St Francis Xavier College
Berwick, Officer and Beaconsfield

Curriculum Information
2021

Beaconsfield Campus

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YEAR 10 - 2021

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 2021.

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 2021.

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 2020 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)
- Cert III in Music Industry (Sound Production) (1st Year)
- Certificate II in Business (1st Year)
- Certificate II in Kitchen Operations (1st Year)
- Certificate III in Screen and Media (1st Year)
- 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 including Year 10 Health and Physical Education
- Work Related Skills
- Year 10 VET – TAFE Tester (each Tuesday TBC)
- *Students complete work placement*
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 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*
### Year 10 - VCE Religious Education

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<td>Pathway 1 (Students who have completed Religion and Society Units 3 and 4)</td>
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<td>Semester 2 Religion and Society Unit 4 + four skills support periods (1 subject less in TT)</td>
<td>Semester 1 and Term 3:</td>
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<td>• VCE Philosophy Unit 1</td>
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<td>• Faith in Action: In the Footsteps of Ozanam</td>
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<td>• Cantabile</td>
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<td>Or Faith in Action Unit (intending to go into Pathway 3)</td>
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<td>For 2019: Semester 1 Religion and Society unit 1</td>
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<td>Semester 2 Religion and Society Unit 2 And</td>
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<td>Faith in Action Unit (intending to go into Pathway 3)</td>
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<td>Additional exam preparation/study periods (1 subject less in Timetable)</td>
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<td><strong>Semester 1 and Semester 2</strong></td>
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<td>Choice of one unit for Semester 1 and one unit for Semester 2 (choices 1 – 2 require a minimum of 10 hours of service outside of class time):</td>
<td>Choice of one unit for Semester 1 and one unit for Semester 2 (can’t repeat units chosen in Year 10 - choices 1 – 2 require a minimum of 10 hours of service outside of class time):</td>
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| **Option 1 Years 10 and 11**  
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 Years 11 and 12 (with pre-requisites)**  
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 1 Year 12**  
Year 12 Core | Following the Gospel message means living according to Catholic Social Teachings. This course explores how to function in the world as a contributing member of society through the lenses of vocation and ethical responses to the complexity of society. |
| **Option 1 Year 12**  
Faith in Action: In the Footsteps of Ozanam | Students study Scripture and Church history to understand the development of the Catholic Social Teaching Principles. Students will apply this knowledge to critically evaluate the practical alignment of modern-day charities and outreach organisations with Catholic social teaching. Students will experience meaningful leadership opportunities to serve their school and community, such as, leading an event, starting a new outreach program, representing the school at local St Vincent de Paul Society meetings, working with SFX marketing team to lead a social media campaign engaging families. |
| **Option 1 Years 12**  
Cantabile (By application) | 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 1 Year 12**  
VCE Unit 1: Philosophy (over three terms) | This VCE Unit 1 course for Year 12 students called ‘Existence, Knowledge and Reasoning’ will explore concepts of metaphysics, epistemology and philosophical inquiry (Outcomes 1-3) and will enable students to practice VCE skills and achieve another unit for their VCE. |
| **Option 2 Years 10 and 11**  
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...
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<td><strong>Option 2 Years 10 and 11</strong>&lt;br&gt;VCE Experience: Religion and Society&lt;br&gt;Unit 1 (Outcome 3) and Unit 2 (Outcome 1)</td>
<td>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.</td>
</tr>
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<td><strong>Option 2 Year 11</strong>&lt;br&gt;VCE Experience: Religion and Society&lt;br&gt;Unit 2 (Outcomes 2 and 3)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 2 Year 11 (with pre-requisites)</strong>&lt;br&gt;VCE Experience: Preparation for Religion and Society Unit 3 &amp; 4 skills and content</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 3 Years 10, 11 and 12</strong>&lt;br&gt;Cantabile (By application)</td>
<td>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.</td>
</tr>
<tr>
<td><strong>VCAL Religious Education (FIA 1, 2 and 3)</strong></td>
<td>In VCAL RE, the emphasis is on planning activities that put faith into action, for example the Caritas Project Compassion campaign in term one. Other service activities such as community projects within the College will be explored in the context of individual skills of the students and the content of Catholic Social Teaching Principles</td>
</tr>
<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;Youth Ministry A: Sacraments</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;Youth Ministry B: Homelessness</td>
<td>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.</td>
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<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;Youth Ministry C: Peer Ministry</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;Faith, Media, Arts and Literature</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;Faith and Science</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;Dialogue</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;History: The Church and Indigenous Australia</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;Scripture in the Modern World</td>
<td>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.</td>
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<tr>
<td>Subject</td>
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<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;Environmental Stewardship (Application process, only one class running per semester in 2021)</td>
<td>Pope Francis in his work ‘Laudate Si’ called all Catholics to be warriors for the environment. This course explores ways to explore the place of the environment in the Gospel and support students in projects that bring this vision and practice of a sustainable world to the community.</td>
</tr>
<tr>
<td><strong>Option 3 Years 10 and 11</strong>&lt;br&gt;Belonging and Identity (Only one class running per semester in 2021)</td>
<td>This course enables students to explore the Catholic Identity of the College through liturgy, prayer, symbols, liturgical music and other markers of the Catholic faith in the school. It will enable students to assess how well our community engages with our Catholic Identity and will explore ways to actively contribute to this identity of the College. Students will engage in the creation of prayers, liturgical singing, media for liturgies, as well as reviewing the connection of peers to the Catholic Identity of the College.</td>
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<tr>
<td><strong>Option 3 Year 12</strong>&lt;br&gt;Year 12 Core</td>
<td>Following the Gospel message means living according to Catholic Social Teachings. This course explores how to function in the world as a contributing member of society through the lenses of vocation and ethical responses to the complexity of society.</td>
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ST FRANCIS XAVIER COLLEGE
YEAR 9 - YEAR 12 ENGLISH PATHWAYS

YEAR 9

ENGLISH (Compulsory)

YEAR 10

ENGLISH
ADVANCED ENGLISH
(VCE Pathway)

ENGLISH LANGUAGE

ENGLISH LANGUAGE

ENGLISH UNITS 1 & 2
(Compulsory)

OR
ENGLISH AS AN ADDITIONAL LANGUAGE
UNIT 1 & 2

ENGLISH UNITS 3 & 4
(Compulsory)

OR
ENGLISH AS AN ADDITIONAL LANGUAGE
UNIT 3 & 4

YEAR 11

ENGLISH LITERATURE
UNIT 1 & 2

YEAR 12

ENGLISH LITERATURE
UNIT 3 & 4

ENGLISH LITERATURE
UNIT 3 & 4
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE VISUAL ARTS PATHWAYS

YEAR 9

VISUAL ART

MEDIA ARTS

VISUAL COMMUNICATION DESIGN

YEAR 10

ART: 2D
and / or
ART: 3D

MEDIA

ART UNITS 1 & 2

STUDIO ARTS UNITS 1 & 2

ART UNITS 3 & 4

YEAR 11

MEDIA UNITS 1 & 2

VCE-VET IDM: SCREEN & MEDIA UNITS 1 & 2
or
VCE-VET IDM: SCREEN & MEDIA UNITS 3 & 4

YEAR 12

MEDIA UNITS 3 & 4

VCE-VET IDM: SCREEN & MEDIA UNITS 3 & 4

VISUAL COMMUNICATION AND DESIGN UNITS 1 & 2

VISUAL COMMUNICATION AND DESIGN UNITS 3 & 4

VISUAL COMMUNICATION AND DESIGN

Curriculum Information – Year 10, Year 11 and Year 12 – 2021
St Francis Xavier College – Berwick, Officer & Beaconsfield
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE PERFORMING ARTS PATHWAYS

YEAR 9
- MUSIC
- DANCE
- DRAMA

YEAR 10
- MUSIC PERFORMANCE (ONE SEMESTER)
- MUSIC PERFORMANCE (SEMESTER 1 & 2)
- DANCE (ONE SEMESTER)
- DANCE (SEMESTER 1 & 2)
- DRAMA (ONE SEMESTER)
- DRAMA (SEMESTER 1 & 2)

YEAR 11
- MUSIC PERFORMANCE UNITS 1 & 2
- VCE-VET MUSIC INDUSTRY (SOUND PRODUCTION) UNITS 1 & 2
- DANCE UNITS 1 & 2
- DRAMA UNITS 1 & 2
- THEATRE STUDIES UNITS 1 & 2

YEAR 12
- MUSIC PERFORMANCE UNITS 3 & 4
- VCE-VET MUSIC INDUSTRY (SOUND PRODUCTION) UNITS 3 & 4
- DANCE UNITS 3 & 4
- DRAMA UNITS 3 & 4
- THEATRE STUDIES UNITS 3 & 4

Curriculum Information – Year 10, Year 11 and Year 12 – 2021
St Francis Xavier College – Berwick, Officer & Beaconsfield
ST FRANCIS XAVIER COLLEGE
YEAR 9 - YEAR 10 - VCE HEALTH & PHYSICAL EDUCATION PATHWAYS

YEAR 9

HEALTH AND PHYSICAL EDUCATION

YEAR 10

Students are to enrol into no more than two Electives

SPORT EDUCATION & GAME SKILLS

PHYSICAL EDUCATION & FITNESS

SPORT EDUCATION in PHYSICAL EDUCATION PROGRAM

HEALTH

YEAR 11

PHYSICAL EDUCATION UNITS 1 & 2

VCE-VET: SPORT & RECREATION 1 & 2

YEAR 12

PHYSICAL EDUCATION UNITS 3 & 4

VCE-VET: SPORT & RECREATION 3 & 4

HEALTH & HUMAN DEVELOPMENT UNITS 1 & 2

VCE-VET: SPORT & RECREATION 3 & 4

HEALTH & HUMAN DEVELOPMENT UNITS 3 & 4

NOTE

Students may undertake VCE PE, Health or VCE-VET without prior learning, however, it is not recommended.
YEAR 9 – 10 VCE BUSINESS STUDIES PATHWAY

YEAR 9

BUSINESS AND ECONOMICS

GLOBAL CITIZENSHIP

YEAR 10

BUSINESS & ECONOMICS

YEAR 11

ACCOUNTING UNITS 1 & 2

BUSINESS MANAGEMENT UNITS 1 & 2

LEGAL STUDIES UNITS 1 & 2

ECONOMICS UNITS 1 & 2

YEAR 12

ACCOUNTING UNITS 3 & 4

BUSINESS MANAGEMENT UNITS 3 & 4

LEGAL STUDIES UNITS 3 & 4

ECONOMICS UNITS 3 & 4
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE LANGUAGES: JAPANESE PATHWAYS

YEAR 9

YEAR 9 JAPANESE

YEAR 10

YEAR 10 JAPANESE

YEAR 11

JAPANESE UNITS 1 & 2

YEAR 12

JAPANESE UNITS 3 & 4
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE MATHEMATICS PATHWAYS

YEAR 7 | YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 PACKAGES | YEAR 12 PACKAGES

7 Maths | 8 Maths | 9 Maths | Year 10 Maths | Foundation Maths Units 1 & 2 | No Maths

9 Advanced Maths

9 Maths | Year 10 Advanced Maths | General Maths Units 1 & 2 | Further Maths Units 3 & 4

Year 10 Advanced Maths | Mathematical Methods Units 1 & 2 | Mathematical Methods Units 3 & 4

Mathematical Methods Unit 1 | Mathematical Methods Unit 2 & Specialist Mathematics Units 1 & 2 | Specialist Mathematics Units 3 & 4

Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2 | Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4

Some other possible VCE combinations

General Maths Units 1 & 2 and Mathematical Methods Units 1 & 2

Further Math Units 3 & 4 and Mathematical Methods Units 3 & 4
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE TECHNOLOGY PATHWAYS

YEAR 9
- WOOD
- TEXTILES
- ELECTRONICS & SYSTEMS
- FOOD TECHNOLOGY

YEAR 10
- PRODUCT DESIGN & TECH - WOOD
- PRODUCT DESIGN & TECH - TEXTILES
- SYSTEMS ENGINEERING
- FOCUS ON FOOD
- INTERNATIONAL CUISINE

YEAR 11
- PRODUCT DESIGN & TECH - WOOD UNITS 1 & 2
- PRODUCT DESIGN & TECH - TEXTILES UNITS 1 & 2
- SYSTEMS ENGINEERING UNITS 1 & 2
- VCE-VET HOSPITALITY 1 & 2
- FOOD STUDIES UNITS 1 & 2

YEAR 12
- PRODUCT DESIGN & TECH - WOOD UNITS 3 & 4
- PRODUCT DESIGN & TECH - TEXTILES UNITS 3 & 4
- SYSTEMS ENGINEERING UNITS 3 & 4
- VCE-VET HOSPITALITY 3 & 4
- FOOD STUDIES UNITS 3 & 4
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE DIGITAL TECHNOLOGIES PATHWAYS

YEAR 9
DIGITAL TECHNOLOGIES

YEAR 10
COMPUTING GENERAL
COMPUTING PROGRAMMING
COMPUTING MULTIMEDIA

YEAR 11
VCE APPLIED COMPUTING UNITS 1 & 2

YEAR 12
VCE APPLIED COMPUTING: DATA ANALYTICS UNITS 3 & 4
COMPUTING SOFTWARE DEVELOPMENT UNITS 3 & 4

VCE-VET INFORMATION, DIGITAL MEDIA & TECHNOLOGY
VCE-VET IDM: SCREEN & MEDIA CAN BE STUDIED IN CONJUNCTION WITH ANY OF THE ABOVE.
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE SCIENCE PATHWAYS

YEAR 9

CORE SCIENCE

YEAR 10

*ALL YEAR 10 UNITS ARE SEMESTER BASED
ONE Unit is compulsory in 2021

10 BIOLOGY*

10 CHEMISTRY*

10 EARTH & ENVIRONMENTAL SCIENCE*

10 EXPERIMENTAL PSYCHOLOGY*

10 PHYSICS*

10 GENERAL SCIENCE

YEAR 11

BIOLOGY UNITS 1 & 2

CHEMISTRY UNITS 1 & 2

ENVIRONMENTAL SCIENCE UNITS 1 & 2

PSYCHOLOGY UNITS 1 & 2

PHYSICS UNITS 1 & 2

YEAR 12

BIOLOGY UNITS 3 & 4

CHEMISTRY UNITS 3 & 4

ENVIRONMENTAL SCIENCE UNITS 3 & 4

PSYCHOLOGY UNITS 3 & 4

PHYSICS UNITS 3 & 4

NOTE: Students who are going to undertake a VCE Science are strongly recommended to study TWO (2) Units of Year 10 Science.
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
- Speaking
- Listening
- Reading
- Viewing
- Analysing
- Comparing
- Understanding
- Processing

**Possible Assessment Tasks**

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

**Future Directions**

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 1 & 2 English.
Year 10 – Advanced English

Rationale

The aim of the course is to foster and develop a passion for all areas of senior English studies through a vigorous and stimulating curriculum. The course aims to extend students already at the Year 10 progression point or approaching to develop their creative and critical thinking skills.

The course provides students an opportunity to extend the study of Year 10 Core English through a rigorous course and curriculum designed to extend English or Humanities skilled students.

The course also shares links with the three strands of VCE English and the National Year 10 Curriculum. Students would study this course instead of Year Core English.

Content

Annual Focus:

Reading Journal
Throughout the course of the Year 10 English Enhancement students will be required to keep an active reading journal. The reading journal requires students to document the novels they are reading as well respond to them in a range of ways including but not limited to;

- Reflective writing.
- Summative writing.
- Personal narratives.
- Creative writing.
- Script writing.

This will be conducted once a week in a ‘Reading Lesson’ where students must bring in a physical book to read during class time for 20 minutes. The remainder of this time is to be used for their journaling.

Reflection of reading will be achieved through using the VATE Reading Capabilities. Explicit teaching of reading will encourage students to be aware of the metacognitive process that occurs during reading.

Semester 1:

Area of Study 1: Masters of Persuasion
Exploration of a range of iconic orators both historical and contemporary.
Students dissect how orators use; argument, language and presence to command, persuade and target a specific audience
Students compare and contrast the use of; argument, language and tone to target an audience

Area of Study 2: High Lit: Study of a Classical Texts
Exploration of a close analysis of a singular text (novel) that has defined, shaped or reflects an aspect of history.
Students will complete a thorough study of the selected texts analysing the plot, structure, characterisation, themes and language features.

Students will also need to identify, discuss and consider how the text reflects the climate it was written in. Therefore, developing an understanding of how a text can be a product of a world.
End-of-Semester Examination

Semester 2:

Area of Study 3: High Literature vs Low Literature.
Exploration of the singular text studied previously with a contemporary text.
Students will discuss the differences between the notion of high and low literature.
Students will view, analyse both texts exploring the selected theme, idea or issue.
Students consider how different creators and forms can convey a similar idea, theme or issue to make similar or different observations.
Students consider the use of plot, characters, structure, language features in creating a text.

Area of Study 4: Youth of a Nation
Exploring a range of texts in a supplied anthology including from the “Growing up____ in Australia” series, poetry and lyrics representing a range of minority voices within Australia.
Students will examine how the Australian voice, language and climate is captured within these texts through a close of analysis of these pieces.
Students will then consider how the pieces reflect or fail to reflect the voices of the Australian youth.
Students will also examine the genre of young adult fiction; identifying, analysing and critiquing the common features.

Topics Covered:
Over the course of the year, a student studying Advanced English will cover the following topics:

- Masters of Persuasion: A study into persuasive written and oral language
  - Persuasive writing
  - Persuasive performance
  - Evolution of language
  - Linguistics in oral traditions
  - Construction of argument
- High Literature: Study of a Classical Text
  - Analytical writing
  - Critical thinking
  - Literary appreciation and critique
  - Annotation
  - Passage analysis
  - Understanding of views and values within text
- High Literature vs Low Literature: A comparative study
  - Critical thinking
  - Analytical writing
  - Comparative writing
  - Comparative thinking
  - Evolution of language
  - Understanding of views and values within text
• Youth of a Nation: A study of assorted young adult short stories
  o Creative thinking
  o Creative writing
  o Write as a creative process
  o Collaborative practice

• Reflective Reading: A reflection of the process of reading
  o Critical thinking
  o Reflective practice
  o Creative writing

Possible Assessment Tasks:
• Written analysis in response to an extract of a persuasive discussing argument and language employed to persuade an audience. Making use of understanding of syntax and linguistics.
• Debate in response to the presented orators; in which students outline and discuss how their selected orator is the most effective orator.
• A written text-response discussing the issues, ideas, themes and values reflected within the text. Taking note of the time-period and authors history.
• Written comparative analysis discussing the differences and similarities between the texts.
• Students write a persuasive piece delivering their point-of-view on what is consider high literature and low literature.
• Complete three responses to submit to a class anthology under the theme of young adult in Australia. The responses will need go through the process of planning, drafting, editing and proof-reading. The responses can be a mixture of creative, expository and/or persuasive.
• Thorough annotation of one short text and an extended analysis.
• End-of-semester Examinations.

Prerequisites:
Entry into the course is invitation only to achieve an invitation student require the following to be considered for a placement within the class:

• At the end of Year 9 a progression point of 10 or 10.5 for English or Humanities (preferably in reading).
  Or
• At the end of Year 9 a progression point of 9.5 in English or Humanities with a 9.5 or above across the board.
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 through stand-alone and project-based learning. 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. Each of their project-based learning activities has been variously designed to supporting writing that is either analytical, persuasive or instructive in style.

**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 and book or film report
- Conversation circles
- Script writing and oral presentations
- Folio of grammatically focused tasks
- Persuasive written argument

**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 across all three design fields

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.
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 a variety of materials used over time. These could include experience with ceramics, wire, plaster, found objects and cardboard moulding and manipulation.
- 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  
(Duration – 1 Semester)

**Rationale**

| This course prepares students for VCE Drama and Theatre Studies in the development of ensemble 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 with the inclusion of prescribed dramatic elements and conventions. 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. |

**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: Drama  
(Duration – 1 Year)

**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. In Semester one, 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 analytical SACs which will test their knowledge of Drama terminology and its application to a professional live performance. Finally, in Semester two, 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.
**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 lifelong 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
Students will be introduced to the global impact of major events such as the Treaty of Versailles, the Roaring Twenties and the Great Depression. We will investigate key events in World War II, the nature of its warfare and the impact of this conflict on the Australian home front. Students will have the opportunity to focus specifically on the Kokoda Campaign, and its influence on how and why we commemorate war in modern Australia. Students will investigate the post-war challenge of “Populate or Perish” in their own Historical Inquiry.

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 Assessments
- Semester Examination

Future Directions
- This Unit can lead to VCE History Units 1 & 2 – 20th 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 struggle for rights and freedoms of minorities. We will compare the struggle within the movements across the United States of America and Australia during the 20th Century. This will include a focus on the impact of the Universal Declaration of Human Rights on this struggle. Students will have the opportunity to conduct their own Historical Inquiry into a chosen aspect of the Australian Civil Rights Movement.

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 Assessments
- Semester Examination

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 the Young Turk movement and the Armenian Genocide.
- The rise of Hitler and the Nazi party and the Jewish Holocaust of World War II.
- The choice of the causes, processes and consequences of the Rwandan, Cambodian or Bosnian Genocide
- 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**

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

**Strands**

- The Business Environment
- Resource allocation and making choices
- Enterprising behaviours and capabilities
- Economic and Business Reasoning and Interpretation

**Content**

Students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. This includes the significance of trading relationships in supporting prosperous outcomes for the economy and the business sector. Students explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies.

Students consider the performance of the Australian economy and the business sector and how these might be measured in different ways. They examine why and how Australian businesses seek competitive advantages in different markets. Students examine the role of innovation and its influence on business success. Students explore the way the work and business environment are changing in contemporary Australia and globally, and the implications this has for current and future work and the work of entrepreneurs. They investigate the ways that enterprising behaviours and capabilities can be used and developed to improve the work and business environments.

**Core Skills**

- Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternate perspectives.
- Gather relevant and reliable data and information from a range of digital, online and print sources
- Generate a range of viable options in response to an economic or business issue or event.
- Apply economics and business knowledge, skills and concepts in familiar new and hypothetical situations.
- Reflect on the intended and unintended consequences of economic and business decisions.

**Possible Assessment Tasks**

- Innovation and Entrepreneurship Task
- Living standards report
- Semester Examination

**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
Geography as a discipline integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world. 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 will study two topics:

Environmental change and management focuses on investigating environmental geography. It begins with an overview of environmental change and the factors that influence it. Students investigate a specific environmental change in Australia and one other country. They examine the causes and consequences of the change and strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. Students examine the different concepts and measures of human wellbeing and spatial differences in wellbeing, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing.

Core Skills
- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences
- Identifying, collecting, recording, representing, interpreting and analysing relevant geographical data and information using ethical protocols, from reliable and useful primary and secondary sources

Possible Assessment Tasks
- Geographical report
- Research and analysis tasks
- Semester Examination

Future Directions
- Satisfactory completion of this subject will provide a sound foundation for students to proceed to further VCE studies in Geography.
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 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 fortnightly 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
- Problem Solving Skills
- Assessment Writing Skills

Possible Assessment Tasks
- Growth Rate
- Assignment Each Semester
- 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.
Rationale

Year 10 Advanced Mathematics is taught by using a 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. 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 fortnightly 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
- Problem Solving Skills
- Assessment Writing Skills

Possible Assessment Tasks

- Growth Rate
- Assignment Each Semester
- 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 – 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.

Core Skills

• 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 skillfully 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 regarding 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, Adobe Photoshop for Website Development 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 Creative Cloud (CC) Suite. The software includes Adobe Photoshop, Adobe Animate, 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 Web-publication
- Animate Drawing Tools
- Frame by Frame Animation
- Shape Tween Animation
- Motion Tween Animation

**Possible Assessment Tasks**
- Photoshop Image and Composition SAC Task
- Animation SAC Task
- Video Editing 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-driven 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 – Python
- Folio of Projects – VB.Net Visual Basic
- 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, particularly through the study of the history of psychology, the structure and function of the brain, research skills, emotions, attraction and dreaming. 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 and nervous system. Research methods will be explicitly taught and used throughout the course in preparation for VCE Psychology, developing the skills required to conduct research and write practical reports. Students will learn about the fundamental process of scientific methodology through the study of human behaviour, mental and physiological processes. Throughout the course, students will gather insight into the roles and responsibilities of psychologists in today's society. Students will be learning about: the concept of attraction and the factors influence their attraction to others; the psychological reasoning behind dreaming, and; the role of their emotions during their adolescent development.

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
- Independent Research Reports
- Media Analysis
- Examination

Future Directions

- Students are able to gather insight into their interest within the field of Psychology for future endeavours. 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 as well as 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, electricity generation, safe use of electricity and energy – in particular wave energy in the form of light and sound.

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.
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

Choosing a pathway post-secondary can be a scary and confusing time. How do you figure out what you want to do? Where is the best place to start?

Using your ‘Careerwise’ or ‘Morrisby Testing’ information is a good starting point. This will help you identify your strengths and weaknesses and what types of jobs may be of interest to you in the future. Of course, you'll have some ideas yourself, your parents and teachers may also have suggestions too.

Next you will need to book a session with you Careers Counsellor, who can point you in the right direction of other resources so you can research and explore your post-secondary options.

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.

To book an appointment with a Careers Counsellor email askcareers@sfx.vic.edu.au.

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, as this is how you will apply for university courses that you are interested in. You can also use this site to search for courses that may interest you and it will give you all information about prerequisites, ATAR scores required and general course information.

Please note: Some TAFE’s accept direct entry enrolments, rather than going through VTAC. Speak to your Careers Counsellor about which TAFE’s and how to apply.

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 Office in the LRC.
Resources

- **Careers Website** – Did you know the school has a dedicated careers website? This is a great place to start to explore and find out up to date information about careers, TAFE and University. This can be accessed through SIMON. A link is located under the Student Links section on School Links tab.

- **Job Outlook** is a great place to look up information about jobs, what tasks they may include, if there is growth in the area and what skills are required to complete that job. There is also a careers quiz which may help you decide what careers interest you. [https://joboutlook.gov.au/](https://joboutlook.gov.au/)

- **VTAC Guide to Courses in TAFE Colleges and Universities** – new editions will be available online 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](http://www.vtac.edu.au)

- **Course Seeker** – This interactive, searchable website displays course information, entry requirements, admission processes and student satisfaction and graduate survey results at the study area and institutional level. [https://www.courseseeker.edu.au/](https://www.courseseeker.edu.au/)

- **TAFE and University Course Guides** – These are important guides that students can access online, or we have hard copies in the career’s office. They have useful information about courses, ATAR information and entry requirements.

- **Police Academy and Australian Defence Force** – If you are interested in a career in the Police Force or Australian Defence Force here are some great links for you to look at:

- **Trade information** – If a trade is something you are interested in; you may want to research further by looking at the below sites:

Other Sources of Information

**The Careers Office** – Is open at recess and lunchtimes. The team will be available to assist you with your subject selection and pathway options. Please make sure to book an appointment by emailing askcareers@sfx.vic.edu.au.
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.

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### A Plan for Your Senior Programme

**Over 2 Years**

#### Year 11

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English Study 1 *</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>English Study 2*</td>
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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

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English 3, OR Literature</th>
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<tr>
<td></td>
<td>English 4, OR Literature</td>
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</table>

*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

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 the past, and using texts from Australia and 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.

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 Creating Texts
- Produce analytical and creative responses to texts.

Area of Study 2 - Analysing and Presenting Argument
- 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 the past, and using texts from Australia and 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.

Summary of 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
• 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
• 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 student should be able to comprehend and analyse language and paralinguistics in spoken word.

Possible Assessment Tasks – Written Responses
• Analytical response to a selected text
• Creative response to text
• Argument analysis of media texts

Summary of Unit 4
Students compare and contrast ideas, issues and themes in texts. They also 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
• Oral – Point of View

Prerequisites
• Students must have satisfied the work requirements of one of the VCE Units 1 and 2 Engishes.
# 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

#### 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
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

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

### 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

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design.

### 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
- 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 and materials, and the application of design elements and 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 across the three design fields.
- Creating visual communications for specific contexts, purposes and audiences.
- Questions on the study of design industry.
- Brief, research and a range of design ideas for two folios.

Unit 4
The focus of this unit is on 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 communication needs.

Area of Study 1
- Development, refinement and evaluation.

Area of Study 2
- Final presentations.

Possible Assessment Tasks
- Development, refinement and mock-ups in two folios.
- Pitch, evaluation and further refinement in two folios.
- Production of two final visual communication presentations.

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 basis for artworks, alongside the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Furthermore, 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 stemming from an initial exploration proposal and work plan.

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
- Exploration proposal
- 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. The art 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 Practices and Processes

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit 4.

Area of Study 1

This area of study focuses on the preparation of an exploration proposal that formulates the content and parameters of an individual studio process including a plan of how the proposal will be undertaken.

Area of Study 2

This area of study focuses on the presentation of an individual studio process recorded in written and visual form that produces a range of potential directions, and reflects the concepts and ideas documented in the exploration proposal and work plan.

Area of Study 3

In this area of study students examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.

Possible Assessment Tasks

- SAT 1 - Design Process Folio, including an exploration proposal and work plan
- Written analysis of the work and practice of 2 artists
Unit 4

**Studio Practice and Art Industry Contexts.**
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. This unit also investigates aspects of artists’ involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions.

**Area of Study 1**
This area of study focuses on the refinement and presentation of artworks developed from the selected potential directions identified in the individual studio process in Unit 3

**Area of Study 2**
This area of study requires students to provide visual and written documentation that identifies and evaluates the extent to which the artworks reflect the selected potential directions, and effectively demonstrates a cohesive relationship between the works.

**Area of Study 3**
The students compare the methods used by artists and considerations of curators in the preparation, presentation, conservation and promotion of specific artworks in at least two different exhibitions.

**Possible Assessment Tasks**
- SAT 2 – Folio of Finished Works including an evaluation
- A series of 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.

Area of Study 1
• This area of study introduces the Structural and Personal frameworks as a means of supporting the interpretation of the meanings and messages of artworks as intended by the artist and interpreted by the viewer.

Area of Study 2
• This area of study focuses on the development and application of skills through exploring areas of individual interest in order to create artworks. This is undertaken through experimentation and exploration of various art forms and their inherent materials and techniques. They also explore a range of artists and the practice as sources of inspiration.

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
• This area of study focuses on the way that art reflects on and communicates the ideas, beliefs, traditions and values of the society in which it was created. It also investigates the evolving and changing nature of art and the factors that influence this through research and investigation of specific themes explored in the art world.

Area of Study 2
• This area of study focuses on an exploration of areas of personal interest related to cultural and contemporary practice. Exploration is conducted through the art process through the experimentation of visual language to develop ideas and then document. Analytical frameworks are applied to this exploration through documentation of the art process.

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.
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

- In this area of study students respond to and critically interpret the meanings and messages of artworks. They develop, examine and analyse their own and others’ opinions and use evidence to support different points of view. Students undertake research to support their analysis and critique. Using appropriate terminology, they compare artworks produced before 1990 with artworks produced since 1990.

Title of Area of Study 2

- In this area of study students use the art process to develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop visual language through the investigation and experimentation of materials, techniques, processes and art forms.

Possible Assessment Tasks

- Written analysis task
- Folio of work and at least one finished artwork
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

In this area of study students discuss art ideas and issues and the varying interpretations about the role of art in society. Students select a statement about an art idea and related issues that they research, analyse and interpret. They refer to a range of resources and viewpoints to examine opinions and arguments and refer to artists and artworks to support and develop their own ideas. The range of commentaries and viewpoints may both support and challenge the selected art idea and related issue.

Area of Study 2

In this area of study students continue to develop the body of work begun in Unit 3 by using the art process and work toward resolved ideas and concepts leading to at least one finished artwork, in addition to the work that was completed for Unit 3. They reflect on personal concepts and ideas as they progressively develop and refine their artworks. Students continue to use the Analytical Frameworks to document their artistic practice, reflecting on exploration, experimentation, further development, refinement and resolution of a body of work.

Possible Assessment Tasks

- Written analysis task.
- Folio of work and at least two finished artworks

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 to have instrumental lessons
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 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.
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).
## 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.

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<th>Unit 3</th>
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<tr>
<td>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.</td>
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| 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) |

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<th>Unit 4</th>
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<tbody>
<tr>
<td>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.</td>
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| 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 but not necessary 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 - Geography

Rationale

VCE Geography enables students to examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth’s surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

Unit 1 – Hazards and Disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Area of Study 1 – Characteristics of hazards

Students examine hazards and hazard events before engaging in a study of at least two specific hazards at a range of scales. For example, coastal hazards and an alien animal invasion, or floods and oil spills.

Area of Study 2 - Response to hazards and disasters

Students explore the nature and effectiveness of specific measures such as prediction and warning programs as well as actions taken after hazards become harmful and destructive disasters. They study natural and human factors influencing the nature of human responses. Students investigate the human responses to the hazards selected in Area of Study 1, with reference to a variety of locations.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

Area of Study 1 – Characteristics of tourism

Students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world.

Area of Study 2 – Impact of tourism

Students explore the environmental, economic and socio-cultural impacts of different types of tourism. Students evaluate the effectiveness of measures taken to enhance the positive impacts and/or to minimise the negative impacts at these locations.

Possible Assessment Tasks

- A fieldwork report
- Structured questions
- A case study
- A report

Prerequisites

- There are no VCAA prerequisites for entry to VCE Geography, however, it is recommended that students have previously completed and satisfied all of the work requirements of year 10 Geography.
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 and 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.
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.
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.


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.
**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.
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. The concepts covered are fields of Mathematics with applications in business, science, computing and project management careers. Students normally study this course if they are at 8.0 for Number and Algebra in Maths Pathway by the end of Year 10.

Unit 1 Course Content

General Maths Unit 1 consists of the following areas of study: Arithmetic and Number, Algebra and Structure, Discrete Mathematics and Statistics.

This unit will focus on a study of:
- Computation and Practical Arithmetic
- Linear Relations and Equations
- Matrices
- Graphs and Networks
- Investigating and Comparing Data Distributions

Assessed Coursework

During this Unit, student progress will be monitored and assessed through:
- Classwork and skills exercises
- Formative Tasks
- Tests or Application Tasks
- Examination: Assessment of Unit 1 concepts

Unit 2

General Mathematics Unit 2 consists of the following areas of study: Arithmetic and Number (continued), Graphs of Linear and Non-Linear Relations and Statistics (continued).

This unit will focus on a study of:
- Linear Graphs and Models
- Investigating Relationships Between Two Numerical Variables
- Financial Arithmetic
- Number Patterns and Recursion

Assessed Coursework

- Classwork and skills exercises
- Formative Tasks
- Tests or Application Tasks
- Examination: Assessment of Unit 2 concepts
- Examination: Assessment of Unit 2 concepts

Please 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.

Core Skills

- 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

<table>
<thead>
<tr>
<th>Mathematical Methods Units 3 &amp; 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 3 &amp; 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.</td>
</tr>
</tbody>
</table>

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.

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 Applications area of study comprises of two modules to be completed in their entirety, from a selection of four possible modules. The selected modules are Matrices and Network and Decision Maths.

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 – 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, and 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.
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.
- 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.
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 population groups, the variations that exist in health status and the Australian healthcare 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, e.g. 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 – Research Task – Animal adaptations
- Outcome 2 – zoo excursion: Animal survival and conservation.
- 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 Task
- 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 human’s 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
• A response to a set of structured questions
• 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
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 consider thermal concepts by investigating heat, explore common analogies and equations used to explain electricity and consider the origins and formation of matter, radiation and energy.

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.
- They learn about nuclear reactions and energy.

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.

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 and Activities
- Practical Activities
- Tests
- Infographics tasks

Prerequisites
- Students are expected to have completed Year 10 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.
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
• Scientific poster task
• Data Analysis
• Media Analysis
• Annotations of practical activities
• 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 are 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

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. 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 Tasks
- 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.
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.
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 fulfill 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

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. 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.

VCE Applied Computing facilitates student-centered learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. 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

In this unit students are introduced to the stages of 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.

Assessment Tasks
- Data Analysis SAC
- Programming SAC
Unit 2

In this unit students 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

- In this area of study students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications.

Area of Study 2: Network Security

- In this area of study students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology. They apply this knowledge to design a Local Area Network (LAN), describe its components and explain the transmission of data and information in this network. Students develop an understanding of cybersecurity issues when they investigate the threats, vulnerabilities and risks to data and information stored within and transmitted across networks and propose strategies for reducing security risks.
- Students apply systems thinking skills when designing LANs and proposing strategies for reducing security risks.

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
VCE-VET Courses
2021 - 2022
VCE - VET Courses Available in 2021 - 2022

There are three types of VET programmes offered through St Francis Xavier College to enhance your students experience.

**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. If the student does not show competence, they will be awarded an N/C or Not Yet Competent result.

For on campus courses if 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. 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: VCAL VET Courses (Year 11 & 12)**
This program is for students who are studying the VCAL Program in Years 11 and 12. VET is a mandatory requirement for this program and if students do not pass their VET they will not successfully complete their VCAL.

These courses offer a pathway into Apprenticeships, Certificate and Diploma Courses after completing of Year 12 VCAL.
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 Off Campus
St Francis Xavier College has an approved list of off campus VET providers. These include

- SELLEN
- Chisholm and
- TAFE Gippsland

SE Lennon or The South East VET Cluster
This cluster consists of 40 representatives from Government Schools, Catholic Schools, Independent Schools, Special Schools, private RTO’s and TAFE.

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.

Chisholm Institute
VET delivered to secondary students allows students in Years 11, and 12 to receive workplace skills and knowledge through nationally recognised qualifications from industry-developed training packages or accredited courses while you’re still at school.

Your VET qualification can help you move onto an apprenticeship, employment, and further study – both in TAFE and university.

TAFE Gippsland
TAFE Gippsland offers the VET Delivered to Secondary Students (VET DSS) program at locations throughout Gippsland.

VET DSS is a great option for students who are considering further study after secondary school. Not only do students develop new skills and knowledge, but they may also earn credit towards a nationally recognised qualification.

This qualification can give students a great head start, potentially increasing their employability by developing real work skills and providing pathways into further education. Students completing a VET subject at school have the option of going onto a TAFE Gippsland Certificate I-IV or Diploma.

Off Campus VET Application Process
1. Students are to choose from the list of courses offered below
2. Students are to complete the VCAL VET application form and get the appropriate endorsement as listed on the form
3. All Year 11 students entering VCAL will be require an interview and may also need to meet with a career’s counsellor about appropriate VET pathways prior to submitting their VET application
4. Year 12 student new to VCAL with need to meet with a career’s counsellor about appropriate VET pathways prior to submitting their VET application form
5. Students continuing with their current course, must submit a VET application form otherwise, they will not be re enrolled as it is not an automatic re enrolment
6. VET applications need to be submitted to Mrs Carter in the Careers Office. Please note, if forms are not submitted on time, we cannot guarantee that you will be able to secure a VET course.
<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>AHC20116 Certificate II in Agriculture</td>
<td>TAFE Gippsland</td>
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<tr>
<td>HLT33015 Certificate III in Allied Health Assistance</td>
<td>TAFE Gippsland</td>
</tr>
<tr>
<td>ACM20117 Certificate II in Animal Studies</td>
<td>TAFE Gippsland, SELLEN - Foundation Learning Centre</td>
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<tr>
<td>MST20616 Certificate II in Applied Fashion Design and Technology</td>
<td>SELLEN - Berwick College</td>
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<tr>
<td>AUR20716 Certificate II in Automotive</td>
<td>Chisholm, TAFE Gippsland, SELLEN - Berwick College, Lyndhurst SC and Skillinvest</td>
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<tr>
<td>SHB30115 Certificate III in Beauty Services</td>
<td>Chisholm</td>
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<tr>
<td>22338VIC Certificate II in Building and Construction</td>
<td>Chisholm (Partial) SELLEN - Skillinvest, Kambrya, Cranbourne (Partial), St Peters College (Partial)</td>
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<tr>
<td>22338VIC Certificate II in Building and Construction - Bricklaying</td>
<td>Chisholm</td>
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<tr>
<td>BSB31015 Certificate II in Business Administration - Legal</td>
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<td>BSB20115 Certificate II in Business</td>
<td>St Francis Xavier College, Chisholm, SELLEN - Alkira SC, Foundation Learning Centre, Skillinvest</td>
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<td>CHC22015 Certificate II in Community Services</td>
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<td>CHC32015 Certificate III in Community Services</td>
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<td>UEE20511 Certificate II in Computer Assembly and Repair</td>
<td>Chisholm</td>
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<tr>
<td>CUA20113 Certificate II in Dance</td>
<td>SELLEN- Cranbourne SC, Dandenong HS, Narre Warren P-12 and Nazareth College</td>
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<tr>
<td>CUA30715 Certificate II in Design Fundamentals - Graphics</td>
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<tr>
<td>CUA30715 Certificate II in Design Fundamentals - Photography</td>
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<tr>
<td>CHC30113 Certificate III in Early Childhood Education and Care</td>
<td>Chisholm, TAFE Gippsland (partial) SELLEN - Foundation Learning Centre</td>
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<td>UEE22011 Certificate II in Electrotechnology - Career Start</td>
<td>Chisholm, SELLEN - Berwick College, St Peter's College</td>
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<td>22470VIC Certificate II in Engineering</td>
<td>Chisholm, SELLEN - St Peter's Cranbourne Campus, Cranbourne SC</td>
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<td>22246VIC Certificate II in Equine Studies</td>
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<td>MSF20516 Certificate II in Furniture Making</td>
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<td>HLT33115 Certificate III in Health Services</td>
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<td>AHC20416 Certificate II in Horticulture</td>
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<td>SIT20316 Certificate II in Hospitality - Front of House</td>
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<td>ICT20115 Certificate II Information Digital Media &amp; Technology</td>
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<td>ICT30115</td>
<td>Certificate III in Information Digital Media and Technology - Cyber Security</td>
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<td>22289VIC</td>
<td>Certificate II in Integrated Technologies</td>
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<td>SIT20416</td>
<td>Certification II in Kitchen Operations</td>
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<tr>
<td>SIT20416</td>
<td>Certification II in Kitchen Operations - Patisserie</td>
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<tr>
<td>SB30215</td>
<td>Certificate III in Make-up</td>
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<td>CUA30915</td>
<td>Certificate III in Music Industry - Sound Production</td>
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<tr>
<td>CUA30915</td>
<td>Certificate III in Music Industry - Performance</td>
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<tr>
<td>SIS20213</td>
<td>Certificate II in Outdoor Recreation</td>
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<tr>
<td>22304VIC</td>
<td>Certificate II in Plumbing</td>
</tr>
<tr>
<td>SIR20216</td>
<td>Certificate II in Retail</td>
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<tr>
<td>SHB20216</td>
<td>Certificate II in Salon Assistant</td>
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<td>CUA31115</td>
<td>Certificate III in Visual Arts</td>
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</tbody>
</table>

Please Note:
- Course information is correct at the time of printing, however, this information is subject to change.
Type 1: VCE-VET Courses
2021 - 2022
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.

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  
• BSBCOMM201 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  
• BSBMBA201 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.

Future Directions
• This course is suitable for students wishing to pursue careers in the following types of areas:  
  o Business Administration  
  o Finance  
  o Managing a Small Business  
  o Event Coordinator  
  o Real Estate Agent  
  o Law Clerk  
  o 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

First year
- ICTSAS303 Care for computer hardware
- ICTNWK304 Administer network peripherals
- ICTWEB303 Produce digital images for the web
- BSBWHS304 Participate effectively in WHS communication and consultation processes
- ICTICT202 Work and communicate effectively in an ICT environment
- ICTSAS308 Run standard diagnostic tests
- ICTSAS304 Provide basic system administration
- ICTWEB201 Use social media tools for collaboration and engagement
- ICTPRG301 Apply introductory programming techniques
- ICTICT303 Connect internal hardware components

Second year
- BSBSUS401 Implement and monitor environmentally sustainable work practices
- ICTNWK302 Determine and action network problems
- ICTSAS305 Provide ICT advice to clients
- ICTICT301 Create user documentation
- ICTICT302 Install and operating system software
- ICTSAS306 Maintain equipment and software
- ICTSAS307 Install configure and secure small office or home office network

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.
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

<table>
<thead>
<tr>
<th>First year</th>
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</thead>
<tbody>
<tr>
<td>SITXWHS001  Participate in safe work practices</td>
</tr>
<tr>
<td>SITHCC001  Use food preparation equipment</td>
</tr>
<tr>
<td>SITHCCC005  Prepare dishes using basic methods of cookery</td>
</tr>
<tr>
<td>SITHKOP001  Clean kitchen premises and equipment</td>
</tr>
<tr>
<td>SITXINV002  Maintain the quality of perishable items</td>
</tr>
<tr>
<td>SITHCCC002  Prepare and present simple dishes</td>
</tr>
<tr>
<td>BSBWOR203  Work effectively with others</td>
</tr>
<tr>
<td>SITXFSA001  Use hygienic practices for food safety</td>
</tr>
<tr>
<td>SITHFAB002  Providing responsible service of alcohol</td>
</tr>
<tr>
<td>SITHIND002  Source and use information on the hospitality industry</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Second year</th>
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</thead>
<tbody>
<tr>
<td>SITCCC006  Prepare appetisers and salads</td>
</tr>
<tr>
<td>SITHCCC007  Prepare stock, sauces and soups</td>
</tr>
<tr>
<td>SITHCCC008  Prepare vegetable, fruit and farinaceous dishes</td>
</tr>
<tr>
<td>SITHCCC011  Use cooking skills effectively</td>
</tr>
<tr>
<td>SITCCC012  Prepare poultry dishes</td>
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</tbody>
</table>

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.
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  

<table>
<thead>
<tr>
<th>First year</th>
<th>Second year</th>
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<tbody>
<tr>
<td>BSBCRT301</td>
<td>CUADIG302</td>
</tr>
<tr>
<td>CUAIND301</td>
<td>CUADIG304</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>CUAANM301</td>
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<tr>
<td>CUADIG301</td>
<td>CUAWRT301</td>
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<td>BSBDES302</td>
</tr>
</tbody>
</table>

- 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
- CUADIG301 Prepare video assets
- CUADIG303 Produce and prepare photo images
- ICTWEB303 Produce Digital images for the web
- CUADIG302 Author interactive sequences
- CUADIG304 Create visual design components
- CUAANM301 Create 2D digital animations
- CUAWRT301 Write content for a range of media

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.
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

<table>
<thead>
<tr>
<th>First year</th>
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<tbody>
<tr>
<td>BSBWHS201</td>
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<tr>
<td>CUACMP311</td>
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<tr>
<td>CUAIND313</td>
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<tr>
<td>CUAMLT302</td>
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<tr>
<td>CUASOU202</td>
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<tr>
<td>CUAMPF304</td>
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<table>
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<tr>
<th>Second year</th>
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<tbody>
<tr>
<td>CUASOU306</td>
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<tr>
<td>CUASOU308</td>
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<tr>
<td>CUASOU311</td>
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<tr>
<td>CUASOU402</td>
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<tr>
<td>CUASOU307</td>
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</tbody>
</table>

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 will provide students with the experience of what it would be like working in the sport and recreation industry.

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

First year
- 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 activities
- SISXFAC001  Maintain equipment for activities

Second year
- SISXCAI004  Plan and conduct programs
- BSBWHS303  Participate in WHS identification, risk assessment and risk control
- SISSSCC001  Conduct sport coaching with foundation level participants
- 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).
Type 2: VET Courses
2021 - 2022
Certificate III in Sport and Recreation
SIS301115  VET
Australian Rules Football (AFL)

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 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 AFL. Students will receive a statement of results listing all the units they have completed in the Certificate.

Units of Competency

- BSBWOR Organise personal work priorities and development
- HLTAID003 Provide first aid
- HLTWHS001 Participate in workplace health and safety
- SISXEMR001 Respond to emergency situations
- SISSPAR009 Participate in conditioning for sport
- SISSAFL203A Participate in conditioning for Australian Football
- SISSAFL001 Participate in Australian football at an intermediate level
- SISXIND006 Conduct sport, fitness or recreation event

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  
SIS30115  VET  
Netball

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 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 (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.
- SISXEMR001 Respond to emergency situations.
- SISSNTB001 Conduct netball coaching sessions with foundation level participants.
- SISSPAR009 Participate in conditioning for sport.
- SISSNTB002 Participate in netball at an intermediate level

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 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 (1) year at the Beaconsfield Campus. This is a partial completion of the Certificate II in Hospitality. Students will complete 9 units from the Certificate II in Hospitality.

Units of Competency
- SITHIND002 Source and use information on the hospitality industry
- 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. Students complete the full Certificate in one (1) year.

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.

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.
VCAL
VCAL stands for Victorian Certificate of Applied Learning and is a pathway to Technical and Further Education (TAFE), university, apprenticeships/traineeships or employment. The qualification aims to provide the skills, knowledge and attributes to enable students to make informed choices about employment and education pathways. Personal development, students’ interests and pathways for senior secondary students, in the context of applied learning, underpin the design of VCAL.

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 certificate level they are ready to complete, not according to the year level they are in or 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 Foundation level, students will complete a TAFE Taster VET Program at Chisholm, whilst at Intermediate and Senior Levels, students must complete an approved VET course at either Certificate Level II or III. All levels are required to undertake Structured Workplace Learning in set blocks throughout the year. 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 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. Demonstrated ability to work independently.
4. Demonstrated examples of team work, responsibility, and leadership.
5. Suitability to the educational approach of Applied Learning.
VET (TAFE) Courses

All Year 10 VCAL Students will participate in a TAFE taster program at Chisholm TAFE. This program has two streams of VET Courses, an apprenticeship Stream and a traineeship Stream. Each stream will expose the students to four different TAFE courses throughout the year.

An example of what these streams may look like include:
Apprenticeship Stream - Engineering, Building and Construction, Furniture Making, Horticulture, Bricklaying, Automotive, Plumbing, Electrical,
Traineeship Stream - Hairdressing, Beauty/Make-Up, Sport and Recreation, Early Childhood Education, Community Services, Health, Art.

(Please note: these courses are examples only and a confirmed outline will not be released until the end of 2020)

All Year 11 and Year 12 VCAL students will be enrolled in a Certificate II or III VET Course at a local TAFE. Year 10 VCAL students will only be able to access VET courses offered on campus.

St Francis Xavier’s preferred VET providers are listed below, please review their websites for courses available

- Federation Training https://www.tafegippsland.edu.au/courses/vet_in_schools

To be enrolled at TAFE, students must have achieved a pass in 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 Counsellor and VCAL/VET advisor Mrs Carolyn Carter or the VCAL Coordinator Mrs Sally Cunningham 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 students to develop skills and knowledge to read complex texts, write with clarity by incorporating a range of ideas, beliefs and information, and use spoken communication effectively. Students will be presented with the opportunity to refine their literacy skills, as part of their preparation for entry into the workforce or selected vocational pathway.

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 / Film Study
- Oral Communication
- Essay Writing Skills
- Reading / Writing for Practical Purposes
- Spelling, Grammar and Punctuation

Assessment Task
Research Tasks
- Oral Presentation Tasks
- Debate
- Short Answer Questions
- Essays
- Text / Film Analysis

Prerequisites
- Students are expected to have demonstrated that they were competent in the Intermediate VCAL Unit outcomes 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 to assist them in the workplace or in further studies at TAFE.
VCE Foundation Mathematics

(This subject is undertaken as part of the VCAL Foundation Program)

Rationale

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. Foundation Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which considers the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of Mathematics. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

Course Structure

The areas of study for Units 1 and 2 of Foundation Mathematics are ‘Space, shape and design’, ‘Patterns and number’, ‘Data’ and ‘Measurement’. All four areas of study are to be completed over the two units. The content will be developed using contexts present in students’ other studies, work and personal or other familiar situations.

Specifically, throughout the Foundation Mathematics course, students will be expected 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 will practise relevant mental and by-hand approaches to estimation and computation as well as using the numerical, graphical, geometric, symbolic and statistical functionality of technology.

Units of Satisfactory Completion

- Outcome 1: key knowledge and skills of the following Areas of Study
  - Area of Study 1: Space, Shape and Design
  - Area of Study 2: Patterns and Number
  - Area of Study 3: Data
  - Area of Study 4: Measurement
- Outcome 2: key knowledge and skills in applying mathematical procedures to solve practical problems in both familiar and new contexts and communicating their results.
- Outcome 3: key knowledge and skills in selecting and using technology to solve problems in practical contexts.

Assessment Tasks

Mathematical Skills Booklets

- Test and observation of mathematical skills
- Packaging Design and Investigations
- Budgeting Investigations and Projects
- Mathematical Links to Career Pathways
- Problem Solving Tasks

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Apprenticeship, Intermediate VCAL and/or TAFE.
- Students who do well in these units could proceed to the Mathematics class that suits their skill set and vocational ambitions.
VCAL Intermediate Numeracy

Rationale

The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

Course Structure

The Numeracy Skills Strand has two (2) Units at this level.

Unit 1 focuses on:
• Mathematical knowledge and techniques
• Financial literacy
• Planning and organising
• Measurement,
• Data
• Problem-solving

Unit 2 focuses on:
Enabling students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in a familiar industry area linked to the VET units in their VCAL program or employment. The numeracy focuses on number, measurement, financial numeracy, and probability and statistics.

Units of Competency
• Numeracy Skills Unit 1 (Intermediate)
• Numeracy Skills Unit 2 (Intermediate)

Assessment Tasks
• Term booklets
• Class Presentations
• Reflection Tasks
• Units of work

Prerequisites
• Students would be expected to have achieved competencies across all outcomes in their previous Foundation Numeracy Skills course (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.
General Mathematics - Units 1 and 2

(Please note: This subject is undertaken in place of Intermediate Numeracy)

Rationale

General Mathematics focus on mathematical concepts that would likely present some practical applications that students would be able to use in the real world. Units 1 & 2 build on the skills developed throughout the middle school years, but in a manner that steers the student towards application rather than pure mathematics. The topics covered are basic algebra and its applications, problem-solving using algebra, financial arithmetic, graphing (using linear graphs to map out relationships such as profit vs sales), and a strong emphasis on statistics.

Course Structure

The areas of study for Units 1 and 2 of General Mathematics are ‘Arithmetic and number’, ‘Statistics’, ‘Graphs of linear and non-linear relations’, ‘Geometry, measurement and trigonometry’, ‘Discrete mathematics’ and ‘Algebra and structure’. All areas of study are to be completed over the two units.

Throughout the General Mathematics course, students will be expected to apply techniques, routines and processes with and without the use of technology. The use of numerical, graphical, algebraic, symbolic and statistical functionality of technology for teaching and learning will be incorporated throughout each unit as applicable.

Units of Satisfactory Completion

- Unit 1 and 2
  - Chapter 1: Linear relations and equations
  - Chapter 2: Computation and practical arithmetic
  - Chapter 3: Financial Arithmetic
  - Chapter 4: Matrices
  - Chapter 5: Graphs and Networks
  - Chapter 6: Sequences
  - Chapter 10: Linear Graphs and Model
  - Chapter 14: Relationships between two numerical values

Assessment Tasks

- Test and observation of mathematical skills
- Assignments
- Class work

Future Directions

- Satisfactory completion of this subject will enable students to proceed to an Apprenticeship, Senior VCAL (Further Mathematics) and/or TAFE.
VCAL Senior Numeracy

Rationale

The purpose of this unit is to enable students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects at home or in the community.

At the end of the unit, students will have the capacity to interpret and analyse how mathematics is represented and used. They can recognise and use some of the conventions and symbolism of formal mathematics. The mathematics involved will include numbers and data, financial numeracy, time and location, measurement and design, the use of software tools and devices, and an introductory understanding of the use of formulae and problem-solving strategies.

Course Structure

The Numeracy Skills Strand has two (2) Units at this level.

Unit 1 focuses on:
- Mathematical knowledge and techniques
- Financial literacy
- Planning and organising
- Measurement,
- Data
- Problem-solving

Unit 2 focuses on:
Enabling students to develop, refine, extend and apply numeracy knowledge and skills through an investigation in a familiar industry area linked to the VET units in their VCAL program or employment. The numeracy focuses on number, measurement, financial numeracy, and probability and statistics.

Units of Competency

- Numeracy Skills Unit 1 (Senior)
- Numeracy Skills Unit 2 (Senior)

Assessment Tasks

- Term booklets
- Class Presentations
- Reflection Tasks
- Units of work

Prerequisites

- Students would be expected to have achieved competencies across all outcomes in their previous Intermediate Skills course (or equivalent).

Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Apprenticeship or TAFE.
VCE Further Mathematics - Unit 3 and 4

(Please note: This subject is undertaken in place of Senior Numeracy)

Rationale
Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus-based content from a prescribed core and a selection of two modules from four possible modules across a range of application contexts. They provide general preparation for employment or further study, where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed courses are covered in specified topics from General Mathematics Units 1 and 2. Students who have previously studied only Mathematical Methods Units 1 and 2 will also have had access to the assumed knowledge and skills needed to undertake Further Mathematics but may also need to undertake some supplementary study of the statistics content.

Course Structure
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 comprises ‘Data analysis’ and ‘Recursion and financial modelling’. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: ‘Matrices’, ‘Networks and decision mathematics’, ‘Geometry and measurement’ and ‘Graphs and relations’. ‘Data analysis’ comprises 40 per cent of the content to be covered in Unit 3, ‘Recursion and financial modelling’ comprises 20 per cent of the content to be covered in Unit 3, and each selected module comprises 20 per cent of the content to be covered in Unit 4.

Units of Competency
- Unit 3 (Further Mathematics)
- Unit 4 (Further Mathematics)

Assessment Tasks
- Classwork (Notes and Questions)
- Formative Tasks
- Coursework

Prerequisites
- Students would be expected to have achieved competencies across all outcomes in their previous General Mathematics (Unit 1 and 2) course (or equivalent).

Future Directions
- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Apprenticeship and/or TAFE.
VCAL Foundation Personal Development Skills

Rationale
The Personal Development Skills units recognise learning that is valued in the community and develop the knowledge, skills and attributes identified in this strand. The units emphasise the importance of self and connection to the community through locally developed programs. The program allows students to apply their learning through community-based projects, both internally and externally.

Course Structure
Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to:
- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to:
- community engagement
- social and environmental awareness
- participation in a democratic society
- social connectedness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

Units of Competency
- Personal Development Skills Unit 1 (Foundation)
- Personal Development Skills Unit 2 (Foundation)
- This will also address Year 10 Health and Physical Education outcomes

Assessment Tasks
Term Booklets
- Group Projects
- Oral Presentations
- 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 Personal Development Skills units recognise learning that is valued in the community and develop the knowledge, skills and attributes identified in this strand. The units emphasise the importance of self and connection to the community through locally developed programs. The program allows students to apply their learning through community-based projects, both internally and externally.

Course Structure

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to:
• resilience, self-esteem and efficacy
• health and wellbeing
• family and social connectedness
• environmental awareness
• critical and creative thinking
• planning and organisational skills
• problem solving and interpersonal skills
• collaborative skills
• leadership and decision-making skills for group work or teamwork.

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to:
• community engagement
• social and environmental awareness
• participation in a democratic society
• social connectedness
• critical and creative thinking
• planning and organisational skills
• problem-solving and interpersonal skills.

Units of Competency

• Personal Development Skills Unit 1 (Intermediate)
• Personal Development Skills Unit 2 (Intermediate)

Assessment Tasks

• Infographics
• Complex Projects
• Film making tasks
• Peer teaching skills
• Oral Presentations
• Portfolio work
• 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 Personal Development Skills units recognise learning that is valued in the community and develop the knowledge, skills and attributes identified in this strand. The units emphasise the importance of self and connection to the community through locally developed programs. The program allows students to apply their learning through community-based projects, both internally and externally.

Course Structure

Unit 1 focuses on the development and implementation of appropriate knowledge, skills and attributes in relation to:
- resilience, self-esteem and efficacy
- health and wellbeing
- family and social connectedness
- environmental awareness
- critical and creative thinking
- self-directed planning and organisational skills
- problem-solving and interpersonal skills
- collaborative skills
- leadership and decision-making skills for group work and teamwork.

Unit 2 focuses on the development and implementation of appropriate knowledge, skills and attributes in relation to:
- community engagement
- social and environmental awareness
- participation in a democratic society
- social connectedness
- critical and creative thinking
- planning and organisational skills
- problem-solving and interpersonal skills.

Units of Competency
- Personal Development Skills Unit 1 (Senior)
- Personal Development Skills Unit 2 (Senior)

Assessment Tasks

Portfolios
- Peer teaching
- Booklets
- Infographics
- Complex self-directed project work
- Sustained oral presentations
- 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
The VCAL Work Related Skills units within the Work-Related Skills Strand have been developed to recognise learning that is valued within community and work environments in preparation for employment. Different social and work contexts are investigated to develop an understanding of OHS and employability skills.

Course Structure
The Work-Related Skills Strand has two (2) units at this level.

Unit 1:
The primary purpose of this unit is to introduce students to basic OHS knowledge and skills in the workplace. It introduces students to other skills that are important in the workplace. This unit provides opportunities for students to explore career/employment options and to develop job application skills.

Unit 2:
This unit provides a focus for the development of employability skills in the context of practical work-related experiences. It provides students with the opportunity to develop skills that are transferable in work-related contexts.

Units of Competency
- Work-Related Skills Unit 1 (Foundation)
- Work-Related Skills Unit 2 (Foundation)

Assessment Tasks
- Term booklets
- Class oral presentations
- Reflection Tasks
- Prepare applications for employment opportunities
- Group projects
- Identify and apply OH&S procedures
- OH&S roles and responsibilities
- Safe@work Modules

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

The VCAL Work Related Skills units within the Work-Related Skills strand have been developed to recognise learning that is valued within community and work environments in preparation for employment. Different social and work contexts are investigated to develop an understanding of OH&S and employability skills.

Course Structure

The Work-Related Skills strand has two units at this level.

Unit 1

The primary purpose of this unit is to develop students’ knowledge and understanding of OH&S in the workplace. It introduces students to a range of knowledge, skills and attributes required for different workplace settings. The unit provides opportunities for students to explore career and employment options and to develop job application skills.

Unit 2

This unit provides a focus for the development of employability skills in the context of complex, practical work-related experiences. It provides students with the opportunity to develop skills that are transferable in work related contexts.

Units of Competency

- Work Related Skills Unit 1 (Intermediate)
- Work Related Skills Unit 2 (Intermediate)

Assessment Tasks

- Safe@work General and Industry Specific Modules
- Working in teams to plan complex OH&S activities
- Employment Opportunities and Conditions booklet
- Building project
- Prepare an application for an employment opportunity
- Identify and apply OH&S procedures
- OH&S roles and responsibilities
- Intermediate Structured Workplace Learning

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 VCAL Work Related Skills units within the Work-Related Skills Strand have been developed to recognise learning that is valued within community and work environments in preparation for employment. Different social and work contexts are used to develop an understanding of OHS and employability skills.

**Course Structure**

The Work-Related Skills Strand has two (2) Units at this level.

**Unit 1:** The primary purpose of this unit is to consolidate students’ understanding of the complex nature and the importance of OHS in the workplace. It focuses on developing a range of knowledge, skills and attributes required for different workplace settings. This unit provides opportunities for students to explore career/employment options and to develop job application skills.

**Unit 2:** This unit provides for the development of employability skills in the context of complex, self-directed work-related experiences. It provides student with the opportunity to develop skills that are transferable in work related contexts.

**Units of Competency**

- Work-Related Skills Unit 1 (Senior)
- Work-Related Skills Unit 2 (Senior)

**Assessment Tasks**

- Term booklets
- Sustained Class Presentations
- Reflection Tasks
- Safe@work General and Industry Specific Modules
- Working in teams to plan a complex self-directed OH&S activity
- Preparing applications for employment opportunities
- Identify and apply OH&S procedures
- OH&S roles and responsibilities
- Intermediate Structured Workplace Learning

**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.