- Evaluate the way our rights are protected by Australian law and compare this approach with another country.

Possible Assessment Tasks

- Test
- Case study
- Folio of exercises

Prerequisites

- It will be an advantage to have studied Civics and Citizenship in Year 10.

VCE Units 3 & 4 - Legal Studies

Rationale

This study is about the Victorian justice system, criminal and civil and how it aims to protect the rights of individuals and how it upholds the principles of justice: fairness, equality and access. The institutions that make and reform our laws are studied and the relationship between the Australian people, the Australian Constitution and Parliament is examined in detail.

Unit 3: Rights and Justice

This Unit examines the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and settling civil disputes.

Area of Study 1 – The Victorian Criminal Justice System

- Students will be able to explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

Area of Study 2 - The Victorian Civil Justice System

- Students will be able to analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

Unit 4: The People and the Law

This Unit focuses on 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 lawmaking. The role of the High Court in protecting and interpreting the Australian Constitution is explored.

Area of Study 1 –The People and the Australian Constitution

- Students will be able to discuss the significance of High Court cases involving the Constitution and evaluate the ways in which the Constitution acts as a check on parliament.

Area of Study 2 – The People, the Parliament and the Courts

- Students will be able to discuss the factors that affect the ability of Parliament and the Courts to make law, evaluate the ability of these law makers to respond to the need for law reform and analyse how individuals, the media and law reform bodies can influence a change in the law.

Possible Assessment Tasks

- Topic tests
- Extended responses

Prerequisites

- Students would be expected to have satisfied the work requirements of Units 1 & 2 Legal Studies.

VCE Units 1 & 2 - Languages: Japanese

Rationale

The study of Languages contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities within the wider Australian communities and beyond.

Areas of Study

There are prescribed themes and topics and suggested subtopics and these are to be studied over the course of Units 1 to 4. The student is also expected to recognise and use particular grammatical items, text types, writing styles and Kanji. They are common to all four Units.

The three prescribed themes and their topics are:

- The individual (personal identity and lifestyles, relationships, aspirations, education and careers).
- The Japanese speaking communities (the Japanese-speaking communities, significant people and living in a Japanese community / visiting Japan).
- The world around us (global and contemporary society, communication and media, the influence of technology).

Unit 1

In Unit 1, we look at topics such as Holidays and Leisure, Family, School and Extracurricular Activities.

Assessment

- **Area of Study 1 - Interpersonal Communication**
Student should be able to exchange meaning in a spoken interaction in Japanese.
- **Area of Study 2 - Interpretive Communication**
Student should be able to interpret information from two texts on the same subtopic presented in Japanese and respond in writing in Japanese and English.
- **Area of Study 3 - Presentational Communication**
Student should be able to present information, concepts and ideas in writing in Japanese on the selected subtopic and for a specific audience and purpose.

Unit 2

In Unit 2, we look at topics such as Student Life, Hobbies and Part-time work, Travel and Technology.

Assessment:

- **Area of Study 1 - Interpersonal Communication**
Student should be able to respond in writing in Japanese to spoken, written or visual texts presented in Japanese.
- **Area of Study 2 - Interpretive Communication**
Student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Japanese.
- **Area of Study 3 - Presentational Communication**
Student should be able to explain information, ideas and concepts orally in Japanese to a specific audience about an aspect of culture within communities where Japanese is spoken.

Prerequisites

- Students are expected to have satisfied the work requirements of Year 7 – 10 Japanese.

VCE Units 3 & 4 - Languages: Japanese

Rationale

The study of a Language Other Than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities within the wider Australian communities and beyond.

Area of Study

There are prescribed themes and topics and suggested subtopics and these are to be studied over the course of Unit 1 to 4. The student is also expected to recognise and use particular grammatical items, text types, writing styles and Kanji. They are common to all four Units.

The three prescribed themes and their topics are:

- The individual (personal identity and life style, relationships, aspirations, education and careers).
- The Japanese speaking communities (visiting Japan, getting to know people in Japan, significant people and living in a Japanese community).
- The World around us (global and contemporary society, communication and media, the influence of technology).

Unit 3

In Unit 3, we look at topics such as Traditional and cultural events in Japan, the life in Japan, and the influence of Japanese culture in the world.

The areas of study for Japanese comprise of themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four Units.

The three prescribed themes and their topics are:

1. The individual (personal world, daily life, past and future).
2. The Japanese speaking community (visiting Japan, life in Japan, getting to know people in Japan).
3. The Changing World (the world of work, changes in daily life, home and neighbourhood).

Possible Assessment Tasks

- **Area of Study 1 - Interpersonal Communication**
Students should be able to participate in spoken exchange in Japanese to resolve a personal issue.
- **Area of Study 2 – Interpretive communication**
Students should be able to Interpret information from texts and write responses in Japanese.
- **Area of Study 3 – Presentational Communication**
Students should be able to express ideas in a personal, informative or imaginative piece of writing in Japanese.

Unit 4

In Unit 4, we look at topics such as future plans, environmental issues and changing society.

For the areas of study see Unit 3 information.

Possible Assessment Tasks

- **Area of Study 1 - Interpersonal Communication**
Students should be able to share information, ideas and opinions in a spoken exchange in Japanese.
- **Area of Study 2 – Interpretive communication**
Students should be able to analyse information from written, spoken and viewed texts for use in a written response in Japanese.
- **Area of Study 3 – Presentational Communication**
Students should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Japanese.

Prerequisites

- Students are expected to have satisfied the work requirements of Unit 1 and Unit 2 Japanese.

VCE Units 1 & 2 - Foundation Mathematics

Rationale

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not intend to undertake Unit 3 & 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study.

Summary of Unit 1 & 2

All four areas of study are to be completed over the two Units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

In undertaking these Units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically and in related assessment, is to be incorporated throughout each Unit as applicable.

Area of Study 1 – Space, Shape and Design

- Examine, apply and evaluate geometric properties of lines and curves, shapes and objects, plans, maps, models and diagrams used in domestic, industrial and commercial settings

Area of Study 2 – Patterns and Numbers

- Use estimation and apply formulas and other algebraic expressions in everyday contexts

Area of Study 3 – Data

- Collect, present, compare and analyse gathered and provided data from community, work, recreation and media contexts

Area of Study 4 – Measurement

- Use and apply the metric system in a variety of domestic, industrial and commercial contexts, including consideration of accuracy.

Possible Assessment Tasks

- Tests
- Investigations and projects
- Assignments
- Folio of exercises

Prerequisites

- Students will have completed Essential or Core Mathematics in Year 10 at the expected Standard.

VCE Units 1 & 2 - General Mathematics

Rationale

General Mathematics is a course designed to extend students' mathematical knowledge and skills. This subject provides a pathway for students who wish to undertake Further Mathematics Units 3 & 4 in Year 12. Topics covered are almost entirely areas of Mathematics with applications in a wide range of business and related careers. Students normally study this course if they are at 8.0 for Number and Algebra by the end of Year 10.

Unit 1

Unit 1 covers the following topics from the prescribed areas of study: Arithmetic and Number, Algebra and Structure, Discrete Mathematics and Statistics.

- Computation and Practical Arithmetic
- Linear Relations and Equations
- Matrices
- Graphs and Networks
- Investigating and Comparing Data Distributions

Assessment Tasks

- Each topic will be assessed using a Test or Application Task
- Examination: Assessment of Unit 1 concepts

Unit 2

Unit 2 covers the following topics from the prescribed areas of study: Arithmetic and Number (continued), Graphs of Linear and Non-Linear Relations and Statistics (continued).

- Linear Graphs and Models
- Investigating Relationships Between Two Numerical Variables
- Financial Arithmetic
- Number Patterns and Recursion

Assessment Tasks

- Each topic will be assessed using a Test or Application Task
- Examination: Assessment of Unit 2 concepts

Note: the **sequence** of topics throughout the year may change.

Prerequisites

- Students are expected to have satisfied the work requirements of Year 10 Core Mathematics.

Year 11/VCE- Unit 2 - Mathematical Methods

Unit 2 Mathematical Methods follows the Unit 2 Mathematical Methods learning program as outlined in the VCE course section.

Students studying this course have completed Unit 1 Mathematical Methods over the course of Year 9/10 and will now complete Unit 2 in Year 10/11 over the course of the year.

Rationale

The areas of study in Mathematical Methods Units 2 comprise Differentiation and Anti-Differentiation of Polynomial Functions and their Applications, Circular Functions and Exponential and Logarithmic Functions.

Unit 2

Unit 2 includes the study of simple transcendental functions and the calculus of simple algebraic functions. The four areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2.

- Functions and graphs
- Algebra
- Calculus

Assessment Tasks

- Each topic will be assessed using a Test (calculator and technology-free components) and assignment or Application Task.
- Two Examinations at the end of each semester: Assessment of relevant Unit 1 concepts (technology-free and technology allowed).

Prerequisites

- Students intending to undertake Mathematical Methods Unit 2 are required to have completed Unit 1 Mathematical Methods the previous year.

VCE Units 1 & 2 - Mathematical Methods

Rationale

The areas of study in Mathematical Methods Units 1 & 2 comprise Functions and Graphs (Linear and a variety of non-linear graphs such as Quadratic, Cubic, Quartic, Hyperbola, Truncus, Square Root Functions and Circles), Probability, Differentiation and Anti-Differentiation of Polynomial Functions and their Applications, Circular Functions and Exponential and Logarithmic Functions. Students normally study this course if they are at 9.0 for Number and Algebra by the end of Year 10.

Unit 1

The focus of Unit 1 is the study of simple algebraic functions and the four areas of study listed below. The content should be presented so there is a balanced and progressive development of skills and knowledge in each area of study.

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Assessment Tasks

- Each topic will be assessed using a Test (calculator and technology-free components) and assignment or Application Task.
- Two Examinations: Assessment of Unit 1 concepts (technology-free and technology allowed).

Unit 2

Unit 2 includes the study of simple transcendental functions and the calculus of simple algebraic functions. The four areas of study should be organised so that there is a clear progression of skills and knowledge from Unit 1 to Unit 2.

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

Assessment Tasks

- Each topic will be assessed using a Test (calculator and technology-free components) and assignment or Application Task.
- Two Examinations: Assessment of Unit 2 concepts (technology-free and technology allowed).

Prerequisites

- Students intending to undertake Mathematical Methods Units 1 & 2 require a very sound background in Mathematics from the Year 10 Advanced Mathematics program, especially in relation to the algebraic-based concepts.

VCE Units 3 & 4 - Mathematical Methods

Rationale

Mathematical Methods Units 3 & 4 extend 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.

Units 3 & 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4.

Unit 3

For Unit 3 a selection of content would typically include the areas of study 'Functions and graphs' and 'Algebra' and applications of derivatives and differentiation and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

Area of Study 1 – Functions and Graphs

Area of Study 2 – Algebra

Area of Study 3 – Calculus

Assessment Tasks

- Application task - A function and calculus-based mathematical investigation of a practical or theoretical context involving content from two or more areas of study.
- The application task is to be of 4–6 hours' duration over a period of 1–2 weeks.

Unit 4

For Unit 4, this selection would typically consist of remaining content from the areas of study: 'Functions and graphs', 'Calculus' and 'Algebra' and the study of random variables and discrete and continuous probability distributions and the distribution of sample proportions.

Area of Study 3 – Calculus (continued)

Area of Study 4 – Probability and Statistics

Possible Assessment Tasks

- Modelling or problem-solving task (25 marks)
- Modelling or problem-solving task (25 marks)

One of the modelling or problem-solving tasks is to be related to the Probability and statistics area of study.

The modelling or problem-solving tasks are to be of 2–3 hours' duration over a period of 1 week.

Prerequisites

- Students would be expected to have satisfied the work requirements of Mathematical Methods Units 1 & 2 to undertake Mathematical Methods Units 3 & 4.

VCE Units 1 & 2 - Specialist Mathematics

Rationale

Specialist Mathematics is a course designed to challenge students, complement and consolidate material covered in Mathematical Methods 1 & 2 and prepare them for the more demanding Unit 3 & 4 Specialist Mathematics course at Year 12. Students normally study this course if they are at 10.0 for Number and Algebra by the end of Year 10.

Unit 1

The areas of study from which the course material is constructed are Algebra and Structure, Arithmetic and Number, Geometry, Measurement and Trigonometry and Statistics.

Units of Work Covered:

- Surds and Partial Fractions
- Sequence and Series
- Variation
- Geometry and Mensuration
- Trigonometry and Application

Possible Assessment Tasks

- All topics will be assessed using a Test or Application Task
- Examination: Assessment of Unit 1 concepts in Technology and Non-Technology Examinations

Unit 2

The areas of study from which the course material is constructed are Graphs of Linear and Non Linear Relations, Algebra and Structure and Geometry, Measurement and Trigonometry

Units of Work Covered:

- Vector Algebra
- Mechanics Static
- Mechanics Dynamic
- Complex Numbers
- Circular Functions and Trigonometric
- Identities

Possible Assessment Tasks

- Each topic will be assessed using a Test or Application Task
- Examination: Assessment of Unit 2 concepts in Technology and Non-Technology Examinations

Note: the sequence of topics throughout the year may change.

Prerequisites

- Students intending to undertake Specialist Mathematics Units 1 & 2 require a very sound background in Mathematics from 10 Advanced Mathematics.
- The study of Mathematical Methods Units 1 & 2 is assumed as a co-requisite.

VCE Units 3 & 4 - Specialist Mathematics

Rationale

Specialist Mathematics is a course designed to extend students' mathematical knowledge and skills. This subject provides a pathway for students intending to pursue careers in Science, Mathematics or Engineering. Students who undertake Specialist Mathematics Units 3 & 4 will benefit from the consolidation of skills also required in Mathematical Methods Units 3 & 4.

Unit 3 and Unit 4

Specialist Mathematics Units 3 & 4 consist of the areas of study: Functions and Graphs; Algebra; Calculus; Vectors; Mechanics and Probability and Statistics.

Units of Work Covered:

- Vectors
- Circular Functions
- Complex Numbers
- Coordinate Geometry
- Calculus (differentiation, integration and differential equations)
- Kinematics
- Mechanics
- Statistics (including hypothesis testing)

Assessment Tasks

- Unit 3 Application Task
- Unit 4 Analysis Task (Calculus)
- Unit 4 Analysis Task (Mechanics)
- Examination 1 – November (1 hour) Technology Free: Short answer and some extended-type questions
- Examination 2 – November (2 hours): Technology Allowed – multiple choice and extended-type questions

Prerequisites

- Prerequisite entry to Specialist Mathematics Units 3 & 4 is the satisfactory completion of Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2.
- Enrolment in Specialist Mathematics Units 3 & 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 & 4.

VCE Units 3 & 4 - Further Mathematics

Rationale

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core area of study comprises of Data Analysis and Recursion and Financial Modelling. The area of study comprises of two modules to be completed in their entirety, from a selection of four possible modules.

Unit 3

Core – Data Analysis

Investigating data distributions, associations between two variables, (categorical-categorical, categorical-numerical and numerical-numerical). Investigating and modelling linear associations as well as modelling time series data.

Core – Recursion and Financial Modelling

Involves using first-order linear recurrence relations and technology to model and analyse a range of financial situations and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Area of Study 1

- Students apply techniques, routines and processes involving sets of data, lists, tables and diagrams. They should have a facility with relevant mental and by-hand approaches to calculations and use statistical and financial functionality of the CAS calculator.

Possible Assessment Tasks

- SAC 1 - Modelling Task related to Recursion and Financial Modelling.
- SAC 2 - Application Task (Data Analysis) – Guided investigation of a given data set with several variables.

Unit 4

Applications – Matrices

Covers definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model situations and solve related problems.

Applications – Networks and Decision Mathematics

Covers definition and representation of different kinds of undirected and directed graphs, eulerian trails, eulerian circuits, bridges, Hamiltonian paths and cycles and the use of networks to model and solve problems involving travel, connection, flow, allocation and scheduling.

Area of Study 2

- Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, lists and tables, diagrams and geometric constructions. They should have a facility with relevant mental and by-hand approaches to estimation and computation.

Possible Assessment Tasks

- SAC 1 - Modelling Task related to Matrices
- SAC 2 - Problem-solving Task related to Networks and Decision Mathematics

Prerequisites

- Entry to Further Mathematics Units 3 & 4 is the satisfactory completion of General Mathematics Units 1 & 2.
- Students who have only completed Mathematical Methods Units 1 & 2 may undertake this study, however, they will need to complete preliminary work on statistics prior to the commencement of Year 12.

VCE Units 1 & 2 - Physical Education

Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity.

Summary of Unit 1

The Human Body in Motion - in this Unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement.

Area of Study 1: How does the musculoskeletal system work to produce movement?

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement.

Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity.

Assessment Tasks

- A written report analysing participation in at least four physical activities that demonstrate how the musculoskeletal and cardiorespiratory systems work together to produce movement.
- Structured questions
- Data analysis
- Laboratory report

Summary of Unit 2

Physical Activity, Sport and Society - this Unit develops students' understanding of physical activity, sport and society from a participatory perspective.

Area of Study 1: What are the relationships between physical activity, sport, health and society?

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan.

Area of Study 2: What are the contemporary issues associated with physical activity and sport?

In this area of study students' focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level.

Assessment Tasks

- A written plan and a reflective folio demonstrating participation in a program designed for an individual or a selected group.
- Multimedia presentation
- Written report

Prerequisites

- Students would be expected to have satisfied the work requirements of one, preferably two Year 10 PE units.
- There are no prerequisites for entry to Units 1 & 2.

VCE Units 3 & 4 - Physical Education

Rationale

The study of VCE Physical Education equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

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.

Area of Study 1 - How are movement skills improved?

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport.

Area of Study 2 - How does the body produce energy?

In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement.

Assessment Tasks

- Structured questions that draw on primary data
- A laboratory report based on primary data collected during participation in a practical activity
- Structured questions

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.

Area of Study 1 - What are the foundations of an effective training program?

In this area of study students' focus on the information required to form the foundation of an effective training program.

Area of Study 2 - How is training implemented effectively to improve fitness?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective.

Assessment Tasks

- A written report analysing data from an activity analysis
- A reflective folio of participation in a minimum of five different training sessions
- A written report that will draw on the personal experiences recorded in the folio to design a six-week training program for a given case study.
- Structured questions

Prerequisites

- Students would be expected to have satisfied the work requirements of Units 1 & 2 Physical Education.

VCE Units 1 & 2 - Health and Human Development

Rationale

The study of VCE Health and Human Development provides students with the skills and knowledge to make informed decisions about their own health and recognise the role of health in society. It allows the students to actively participate and make appropriate choices that allow for good health and be able to seek appropriate advice to understand current ideologies. Students will also evaluate the health and development of individual across the lifespan.

Unit 1

Understanding Health and Wellbeing

This Unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions.

Area of Study 1: Health Perspectives and Influences

This area of study takes a broad, multidimensional approach to health and wellbeing. Such an approach acknowledges that defining and measuring these concepts is complicated by a diversity of social and cultural contexts.

Area of Study 2: Health and Nutrition

In this area of study students explore determinants and their influence on youth health. They examine the importance of nutrition and the consequence of an imbalance on health and wellbeing of youth.

Area of Study 3: Youth Health and Wellbeing

In this area of study students focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest.

Assessment Tasks

- Data analysis
- Tests
- Research Task
- Written response
- Case Study

Unit 2

Managing Health and Wellbeing

This Unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives.

Area of Study 1: Developmental Transitions

This area of study examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.

Area of Study 2: Health care in Australia

This area of study investigates the health system in Australia. Students examine the functions of various entities that play a role in our health system.

Assessment Tasks

- Case study
- Multimedia presentation
- Visual presentation
- Test
- Written report

Prerequisites

- While there are no prerequisites for entry to Units 1 & 2 Health and Human Development, it is recommended that students have studied Year 10 Health in Semester 1 or 2 of Year 10.

VCE Units 3 & 4 - Health and Human Development

Rationale

VCE Health and Human Development gives students the opportunity to develop skills and knowledge in Australia's health and the variations that occur in different population groups and different countries both developed and developing. Students will investigate current ideologies of health, sustainability and human development in our world and critically evaluate the role of the government, health care system and aid programs to the developing world.

Unit 3

Australia's Health in a Globalised World

This Unit focuses on the health status of Australia's populations, the variations that exist in health status and the Australian health system.

Area of Study 1 – Understanding Health and Wellbeing

In this area of study students focus on the health of Australians, also emphasising that Australia's health is not isolated from the rest of the world. They also look at the indicators used to measure and evaluate health and factors that contribute to variations between populations groups in Australia.

Area of Study 2 – Promoting Health and Wellbeing

In this area of study students examine the progression of public health in Australia since 1900, noting global changes and influences. They also look at a successful health promotion campaign or program and inquire into priorities for health improvements in Australia.

Assessment Tasks

- Test
- Case Studies
- Data Analysis
- Written Report

Unit 4

Health and Human Development in a Global Context

Students will investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries. They will focus on the United Nations' (UN) Sustainable Development Goals (SDG) and the work of the World Health Organisation (WHO). They will also investigate the role of non-government organisations and Australia's overseas aid program.

Area of Study 1 – Health and Wellbeing in a Global Context

In this area of study students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index.

Area of Study 2 – Health and the Sustainable Development Goals

In this area of study students look at the rationale, objectives and interdependencies of the UN's SDGs. Students investigate the priorities and work of the WHO and evaluation of Australia's aid program and the role of non-government organisations.

Assessment Tasks

- Test
- Case Studies
- Data Analysis
- Written Report

Prerequisites

- Students would be expected to have satisfied the work requirements of Units 1 & 2 Health and Human Development.

VCE Units 1 & 2 - Biology

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. It examines how life has evolved over time and students learn to understand that in the dynamic and interconnected system of life, all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into molecular and evolutionary concepts and the applications used by society to resolve problems and make advancements.

Unit 1

In this Unit, students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment.

Area of Study 1 -How do organisms function?

- A focus on cells and their organelles and key processes of cells, eg cellular respiration.

Area of Study 2 -How do living systems sustain life?

- A focus on animal and plant adaptations and the relationships within ecosystems.

Area of Study 3 – Practical Investigation

Possible Assessment Tasks

- Rat Dissection
- Outcome 1 Test
- Outcome 2 – Media Response
- Extended Practical Investigation
- Examination

Unit 2

In this Unit students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division. Students explore the mechanisms of asexual and sexual reproductive strategies. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, as is the relationship between genes, the environment and the regulation of genes.

Area of Study 1 -How does reproduction maintain the continuity of life?

- A focus on cell replication and sexual and asexual reproduction.

Area of Study 2 - How is inheritance explained?

- A focus on DNA and genes and how traits are passed on from one generation to the next.

Area of Study 3 – Investigation of an issue

- A focus on communication of findings of an investigation into the implication of an issue.

Possible Assessment Tasks

- Outcome 1 Test
- Mendelian Genetics
- Practical Investigation
- Investigation of an issue

Prerequisites

- Students would be expected to have satisfied the work requirements of Year 10 Biology.

VCE Units 3 & 4 - Biology

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. It examines how life has evolved over time and students learn to understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth.

Unit 3 - How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of all living organisms. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology.

Area of Study 1 - How do cellular processes work?

- A focus on a cell as a complex chemical system.

Area of Study 2 - How do cells communicate?

- A focus on how cells receive specific signals that elicit a particular response.

Unit 4 - How does life change and respond to changes over time?

Students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students explore how technological developments in the fields of genetics have resulted in evidence of change.

Area of Study 1 - How are species related?

- A focus on changes to genetic material over time and the evidence for biological evolution.

Area of Study 2 - How do humans impact on biological processes?

- A focus on the impact of human culture and technological applications on biological processes.

Area of Study 3 – Extended Practical investigation

- A student-designed or adapted investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 & 4.

Possible Assessment Tasks

- Response to an Issue
- Analytical Report using Primary or Secondary Data
- Scientific Poster
- Practical reports
- Tests

Prerequisites

- Students would be expected to have satisfied the work requirements of Unit 1 & 2 Biology.

VCE Unit 1 & 2 - Chemistry

Rationale

In VCE Chemistry inquiry methodologies can include laboratory experimentation, modelling, fieldwork and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. They investigate and evaluate issues by considering both shorter and longer term consequences for the individual, environment and society.

Unit 1 – How can the Diversity of Materials be explained?

Using the periodic table and the physical and chemical properties of elements and atomic structure, students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students will use the language of chemistry, its symbols, formulas and equations to explain observations and data collected from experiments.

Area of Study 1

- How does the knowledge of elements explain the properties of matter?

Area of Study 2

- How can the versatility of non-metals be explained?

Area of Study 3

- Research Investigation.

Unit 2 – What makes Water such a unique Chemical?

Water is the most widely used solvent on Earth. Students explore the physical and chemical properties of Water, the reactions that occur in Water and various methods of Water analysis. Students will use analytical techniques and instrumental procedures to determine the chemical composition of Water samples. A practical investigation into Water quality and selected issues will be undertaken.

Area of Study 1

- How do substances interact with Water?

Area of Study 2

- How are substances in Water measured and analysed?

Area of Study 3

- Practical Investigation.

Possible Assessment Tasks

- Tests
- Student directed laboratory investigation
- Examination
- Covalent Model making
- Student directed research tasks
- Practical log books
- Data analysis

Prerequisites

- Students would be expected to have satisfied the work requirements of Year 10 Chemistry.

VCE Units 3 & 4 - Chemistry

Rationale

VCE Units 3 & 4 Chemistry enables students to examine a range of chemical and biochemical phenomena through the exploration of the nature of chemicals and chemical processes. Students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

Unit 3

In this area of study, students focus on analysing and comparing a range of energy resources and technologies with reference to the energy transformations and chemical reactions involved.

Area of Study 1 - What are the options for energy production?

Students compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test galvanic cells and evaluate energy resources based on energy efficiency, renewability and environmental impact.

Area of Study 2 - How can the yield of a chemical product be optimised?

Students apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised and explain how electrolysis is involved in the production of chemicals and in the recharging of batteries.

Possible Assessment Tasks

- A report on a laboratory investigation
- A report of a student investigation

Unit 4

In this Unit, students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Area of Study 1 - How can the diversity of carbon compounds be explained and categorised?

Students compare the general structures and reactions of the major organic families of compounds, deduce structures of organic compounds using instrumental analysis data and design reaction pathways for the synthesis of organic molecules.

Area of Study 2 - What is the chemistry of food?

Students distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism of the major components of food including the role of enzymes and calculate the energy content of food using calorimetry.

Area of Study 3 – Practical Investigation

Students design and undertake a practical investigation related to energy and/or food and present methodologies, findings and conclusions in a scientific poster.

Possible Assessment Tasks

- A report of a student investigation
- Scientific Poster
- Response to stimulus material

Prerequisites

- Students should have satisfactorily completed Units 1 and/or 2 Chemistry.
- Additionally, a strong foundation in Mathematics is necessary.

VCE Units 1 & 2 - Environmental Science

Rationale

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment presents for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks. In VCE Environmental Science, students develop a range of inquiry skills involving practical experiments and research, analytical skills including critical and creative thinking, and communication skills.

Unit 1

In Unit 1, students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life in terms of inputs and outputs and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how the biotic and abiotic components of local ecosystems can be monitored and measured. A practical investigation related to ecosystem monitoring and/or change is undertaken in this unit and draws on content from Area of Study 1 and/or Area of Study 2.

Area of Study 1 - How is Life Sustained on Earth?

Area of Study 2 - How is Earth a Dynamic System?

Area of Study 3 – Practical Investigation

Unit 2

In Unit 2, students explore the concept of pollution and associated impacts on Earth's four systems through global, national and local perspectives. They distinguish between wastes, contaminants and pollutants and examine the characteristics, measurement and management of pollution. They analyse the effects of pollutants on the health of humans and the environment over time. Students consider the rules for use, treatment and disposal of pollutants and evaluate the different perspectives of those who are affected by pollutants. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants, and consider how values, beliefs and evidence affect environmental decision making. Students undertake an in-depth case study of the management strategies that apply to a pollutant of local concern related to ecosystem monitoring and/or change.

Area of Study 1 - When Does Pollution Become a Hazard?

Area of Study 2 - What Makes Pollution Management So Complex?

Area of Study 3 - Case Study

Possible Assessment Tasks

- Report of a fieldwork exercise
- Report of a practical activity involving the collection and analysis of primary data
- Research investigation involving the collection of secondary data
- Test comprising multiple choice and/or short answer and/or extended response

Prerequisites

- There are no VCAA prerequisites for entry to VCE Environmental Science.

VCE Units 3 & 4 - Environmental Science

Rationale

In VCE Environmental Science, students examine data related to environmental monitoring over various time scales, case studies, research, models, frameworks and theories to understand how knowledge in environmental science has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of environmental science leads students to appreciate the interconnectedness of the content areas both within environmental science, and across environmental science and the other sciences. Students recognize that diverse practical implementation approaches can result from varied value systems and beliefs.

Unit 3

In this unit students focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere by examining the concept of biodiversity and the services provided to all living things. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a selected environmental science case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

AOS 1: Is maintaining biodiversity worth a sustained effort?

AOS 2: Is development sustainable?

Unit 4

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use. Students examine scientific concepts and principles associated with energy, compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

Area of Study 1: What is a sustainable mix of energy sources?

Area of Study 2: Is climate predictable?

Area of Study 3: Practical Investigation

Possible Assessment Tasks

- A model of energy concepts
- A report of a student investigation
- A media analysis
- Structured questions
- Structured scientific poster

Prerequisites

- Students must complete Unit 3 to undertake Unit 4

VCE Units 1 & 2 - Physics

Rationale

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe.

Unit 1

In this Unit, students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Area of Study 1 - How can thermal effects be explained?

- Students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.

Area of Study 2 - How do electric circuits work?

- Students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.

Area of Study 3 - What is matter and how is it formed?

- Students explore the nature of matter and consider the origins of atoms, time and space.

Unit 2

In this Unit, students 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.

Area of Study 1 - How can motion be described and explained?

- Students observe motion and explore the effects of balanced and unbalanced forces.

Area of Study 2 - Sport

- Students use concepts such as friction, momentum and energy to predict and control the motion of a ball in projectile motion and collision scenarios.

Area of Study 3 - Practical investigation

- Students design and conduct a practical investigation related to knowledge and skills developed in Areas of Study 1 and 2.

Possible Assessment Tasks

- Analysis Tasks
- Practical Investigations
- Practical Activities
- Tests
- Infographics tasks

Prerequisites

- Students are expected to have completed Year 10 Physics.

VCE Units 3 & 4 - Physics

Rationale

While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

Unit 3

In this Unit students explore the importance of energy in explaining and describing the physical world. They consider the field model as a construct that has enabled an understanding of motion of objects.

Area of Study 1 – How do things move without contact?

- Students examine the similarities and differences between three fields: gravitational, electric and magnetic.

Area of Study 2 – How are fields used to move electrical energy?

- Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes.

Area of Study 2 – How fast can things go?

- Students use Newton's laws of motion to analyse relative motion, circular motion and projectile motion.

Unit 4

In this Unit students explore the use of wave and particle theories to model the properties of light and matter.

Area of Study 1 - How can waves explain the behaviour of light?

- Students investigate the properties of mechanical waves and examine the evidence suggesting that light is a wave.

Area of Study 2 - How are light and matter similar?

- Students explore the design of major experiments that have led to the development of theories to describe light and matter.

Area of Study 3 – Practical investigation

- The investigation requires the student to develop a question, formulate a hypothesis and plan a course of action to answer the question and that complies with safety and ethical guidelines.

Possible Assessment Tasks

- Each topic will be assessed using a Test, a Data analysis, a Report or a Scientific poster.

Prerequisites

- Students would be expected to have satisfied the work requirements of Physics Units 1 & 2.

VCE Units 1 & 2 - Psychology

Rationale

Students explore complex human behaviours and thought processes. The study assists students to further develop effective language skills for scientific communication.

Unit 1

Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.

Area of Study 1 - How does the brain function?

- Describe and analyse historical and contemporary theories about brain structure and function.

Area of Study 2 - What influences psychological development?

- Describe and analyse how nature and nurture influences many aspects of typical and atypical psychological development.

Area of Study 3 - Student-directed research investigation

- Extend and apply skills and knowledge that was developed from Area of Study 1 and/or 2.

Unit 2

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.

Area of Study 1 - What influences a person's perception of the world?

- Compare the sensations and perceptions of vision and taste and analyse factors that may lead to the occurrence of perceptual distortions.

Area of Study 2 - How are people influenced to behave in particular ways?

- Identify factors that influence individuals to behave in specific ways and analyse ways in which others can influence individuals to behave differently.

Area of Study 3 - Student-directed practical investigation

- Design and undertake a practical investigation related to external influences on behaviour, and draw conclusions based on evidence from collected data.

Possible Assessment Tasks

- Experiment and laboratory report
- Test
- Student-directed research
- Media Analysis

Prerequisites

- It is recommended that students should have satisfied the work requirements of Year 10 Science: Experimental Psychology.

VCE Units 3 & 4 - Psychology

Rationale

VCE Psychology explores the complex interactions between biological, psychological and social factors that influence human thought, emotions and behaviour. Students apply their learning to everyday situations and gain insights into a range of psychological issues in society. Students develop skills involving practical experimentation and research, analytical skills including critical and creative thinking and communication skills. Students use scientific and cognitive skills and understanding to analyse research to inform their decisions.

Unit 3

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 functioning and the causes and management of stress, investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours, the limitations and fallibility of memory and how memory can be improved.

Area of Study 1 - How does the nervous system enable psychological functioning?

- Students should be able to explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning

Area of Study 2 - How do people learn and remember?

- Students should be able to apply biological and psychological explanations for how new information can be learnt and stored in memory.

Unit 4

Consciousness, sleep and mental health are three of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour.

Area of Study 1 - How do levels of consciousness affect mental process and behaviour?

- On completion of this Unit the student should be able to explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.

Area of Study 2 - What influences mental wellbeing?

- On completion of this Unit the student should be able to explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a bio psychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.

Area of Study 3 - Practical Investigation

- On completion of this Unit the student should be able to design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Possible Assessment Tasks:

- | | |
|--------------------------|---------------------------------------|
| • Test | • Media Analysis |
| • Scientific poster task | • Annotations of practical activities |
| • Data Analysis | • Research investigation |

Prerequisites:

- Students would be expected to have satisfied the work requirements of VCE Units 1 & 2 Psychology.

VCE Units 1 & 2 - Food Studies

Rationale

In Food studies, students take an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Practical work is integral to Food Studies and includes cooking, dietary analysis, food sampling and taste testing.

Unit 1

This Unit focuses on food from an historical and cultural perspective, through time and across the world. Students explore how humanity sourced food from the hunter gatherer to today's urban living and global trade in food. A look into Australian indigenous food prior to European settlement examines how food patterns have changed over time and how immigration and food production technology has influenced Australia's culinary identity.

Area of Study 1 – Food Around the World

- An overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities
- Explores the use of ingredients available today that were used by earlier cuisines and cultures in one selected region other than Australia.

Area of Study 2 - Food in Australia

- Students consider the development of food production, processing and manufacturing industries
- Inquiry into how Australian food producers and consumers today have been influenced by immigration and other cultural factors
- A look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply.

Possible Assessment Tasks

- Task - Indigenous practical activities
- Task - Historical timeline
- Task – Practical Activity based on Cuisine of earlier cultures

Unit 2

Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high quality food that meets the needs of the consumer.

Area of Study 1-Food industries

- This area of study focusses on commercial food production in Australia, encompassing primary production and food processing and the manufacturing, and the retail and food service sectors.
- Students consider the influences on food industries and in turn how they influence people.
- Students investigate the characteristics of various food industries and identify current and future challenges and opportunities
- Students undertake a practical component, creating new food products using design briefs and commercial principles such as research, design, product testing, production, evaluation and marketing.

Area of Study 2 – Food in the home

- Students compare similar products prepared in different setting and evaluate them using a range of measures
- Their practical skills are extended through designing and adapting recipes, encompassing a range of dietary requirements commonly encountered by the food service sector and within families.

Possible Assessment Tasks

- Design Task –Practical food solutions
- Practical Task
- Design Task activities.

Prerequisites

- Students would be expected to have satisfied the work requirements of a Year 10 Technology subject.

VCE Units 3 & 4 - Food Studies

Rationale

In Food Studies, students take an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Practical work is integral to Food Studies and includes cooking, dietary analysis, food sampling and taste testing, sensory analysis and scientific experiments.

Unit 3 – Food in daily life

This unit investigates the many roles and everyday influences of food. They will investigate the physiology of eating and digesting food and the role of the macronutrients, including how they are absorbed and utilised to maintain health and wellbeing. They analyse the scientific rationale of the Australian Dietary Guidelines and develop their understanding of diverse nutrient requirements. They investigate food allergies and food intolerances and the microbiology of food contamination.

Area of Study 1 – The Science of Food

- This area of study focuses on the science of food and our physical need for it and how it nourishes and sometimes harms our bodies. Students will investigate the physiology of eating and appreciating food and the microbiology of digestion.

Area of Study 2 - Food Choice Health and Wellbeing

- This area of study focuses on patterns of eating in Australia and the influence on food we eat. Students look at relationships between social factors and food access and choice, as well as social and emotional roles of food in shaping and expressing identity, and how food may link to psychological factors. They investigate the role of the media, technology and food advertising as influences on food habits and beliefs. The behavioural influences of establishing healthy patterns in the diets of children are also investigated.

Possible Assessment Tasks

- Task –Range of Practical activities and records related to the functional properties of food.
- Task –a written report
- Task – a video or podcast
- Task- oral presentation or a practical demonstration
- Written questions and responses

Unit 4

This Unit examines debates concerning Australian and global food systems. Environmental and ethical issues are explored. Food information contexts are analysed and students develop food products that meet the Australian Dietary Guidelines.

Area of Study 1 - Environment and Ethics

- Students address debates concerning our food systems and related to issues on environment, ecology, ethics, technologies, food access, food safety, and the use of agricultural resources.

Area of Study 2 – Navigating Food Information

- Students focus on food information and misinformation and the development of food knowledge, skills and habits.
- The practical component of this area provides for students to extend their food production repertoire.

Possible Assessment Tasks

- Task – Range of Practical activities
- Task-Written report
- Task- Short written report or media analysis

Prerequisites

- Students would be expected to have satisfied the work requirements of VCE Units 1 & 2 Food Studies.

VCE Units 1 & 2 - Product Design and Technology: Wood or Textiles

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and wear. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions while using tools, resources and human capabilities to complete a task for a given context. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Unit 1

In this area of study, students are introduced to the Product Design process, Intellectual Property and Product Design factors, with an emphasis on materials and sustainability. Students consider case studies of designers who claim to have incorporated sustainable practices. Students develop practical skills and implement risk management for the use of tools, equipment and machines.

Area of Study 1

- Sustainable redevelopment of a product.

Area of Study 2

- Producing and evaluating a redeveloped product.

Possible Assessment Tasks

- Compiling and developing a SAT folio based on the design cycle
- Producing a practical project based on the SAT folio

Unit 2

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 human needs and wants, function, purpose and context for product design (aesthetics, materials and sustainability) and the impact of these factors on a design situation.

Area of Study 1

- Designing within a team.

Area of Study 2

- Producing and evaluating within a team.

Possible Assessment Tasks

- Compiling and developing a SAT folio based on the design cycle
- Producing a practical project based on the SAT folio

Prerequisites

- Students would be expected to have satisfied the work requirements of one Year 10 Design and Technology subject.

VCE Units 3 & 4 - Product Design & Technology: Wood or Textiles

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and wear. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants. Students develop an understanding of the consequences of product design choices, including how technology can present multiple solutions to everyday life. Students develop the necessary skills to critically analyse existing products and to develop their own creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Unit 3

Students focus on working as a designer and applying the Product Design process. They analyse the roles of those involved, including investigating and defining a design problem in the initial stages. Students examine how a range of factors, including emerging technologies, Australian standards, processes and systems within industrial manufacturing settings can influence the design and development of products. Students present a folio that documents the process to meet the needs of an end user and commence production of the designed product.

Area of Study 1

- Designing for end user(s).

Area of Study 2

- Product development in industry.

Area of Study 3

- Designing for others.

Unit 4

Students use comparative analysis and evaluation methods to make judgements 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, to record and monitor the production process and modifications to the production plan and product. Students evaluate the effectiveness and efficiency of techniques they used and the quality of their product with reference to evaluation criteria and client and/or end user feedback.

Area of Study 1

- Product analysis and comparison.

Area of Study 2

- Product manufacture.

Area of Study 3

- Product evaluation.

Assessment Tasks

- Short answer tests
- Folio design, evaluation and realisation of Production project

Prerequisites

- Students would be expected to have satisfied the work requirements of Units 1 & 2 Product Design and Technology.

VCE Units 1 & 2 - Systems Engineering

Rationale

Unit 1 Mechanical Systems

This Unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. Students create an operational system using the systems engineering process. The focus is on a mechanical system, however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

Area of Study 1 – Mechanical System Design

In this area of study students learn about fundamental mechanical engineering principles and the components required when producing an operational system. Students learn fundamental principles of how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically. Using the systems engineering process students research, design and plan a mechanical system. They consider relevant factors that influence the creation and use of their system and document their findings and process

Area of Study 2 - Producing and Evaluating Mechanical Systems

This area of study provides students with the opportunity to produce, test and evaluate an operational mechanical system. Students make a model or develop a prototype to test aspects of their design. They perform a risk assessment and select and safely use materials, tools, equipment, components and machines. Once the design is confirmed, students fabricate their mechanical system using materials and components. Students document their processes, including decisions made in relation to the production of the system. They test and modify the system, aiming to achieve optimum performance, and report on its success by responding to their previously established evaluation criteria. They review how they have applied the systems engineering process and how they have taken account of the factors that influenced the creation and use of their system.

Possible Assessment Tasks

- Theory of Mechanics set Tasks
- Folio and Journal
- Individual Project
- Investigation Tasks
- Final Exam

Rationale

Unit 2 Electrotechnological systems

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits. This unit offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system.

Area of Study 1 - Electrotechnological Systems Design

In this area of study students focus on electrotechnological engineering principles and the components and materials that make operational electrotechnological systems. Students develop their understanding of commonly used components, including their typical performance, physical appearance, implementation and how they should be represented in schematic circuit diagrams and in circuit simulation software. Using the systems engineering process, students research, design, plan and model an operational electrotechnological system. They describe and reflect on the factors that may influence the creation and use of the system.

Area of Study 2 - Producing and Evaluating Electrotechnological Systems

In this area of study students produce, test, diagnose and evaluate operational electrotechnological systems. Using the systems engineering process, students use a range of materials, tools, equipment, machines and components and manage identified risks while producing the system designed in Area of Study 1. They use appropriate equipment to test the system and diagnose its performance, making necessary modifications and adjustments. They record progress and evaluate the integrated system and their use of the systems engineering process, referring to the factors that influence their creation of the system. Students suggest how the system and their utilisation of the systems engineering process could be improved.

Possible Assessment Tasks

- Theory of Electrotechnology set Tasks
- Folio and Journal
- Individual Project
- Investigation Tasks
- Final Exam

VCE Units 3 & 4 - Systems Engineering

Rationale

Unit 3 Integrated and Controlled Systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

Area of Study 1 Integrated and controlled systems design

This area of study focuses on engineering knowledge associated with the integration, calibration and control of mechanical and electrotechnological systems, how they work and can be adjusted, as well as how their performance can be calculated and represented diagrammatically in a range of forms. Students use fundamental physics and applied mathematics to solve systems engineering problems. They apply theoretical concepts and principles and use the systems engineering process to manage the design and planning of an integrated and controlled system and to commence its production. They investigate the factors that influence the creation and use of their integrated and controlled system. Students demonstrate innovation and creativity as well as project management skills. The system commenced in Unit 3 is completed and evaluated in Unit 4, Area of Study 2.

Area of Study 1

Area of Study 2 Clean energy technologies

In this area of study students gain an understanding of energy sources and the application of technologies to convert energy sources into power for engineered systems. They consider the relevance of designing systems that are beneficial to the economy, environment and society. Demand for energy to produce electricity, heating and propulsion has sharply increased in recent years. However, current use of non-renewable energy cannot be sustained. Focus has increased on the need for efficient, safe, environmentally friendly and economical extraction, generation, conversion, transportation, storage and use of power. Students analyse and compare the benefits, limitations and impacts of using different forms of energy sources, including the wastes that are produced and cradle-to-cradle (C2C) analysis. They investigate and evaluate the technologies used to harness, generate and store non-renewable and renewable energy sources. Students consider the technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables. These developments include gains in efficiency through the transformation of non-renewables to other types of energy such as electricity, reduction of carbon dioxide emissions with non-renewable fuel technologies and hybrid technologies. Students look at examples of improvements in energy systems.

Rationale

Unit 4 Systems control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

Area of Study 1 Producing and evaluating integrated and controlled systems

In this area of study students continue the development of the integrated and controlled system they researched, designed, planned and commenced production of in Unit 3, Area of Study 1. The completed operational system will demonstrate a range of theoretical concepts and principles studied in Units 3 and 4. Students support the production, testing, diagnosis and evaluation of their systems, subsystems and use of components with appropriate documentation, and with reference to technical data. In their evaluation they refer to the systems engineering process and the factors that have influenced the creation and use.

Area of Study 2 New and emerging technologies

In this area of study students focus on new or emerging systems engineering technologies and processes that have been developed within the last eight years preceding the year of study, or that are in the developmental stages and may not yet be commercially available. Students source recent publications and/or undertake site visits to assist their research of new and emerging systems. They consider scientific, technological, environmental, economic and societal and human factors that led to the development of the new or emerging technology and develop an understanding of how it operates and is used. Students consider the likely impacts and resulting advantages and disadvantages of the systems in relation to social, economic and environmental factors. The new and emerging developments may be exhibited in, or intended for use in, defence operations, aerospace, health, sports and enhancement of human physical capabilities, security and intelligence gathering, robotics and automation, metrology, transportation and education, or combinations of these. Many of these developments are made possible through the use of digital technologies. The new or emerging technology must not be the same as that studied in Unit 3, Area of Study 2.

Possible Assessment Tasks

- Mechanical/Electrotechnological Theory Tasks
- Personalised Individual Projects SAT
- Investigation SAC
- Final Exam

Prerequisites

Students would be expected to have satisfied the work requirements of VCE Units 1 & 2 Systems Engineering.

VCE Units 1 & 2 - Applied Computing

Rationale

This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Unit 1

This Unit focus on the problem-solving methodology, students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations and the use of programming languages to develop working software solutions.

Area of Study 1: Data Analysis

- Create data visualisations in response to teacher-provided requirements and designs.

Area of Study 2: Programming

- Use a programming language to create a working software solution.

Area of Study 3: Collaboration and communication

- Local and Global ICT Issues.

Assessment Tasks

- Analysis SAC
- Programming SAC

Unit 2

This unit focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

Area of Study 1: Innovative Solutions

- Students work collaboratively to develop an innovative solution to an identified need or opportunity typically a computer program

Area of Study 2: Network Security

- students investigate how networks enable data and information to be exchanged locally and globally

Area of Study 3

- Databases and Management

Assessment Tasks

- Innovative solutions SAC
- Network Security SAC

Prerequisites

- It is recommended that students have satisfactorily completed a Year 10 computing elective.

VCE Units 3 & 4 - Applied Computing: Data Analytics

Rationale

Data Analytics focuses on the processes and tools that allow organisations to acquire and extract data in various forms, analyse the data to identify patterns or trends, draw inferences about the data and present findings using visual methods that provide clear conclusions.

Unit 3

In this unit, students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students will create project plans and learn how these plans can assist in managing progress of a project. They also develop an understanding of the power and risks involved when using complex data as a basis for decision making.

Area of Study 1

- Extract data from large repositories, manipulate and cleanse data

Area of Study 2

- Determine and propose a research question and collect and analyse data.

Assessment Tasks

- SAC Databases
- SAT Data Analysis

Unit 4

In this unit, students focus on determining the findings of a research question by developing data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

Area of Study 1

- Develop and evaluate data visualisations that present findings in response to a research question

Area of Study 2

- Investigation of security strategies and its importance to an organisation

Assessment Tasks

- SAT: Presentation the findings
- SAC: Investigation the current data and information security strategies of an organisation

Prerequisites

- Students would be expected to have completed VCE Computing Units 1 & 2.

VCE Units 3 & 4 - Computing Software Development

Rationale

Software Development focuses on the application of a problem-solving methodology and skills to create purpose-designed solutions using a programming language.

Unit 3

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language, this will be studied for both Units 3 & 4. Students are expected to have an overview of the problem-solving methodology stages of analysis, design and development.

Area of Study 1 – Programming Practice

- In response to a design brief, students are to build and test a folio of computer programs.

Area of Study 2 – Analysis and design

- This forms the first part of the SAT task where students design a software solution for a real world client.

Assessment Tasks

- SAC 1 – folio of working software modules
- SAT – analyse, document and design a software solution

Unit 4

This Unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. In this Unit students are required to engage in the design, development and evaluation stages of the problem-solving methodology.

Area of Study 1 – Software solutions

- This forms the second part of the SAT, Students use the plans from part 1 and produce and test a software solution for a real world client.

Area of Study 2 – Cyber Security and Software Security

- Students write a report which analyses and evaluates software development security strategies within an organisation and recommends a risk management plan to improve current practices.

Possible Assessment Tasks

- SAT – Create, test and evaluate a software solution
- SAC – Written report

Prerequisites

- Students would be expected to have satisfied the work requirements of VCE Computing Units 1 & 2

The background features a large, stylized graphic. On the left, a white star is partially visible against a light blue background. On the right, a stylized bird, possibly a phoenix, is depicted in shades of blue and purple, with its wings spread. The bird's body is dark blue, and its wings have lighter blue and purple accents. The overall design is modern and abstract.

VCE-VET Courses 2020 - 2021

VCE - VET Courses Available in 2020 - 2021

There are three types of VET programmes offered through St Francis Xavier College:

VETIS (Vocational Education and Training in Schools).

Type 1: VCE-VET Courses

These are part of the VCE and contribute to units of the VCE. These are delivered over two years on the Beaconsfield Campus.

The first year of these courses are Units 1 and 2 of the VCE and the second year are Units 3 and 4 with a study score which also contribute to the ATAR.

All VCE - VET courses have competence based assessment; students must be able to demonstrate that they are competent in a Unit of work before the teacher can award a C for Competent.

N/C = Not Yet Competent.

Students who do not complete all the Unit competences in the first year will not be able to continue the course into the second year.

There are six (6) courses available:

- BSB20115 Certificate II in Business
- ICT30115 Certificate III in Information, Digital Media Technology
- SIT20416 Certificate II in Hospitality (Kitchen Operations)
- CUA31015 Certificate III in Screen & Media
- CUA30915 Certificate III in Music Industry (Sound Production)
- SIS30115 Certificate III in Sport and Recreation

Type 2: VET Courses (available at Year 10 only)

These courses are completed over one year and do not have a VCE component or a study score. These courses are suited to students who are hands on learners and may be planning a VCAL pathway. These are also delivered on the Beaconsfield Campus.

- SIS30115 Certificate III in Sport and Recreation (Australian Rules Football)
- SIS30115 Certificate III in Sport and Recreation (Netball)
- SIT20316 Certificate II in Hospitality

Type 3: VET Courses

For students who study in the VCAL Program in Years 11 and 12.

These VET Courses are delivered at a mixture of on and off campus venues. These are not part of the VCE and do not contribute to the ATAR. These courses offer a pathway into Apprenticeships, Certificate and Diploma Courses after completing of Year 12 VCAL.

VET Courses Offered at St Francis Xavier College

This VET subjects will be run at the College on a Wednesday for Year 11 and 12 VCAL students. The course outlines for this VET course is listed with the VCE VET Courses offered at the College.

- BSB20115 Certificate II in Business

VET Courses Offered Through The South East VET Cluster

The South East VET Cluster consists of 40 representatives from Government Schools, Catholic Schools, Independent Schools, Special Schools, private RTO's and TAFE. The Cluster meets on average about seven times in an academic year.

The South East VET Cluster works together to make VET courses more accessible to young people helping them to make better choices when selecting a career pathway. Young people can choose from over 36 different VET courses at 17 locations in the South East region.

Applications for VET courses are made via the South East VET Web Portal. The South East VET Cluster is proudly supported by the South East LLEN. For further details regarding the VET program visit the South East LLEN website.

The South East VET Cluster

Tele: 9706 8711

Fax: 9793 3258

Email: vetis@sellen.org.au

Web: www.sellen.org.au

The following courses are offered through the South East VET Cluster of School at nominated locations.

COURSE	LOCATION OFFERED	DURATION
Arts / Media / Printing		
Certificate III in Acting (Screen)	Cranbourne East Secondary College	2 years
Certificate II in Applied Fashion, Design & Technology	Berwick College	2 years
Certificate II in Dance with Units from Certificate III	Cranbourne Secondary College	2 years
	Narre Warren South P-12 College	2 years
	Nazareth College	2 years
Certificate III in Screen & Media	Hallam Senior College	2 years
Certificate III in Music Industry (Sound Production Street) (Performance Stream)	Hallam Senior College	2 years
	Narre Warren South P-12 College	2 years
	Nazareth College (Performance only)	2 years
Certificate III in Visual Arts	Hallam Senior College	2 years

COURSE	LOCATION OFFERED	DURATION
Automotive		
Automotive Vocational Pathways (Pre-Vocational)	Berwick College Hallam Senior College Lyndhurst Secondary College Skillinvest	2 years 2 years 2 years 2 years
Building & Construction		
Certificate II in Building & Construction (Carpentry) - Full Completion	Skillinvest	2 years
Certificate II in Building & Construction (Carpentry) - Partial Completion	Cranbourne Secondary College Hallam Senior College St Peter's College	1 year 2 years 2 years
Certificate II in Furniture Making Pathways and Units from Certificate III	Hallam Senior College	2 years
Certificate II in Plumbing (Pre Apprenticeship)	Kambrya College Hallam Senior College (only for VCAL students)	2 years 2 years
Business / Finance		
Certificate II in Business	Narre Community Learning Centre	1 year
Certificate II in Business with Units from Certificate III	Alkira Secondary College Dandenong High School Hallam Senior College Noble Park Secondary College Skillinvest	1 year 2 years 2 years 2 years 1 year
Certificate III in Business (Legal)	Dandenong High School	2 years
Community Services, Health & Education		
Certificate II in Community Services	Narre Community Learning Centre	1 year
Certificate III in Community Services	Hallam Senior College Narre Community Learning Centre	2 years 1 year
Certificate III in Early Childhood Education & Care	Narre Community Learning Centre	2 years
Certificate III in Health Services Assistance	Cranbourne East Secondary College Hallam Senior College (<i>VCE VET Health - incorporates Certificate III in Allied Health Assistance</i>)	2 years 2 years
Electronic Trade		
Certificate II in Electrotechnology (Career Start)	Berwick College St Peter's College	2 years 2 years
Certificate II in Integrated Technologies	Hallam Senior College	2 years
Hospitality – Services		
Certificate II in Hospitality	Skillinvest St John's Regional College	2 years 1 year
Certificate II in Kitchen Operations	Alkira Secondary College Cranbourne East Secondary Hallam Senior College Kambrya College Keysborough College	2 years 2 years 2 years 2 years 2 years

COURSE	LOCATION OFFERED	DURATION
	St John's Regional College	2 years
Certificate III in Hospitality	St John's Regional College	2 years
Certificate III in Patisserie (Partial Completion)	St John's Regional College	3 years
Information Technology		
Certificate II in Information, Digital Media & Technology	Hallam Senior College Narre Community Learning Centre	1 year 1 year
Certificate III in Information, Digital Media & Technology (Partial Completion)	Hallam Senior College Narre Community Learning Centre	1 year 1 year
Engineering & Science		
Certificate II in Engineering Studies	St Peter's College	2 years
Primary Industries		
Certificate II in Equine Industry	Hillcrest Christian College	2 years
Retail		
Certificate III in Beauty Services	Hallam Senior College Kambrya College	2 years 1 year
Certificate II in Salon Assistant	Kambrya College Skillinvest Narre Community Learning Centre Hallam Senior College (only for VCAL students)	1 year 1 year 1 year 2 years
Certificate II in Salon Assistant with Selected Units in Certificate III in Beauty		
VCE VET Hair & Beauty Program	Hallam Senior College	2 years
Certificate II in Retail	Narre Community Learning Centre	1 year
Sport & Recreation		
Certificate II in Sport & Recreation	Skillinvest	1 year
Certificate III in Sport & Recreation	Alkira Secondary College Cranbourne East Secondary College Kambrya College Noble Park Secondary College	2 years 2 years 2 years 2 years
Certificate III in Sport & Recreation (Sports Coaching)	Hallam Senior College	2 years

If you would like to know more about a VET Program contact any of the following at your school:

- Vocational Education & Training in Schools (VET) Coordinator,
- Victorian Certificate of Applied Learning (VCAL) Coordinator
- Careers Coordinator
- South East LLEN

VET Courses Offered Through Federation Training, Warragul

Certificate II in Allied Health Assistance
Certificate II in Community Services
Certificate III in Early Childhood and Care
Certificate 11 in Animal Studies
Certificate III in Screen and Media
Certificate III in Visual Arts
Certificate II in Hospitality
Certificate II in Kitchen Operations
Certificate II in Retail Cosmetics
Certificate II Salon Assistant
Certificate II in Automotive
Certificate II in Bricklaying
Certificate II in Carpentry
Certificate II in Painting and Decorating
Certificate II in Furniture Making
Certificate II in Civil Construction
Certificate II in Electrotechnology
Certificate II in Engineering
Certificate II in Horticulture
Certificate II in Integrated Technologies
Certificate II in Plumbing
Certificate III in Telecommunications

VET Courses Offered Through Chisholm TAFE

COURSE	CODE	LOCATION OFFERED	DURATION
Certificate II in Automotive (Mechanical)	AUR20716	Dandenong Frankston	2 Years
Certificate II in Automotive (Panel & Paint)	AUR20716	Dandenong	2 Years
Certificate III in Beauty	SHB30115	Berwick Dandenong Frankston Mornington Peninsula	2 Years
Certificate II in Building (Bricklaying)	22216VIC	Berwick TEC Dandenong	2 Years
Certificate II in Building (Carpentry)	22216VIC	Bass Coast Berwick TEC Dandenong Frankston Mornington Peninsula	3 Years
Certificate IV Building Design Drafting	CPP40115	Dandenong Frankston	2 Years
Certificate II in Business	BSB20115	Dandenong Frankston	1 Year
Certificate III in Business	BSB30115	Dandenong Frankston	1 Year
Certificate IV Cisco (Integrated Technologies)	22263VIC	Frankston	2 Years
Certificate II in Community Services	CHC22015	Berwick Dandenong Frankston	2 Years
Certificate II in Computer Assembly & Repair	UEE20511	Frankston	2 Years
Certificate III in Design Fundamentals	CUA30715	Berwick Dandenong Frankston	2 Years
Certificate II in Early Childhood Education & Care	CHC30113	Bass Coast Berwick Dandenong Frankston Mornington Peninsula	2 Years
Certificate III in Electrotechnology (Career Start)	UEE22011	Berwick Dandenong Frankston Mornington Peninsula	2 Years
Certificate II in Engineering	22209VIC	Dandenong Frankston	2 Years
Certificate III in Furniture Making	MSF20516	Dandenong Frankston	2 Years
Certificate III in Health Services Assistance	HLT33115	Berwick Frankston Mornington Peninsula	2 Years
Certificate II in Horticulture	AHC20416	Cranbourne Mornington Peninsula	2 Years

COURSE	CODE	LOCATION OFFERED	DURATION
Certificate II in Hospitality	SIT20316	Dandenong Frankston Mornington Peninsula	2 Years
Certificate III in Information Digital Media & Technology (Games)	ICT30115	Dandenong Frankston	2 Years
Certificate II in Kitchen Operations	SIT20416	Dandenong Frankston Mornington Peninsula	2 Years
Certificate II in Kitchen Operations (Patisserie)	SIT20416	Dandenong Frankston	2 Years
Certificate III in Makeup	SHB30215	Dandenong Frankston	2 Years
Certificate II in Outdoor Recreation	SIS20213	Frankston	1 Year
Certificate II in Plumbing	22304VIC	Berwick TEC Dandenong Frankston	2 Years
Certificate II in Printing & Graphic Arts (Vinyl Wrapping)	IGP20115	Dandenong	2 Years
Certificate II in Salon Assistant	SHB20216	Dandenong Frankston Mornington Peninsula	1 Year
Certificate III in Screen & Media	CUA31015	Dandenong Frankston	2 Years
Certificate II in Sport & Recreation	SIS20115	Berwick Frankston	1 Year
Certificate III in Sport & Recreation	SIS30115	Berwick Frankston	1 Year
Certificate II in Tourism	SIT30116	Dandenong Frankston	2 Years
Certificate III in Visual Arts	CUA30115	Dandenong Frankston	2 Years

Please Note:

- Course Codes and names are subject to change due to training packaging requirement.
- Campus delivery is subject to change due to enrolment numbers and availability.

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Type 1: VCE-VET Courses 2020 - 2021

Certificate II in Business

BSB20115 VCE-VET

Rationale

Throughout the completion of this course students will gain the skills and knowledge required to become highly effective employees. Many of the skills gained are generic, which means that they can be applied to a number of industries and professions. Students will develop their time management and organisational skills and become more effective at completing work tasks efficiently. For students interested in starting their own business, the skills taught in the VET Business course are also essential. Students will also gain knowledge of business processes and practices, enabling them to better function as employees in the workplace. The course emphasises the development of employability skills, which means that the skills developed in class are the ones currently in demand by Australian businesses.

Course Structure

The Certificate II has 12 Units delivered over one year at St Francis Xavier College. Students who successfully complete the first year of this course will gain a Certificate II plus two VCE Units. Students completing the second year will complete Units from the Certificate III course and at the end of year examination, will gain a Study Score which will contribute to their ATAR Score for tertiary enrolment.

Units of Competency

- BSBWHS201 Contribute to health and safety of self and others
- BSBCMM201 Communication in the work place
- BSBITU212 Create and use spread sheets
- BSBIND201 Work effectively in a business environment
- BSBITU213 Use digital technologies to communicate remotely
- BSBWOR203 Work effectively with others
- BSBWOR204 Use business technology
- BSBWOR202 Organise and complete daily work activities
- BSBCUS201 Deliver a service to customers
- BSBSMB201 Identify suitability for micro business
- FNSFLT203 Develop knowledge of debt and consumer credit
- FSKWTG09 Write routine workplace text

Assessment Tasks

- Assessment is based on topic tests, assignments and practical demonstration of skills.
- Assessment is competency based. This means students are judged against prescribed standards rather than the performance of other students.

Prerequisites

- There are no subject prerequisites for this course but students need to be interested in learning about Business.

Future Directions

- This course is suitable for students wishing to pursue careers in the following types of areas:
 - Business Administration
 - Finance
 - Managing a Small Business
 - Event Coordinator
 - Real Estate Agent
 - Law Clerk
 - Receptionist
 - Sports Administration

Certificate III in Information Digital Media Technology

ICT30115 VCE-VET

Rationale

To provide skills and knowledge of computer networks students will also gain skills in installing hardware and software. Students will develop skill to work as part of a team and provide skill in administration of a computer network.

Course Structure

The course has 17 Units delivered over two years at St Francis Xavier College Beaconsfield Campus. Students who successfully complete the first year of this certificate will gain two VCE Units. Students completing this Certificate and complete the VCE exam will gain a Study Score which will contribute to their ATAR Score for tertiary enrolment.

Units of Competency

- ICTSAS303 Care for computer hardware
- ICTNWK304 Administer network peripherals
- ICTWEB303 Produce digital images for the web
- ICTSAS306 Maintain equipment and software
- ICTNWK302 Determine and action network problems
- ICTICT301 Create user documentation
- BSBWHS304 Participate effectively in WHS communication and consultation processes
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTSAS301 Run standard diagnostic tests
- ICTICT302 Install and operating system software
- BSBSUS401 Implement and monitor environmentally sustainable work practices
- ICTSAS304 Provide basic system administration
- ICTWEB201 Use social media tools for collaboration and engagement
- ICTSAS307 Install configure and secure small office or home office network
- ICTPRG301 Apply introductory programming techniques
- ICTSAS305 Provide ICT advice to clients
- ICTWEB301 Create simple mark-up language document

Assessment Tasks

- Competency based students are judged against prescribed standards rather than the performance of other students.
- Tests are also part of some units and an exam to the end of the second year for students who want a study score which will contribute to the ATAR.

Prerequisites

- There are no prerequisite subjects required, but students need to have an interest in the Information Technology Industry and computer networking.

Future Directions

- Students completing this course would be able to continue their studies in a variety of Diploma and Degree courses, e.g., Multimedia, Systems Administration, and Software Development.
- This in turn would have pathways into Degree courses in related areas of study or employment in the Information Technology Industry.

Certificate II Kitchen Operations

SIT20416 VCE-VET

Rationale

Hospitality is one of the fastest growing industries in the world today with particular emphasis on the service sector. Due to vast employment opportunities and local demand, hospitality is regarded as the ideal program to offer to our students. The Certificate II in Kitchen Operations is nationally recognised and is based on gaining competencies. It combines studies and practical experience gained at St Francis Xavier College Beaconsfield Campus.

Course Structure

The course has 15 Units delivered over two years. Students who successfully complete the first year of this certificate will gain two VCE Units. Students completing the second year of this Certificate and sit the VCE examination will gain a Study Score which will contribute to their ATAR Score for tertiary enrolment.

Units of Competency

- SITXWHS001 Participate in safe work practices
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHKOP001 Clean kitchen premises and equipment
- SITXINV002 Maintain the quality of perishable items
- SITHCCC002 Prepare and present simple dishes
- BSBWOR203 Work effectively with others
- SITXFSA001 Use hygienic practices for food safety
- SITHFAB002 Providing responsible service of alcohol
- SITHIND002 Source and use information on the hospitality industry
- SITCCC006 Prepare appetisers and salads
- SITHCCC007 Prepare stock, sauces and soups
- SITHCCC008 Prepare vegetable, fruit and farinaceous dishes
- SITHCCC011 Use cooking skills effectively
- SITHCCC012 Prepare poultry dishes

Assessment Tasks

- Assessment is based on topic tests assignments and practical demonstration of skills.
- All assessment is competence based, this means students are judged against set prescribed industry standard rather than the performance of other students.
- This places the emphasis on what the student can actually do.

Prerequisites

- There are no prerequisite subjects, but an interest in learning about the Hospitality Industry and in preparing and cooking food in a commercial kitchen is required.

Future Directions

- The course provides an overview of the hospitality industry and the potential career paths within it.
- This course will provide a practical understanding and awareness of hospitality as well as opportunities to enter directly into the workforce or continue and expand studies at TAFE.
- It can also serve as an extension towards apprenticeships and traineeships to further develop qualifications.

Certificate III in Screen and Media

CUA31015 VCE-VET

Rationale

This Certificate III is a National qualification for students who wish to be part of the rapidly growing Multimedia Industry. It is especially suited to those students who like to combine their interests and talents in areas of Art and Design with the use of computers. The Certificate will provide experience with modern high-end graphic/multimedia computers running on the Macintosh platform. These include Advanced Image Editing (Photoshop), Character and Logo Design (Illustrator), 2D Animation (Flash), Stop Motion Animation and Video Editing (Premiere Pro and After Effects).

Course Structure

The Certificate III has 11 Units completed over two years at St Francis Xavier College Beaconsfield Campus. Students who successfully complete the first year of this certificate will gain two VCE Units. Students completing this course and the end of year examination will gain a Study Score which will contribute to their ATAR Score for tertiary enrolment.

Units of Competency

- BSBCRT301 Develop and extend critical and creative thinking skills
- CUAIND301 Work effectively in the creative arts industry
- BSBWHS201 Contribute to health and Safety of self and others
- CUAANM301 Create 2D digital animations
- CUAWRT301 Write content for a range of media
- BSBDES302 Explore and apply the creative design process to 2D forms
- CUADIG302 Author interactive sequences
- CUADIG301 Prepare video assets
- CUADIG303 Produce and prepare photo images
- CUADIG304 Create visual design components
- ICTWEB303 Produce Digital images for the web

Assessment Tasks

- Assessment is based on topic tests, assignments and practical demonstration of skills. Assessment is competency based. This means students are judged against prescribed standards rather than the performance of others. This places emphasis on what the learner can actually do.
- Students are provided three attempts to satisfactorily demonstrate competency in a learning outcome.

Prerequisites

- There are no prerequisite subjects, but an interest in Multimedia and animation is essential and commitment to the two (2) year course is required.

Future Directions

- Students completing this Certificate could become trainees in the Information Technology Industry.
- The certificate also leads onto two further Tertiary studies in Arts Multimedia/Visual Design and Graphic Design.
- Students doing Studio Art (VCE) would find that this certificate enhances their skills and may broaden their choices for a future career in the multi-media industry.

Certificate III in Music Industry (Sound Production)

CUA30915 VCE-VET

Rationale

The main aim of the Certificate III in Music Industry in the first year is to provide young people with the opportunity to gain basic training in the major areas of the Music Industry, which include Music Business, Music Technology and Music Promotion. Students applying for this course need to have an interest in the Music Industry, but DO NOT need to play a musical instrument.

Course Structure

The course has 11 Units delivered over two years at St Francis Xavier College Beaconsfield Campus. Students who successfully complete the first year of this certificate will gain two VCE Units. Students completing this course and the end of year examination will gain a Study Score which will contribute to their ATAR Score for tertiary enrolment.

Units of Competency

- BSBWHS201 Contribute to health and safety of self and others
- CUACMP301 Implement copyright arrangements
- CUAIND303 Work effectively in the music industry
- CUAMLT302 Apply knowledge of style and genre to music industry practice
- CUASOU306 Operate sound reinforcement systems
- CUASOU308 Install and disassemble audio equipment
- CUASOU311 Mix music in a studio environment
- CUASOU402 Manage audio input sources
- CUAMPF304 Make a music demo
- CUASOU202 Perform basic sound editing
- CUASOU307 Record and mix a basic music demo

Assessment

- Assessment is based on topic tests, assignments, and practical demonstration of skills and is competency based. This means students are judged against prescribed industry standards rather than the performance of others. This places emphasis on what the student can actually do.

Prerequisites

- There are no prerequisite subjects, but students need to have an interest in the music industry with a focus on recording music.

Future Directions

- This course is for those students who wish to pursue a career in the music industry.
- The Certificate also leads into a Diploma of Music and is accredited by the industry with career pathways for people to work in the contemporary music industry in areas such as Lighting or Audio Engineering, Retail, Performing, Managing, Song Writing and Music Video.

Certificate III in Sport and Recreation

SIS30115 VCE-VET

Rationale

The course teaches students skills that could be used in the Recreation Industry. The course will be conducted in a simulated work environment at the College. The Units will be taken from the National Industry Training Package and involve students setting up and operating a Gymnasium / Fitness Centre.

Course Structure

This Certificate III has 15 Units to be completed over two (2) years. Students who satisfactorily complete the first year may go on to a second year to complete the Certificate III. The Certificate also contributes four (4) Units to the VCE. On completion of the VCE Examination, students will gain a study score which will contribute to the ATAR Score.

Units of Competency

- BSBWOR301 Organise personal work priorities and development.
- HLTAID003 Provide first aid
- HLTWHS001 Participate in workplace health and safety
- ICTWEB201 Use social media tools for collaboration and engagement
- SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions
- SISXCCS001 Provide quality service
- SISXEMR001 Respond to emergency situations
- BSBADM307 Organise schedules
- SISXCAI001 Provide equipment for active
- SISSPT303A Conduct basic warm-up cool down programs
- SISXCAI004 Plan and conduct programs
- BSBWHS303 Participate in WHS identification, risk assessment and risk control
- SISSSCO101 Develop and update knowledge of coaching practices
- SISXCAI006 Facilitate groups
- SISXRES002 Educate user groups

Assessment Tasks

- Assessment is based on how competent a student is at a set task. This can be a practical demonstration, a topic test, or documentation that the student has prepared as part of a Unit of work.
- The level of skills demonstrated by the student must be Industry standard.

Prerequisites

- Students would be expected to have satisfied the work requirements of Year 10 Physical Education.

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Degrees in Exercise and Sport Science, Certificate IV in Fitness, Diploma in Sport Development, Diploma in Outdoor Recreation, and Degree in Business (Sport Management).

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Type 2: VET Courses 2020 - 2021

Certificate III in Sport and Recreation - Australian Rules Football (AFL)

SIS30115 VET

(Year 10)

Rationale

The aim of this Course is to develop skills related to Australian Rules Football and participate in conditioning sessions to maintain fitness. The Course also covers an overview of the code and includes the completion of the senior first aid certificate. Students will complete eight (8) Units from the National Training package over the year.

Course Structure

This course is only available to Year 10 students and will operate over one year at the Beaconsfield Campus. **This is a partial completion of the Certificate III in Sport and Recreation** with electives related to AFL. Students will receive a statement of results listing all the units they have completed in the Certificate.

Units of Competency

- SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions
- HLTAID003 Provide first aid
- HLTWHS001 Participate in workplace health and safety
- SISXEMR001 Respond to emergency situations
- SISSAFL203A Participate in conditioning for Australian Football
- SISSAFL202A Perform the intermediate tactics of Australian Football
- SISSAFL201A Perform the intermediate skills of Australian Football
- SISSAFL305A Perform the advanced tactics of Australian Football

Assessment Tasks

- Assessment is based on how competent a student is at a set task. This can be a practical demonstration, a topic test or documentation that the student has prepared as part of a unit of work.
- The level of skills demonstrated by the student must be at Industry standard.

Prerequisites

- There are no prerequisite subjects required for this Course. However, students need to be involved in playing Australian Rules Football and interested in learning about fitness and conditioning required to play the game effectively.
- Students need also to be interested in the tactics and skills of the game.

Future Directions

Students can study a wide variety of Certificate, Diploma or Degree Courses including:

- Business Sport Management
- Certificate IV in Fitness
- Exercise and Sport Science

Certificate III in Sport and Recreation - Netball

SIS30115 VET

(Year 10)

Rationale

The aim of this Course is to develop skills related to Netball and participate in conditioning sessions to maintain fitness. The Course also covers an overview of the game and includes the completion of the senior first aid certificate. Students will complete nine (9) Units from the National Training package over the year.

Course Structure

This course is only available to Year 10 students and will operate over one (1) year at the Beaconsfield Campus. **This is a partial completion of the Certificate III in Sport and Recreation** with electives related to Netball. Students will receive a statement of results listing all the Units they have completed in the Certificate.

Units of Competency

- SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions.
- HLTAID003 Provide first aid.
- HLTWHS001 Participate in workplace health and safety.
- SIXXEMR001 Respond to emergency situations.
- SISSNTB204A Teach foundation Netball skills.
- SISNTB407A Teach intermediate Netball skills.
- SISSNTB203A Participate in conditioning for Netball.
- SISSNTB201A Use intermediate level Netball skills.
- SISSNTB202A Use intermediate level Netball tactics and games strategy in Netball.

Assessment Tasks

- Assessment is based on how competent a student is at a set task. This can be a practical demonstration, a topic test or documentation that the student has prepared as part of a Unit of work.
- The level of skills demonstrated by the student must be at Industry standard.

Prerequisites

- There are no prerequisite subjects required for this Course. However, students need to be involved in playing Netball and interested in learning about fitness and conditioning required to play the game effectively.
- Students need also to be interested in the tactics and skills of the game.

Future Directions

Students can study a wide variety of Certificate, Diploma or Degree Courses including:

- Business Sport Management
- Certificate IV in Fitness
- Exercise and Sport Science
- Certificate IV in Coaching

Certificate II in Hospitality

SIT20316 VET

(Year 10)

Rationale

This partial certificate is available to Year 10 students. The Units are selected from the Hospitality Industry National Training Package. The aim of this Course is to teach students skills related to the preparation and cooking of food plus an overview of the Hospitality Industry. Students will cook in the College commercial kitchen and be involved in functions in the College restaurant.

Course Structure

The course will operate over one year at the Beaconsfield Campus. **This is a partial completion of Certificate II in Hospitality.** Students will complete 9 Units listed below which cover cooking and customer service skills training in the College restaurant and commercial kitchen.

Units of Competency

- SITHIND003 Use hospitality skills effectively
- SITXCC003 Interact with customers
- SITXWHS001 Participate in safe work practices
- SITHXESA001 Use hygienic practices for food safety
- SITHCCC002 Prepare and present simple dishes
- SITHCCC003 Prepare and present sandwiches
- SITHFAB002 Provide responsible service of alcohol
- SITHFAB004 Prepare and serve non-alcoholic beverages
- SITHFAB005 Prepare and serve espresso coffee

Assessment Tasks

- Assessment is based on topic tests assignments and practical demonstration of skills. All assessment is competency based, this means students are judged against a set prescribed industry standard rather than the performance of other students. This places the emphasis on what the student can actually achieve.

Prerequisites

- There are no prerequisite subjects, but students need to have an interest in the Hospitality Industry and preparing and cooking food in a commercial kitchen and front of house.

Future Directions

- The course provides an overview of the hospitality industry and the potential career paths within it.
- It can also serve as an extension towards apprenticeships and traineeships to further develop qualifications.
- Students on a VCE pathway may also choose to enrol in the VCE-VET Certificate 11 in Hospitality (Kitchen Operations) in Years 11 and 12.

The background is a light blue gradient with various geometric shapes. A large, faint star is visible in the upper right. A thick, curved line sweeps across the lower half. There are also some smaller, darker blue shapes and lines scattered throughout.

VCAL

VCAL

VCAL stands for Victorian Certificate of Applied Learning and is based on a “hands on approach” to learning. The primary function of the VCAL is to give students the opportunity to complete a senior years certificate, become more independent learners, learn how to work in teams, prepare them for the workforce and/or further education at either certificate or diploma level.

Unlike the VCE, which is one senior certificate completed over two years, (Years 11 and 12) VCAL is accredited at three levels, Foundation, Intermediate and Senior. Each level is a recognised senior certificate. Students will be enrolled at the level they are capable of completing, not the year level they are in or because of their age.

To attain a VCAL Certificate at any level students need to have successfully completed no fewer than 10 Units made up of subjects from that level or equivalent VCE sequence/level. At the Intermediate and Senior Levels students must also complete an approved VET course at either Certificate Level II or III and at least 100 hours of Structured Workplace Learning. All subjects have been chosen for students to complement a variety of pathways after secondary school. It is important to note that students who undertake VCAL do not receive an ATAR Score.

Foundation Level

The Foundation Level Certificate has been designed to be completed over one or two years and students can enter at Year 10, Year 11 or 12. The Foundation level is designed for Year 10 students who aim to progress to Intermediate and Senior VCAL and to cater for students who need a little extra time to complete a certificate and may not be capable of completing Senior VCAL.

Intermediate Level

The Intermediate Level is the most common entry level for Year 11 students. The certificate is designed to be completed in one school year. It prepares students for Senior VCAL and gives them the basic entry level skills into the workforce or further education at certificate level.

Senior Level

Senior VCAL is the final year of a student’s schooling regardless of year level. The senior level must be completed in one year and it is designed to prepare students for the workforce or further education at certificate or diploma level.

Application Process

During the application process students will be required for an interview to assess their suitability for VCAL. The following six criteria will be considered:

1. Commitment to current studies and the level of cooperation with current teachers.
2. Clear interest in and suitability to an appropriate VET (TAFE) course.
3. Previous experience and performance during Work Experience and/or Part-Time Work.
4. Demonstrated ability to work independently.
5. Demonstrated examples of team work, responsibility, and leadership.
6. Suitability to Applied Learning.

*** *Students may bring to the interview any references (Academic, Professional, Work Experience, etc.) and/or support material, (Awards, Certificates, Reports, Letters, etc.)***

To obtain a VCAL Level Certificate, students must successfully complete 10 units (or credits) over the school year. A Unit of study can be 1 x VCAL Unit, 1 x VCE Unit or 1 x VET Unit. There are compulsory VCAL strands that will be completed at each level:

- Literacy Skills – 4 Units
- Numeracy Skills – 4 Units
- Work Related Skills – 4 Units
- Personal Development Skills – 4 Units

Students will need to demonstrate during the selection process that they are best suited to the requirements and demands of Applied Learning.

All VCAL students study VCAL Religious Education.

Personal Development Skills is studied through the contexts of:

- Digital Technology
- Food Technology
- Human Movement

VET (TAFE) Courses

All VCAL students will be enrolled in a Certificate II or III VET Course at a local TAFE.

Popular VET courses include:

- Building and Construction
- Hospitality
- Child Care
- Automotive
- Hairdressing

To be enrolled at TAFE, students must pass Year 10 English and Mathematics.

However, many other VET Courses are available. Some courses require students to attend an Information Evening and sit an entrance examination.

Please see our Careers Coordinator (Ms Siobhan Thomas), our Careers Advisor (Mr Phil Apperley) or the VCAL Coordinator (Ms Jan Rankin) for more information.

VCAL Foundation Literacy

Rationale

The VCAL Literacy course is designed for students who may desire a more vocationally designed approach to English and who may be aiming to directly enter the workforce upon completing their post-compulsory studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills.

Course Structure

Foundation Literacy is designed to focus on all language skills – speaking and listening, reading and writing and aims to strengthen and extend competence in all areas to meet the demands of the workplace and prepare students for Intermediate Literacy and further study.

Units of Competency

- Spelling, grammar and vocabulary tasks
- Essay writing skills
- Novel study
- Oral skills
- Film study

Assessment Tasks

- Reading a specified text and completing tasks such as research, short answer questions, essay
- Watching a designated film and discussing characters, themes
- Preparing a persuasive speech on a current media issue

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Apprenticeship, Intermediate VCAL and/or TAFE.

VCAL Intermediate Literacy

Rationale

The VCAL Literacy course is designed for students who may desire a more vocationally designed approach to English and who may be aiming to directly enter the workforce upon completing their post-compulsory studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills.

Course Structure

Intermediate Literacy is designed to focus on all language skills – speaking and listening, reading and writing and aims to strengthen and extend competence in all areas to meet the demands of the workplace and prepare students for Senior Literacy and further study.

Units of Competency

- Reading and comprehension skills
- Writing skills
- Oral presentation skills
- Novel and film analysis skills
- Spelling, grammar and vocabulary skills

Assessment Tasks

- Reading and short answer comprehension tasks
- Research tasks
- Narrative, persuasive, instructional and explanatory writing tasks
- Oral presentation tasks
- Debating tasks
- Novel and film analysis tasks

Prerequisites

- Students would be expected to have satisfied the work requirements of a Year 10 program or equivalent.

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Apprenticeship, Senior VCAL and/or TAFE.

VCAL Senior Literacy

Rationale

VCAL Senior Literacy units are designed to enable the students to develop the skills and knowledge to read complex texts, to write effectively incorporating a range of ideas, beliefs and information and have control of the language devices appropriate to this level. The texts studied will deal with general situations and include some abstract concepts or technical details.

Course Structure

VCAL Senior Literacy builds on the skills and competencies developed in VCAL Intermediate Literacy. The course focuses on the four literacy domains – literacy for self-expression, literacy for practical purposes, literacy for knowledge and literacy for public debate. The Oral Communication Unit is designed to provide students with knowledge, understanding and skills in spoken communication for different social purposes.

Units of Competency

- Text Study
- Film Study
- Oral Communication
- Essay writing Skills
- Reading / Writing for Practical Purposes

Assessment Tasks

- Research Tasks
- Current Media Issues
- Essays / Short answer questions
- 5 Minute Speech
- Text / Film Study

Prerequisites

- Students are expected to have demonstrated that they were competent in the Intermediate VCAL Unit outcomes previously or in VCE English Units 1 & 2.

Future Directions

- Students should be able to demonstrate all competencies in understanding, reading and writing and oral skills in order to assist them in the workplace or in further studies at TAFE.

VCAL Foundation Numeracy

Rationale

Students develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily lives.

Course Structure

The Numeracy Skills Unit is designed to address real life problem solving for personal, everyday contexts. Topics covered include number and data, financial literacy, time and location and measurement and design.

Units of Competency

- Numeracy skills and processes
- Financial literacy
- Planning and organising
- Measurement, representation and design
- Preparing for work

Assessment Tasks

- Skills Booklets
- Shopping and making soup
- Making Teddy Bears
- Investigating career pathways
- Problem solving tasks
- Package design

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Apprenticeship, Foundation VCAL and/or TAFE.

VCAL Intermediate Numeracy

Rationale

Underpinning the Numeracy Skills Units is the notion that curriculum should be developed to meet the needs of the students. The Numeracy Skills units are aligned with AQF I, II and III and provide a link to vocational pathways at those AQF levels. A number of VCAL programs have opted for an integrated approach to numeracy skills delivery based on the need to make programs more engaging and relevant to students for whom a traditional approach is not suitable. The Numeracy Skills programs are designed specifically to allow for such flexibility and courses can be less traditional in design and delivery.

Course Structure

The Numeracy Skills Units are designed at three levels - Foundation, Intermediate and Senior. The three levels reflect the progression in skills, knowledge and attitude development of numeracy skills. The Numeracy Skills Intermediate Unit satisfies the award level requirements for Foundation, Intermediate and Senior.

Units of Competency

- Numeracy skills and processes
- Financial Literacy
- Planning and organising
- Measurement, Presentation and Design
- Design a Numeracy-based Project Plan in a Familiar Industry Area
- Apply Numerical Skills in an Industry Context
- Use appropriate Software Tools and Devices to represent data
- Communicate the Results of the Project

Assessment Tasks

- Skills booklets
- Problem solving
- Designing a toy/packaging
- Orienteering
- Unit of work

Prerequisites

- Students would be expected to have satisfied the work requirements of a Year 10 program or equivalent.

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Apprenticeship, Senior VCAL and/or TAFE.

VCAL Senior Numeracy

Rationale

Underpinning the Numeracy Skills Units is the notion that curriculum should be developed to meet the needs of the students. The Numeracy Skills Units are aligned with AQF I, II and III and provide a link to vocational pathways at those AQF levels. A number of VCAL programs have opted for an integrated approach to numeracy skills delivery, based on the need to make programs more engaging and relevant to students for whom a traditional approach is not suitable. The Numeracy Skills programs are designed specifically to allow for such flexibility and courses can be less traditional in design and delivery.

Course Structure

The Numeracy Skills Units are designed at three levels – Foundation, Intermediate and Senior. The three levels reflect the progressing in skills, knowledge and attitude development of numeracy skills. The Numeracy Skills Foundation Unit satisfies the award level requirements for Foundation and Intermediate. The Numeracy Skills Intermediate Unit satisfies the award level requirements for Foundation, Intermediate and Senior. The Numeracy Skills Senior Unit and the Advanced Numeracy Skills Senior Unit satisfy the award requirements for all levels.

The Intermediate Unit looks at mathematics applied to tasks which are part of the students' normal routine and also outside their intermediate personal environment, such as tasks (first-hand or simulated) in the workplace and the community. The purpose is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives.

At exit Intermediate level, students will be able to attempt a series of operations or tasks with some confidence, select the appropriate method or approach required and communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

At this level, there are six learning outcomes, however, it is only necessary to demonstrate competence in five of the six learning outcomes. Although it is expected that in most teaching contexts all the six learning outcomes would be taught, the aim of achieving only five of the six has been included in order to offer both students and teachers more flexibility in assessment. In some specific contexts such as workplaces, one of the learning outcomes could be left out if it was not seen to be relevant.

Units of Competency

- Numeracy for Practical Purposes - Design
- Numeracy for Practical Purposes – Measuring
- Numeracy for Personal Organisation – Money and Time
- Numeracy for Personal Organisation – Location
- Numeracy for Interpreting Society – Data
- Numeracy for Interpreting Society - Numerical Information

Research Tasks

- Building plans – renovating and construction of spaces
- Purchasing materials – personal and company budgeting
- Investigating travel – road maps and holidays
- Interpreting statistical data in the community
- General calculations applied in day to day business

Prerequisites

- Students should have completed the equivalent of a Year 10 Pass or the Foundation VCAL Unit.

Future Direction

- Students should be able to demonstrate competencies in understanding, applying and putting to practice mathematical concepts, utilising calculations and the ability to apply appropriate skills and knowledge in their further studies.
- After successfully completing VCAL Intermediate Units, pathways for students include completing the VCAL Senior Unit, attending TAFE full-time, moving into their chosen apprenticeships or into the workforce beyond their schooling.

VCAL Foundation Personal Development Skills

Rationale

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- The development of self
- Social responsibility
- Building community
- Civic and civil responsibility, for example through volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society

Course Structure

- The Personal Development Skills Strand has two (2) Units at this level.
- Unit 1 focuses on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills.
- Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to community engagement, social awareness, interpersonal skills, planning and organisational skills.

Units of Competency

- Personal Development Skills Unit 1 (Foundation)
- Personal Development Skills Unit 2 (Foundation)

Assessment Tasks

- Term Booklets
- Express Yourself Project
- Class Presentations
- Community Research and Awareness tasks
- Reflection tasks

Prerequisites

- There are no prerequisites for entry into VCAL Units.

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to undertake Intermediate Personal Development Skills.

VCAL Intermediate Personal Development Skills

Rationale

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- The development of self
- Social responsibility
- Building community
- Civic and civil responsibility, for example through volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society

Course Structure

- The Personal Development Skills Strand has two (2) Units at this level.
- Unit 1 focuses on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills.
- Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to community engagement, social awareness, interpersonal skills, planning and organisational skills.

Units of Competency

- PDS021 Personal Development Skills Unit 1 (Intermediate)
- PDS022 Personal Development Skills Unit 2 (Intermediate)

Assessment Tasks

- Infographics
- Peer teaching skills
- Booklets
- Planning and building
- Excursions

Prerequisites

- There are no prerequisites for entry into VCAL Units.

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to undertake Senior Personal Development Skills.

VCAL Senior Personal Development Skills

Rationale

The purpose of the Personal Development Skills Strand is to develop knowledge, skills and attributes that lead towards:

- The development of self through organisation, leadership, decision making, problem solving and communication.
- Building community through social responsibility and diversity.
- Improved self-confidence and self-esteem.

Course Structure

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Self
- Problem solving and interpersonal skills
- Personal organisation and planning skills
- Social diversity

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Community engagement and active citizenship
- Social awareness
- Interpersonal skills
- Planning and organisational skills

Units of Competency

- PDS031 Personal Development Skills Unit 1 (Senior)
- PDS032 Personal Development Skills Unit 2 (Senior)

Assessment Tasks

- Portfolios
- Peer teaching
- Booklets
- Infographics
- Project work
- Excursions

Prerequisites

- No prerequisites.

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to further study or entering the workforce.

VCAL Foundation Work Related Skills

Rationale

Students will focus on the development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace. Students will be part of the development of work-related and vocational skills in a context appropriate to the task.

Course Structure

Students learning about work places and working in teams. Student learn about OH&S related issues.

Learning outcomes

- Describing career opportunities in an industry
- Demonstrate understanding of how employees work in teams in work places
- Demonstrate understanding of OH&S issues

Assessment Tasks

- Projects
- Reflective journals
- Presentations

Prerequisites

- There are no prerequisites for entry into VCAL

Future Directions

- Satisfactory completion of this subject will prepare students for Intermediate VCAL and gives them the basic entry level skills into the workforce or further education at certificate level.

VCAL Intermediate Work Related Skills

Rationale

Students will focus on more complex development of appropriate skills and knowledge in order to provide the necessary OH&S preparation for the workplace. Students will be part of the development of work-related and vocational skills in a context appropriate to the task.

Course Structure

The Intermediate Work Related Skill course is made up of two Units. Both Unit 1 & 2 cover six (6) outcomes. Unit 1 will be completed in Term 1 & 2 and Unit 2 in Term 3 & 4. Most of the learning outcomes in Unit 1 & 2 have four (4) elements under each outcome.

Learning outcomes Unit 1

- Conditions and entitlements of a specific industry
- Obtain and communicate information in response to a work-related OHS issue
- Develop knowledge and understanding of OHS in work-related context
- Identify workplace safety hazards
- Work in a team to follow safe work procedures within a work-related activity
- Use information and communications technology in relation to a work-related activity

Learning outcomes Unit 2

- Research information for a work related activity
- Communicate information and ideas for a work-related activity
- Plan, organise and manage a work-related activity
- Identify and solve work-related problems
- Work in teams to undertake a work-related activity
- Use information and communication technology in relation to a work-related activity

Assessment Tasks

- [Safe@work](#) General and Industry Specific test
- Free Wheeling
- Conditions and Entitlements booklet
- Picnic table building project
- Resume and cover letter
- Mock Interview
- Create a company website

Prerequisites

- There are no prerequisites for entry into VCAL

Future Directions

Satisfactory completion of this subject will prepare students for Senior VCAL and gives them the basic entry level skills into the workforce or further education at certificate level.

VCAL Senior Work Related Skills

Rationale

The Work Related Skills Units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs are utilised using different social and work contexts to develop the interests and employability of young people as a selected inclusion in the Work Related Skills Units.

Course Structure

At Senior level, learning is autonomous in regard to planning, work activities, knowledge and employability skills under supervision. Complex work-related projects are undertaken that nurture skills development that lead to higher levels of interpersonal skills, independent action, achievement, decision making and leadership, especially focusing and accumulation of knowledge regarding OHS in the workplace.

Units of Competency

- Research specific industry or workplace structures from a variety of sources related to identifying its purpose, product/services, skills acquired for customers'/client service and pathways for the industry.
- Communication ideas, information and a range of OHS requirements in the workplace, describing the workplace and types of communication used through the hierarchy in accordance with OHS regulations.
- Understanding and identifying hazards and risks, assessing and controlling the workplace in accordance with OHS, demonstrating an understanding of the OHS issue-resolution process, rights through reporting systems, issues and finding resolutions.
- Demonstrate an understanding of the OHS issue-resolution process, options, stakeholders, steps, strengths and weaknesses.
- Team work, safe practices, evaluation, improvements and effective work procedures for a safe environment within a complex work-related project.
- Use various types of information and communications technology ethically and responsibly in relation to a complex work-related project.
- Use workplace technology and equipment objectively, responsibly and safely in accordance with OH&S guidelines in a complete work-related project (use information and communications technology in relation to a complex work-related project).

Assessment Tasks

- Nature of the work place investigation.
- Research, obtain and communicate OHS issues
- Hazards, risks and issues in the workplace
- OHS personal safety plans and issue resolution
- OHS is a work place obligation, whether you are the employer or working as an employee thriving on resolving challenges among employees and management.
- Social and ethical utilisation of technology, responsible use of electronic communication (client / co-worker / client)
- OH&S and safe, responsible application of technology as an institution.

Prerequisites

- Students would be expected to have achieved competencies across all outcomes in their previous Intermediate Work Related Skills course (or equivalent)

Future Directions

- Satisfactory completion of this Work Related Skills Unit will provide a sound foundation for students to proceed to further TAFE studies, apprenticeships or job opportunities.