



**St Francis Xavier College**

Berwick, Officer and Beaconsfield

# **Curriculum Information 2023**

## **Beaconsfield Campus**

**Year 10**

**Year 11**

**Year 12**

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## **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. You are advised to consider subjects that you enjoy, that match your learning strengths and that support future career choices.

This guide will provide you with an overview of the main learning programs for Years 10 – 12 students at the College. It also details the flexible options available to help to develop individual pathways for students within the learning programs as you explore the subjects on offer for 2023.

Remember, there are many people who can support you with your decision-making processes. Reach out to the professionals at the College to assist you and include your family. Choose the pathway that is right for you.

# 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 **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, and your parents and teachers may also have suggestions too.

Next you will need to book a session with a 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.

**The Careers Office** is open from 8:30am to 4:00pm every day (although days vary at the Junior Campuses) and appointments are available at any time during the day. The team will be available to assist you with your subject selection and pathway options. Please make sure to book an appointment through the booking section of the career's website. <https://sfxcareers.com.au/for-students/appointment-booking> . When making a booking please check with your teacher as to whether this works within your learning program. If you need to be in class, the meeting will be rescheduled. The team can also arrange for parents to participate in a careers counselling session by having parents join via TEAMS.

## 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 TAFEs 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, or you can access it through [www.sfxcareers.com.au](http://www.sfxcareers.com.au)
- **Your Career** 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  
<https://yourcareer.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.coursesseeker.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:  
Police <https://www.police.vic.gov.au/police-entry-requirements>  
ADFA <https://www.defencejobs.gov.au/>
- **Trade information** – If a trade is something you are interested in; you may want to research further by looking at the below sites:

Master Builders Association <https://www.mbav.com.au/>

Master Plumbers Association <https://plumber.com.au/>

Master Electricians Australia <https://www.masterelectricians.com.au/>

National Bricklayers Association <https://www.nationalbricklayersassociation.com.au/>

Victorian Automobile Chamber of Commerce <https://vacc.com.au/>

Hairdressing, Barbering and Beauty Industry Association <https://www.hbia.com.au/>

# 2023 Learning Programs

## YEAR 10

Year 10 students have two programs to choose from:

### 1. Year 10 Core Program

Most students will choose this pathway for Year 10. It can lead into all Senior Secondary Certificate options and provides flexibility in the options offered.

Students will study:

- Both Semesters:
  - Religious Education (Elective options)
  - English
  - Mathematics
- 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 at Year 10

The College offers students in the Year 10 Core Program the opportunity to engage in accelerated learning at the Senior Campus. This allows students to commence a Unit 1 and 2 level VCE or VCE-VET study in Year 10 and complete their VCE with 6 Unit 3 and 4 level subjects (which may include University Enhancement studies) rather than the usual 5. Please note that acceleration is not offered to allow students to have a reduced subject load at Year 12.

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 2023, are eligible to apply.

The application process involves a detailed written application and an evaluation of the students' academic history and teacher referrals. Where additional information is required, an interview may be arranged. Only applicants who meet all requirements will be allowed to accelerate.

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 (Science)

Units 1 and 2 Business Management (Humanities)

Units 1 and 2 Computing (Technology)

Units 1 and 2 General Mathematics (Mathematics)

Units 1 and 2 Health and Human Development (Health and PE)

Units 1 and 2 Physical Education (Health and PE)

Units 1 and 2 Philosophy (Humanities)

Units 1 and 2 Psychology (Science)

Units 1 and 2 Religion and Society (Religion)



VCE-VET: ICT30120 - Certificate III in Information Technology 1st Year  
VCE-VET: BSB20120 - Certificate II in Workplace Skill  
VCE-VET: CUA30920 - Certificate III in Music (Sound Production) 1st Year  
VCE-VET: CUA31020 - Certificate III in Screen and Media 1st Year  
VCE-VET: SIS20321 - Certificate II in Sport Coaching

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

## **2. Year 10 Applied Learning Program**

Students may choose to study an applied learning option at Year 10. This hybrid program allows students to engage in core subjects that have a focus on applied learning and work readiness, as well as being able to select a range of electives from the broader Year 10 program.

Students who choose the Applied Learning Program in Year 10 will study:

- Both Semesters:
  - Religious Education (Elective options)
  - Applied English
  - Applied Mathematics \*
- One Semester:
  - Work Skills
  - Science (Elective)
  - Health and Physical Education (Elective)
  - Three (3) Electives one semester and Two (2) Electives the alternate Semester
- *Students complete work placement during the exam periods*
- *Students may also explore a School Based Apprenticeship as part of their program*

This option provides the best pathway for the VCE Vocational Major but will not prevent a student from pursuing the VCE depending on career pathway.

\* Students who are considering technical careers such as an Electrician should do Core Maths at Year 10 as they will need to undertake VCE Maths not VM Numeracy in Year 11 and 12.

## YEAR 11

Year 11 students at St Francis Xavier College have the option of two core programs with various levels of flexibility within the programs:

### 1. VCE

A student pursuing the VCE has the flexibility to choose their subjects based on interest. There are subjects offered across a range of learning areas including VCE VET subjects. In the VCE Program students will study:

- Six (6) x VCE Units each Semester (one of which must be an English subject)
- Religious Education (elective options)

**Accelerated Learning at Year 11** – Students who accelerated in Year 10 and who performed well may continue to accelerate. Students may also apply to accelerate for the first time in Year 11. An application process applies for all students pursuing acceleration in Year 11.

### 2. VCE - Vocational Major (VM)

A student pursuing the VCE Vocational major has a more structured program focused on developing work skills. This new certificate replaces VCAL for students in 2023. Students will study:

- VM Literacy
- VM Numeracy
- VM Personal Development Skills
- VM Work Related Skills
- Religious Education
- A VET course of their choice
- Weekly structured work placement

## YEAR 12

Year 12 students at St Francis Xavier College have the option of two core programs with various levels of flexibility within programs:

### 1. VCE

A student pursuing the VCE has the flexibility to choose their subjects based on interest. There are subjects offered across a range of learning areas including VCE VET subjects. In the VCE Program students will study:

- Five (5) x VCE Units each Semester (one of which must be an English subject)
- Religious Education

**Accelerated learning at Year 12:** Higher education studies are available to Year 12 students who have previously accelerated. An application process applies.

### 2. VCE - Vocational Major (Senior VCAL subjects)

A student pursuing the VCE Vocational major has a more structured program focused on developing work skills. Year 12 students in 2023 will be studying Senior VCAL subjects as VCAL is phased out. Students will study:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- Religious Education
- A VET course of their choice
- Weekly structured work placement

# Pathways for all – finding individual program options

For most students choosing a learning program is very straight forward. The various program options provided at each level meet their needs in relation to their learning pathway. But we know for some students the options available don't always cater for their individual requirements. That's why there is always some flexibility for students where necessary, as we support pathways for all.

Some of the options available to students in developing more individualised pathways include:

## ***Access to Individual Support through the Learning Adjustment team***

Students may have access to individual support based on identified need. Students can have their learning program reduced by one (or more) subject/s and provided with access to tailored lesson time supported by the Learning Adjustment team. Students already accessing Individual Support Programs are most likely to be able to include this in their program.

**Learning Adjustment leaders determine access to this program option.**

## ***Unscored options in the VCE program***

Students studying the VCE may opt to go unscored in Year 12. This means that they do not complete exams and do not receive study scores for each subject or an ATAR. Students may choose this option if they know their pathway does not lead to University study and therefore does not require an ATAR.

**Students must officially apply to go unscored by contacting the following staff:**

- Year 12 – Sue Munro and Elizabeth McKenna, VCAA leaders

## ***School Based Apprenticeships***

School based apprenticeships provide students with a pathway to transition from school to the workplace. School based apprenticeships allow a student to commence their apprenticeship while still completing their senior studies. School based apprenticeships require students to source their own apprenticeship, and the College will support the management of school around the apprenticeship. Students must be 15 to pursue this option. School based apprenticeships require students to undertake 7.5 hours of employment and 6.5 hours of VET studies each week. This is averaged out over a 3-month period.

**Anyone interested in exploring this option must make an appointment with Carolyn Carter in Careers.**

## ***Higher Education Studies (Yr. 12)***

Students who have previously accelerated and completed a Unit 3/4 sequence in Year 11 and achieved a high study score may consider enrolling in Higher Education studies as a Year 12 subject option. There are many Australian Universities who offer subjects for Year 12 students including Deakin University, Federation University, Latrobe University, RMIT University and the University of Melbourne. The results of these can contribute to the ATAR and provide unit credit when commencing university.

To learn more about these you can visit

<https://www.vcaa.vic.edu.au/curriculum/vce/Pages/HigherEdStudiesVCE.aspx>

**Students wishing to consider Higher Education Studies in Year 12 should contact the Gifted and Talented Leader at the Beaconsfield Campus to learn more.**

## ***Access to external Vocational Education and Training (VET) studies - VCE***

Some VCE students may wish to include an external VET (studied through an outside training provider) as part of their course. This may require adjustments to their learning program and is best suited to students on an unscored program.

**Students wishing to explore this option should make an appointment with the VET Coordinator, Cecilia Beaucasin in the Careers Office.**

### ***Virtual Schools Victoria and Victorian School of Languages studies***

While the College provides an extensive range of VCE studies, it is not possible to offer all. Some students may wish to study a subject that we do not offer through Virtual Schools Victoria, or a language through the Victorian School of Languages.

- To understand the options available at VSV visit <https://www.vsv.vic.edu.au/subjects/>
- To understand the language options available at VSL visit <https://www.vsl.vic.edu.au/>

Please note there are additional costs attached to studies through VSV.

**Students wishing to explore this option should speak to Steven Medorini, Pathways and Progress leader.**

### ***Victorian Pathways Certificate (Yr. 11 & 12)\****

In addition to the new VCE Vocational Major, there is another Senior Pathways Certificate that has been introduced. This certificate is designed for students in Year 11 and 12 who cannot participate in the VCE (including the Vocational Major). This might be because they have missed significant periods of school, are disengaged from their education or have additional needs. Subjects within the VPC are designed to support students to transition to the VCE VM, entry level TAFE (Cert I or II) or into the workplace.

If you would like to learn more about the Victorian Pathways Certificate visit here:

<https://www.vic.gov.au/victorian-pathways-certificate>

\*Please note that students are not able to opt into this certificate through subject selection but will be offered a place on an as needs basis by relevant leaders within the College. Final decisions for entry to this program rest with the Director of Learning Culture and Head of Campus at Beaconsfield.

# How the VCE and VCE (Vocational Major) Works

The Victorian Certificate of Education (VCE), including the Vocational Major (VCE VM), is a senior secondary qualification that is overseen by the Victorian Curriculum and Assessment Authority (VCAA). The VCE is usually a 2-year program where students study units of work across a range of studies in order to build a program.

## Studies and Units

A study can be thought of as equivalent to a "subject". Each study has several units' students can complete. Unit 1 and Unit 2 are usually offered at Year 11 level and Unit 3 and Unit 4 are usually offered at Year 12 level. Some students will study subjects earlier (e.g. Unit 1 and 2 in Year 10, or Unit 3 and 4 in Year 11) or later (e.g. Unit 1 or 2 in Year 12).

Unit 1 and 2 level subjects can be studied separately. For example, a student could do Unit 1 of Psychology and not do Unit 2, or they could complete Unit 2 of Biology and not Unit 1. Unit 3 and 4 level subjects **MUST** be studied together as a sequence. You cannot do Unit 4 without doing Unit 3. And you cannot do Unit 3 without doing Unit 4.

The College offers a wide range of VCE studies which are listed in the Table of Contents. The College also offers the new VCE Vocational Major and a variety of VCE-VET Courses.

## Requirements for Satisfactory Completion of the VCE or VCE VM

For a student to be awarded a VCE or VCE VM certificate certain requirements must be met. They are:

### Satisfactory completion of 16 units of study

#### *Including:*

- |          |                                                                                         |                                                                          |
|----------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| At least | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">3</div> | units from a range of English/Literacy studies including a 3/4 sequence. |
| At least | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">3</div> | additional sequences of 3 & 4 level Units in studies other than English. |

For students studying the **VCE VM** other requirements apply in addition to those listed above.

#### *They must also have:*

- |          |                                                                                         |                                                                  |
|----------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------|
| At least | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">2</div> | units of VM Numeracy or VCE Mathematics                          |
| At least | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">2</div> | units of VM Work Related Skills                                  |
| At least | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">2</div> | units of VM Personal Development Skills, and                     |
| At least | <div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">2</div> | VET Credits at Certificate II level or above (180 nominal hours) |

It is assumed that students undertaking the VCE at St Francis Xavier College will study twelve (12) Units in their first year and ten (10) Units in their second year. Students studying the Vocational Major complete 8 Units in their Core studies plus a VET subject to complete ten (10) units in their first year and the same again in their second year. They will also do structured workplace learning.

These numbers may be varied with approval from the Director of Learning Culture, VCAA Coordinators or the Deputy Principal - Head of Campus, Beaconsfield.

## VCE – Vocational Major

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

New curriculum in VCE VM Literacy, Numeracy, Personal Development Skills and Work-Related Skills has been developed by panels of current applied learning practitioners. The new curriculum is engaging, based in real life and gives students in-demand skills needed for the future world of work.

Applied learning teaches skills and knowledge in the context of 'real life' experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

### Application Process

During the application process students will be required for two interviews. The first to assess their suitability for the VCE(VM) and to ensure they understand the requirements of the certificate. The second meeting is with the VET Coordinator to start the VET enrolment process. During the interview process 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 teamwork, responsibility, and leadership.
5. Suitability to the educational approach of Applied Learning.

# Assessment of Units

## Reporting Standards

Students enrolled in any VCE study must satisfactorily complete all Learning Outcomes to satisfy VCE requirements and to receive a Satisfactory outcome for each unit.

In addition, for scored VCE students there is a system of graded assessment based on School Assessed Coursework and Tasks. These assessments are included on your statement of results from the VCAA and are used to determine both your individual study scores and ATAR.

In the VCE (VM) each unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. The VCE VM studies do not contribute to the ATAR.

## The GAT

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.

The GAT is completed in two parts. Section A assesses literacy and numeracy skills, while Section B assesses skills in mathematics, science, technology, the arts and humanities with an increased focus on critical and creative thinking skills.

**All students enrolled in one or more VCE or scored VCE VET Unit 3 –4 sequence will be required to sit Sections A and B. VCE(VM) students will sit Section A only.**

# VET – Vocational Education and Training

Vocational Education and Training (VET) in the Victorian Certificate of Education (VCE) or Victorian Certificate of Education Vocation Major (VCE VM) allows students to include vocational studies within their senior secondary certificate. Students undertake nationally recognised training that contributes to their VCE or VCE VM and also provided them with an additional qualification.

## Why choose VET?

VET offers students the opportunity to:

1. combine general and vocational studies
2. explore career options and pathways
3. undertake learning in the workplace
4. gain a nationally recognised qualification or credit towards a qualification that contributes to the VCE or VCE VM
5. develop skills that equip students for the workforce and further study.

## Where can VET be undertaken?

Registered Training Organisations (RTOs) are responsible for the delivery, assessment and certification of VET qualifications. An RTO may be a TAFE, Adult and Community Education (ACE) provider, group training company, private provider or school.

## How does VET contribute to the VCE?

VET may contribute to the VCE at the Units 1 and 2 or Units 3 and 4 level and may also contribute to the Australian Tertiary Admission Rank (ATAR).

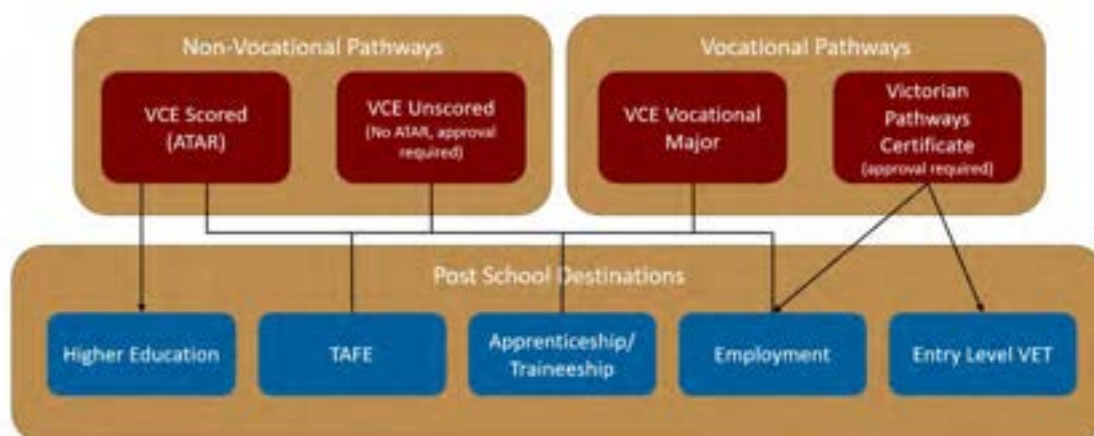
## How does VET contribute to the VCE VM?

VET contributes to the VCE VM through satisfying the requirements of certificate. Students must complete at least 180 hours of VET studies to receive the VCE VM.

To learn more about VET visit

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>

## Senior Pathways and where they lead





# Planning Your Senior Program

A program is the complete list of VCE or VCE(VM) 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.

## Choosing Units

There is a wide range of studies offered by the College, you need to 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. The [VTAC](#) website can assist you here.*

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 commencement periods at the end of each school year and at the end of a Semester (Unit 1 & 2 only). Subject change requests are dependent on a variety of factors and cannot be guaranteed. There may also be problems related to class sizes which may not allow a change.

Because of timetabling, the list of all the Units the College offers is not necessarily the list of what you will be able to do. For example, you might have to choose between Chemistry and Dance because you are the only student who wanted to do both. This happens because the College must organise teachers and rooms as well as trying to meet 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.**

You may use the templates on the next page to assist you with your course planning moving forward.

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

## A Plan for Your Senior Program over 3 Years

### Year 10

|                     |                   |       |                      |                        |  |  |
|---------------------|-------------------|-------|----------------------|------------------------|--|--|
| Religious Education | English Study 1 * | Maths | Health & PE elective | Inquiry or Work Skills |  |  |
|                     | English Study 2*  | Maths | Science elective     |                        |  |  |

Core subjects for Year 10 are already entered into the table above. Whether you do inquiry or work skills will depend on whether you do the Core or Applied Year 10 programs. Select a range of studies that you wish to try, or that you know will lead to the future subjects at Year 11 that you wish to pursue. If you are interested in pursuing Science, it is recommended that you choose 2 Science electives rather than just the compulsory one.

### Year 11 VCE

|                     |                   |  |  |  |  |  |
|---------------------|-------------------|--|--|--|--|--|
| Religious Education | English Study 1 * |  |  |  |  |  |
|                     | English Study 2*  |  |  |  |  |  |

The core subjects at Year 11 are 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** may do so in addition to English 1 & 2

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

### Year 12 VCE

|                     |                  |  |  |  |  |
|---------------------|------------------|--|--|--|--|
| Religious Education | English Study 3* |  |  |  |  |
|                     | English Study 4* |  |  |  |  |

The core subjects at Year 12 are filled in for you. You will need to plan for another four (4) subjects for the first year of study.

Students who wish to study **Literature** may do so in addition to English 3&4

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

**Students pursuing the VCE VM at Year 11 and 12 have a set certificate program.**

## Promotion from Year 10 to Year 11 is not automatic.

Admission to the VCE or VCE(VM) is 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 Adjustment 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 satisfactory Units (Including at least 1 Unit of English or equivalent) by the end of Year 11 must be completed for students to be eligible to progress to Unit 3/4 VCE studies in Year 12.

The background is a light blue abstract composition. It features several overlapping geometric shapes, including a large white triangle in the top left, a white star in the upper right, and various white lines and curves that create a sense of movement and depth. The overall style is modern and minimalist.

## LEARNING AREAS AND SUBJECTS

# Religious Education

The College provides a broad faith-based Religious Education program for our students that is aligned with the Sale Diocese Religious Education Curriculum *"To Live in Christ Jesus."*

Through the Religious Education Curriculum, the College aims to

Invite a loving encounter with God through:

- Promoting skills of spiritual awareness and attention to the signs of God's presence in the natural world, in the history of salvation, in one's interior life, and in relations with other persons.
- Developing an appreciation of the love of God revealed through the person of Jesus Christ, God's creation, and the dignity of the human person experienced in everyday life.
- Allowing for the possibility of students growing in understanding of, and relationship with, God.
- Witnessing to the possibility of a personal and active relationship with God – Father, Son and Holy Spirit – lived out in the community of faith.
- Enabling students to develop a post-critical capacity for belief, which is marked by awareness that God is a mysterious, unseen reality mediated to them through the scriptures, rituals and practices of the community of faith.

Develop a love of self through:

- Inviting and supporting students to grow in awareness and appreciation of their own spiritual character, created in the image of God.
- Fostering skills of reflection, discernment, critical thinking and decision making in order to act in accordance with a well-formed conscience.
- Promoting an atmosphere of hope and joy.

Encourage an engagement with the Christian community through:

- Promoting knowledge of the life, faith tradition, liturgy, sacraments and mission of the Catholic Church locally and internationally.
- Developing a recontextualising environment that aims to make meaningful the Christian faith through critical encounter with other worldviews.
- Encouraging an ongoing dialogue between the Catholic faith tradition and the faith traditions and life philosophies of others, with a preferential emphasis on the Catholic Tradition.
- Promoting respect and care for the natural world.

Subjects offered at Year 10, 11 and 12 at the College allow some choice in how students engage with the Religious Education curriculum.

More information about the Diocese of Sale Religious Education curriculum can be found here:

<https://toliveinchristjesus.ceosale.catholic.edu.au/>

## Year 10 - 12 – Religious Education

### Overview

Through an Inquiry-based learning model, students across the senior Religious Education program will explore the Gospel of the year. Using the lens of scripture, students will examine the author's meaning and hopes for their community, and how this meaning and hope inspires a call to action in the modern world.

The key areas of focus are shaped by the themes of the Gospel of the year. Teachers and students will discern the appropriate way to investigate each theme through choosing from modules which provide opportunities to dialogue with and recontextualise scripture. The modules will provide for a variety of assessment opportunities, differentiating for learning needs, and have a consistent focus on meaningful action within the school community.

The structure of this program remains consistent across all senior years, in order to consolidate the capacity for students to interpret and apply religious thought in the modern world.

Opportunities to enact key learnings from these modules will be provided through the College's Liturgical, community building, Retreats, sport activities, fund raising, advocacy and other events.

### Modules

Across the Senior Religious Education program, each class will study a certain number of modules based on the themes of the Gospel. The modules will represent a diversity of content and contexts but remain consistent in the skills each seeks to develop. This allows for a class to respond to the learning needs of students and allows staff to cater assessments and content accordingly. Additionally, as the structure remains consistent, skills can be built upon each year.

### Assessment

Across the modules students engage with, there will be a variety of assessment tasks including:

- Written assessment
- Presentations and reflections
- Creative responses
- Audio/visual media
- Liturgical engagement
- Community engagement

### Future Directions

Completion of this course will give a strong foundation for students to study enter VCE Religion and Society at Years 11 and 12 if they choose to do so. Religion and Society offers learning and skills which are humanities based and can lead to improvements in communication, planning and organising and self-management skills.

### Skills and Content

Across the senior Religious Education program, modules will aim to develop the following skills:

#### Year 10

- Analyse and interpret a range of scripture to understand the cultural and historical setting it was written in.
- Evaluate the author's intended message across scripture in a contemporary context.
- Discuss how scriptural themes are preserved in Catholic Tradition across a variety of contexts.

**Year 11**

- Explore scriptural themes to offer and ask questions of meaning and purpose.
- How Catholic Tradition gives scriptural themes a modern meaning and application in a contemporary context.
- Reflect on how scripture calls individuals to challenge cultural norms in having a positive impact.

**Year 12**

- Analyse and interpret a range of scripture, recontextualising the author's intent with the modern world.
- Use scriptural themes to learn how Catholic Traditions, and other religions offer an answer to questions of meaning.
- Discuss how Catholic Tradition, founded on scripture, has changed over time to respond to the modern world.
- Reflect on how scripture allows communities to form an identity; to have a positive impact in the world.

## Year 10 – 12 Youth Ministry

### Overview

The Year 10 – 12 Youth Ministry program support students in finding ways to put faith into action. These courses mirror content that is explored in the Core Religious Education program and, using an Inquiry-based learning model, encourages students to express their learnings with through practical activities.

Students will explore the Gospel of the year, examining the author's meaning and hopes for their community, and how this meaning and hope inspires a call to action in the modern world. Teachers and students will discern the appropriate way to investigate theme contained in the chosen Gospel and use this to generate meaningful dialogue and recontextualise scripture.

Students will express their discovered learnings through a variety of assessment opportunities, differentiated for learning needs, with the aim of proposing ideas and enacting them as meaningful actions within the school community.

The structure of this program remains consistent across all senior years, in order to consolidate the capacity for students to interpret and apply religious thought and action in the modern world.

Opportunities to enact key learnings will be provided through the College's Liturgical, community building, Retreats, sport activities, fund raising, advocacy and other events.

### Modules

Across the Senior Religious Education program, each class will study a certain number of modules based on the themes of the Gospel. The modules will represent a diversity of content and contexts but remain consistent in the skills each seeks to develop. This allows for a class to respond to the learning needs of students and allows staff to cater assessments and content accordingly. Additionally, as the structure remains consistent, skills can be built upon each year.

### Assessment

Across the modules students engage with, there will be a variety of assessment tasks including:

- Written assessment
- Presentations and reflections
- Creative responses
- Audio/visual media
- Liturgical engagement
- Community engagement

### Future Directions

Completion of this course will give a strong foundation for students to continue further study in youth ministry and to develop the skills for extra-curricular ministry-based activities. Students will develop and deploy a variety of skills including leadership, communication to a variety of audiences, project planning and organising and self-management skills.



## **Skills and Content**

Across the senior Religious Education program, modules will aim to develop the following skills:

### **Year 10**

- Analyse and interpret a range of scripture to understand the cultural and historical setting it was written in.
- Evaluate the author's intended message across scripture in a contemporary context.
- Discuss how scriptural themes are preserved in Catholic Tradition across a variety of contexts.
- Develop these learnings into ministry-based actions.

### **Year 11**

- Explore scriptural themes to offer and ask questions of meaning and purpose.
- How Catholic Tradition gives scriptural themes a modern meaning and application in a contemporary context.
- Reflect on how scripture calls individuals to challenge cultural norms in having a positive impact.
- Develop these learnings into ministry-based actions.

### **Year 12**

- Analyse and interpret a range of scripture, recontextualising the author's intent with the modern world.
- Use scriptural themes to learn how Catholic Traditions, and other religions offer an answer to questions of meaning.
- Discuss how Catholic Tradition, founded on scripture, has changed over time to respond to the modern world.
- Reflect on how scripture allows communities to form an identity; to have a positive impact in the world.
- Develop these learnings into ministry-based actions.

## **Other Senior RE Options**

### **Year 10/11/12 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.

### **Year 12: VCE Unit 1 Philosophy**

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.

# English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

The English curriculum across the range of subjects offered aims to ensure that students:

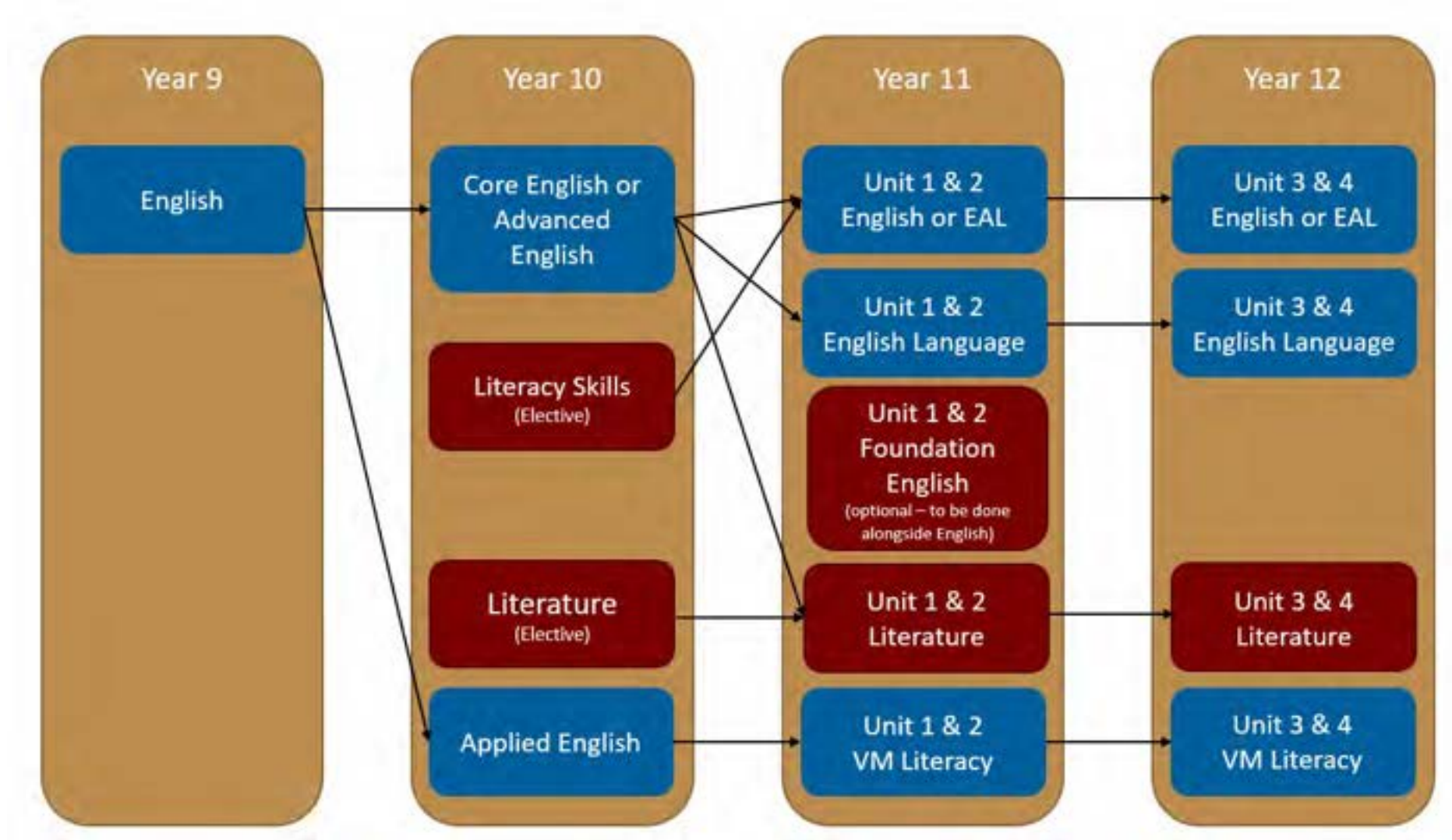
- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and other forms of texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature including text from different periods, styles, genres and contexts
- develop skills to convey ideas, feelings, observations and information effectively in written, spoken and other forms of texts to a range of audiences
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
- extend their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

## Understanding Senior English Pathway Options

- Students at Year 10 who plan on a VCE pathway should be completing Core or Advanced English or EAL (if they qualify)
- Students who are high achievers are invited to enrol in Advanced English through teacher recommendation.
- Students who have been identified as needing support for their literacy skills will be recommended to also enrol in Literacy Skills at Year 10. This will help to get them VCE ready.
- Students who are planning on a VCE (Vocational Major) Pathway may enrol in Applied English. This version of Year 10 English is designed to prepare them for the VCE Vocational Major Literacy subject in Year 11.
- Students pursuing a VCE Certificate are required to enrol in English, EAL or English Language.
- Students who enrol in VCE Foundation English MUST ALSO be enrolled in VCE English or EAL.
- Information on the VCE VM Literacy subjects can be found the VCE VM Curriculum section.

## Year 9 -12 English Pathways

Students must study one of the English options in blue in each year. The subject they study is dependent upon their pathway choice.



## Year 10 - English

### Overview

In Year 10 English students will develop and justify their own interpretation of texts. They do this 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.

### Units/Topics

- Australian Identity
- Literary Analysis (Short Story & Poetry)
- Frankenstein graphic novel analysis
- Argument Analysis

### Assessment

- Creative response
- Text analysis
- Argument analysis
- Persuasive oral presentation
- Examination

### Future Directions

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

## Year 10 - English As an Additional Language

### Overview

The course aims to address the needs of students for whom English is a second language through a vigorous curriculum which both prepares students for VCE English and VCE English As an Additional Language (EAL).

### Units/Topics

- The Migrants Experience
- Indigenous Voice
- Modes of Argument
- Viewing and Responding
- Reading Project

### Assessment

- Writing Portfolio
- Analytical response
- Passage analysis
- Oral Presentation
- Reading journal
- Examination

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 1 & 2 English As an Additional Language or to support transition to VE Unit 1 & 2 English.

## Year 10 – Advanced English

### Overview

The aim of the course is to foster and extend student engagement in all areas of senior English studies through a vigorous and stimulating curriculum that draws upon the studies of English, English Language, Literature and languages generally. This course aims to extend students already at the Year 10 progression point or approaching to develop their creative and critical thinking skills. The course is designed to extend English or Humanities skills students.

**Prerequisites** - Entry into the course is by *invitation only*.

### Units/topics

- A Shakespearean Study
- An Introduction to English Language
- A Literature Study
- Creative Writing

### Assessment

- Reading Journal
- Language analysis
- Oral participation in both informal and formal discussions.
- Text analysis
- Writing tasks, including journal entries and a creative task
- Examination

### Future Directions

Satisfactory completion of this subject will provide a foundation for students to proceed to VCE Units 1 & 2 English, English Language or Literature.

## Year 10 – Applied English

### Overview

The Applied English course is designed to support students who are on a Vocational Learning Pathway. Students will develop their skills and abilities across all elements of the Year 10 English Curriculum but with an applied learning focus.

### Units/Topics

- Life lessons
- Technology
- Other applied learning ideas

### Assessment

- Film Study
- Debates
- Writing folio
- Text study
- Comparative analysis

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Vocational Major Units 1 & 2 Literacy or Victorian Pathways Certificate Units 1 & 2 Literacy.

## **Year 10 – Literature (elective)**

### **Overview**

Year 10 Literature enables students to study a variety of texts in detail, striving for analysis of the text and how the author has constructed their work. Through their study of Literature, students will develop their skills to read, analyse, and extract meaning from different texts, considering how they were received by their audiences. Students will also develop their skills in spoken and written expression through the study of this course.

### **Units/Topics**

- Study of a short text
- Study of a play
- Study of a novel

### **Assessment**

- Passage Analyses
- Creative Responses
- Extended Responses
- Oral Presentation
- Semester Examination

### **Future Directions**

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

## **Year 10 - Literacy Skills (elective)**

### **Overview**

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 at home, as well as mainstream students who need support to develop their literacy skills for future VCE study, will benefit from this subject. 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.

### **Types of Assessment**

- Writing journals
- Book or film reports
- 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.

## VCE Units 1 & 2 – English/English as an Additional Language (EAL)

### Overview

Units 1 & 2 English/EAL builds 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. In this study, students focus on the how English language is used to create meaning in print and digital texts of varying complexity. Through engagement with texts, and using texts from Australia and other cultures, students develop critical and creative thinking, developing their ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

### Unit 1

In this unit, students read and respond to texts analytically and creatively, building their connections to texts as well as their understanding of various textual elements.

#### Areas of Study

- 1. Reading and Exploring Texts:** In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. On completion of this unit the student should be able to make connections with and explore the various features and ideas in text.
- 2. Crafting Texts:** In this area of study, students engage with and develop an understanding of the various forms of writing, with a view to build their use of imaginative, persuasive and informative texts in context. On completion of this unit the student should be able to craft their own texts designed for a specific context and audience; and describe authorial decisions made during the writing processes.

### Unit 2

In this unit students develop reading and writing skills with a view to build inference into the creation of meaning, ideas and context. They analyse the use of structure, language and ideas in both fiction, non-fiction and persuasive texts.

#### Areas of Study

- 1. Reading and Exploring Texts:** In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing. On completion of this unit the student should be able to explore and analyse how the various text features construct meaning.
- 2. Exploring Argument:** In this area of study, students consider the way arguments are developed and delivered in many forms of media. On completion of this unit the student should be able to explore and analyse persuasive texts and construct a point of view text for oral presentation.

#### Forms of Assessment

Personal extended response, creative response, informative response/summaries, analytical response, argument analysis, point of view presentation (oral).

#### Prerequisites and Corequisites

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

#### Link to Study Design

[VCE English 2023-2027 Study Design](#)



## VCE Units 3 & 4 – English/English as an Additional Language (EAL)

### Overview

Units 3 & 4 English/EAL builds on the learning established through Units 1 & 2 English/EAL in the areas of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing. Through engagement with texts, 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. This study also contributes to the development of critical and creative thinking, developing student ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

### Unit 3

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

#### Areas of Study

1. **Reading and Creating Texts:** In this area of study students identify, discuss, and analyse how the features of selected texts create meaning and how they influence interpretation. On completion of this unit the student should be able to produce an analytical interpretation of a selected text, and a creative response to a different selected text.
2. **Analysing Argument:** In this area of study students analyse and compare the use of argument and language in texts that debate a topical issue. On completion of this unit the student should be able to analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.
3. **Listening to Texts (EAL only):** In this area of study students develop and refine their listening skills. On completion of this unit the student should be able to comprehend a spoken text.

### Unit 4

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

#### Areas of Study

1. **Reading and Comparing Texts:** In this area of study students explore the meaningful connections between two 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.
2. **Presenting Argument:** In this area of study students build their understanding of both the analysis and construction of texts that attempt to influence audiences. 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.

#### Forms of Assessment

Analytical responses, creative responses, argument analysis responses, point of view presentation (oral), comparative response, short answer responses.

#### Prerequisites and Corequisites

Students must have satisfied the work requirements of one of the VCE Units 1 and 2 Englishes.

#### Link to Study Design

[VCE English 2016-2023 Study Design](#)

## VCE Units 1 & 2 - English Language

### Overview

VCE English Language is the study of the functions of spoken and written language for a range of purposes. Students analyse language from a linguistics perspective, examining how language is rule-governed and informed by accepted systems. The study aims to further develop analytical skills and understanding of linguistics by analysing a range of both historical and contemporary texts.

### Unit 1 – Language and communication

In this unit, students are introduced to linguistic terminology to analyse a range of spoken and written texts for a variety of social purposes. Students examine the role of context on language choices. Furthermore, students investigate children's ability to acquire language and the stages of such development.

#### Areas of Study

1. **The nature and functions of language** – The major functions that language serves when used in given contexts and features that characterise speech and writing.
2. **Language Acquisition** – How children acquire language, the major theories of child language acquisition and the major milestones in childhood language development through a linguistics lens.

### Unit 2 – Language Change

In this unit, students study how English has been transformed over the centuries and consider the various possibilities for the future of English. They examine the global spread of English and the implications for other languages.

#### Areas of Study

1. **English across time** – the historical development of English from Old English to present-day Australian English, the factors influencing language change and, the attitudes to changes.
2. **Englishes in contact** – the effects of the global spread of English, the distinctive features of national and regional varieties of English, the role of language as an expression of cultures and worldviews

#### Forms of Assessment

- Short Answer Questions
- Analytical Commentaries
- Expository Essays

#### Prerequisites and Corequisites

There are no prerequisites to this study. It is an advantage to be analytical.

#### Future Directions

The subject provides a useful basis for further study in numerous fields such as psychology, the study of other languages, speech and reading therapy, linguistics, engineering, journalism and philosophy. It also supports study and employment in other communication-related fields.

#### Link to Study Design

[English Language](#)

## VCE Units 3 & 4 - English Language

### Overview

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, the study examines a range of contemporary texts, examining how speakers and readers use language for a range of purposes. The study examines the role of Standard Australian English in public domains.

### Unit 3 – Language variation and social purpose

In this unit, students analyse uses of informal and formal language for a range of purposes. They examine the role of situational and cultural contexts in influencing language choice. Furthermore, students examine how writers and speakers exploit language for a variety of social purposes.

#### Areas of Study

1. **Informal Language** – The distinctive features of informal language in written and spoken texts, the role of Standard and non-Standard English in creating informal texts, the use of informal language for various social purposes.
2. **Formal Language** – The distinctive features of formal language in written and spoken texts, the role of Standard and non-Standard English in creating formal texts in private and public domains, the use of formal language for various social purposes.

### Unit 4 – Language variation and identity

In this unit, students focus on the role of language in establishing and challenging different identities. Students examine the varieties of English used in contemporary Australian society. Students also evaluate a range of attitudes to different varieties of Australian English while examining the ways in which people use language to gain power and prestige.

#### Areas of Study

1. **Language variation in Australian society** – Varieties of Australian English and attitudes towards them, the ways in which a variety of Australian identities are constructed and reflected in a range of texts and the linguistic features of accents.
2. **Individual and group identities** – Language that reflects and construction of individual and group identity, power and prestige attached to varieties of English and social attitudes.

#### Forms of Assessment

- Short Answer Questions
- Analytical Commentaries
- Expository Essays

#### Prerequisites and Corequisites

No prerequisites to this study. It is an advantage to have completed Unit 1 and 2 English Language.

#### Future Directions

The subject provides a useful basis for further study in numerous fields such as psychology, the study of other languages, speech and reading therapy, linguistics, engineering, journalism and philosophy. It also supports study and employment in other communication-related fields.

#### Link to Study Design

[English Language](#)

## VCE Units 1 & 2 – Foundation English

### Overview

Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills. The study is designed for students who may require a more vocationally orientated approach to English or who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE Englishes and other VCE studies.

### Unit 1 – English for Practical Purposes

In this unit, students focus on developing language and communication skills, primarily through the study of a variety of texts. They develop communication skills to listen, speak, read and write effectively in academic, workplace and social contexts.

#### Areas of Study

- 1. Reading and Viewing Texts:** In this area of study students read a variety of academic, workplace or everyday texts to identify key information and ideas. On completion of this unit the student should be able to produce prose and graphic summaries and explanations of specified texts.
- 2. Creating Texts:** In this area of study students focus on the structures and features of written language in texts. On completion of this unit the student should be able to produce different text types for different purposes and audiences in response to academic, workplace or social contexts.
- 3. Listening to and presenting persuasive texts:** In this area of study students focus on the structures and features of spoken language. On completion of this unit the student should be able to listen, interact and speak in different formal contexts, for a range of audiences and persuasive purposes.

### Unit 2 – Thinking and Learning through English

In this unit students develop a range of literacy skills and learning strategies.

#### Areas of Study

- 1. Reading and Viewing Texts:** In this area of study students read texts for enjoyment and analysis. On completion of this unit the student should be able to produce analytical and creative responses to text.
- 2. Creating Texts:** In this area of study students develop skills in writing. On completion of this unit the student should be able to write for a particular target audience and purpose.
- 3. Listening to and presenting persuasive texts:** In this area of study students explore the structures and features of spoken language. On completion of this unit the student should be able to present a spoken or multimodal text to a specified audience.

#### Forms of Assessment

Short Answer Questions, Essays, Extended Responses, Creative responses, Point of view presentations (oral and written), Folio of texts, Summaries, Comparative responses

#### Prerequisites and Corequisites

There are no VCAA prerequisites for entry to Units 1 & 2, however, students should have satisfactorily completed Year 10 English. However, ***this subject is designed to support the study of a VCE English, as such it must be studied in conjunction with one of these subjects and cannot be studied by itself.***

#### Link to Study Design

[VCE Units 1 & 2 Foundation English](#)

## VCE Units 1 & 2 - Literature

### Overview

VCE Literature aims to foster students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high order thinking to express and develop their critical and creative voices. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices.

### Unit 1

In this unit student develop an understanding of how language, structure and stylistic choices are used in different literary forms and types of text. How these contribute to meaning and the degree to which points of view, experiences and contexts shape their own and others' interpretations of texts. They also explore multiple elements of literary movements and genres and engage with the ideas and concerns shared by the texts.

#### Areas of Study

1. **Reading Practices:** Students respond to a range of texts through close analysis.
2. **Exploration of literary movements and genres:** Students explore conventions common to a selected movement or genre, and engage with its ideas, concerns, and representations.

### Unit 2

Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators in a range of contexts. Students also explore the historical, social and cultural context of a text.

#### Areas of Study

1. **Voices of Country:** Students explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators.
2. **The text in its context:** Students analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

#### Assessment

- Close analysis of selected passages
- Essay (comparative and analytical)
- Debate
- Creative response

#### Prerequisites and Corequisites

It is an advantage to have completed Year 10 Literature however this is not a requirement.

#### Future Directions

Students can move on to study Units 3 & 4 Literature.

#### Link to Study Design

[VCE Literature Study Design](#)

## VCE Units 3 & 4 - Literature

### Overview

VCE Literature aims to foster students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high order thinking to express and develop their critical and creative voices. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices.

### Unit 3

Students initially consider how meaning alters when the form of a text changes. They explore the context of the text and the ways in which different interpretations open them up to different readers. They then consider formal literary perspectives and the ways in which texts may be open to interpretation through these lenses.

#### Areas of Study

1. **Transformation and Adaptation:** Students consider a text in two different forms and the ways in which form alters and reinforces meaning
2. **Exploration of literary movements and genres:** Students explore conventions common to a selected movement or genre, and engage with its ideas, concerns, and representations.

### Unit 4

Students firstly present their own creative response to one of the texts they have studied. In doing this they draw upon their knowledge of literary conventions and their understanding of characterisation, language, setting, themes, and plot development in the original text. Students then focus on close reading of the texts to develop their appreciation of language choices.

#### Areas of Study

1. **Creative Response to text:** Involves the construction of students' own text in response to one of the studied texts and an oral presentation in which they demonstrate their understanding of the significance of language, characterisation, plot development and reader engagement.
2. **Close reading:** Students look at the relationship between language and meaning and explore the detail in writing.

#### Assessment

- Close analysis of selected passages
- Essay (comparative and analytical)
- Oral Presentation
- Creative response

There is a final two-hour examination in November which involves:

- An analytical essay in which students draw upon one of the literary perspectives they have studied
- Three passage analysis on a different text

#### Prerequisites and Corequisites

It is an advantage to have completed Year 11 Literature however this is not a requirement.

#### Link to Study Design

[VCE Literature Study Design](#)

# Mathematics

Mathematics provides students with access to important mathematical ideas, knowledge, and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students apply beyond the mathematics classroom.

The Mathematics curriculum aims to ensure that students:

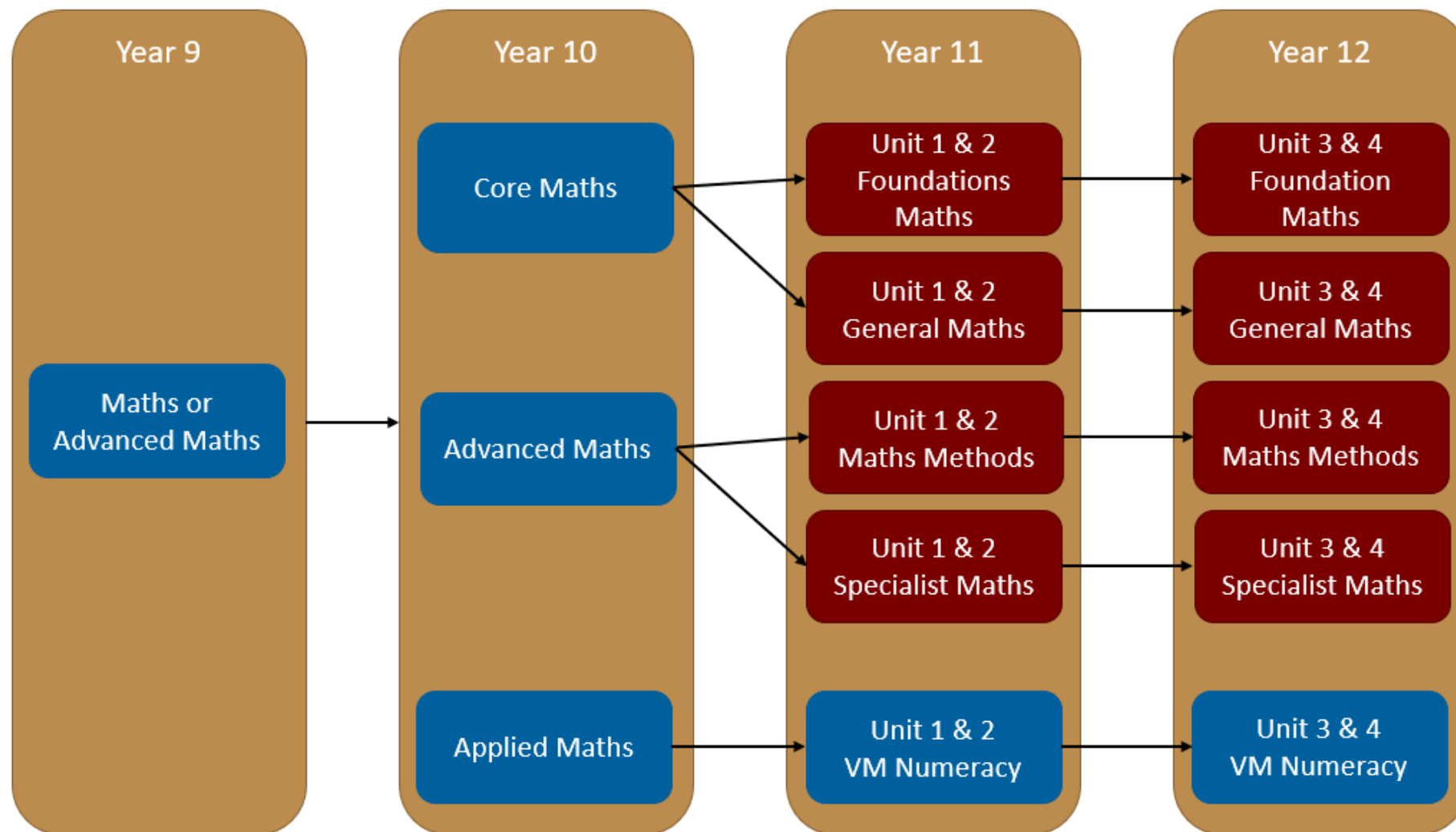
- develop useful mathematical and numeracy skills for everyday life, work, and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills, and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline

## Understanding Senior Mathematics Pathway Options

- Students at Year 10 who plan on a VCE pathway should be completing Core or Advanced Maths. Applied Maths is a VCE VM Numeracy Pathway option only.
- Students who are working at 9.5 in the Number and Algebra strand in Year 9 Maths are eligible to pursue Advanced Maths at Year 10.
- Students are advised to continue with Maths through their VCE. They should select a Maths that matches their pathway and that is attainable for them. There are 4 VCE Maths options:
  - Foundation Maths 1-4
  - General Maths 1-4
  - Math Methods 1-4
  - Specialist Maths 1-4
- Students who are planning on a VCE (Vocational Major) Pathway may enrol in Applied Maths. This version of Year 10 Maths is designed to prepare them for the VCE Vocational Major Numeracy subject in Year 11. Students should only take on this option if they know that they do not require a higher level of Maths. Some trades do require a VCE level maths, those students should be selecting Core or Advanced Maths at Year 10.

## Year 9 -12 Mathematics Pathways

Students must study one of the Maths options in blue in Year 10. Students studying the VCE VM must do Numeracy. Maths is optional for VCE students.





## Year 10 - Mathematics

### Overview

Year 10 Mathematics students continue to develop and consolidate their numeracy skills in a variety of mathematical concepts from the Victorian Curriculum through the Maths Pathway Program. Students are given the opportunity to learn at their own pace through the completion of mathematical modules, collaborative problem-solving tasks, and investigation projects. The Year 10 Mathematics course focuses on consolidating and enhancing students' skills in all areas of mathematics.

To meet the needs and capabilities of all students, personalised work is created using an online program called Maths Pathway. This course incorporates a range of learning opportunities to facilitate growth in all areas of mathematics. These activities include explicit teaching through mini lessons, individual Maths Pathway module work, collaborative rich tasks, differentiated tests, reflections, and feedback interviews.

### Units/Topics

Students will engage with topics from the following sub-strands:

- Number and place value
- Fractions and decimals
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships
- Using units of measurement
- Shape
- Geometric reasoning
- Location and transformation
- Pythagoras and trigonometry
- Chance
- Data representation and interpretation

### Assessment

- Growth Rate
- Assignment Each Semester
- Semester Examination

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to different VCE Maths Pathways (as identified in the flow chart) based on their level of achievement.

## Year 10 - Advanced Mathematics

### Overview

Students will extend their existing knowledge of their F – 10 Mathematics Curriculum by completing an in-depth exploration of the Victorian Curriculum 10A content. Students will develop their skills to connect different knowledge concepts in Mathematics in a meaningful way. Students will develop a sophisticated understanding of mathematical concepts and fluency with processes and be able to reason, pose and solve problems in Number and Algebra, Measurement and Geometry, and Statistics and Probability. This subject will allow for consolidation and deepening of knowledge required for the VCE study of Mathematical Methods (this subject is a prerequisite for study at university level for a variety of areas including Engineering, Mathematics and Sciences).

Students will study this course if they are at Level 10 for Number and Algebra at the conclusion of Year 9.

### Units/Topics

- Real Numbers and Indices
- Measurement
- Linear Relationships
- Quadratics
- Polynomials
- Trigonometry
- Non-Linear Relationships
- Functions and Relations
- Probability

### Assessment

- Test/Application Tasks (technology free and technology allowed components)
- Modelling Tasks
- Semester Examination

### Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to Unit 1 & 2 Mathematical Methods (or another combination of VCE Mathematics Pathways as identified in the flow chart, including Unit 1 & 2 Specialist Mathematics).

## **Year 10 - Applied Mathematics**

### **Overview**

Year 10 Applied Mathematics students continue to develop and consolidate their numeracy skills in a variety of mathematical concepts from the Victorian Curriculum, using a range of resources.

Students will utilise Applied Learning principles throughout this subject and connection to practical applications and the world of work are core to this study.

### **Units/Topics**

- Real Numbers and Indices
- Measurement
- Linear Relationships
- Quadratics
- Polynomials
- Trigonometry
- Non-Linear Relationships
- Functions and Relations
- Probability

### **Assessment**

- Tests
- Practical Application Tasks
- Modelling Tasks

### **Future Directions**

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE VM Unit 1 & 2 Numeracy only.

## VCE Units 1 & 2 - Foundation Mathematics

### Overview

Unit 1 & 2 Foundation Mathematics focuses on providing students with mathematical knowledge, skills, and understanding, to solve problems in real contexts such as workplace and community.

### Unit 1 Foundation Mathematics

Students will build a deeper understanding of mathematical foundations through collaboration, and communication. Students will obtain mathematical knowledge and skills to make informed decisions in their lives.

#### *Areas of Study*

1. **Algebra, number, and structure** – Estimation, and different forms of number calculations
2. **Data analysis, probability and statistics** – Collection and presentation of gathered and provided data
3. **Discrete mathematics** – Management of personal, local, and national financial matters
4. **Space and measurement** – Application of measurement systems in a variety of contexts

### Unit 2 Foundation Mathematics

Students will extend on their foundational knowledge to application of mathematics to ensure they can solve practical problems.

#### *Areas of Study*

1. **Algebra, number, and structure** – Application of patterns in numbers
2. **Data analysis, probability and statistics** – Analysis of gathered and provided data
3. **Discrete mathematics** – Management of national financial matters and decision making
4. **Space and measurement** – Shape and location, as well as the application

#### *Outcomes (for both units)*

1. Students should be able to use and apply a range of mathematical concepts, skills, and procedures to solve practical problems
2. Students can apply mathematical processes in investigations and problem-solving situations
3. Students can apply computational thinking, making use of technology to produce results and carry out analysis

### Assessment

Chapter Questions, Tests, Problem-Solving Tasks, Mathematical Investigations, Semester Exams

### Prerequisites

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

### Link to Study Design

[Foundation Mathematics](#)

## VCE Units 3 & 4 - Foundation Mathematics

### Overview

Foundation Mathematics Units 3 and 4 has a focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts.

### Unit 3 Foundation Mathematics

Students study a selection of content that includes number operations, equations, comparing data sets, money management, and transformations and projections.

### Unit 4 Foundation Mathematics

Students extend their study to include transposition of formulas, interpolation and extrapolation, financial risk, calibration and error, and apply that knowledge to a range of contexts involving the content studied in Unit 3.

### Areas of Study (for both units)

1. Algebra, number, and structure
2. Data analysis, probability and statistics
3. Discrete mathematics
4. Space and measurement

### Outcomes (for both units)

1. Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures to solve practical problems from a range of everyday and real-life contexts.
2. Apply mathematical processes in non-routine practical contexts, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
3. Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in practical situations requiring investigative, modelling or problem-solving techniques or approaches.

### Assessment

The School-assessed Coursework will contribute 60 per cent and the External examination will contribute 40 per cent to the study score. School-assessed Coursework consists of Mathematical Investigations, which are composed of three parts: formulation, exploration, and communication.

### Prerequisites

Assumed knowledge and skills for Foundation Mathematics Units 3 and 4 are contained in Foundation Mathematics Units 1 and 2, and will be drawn on in the development of related content from the areas of study, and key knowledge and key skills for the outcomes.

### Link to Study Design

[Foundation Mathematics](#)

## VCE Units 1 & 2 - General Mathematics

### Overview

In General Mathematics Units 1 and 2, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

### Areas of Study

1. **Arithmetic and Number** - Computation methods, Financial Mathematics
2. **Algebra and Structure** - Linear Equations and Relations
3. **Discrete Mathematics** – Matrices, Graphs and Networks, Number Sequences
4. **Graphs of linear and non-linear relations** - Linear Models, Variation
5. **Statistics** - Investigating and comparing data distributions, Relationships between two variables

### Outcomes

Outcome 1 – **define and explain key concepts** as specified in the selected content from the areas of study and apply a range of related mathematical routines and procedures.

Outcome 2 - **select and apply mathematical facts, concepts, models and techniques** from the topics covered in the unit to investigate and analyse extended application problems in a range of contexts.

Outcome 3 - **select and use numerical, graphical, symbolic and statistical functionalities of technology** to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Assessment

Assignments, Tests, Modelling and Problem-Solving Tasks, Mathematical Investigations

### Prerequisites and Corequisites

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

### Future Directions

Students will be able to undertake VCE Unit 3 and 4 Further Mathematics.

### Link to Study Design

[General Mathematics](#)

## VCE Units 3 & 4 - General Mathematics

### Overview

Units 3 & 4 General Mathematics consists of two areas of study per unit which combine and extend the topics covered in Units 1 & 2 General Mathematics. Students will develop their knowledge of data analysis, financial mathematics and some applications of matrices and networks.

### Unit 3

Students study a selection of content that includes investigating data distributions, association between two variables, investigating and modelling linear associations and time series data as well as depreciation of assets, compound interest investments and loans, reducing balance loans, annuities and perpetuities and annuity investments.

### Areas of Study

1. Data analysis
2. Recursion and financial modelling

### Unit 4

Students study a selection of content that includes matrices and their applications, transition matrices, graphs and networks, exploring and travelling problems, trees and minimum connector problems, flow, shortest path and matching problems.

### Areas of Study

1. Matrices
2. Networks and decision mathematics

### Assessment

Application task, modelling tasks, two end of year examinations.

### Prerequisites and Corequisites

It is an advantage to have completed Units 1 & 2 General Mathematics.

### Link to Study Design

[General Mathematics](#)

## VCE Units 1 & 2 - Mathematical Methods

### Overview

Units 1 & 2 Mathematical Methods comprises of a study of Functions and Graphs, Algebra, Probability and Calculus. These areas of study are explored in both units of Mathematical Methods, with a balanced and progressive development of skills from Unit 1 to Unit 2. Students require a thorough understanding of the 7-10A Math curriculum to successfully apply themselves to this new content and its applications.

### Unit 1

Students study simple algebraic functions and their graphs, focusing mainly on polynomials and other common function types. Students develop skills and knowledge in creating, solving, and graphing various equations, both in simple form and apply these skills to real world contexts.

### Unit 2

Students expand on their study of basic and common functions and graphs through the introduction of transcendental functions. They are introduced to more complex calculus and explore the study of probability. Students develop skills and knowledge in these topics by applying these skills to real world contexts.

### Areas of Study (for both units)

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

### Assessment

Students will be assessed on their content knowledge, use of technology (CAS calculator) and ability to apply their knowledge and skills to modelling and problem-solving contexts, including real world applications.

Each topic studied will be assessed via either a topic test or investigation task and there will be two exams at the end of each unit (technology free and technology allowed).

### Prerequisites and Corequisites

Students intending to undertake Mathematical Methods Units 1 & 2 require a very sound background in Mathematics from the Year 10 Advanced Mathematics program.

### Future Directions

Students who successfully complete Mathematical Methods will be able to undertake Mathematical Methods Units 3 & 4, as well as Specialist Maths Units 3 & 4.

### Link to Study Design

[Mathematical Methods](#)



## VCE Units 3 & 4 - Mathematical Methods

### Overview

Units 3 & 4 Mathematical Methods Units extend the introductory study from Units 1 & 2 of simple elementary functions, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts.

### Unit 3

Students study a selection of content that includes various common functions and their graphs, and the use of algebra to solve and analyse these. They also investigate the applications of derivatives and differentiation to identify and analyse key features of the functions.

### Areas of Study

- Functions and Graphs
- Algebra
- Calculus (Differential)

### Unit 4

Students extend their study of Calculus to include anti-differentiation and integration and apply that knowledge to a range of contexts involving the content studied in Unit 3. They then study random variables, discrete and continuous probability distributions, and sample proportions.

### Areas of Study

- Calculus (Integral)
- Probability and Statistics

### Assessment

Students undertake one Application Task in Unit 3. This is a function and calculus-based mathematical investigation of a practical or theoretical context involving content from two or more areas of study and is 4–6 hours duration over a period of 1–2 weeks.

Students undertake two Problem Solving or Modelling Tasks in Unit 4. Both tasks are 2-3 hours duration over a period of 1 week and one of the modelling tasks must focus on Probability and Statistics, the other can be a combination of any of the other areas of study.

Students then sit 2 exams at the end of the year that covers all content studied from Units 1 – 4. Exam 1 is a technology free exam of 1hour duration. Exam 2 is a technology allowed exam of 2 hours duration.

### Prerequisites and Corequisites

Students need to have successfully completed Mathematical Methods Units 1 & 2.

### Link to Study Design

[Mathematical Methods](#)

## VCE Units 1 & 2 - Specialist Mathematics

### Overview

Specialist Mathematics is a course designed to challenge students, complement and consolidate material covered in Mathematical Methods 1 & 2. This study should prepare them for the more demanding Unit 3 & 4 Specialist Mathematics course at Year 12. Students who undertake Specialist Mathematics Units 1 & 2 will benefit from the consolidation of skills also required in Mathematical Methods Units 1 & 2.

### Unit 1

At the end of Unit 1 students are expected to have covered the material in the areas of study: 'Algebra, number and structure' and 'Discrete mathematics'. Concepts from these areas of study will be further developed and used in Unit 2 and also in Units 3 and 4.

#### Areas of Study:

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

### Unit 2

At the end of Unit 2 students are expected to have covered the material in the areas of studies: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

#### Areas of Study:

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

### Assessment

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

### Prerequisites and Corequisites

- 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.

### Link to Study Design

[VCE Mathematics](#)

## VCE Units 3 & 4 - Specialist Mathematics

### Overview

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 & 4

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study. In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

### Areas of Studies

- |                                           |                                                     |
|-------------------------------------------|-----------------------------------------------------|
| 1. <i>Discrete mathematics</i>            | 4. <i>Calculus</i>                                  |
| 2. <i>Functions, relations and graphs</i> | 5. <i>Space and measurement</i>                     |
| 3. <i>Algebra, number and structure</i>   | 6. <i>Data analysis, probability and statistics</i> |

### Assessment

- |                                                                    |                                                                                                        |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| • Unit 3 Application Task                                          | • Examination 1 – November (1 hour) Technology Free: Short answer and some extended-type questions     |
| • Unit 4 Analysis Task (Calculus)                                  | • Examination 2 – November (2 hours): Technology Allowed – multiple choice and extended-type questions |
| • Unit 4 Analysis Task (Data analysis, probability and statistics) |                                                                                                        |

### Prerequisites and Corequisites

- 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.

### Future Directions

Business Analyst, Data Analyst, Engineer, Auditor, Data or Research Analyst, Computer Programmer, Medical Scientist, Financial Analyst, Statistician, Actuary, Economist, Applications Engineer, Design Engineer, Mathematics Teacher, IT Consultant

### Link to Study Design:

[VCE Mathematics](#)

# Science

Science provides a way of answering interesting and important questions about the biological, physical, and technological world. Science is a dynamic, collaborative, and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions, and solving problems. Science knowledge is contestable and is revised, refined, and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings, and skills to make informed decisions about local, national, and global issues and to participate, if they so wish, in science-related careers.

The Science curriculum aims to ensure that students develop:

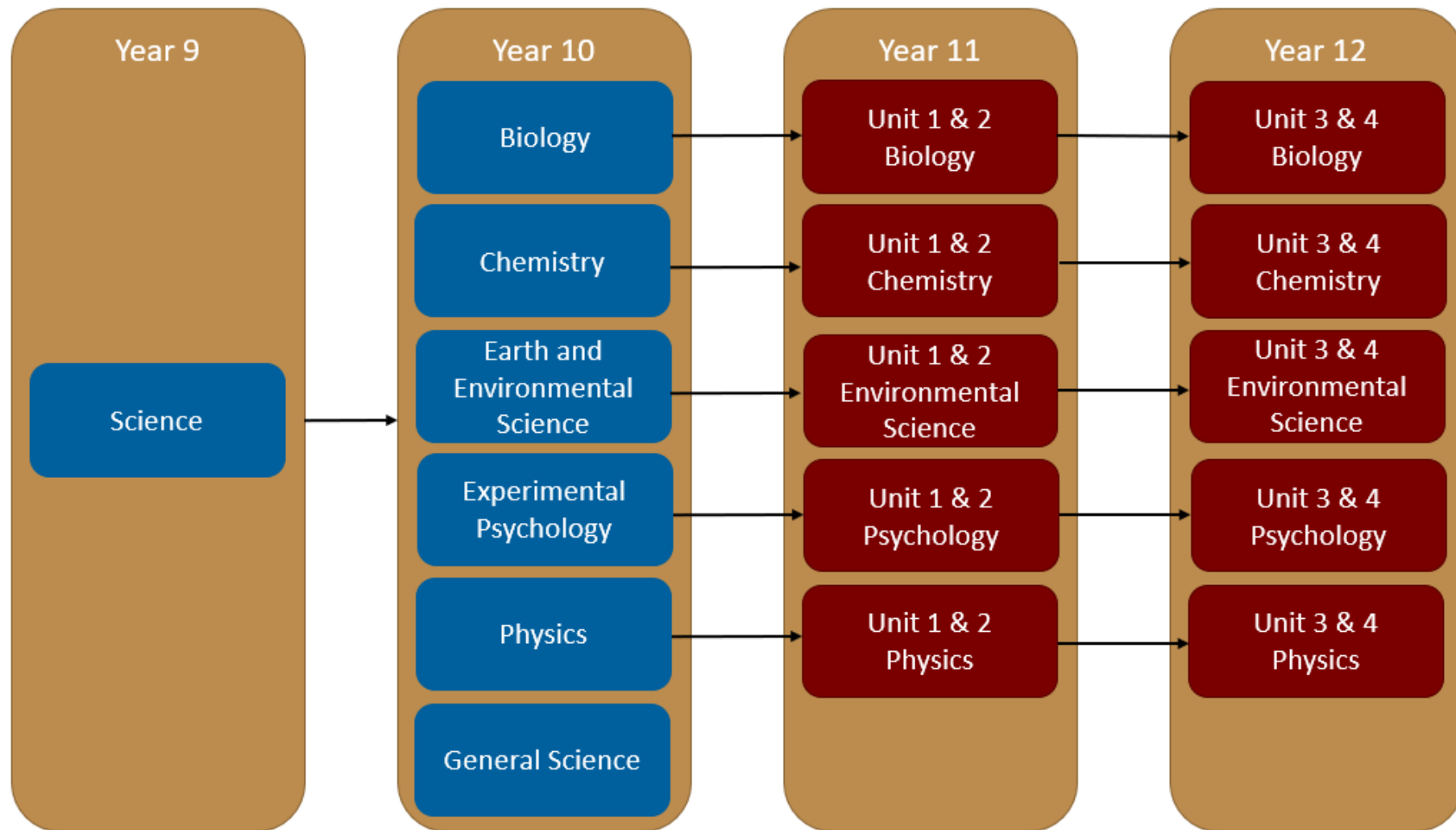
- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning, and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas based on evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while considering ethical and social implications of decisions
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

## Understanding Senior Science Pathway Options

- Students at Year 10 who plan on studying any VCE Science subjects should select 2 Year 10 Science electives rather than only 1.
- Students who accelerate into a VCE Science at Year 10 can opt out of the compulsory year 10 Science and select another elective. This is confirmed during course selection interviews.
- VCE Students can select from 5 VCE Science studies:
  - Biology
  - Chemistry
  - Environmental Science
  - Physics
  - Psychology
- VCE VM students do not do Science.

## Year 9 -12 Science Pathways

Students must study at least one of the Science options in blue in Year 10.



## Year 10 - General Science

### Overview

This units provides students with an understanding of multiple Science disciplines including Biology, Chemistry, Physics and Forensic Sciences. The focus is on applications in everyday life and developing an awareness of the importance of scientific literacy in making decisions that influence individual and community wellbeing.

This science elective is recommended for students who do not intend to study any VCE science subjects.

### Units/Topics

- Forensics
- Car Physics
- Microbiology
- Chemistry

### Types of Assessment

- Topic Tests
- Experimental Investigations
- Semester 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

### Overview

Biology is the study of life – playing a crucial role in our everyday existence. In this subject, students will uncover why similarities and differences existing between humans and all other living things by investigating how each individual cell grows, multiplies, and functions. Students will also explore how we have evolved and the ways that characteristics are passed on from one generation to the next using a scientific inquiry approach.

### Units/Topics

- Cell Organelles Structure and Function
- DNA Structure and Replication
- The Cell Cycle, Mitosis and Meiosis
- Genetics and Inheritance
- Natural Selection and Evolution

### Assessment

- Topic Tests
- Extended Responses
- Practical Reports
- Research Assessments
- Semester Examination

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students intending to study VCE Biology Units 1 & 2

## Year 10 - Science: Chemistry

### Overview

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 study a range of chemical reactions through experiments and investigate the basis of chemical reactions and ways of controlling reaction rates.

### Units/Topics

- Atomic structure and the Periodic Table
- Chemical Bonding
- Chemical reactions

### Types of Assessment

- Topic Tests
- Experimental Investigations
- Semester Examination

### Future Directions

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

## Year 10 - Science: Earth and Environmental Science

### Overview

Everything on Earth can be considered within four spheres - the lithosphere, atmosphere, hydrosphere and biosphere. 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.

### Units/Topics

- Earth's spheres
- Movement of matter and energy through Earth's spheres
- Natural and human impacts on climate
- Stars
- History of the Universe

### Types of Assessment

- Topic Tests
- Experimental Investigations
- Semester Examination

### Future Directions

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

## Year 10 - Science: Experimental Psychology

### Overview

Psychology is the science that seeks to understand human behaviour and mental processes. The study of psychology enables students to understand their behaviours and the behaviours of others and therefore has direct relevance to their personal lives. Students interested in working with people and finding answers to questions about people's behaviour would be well suited to this subject.

### Units/Topics

- Introduction to Psychology
- Sports Psychology
- Mental Health

### Assessment

- Topic Tests
- Practical Investigations
- Research Investigations
- Semester Examination

### Future Directions

Experimental Psychology allows Year 10 students to taste Psychology without committing to Units 1 and 2 Psychology. It will enable a more informed choice for VCE and benefit students considering studying Psychology at a VCE level.

## Year 10 - Science: Physics

### Overview

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 everyday 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.

### Units/Topics

- Motion
- Energy – Light
- Electricity

### Types of Assessment

- Tests
- Practical reports
- Examination

### Future Directions

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



# VCE Units 1 & 2 - Biology

## Overview

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity.

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

In this unit, students examine the cell as the structural and functional unit of life. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation, and renewal of cells.

### Areas of Study:

1. **How do cell's function?** the structure and functions of prokaryotic and eukaryotic cells, including the regulation of the cell cycle and the processes for cell division.
2. **How do plant and animal systems function?** - how systems function through cell specialisation in vascular plants and in digestive, endocrine and excretory systems in animals, focusing on regulation of water balance in plants, and temperature, blood glucose, water balance and thyroid regulation in animals through homeostatic mechanisms.
3. **How do scientific investigations develop understanding of how organisms regulate their functions?** - Adapt or design and then conduct a scientific investigation

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

Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.

### Areas of Study:

1. **How is inheritance explained?** - Describe how a characteristic or trait is inherited through generations and how diversity derives from the production of gametes in sexual reproduction
2. **How do inherited adaptations impact on diversity?** - Analyse the advantages and disadvantages of asexual and sexual reproduction and investigate the use and application of reproductive cloning technologies.
3. **How do humans use science to explore and communicate contemporary bioethical issues?** Explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

### Assessment

- Practical Logbook Annotation
- Case Study Analysis
- Data analysis of primary and/collated secondary data
- Scientific Investigation Poster
- Response to a bioethical issue
- Semester Exams

### Prerequisites and Corequisites

It is an advantage to have completed Year 10 Science: Biology. Students should have studied 2 Science Units at Year 10.

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students intending to study VCE Biology Units 3 & 4

Link to Study Design - [VCE Biology Study Design](#)

## VCE Units 3 & 4 - Biology

### Overview

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In understanding this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth.

### Unit 3 – How do cells maintain life?

Students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins. They explore the structure, regulation, and rate of biochemical pathways. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

#### Areas of Study:

1. **What is the role of nucleic acids and proteins in maintaining life?** - analyse the relationship between nucleic acids and proteins and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
2. **How are biochemical pathways regulated?** - analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.

### Unit 4 – How does life change and respond to challenges?

Students consider the continual change and challenges to which life on Earth has been subjected. They study the immune system and interactions between its components to provide immunity to a specific pathogen. 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.

#### Areas of Study:

1. **How do organisms respond to pathogens?** - analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
2. **How are species related over time?** - analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
3. **How is scientific inquiry used to investigate cellular processes and/or biological change?** Student's design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges

### Assessment

For each outcome, one task selected from:

- Analysis and evaluation of a case study
- Analysis and evaluation of generated primary and/or secondary data
- Comparison and evaluation of biological concepts, methodologies, and methods from 3 practical activities
- Analysis and evaluation of a contemporary bioethical issue

### Prerequisites and Corequisites

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

Link to Study Design - [VCE Biology](#)

## VCE Unit 1 & 2 - Chemistry

### Overview

The development and use of materials for specific purposes is an important part of chemistry. In this unit students investigate the chemical properties of a range of materials including covalent compounds, metals, ionic compounds and polymers. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

### Unit 1: How can the diversity of materials be explained?

In this area of study students focus on elements as the building blocks of useful materials. They investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures.

#### Areas of Study:

1. **How do the chemical structures of materials explain their properties and reactions?** investigate the structures, properties and reactions of carbon compounds, metals and ionic compounds, and use chromatography to separate the components of mixtures.
2. **How are materials quantified and classified?** - measurement of quantities in chemistry and the structures and properties of organic compounds, including polymers.
3. **How can chemical principles be applied to create a more sustainable future?** - undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge.

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

#### Areas of Study:

1. **How do chemicals interact with water?** - understanding the properties of water and investigating acid-base and redox reactions.
2. **How are chemicals measured and analysed?** - analysis and quantification of chemical reactions involving acids, bases, salts and gases.
3. **Area of Study 3 How do quantitative scientific investigations develop our understanding of chemical reactions?** - adapt or design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data.

#### Assessment

- Experimental Investigations
- Tests
- Research Assignment
- End of Unit Exams

#### Prerequisites and Corequisites

A module of year 10 chemistry would be helpful but not essential. Students should have completed 2 units of Year 10 Science.

#### Link to Study Design

[VCE Chemistry](#)

## VCE Units 3 & 4 - Chemistry

### Overview

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. 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.

### Unit 3: How can chemical processes be designed to optimise efficiency?

Students compare and evaluate different chemical energy resources. They investigate the combustion of fuels, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations.

#### Areas of Study:

1. **What are the options for energy production?** - analysing and comparing a range of energy resources and technologies, including fossil fuels, biofuels, galvanic cells and fuel cells, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications.
2. **How can the yield of a chemical product be optimised?** - explore the factors that increase the efficiency and percentage yield of a chemical manufacturing process while reducing the energy demand and associated costs.

### Unit 4: How are organic compounds categorised, analysed and used?

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.

#### Areas of Study:

1. **How can the diversity of carbon compounds be explained and categorised?** - trends in the physical and chemical properties of various organic families of compounds. Typical reactions of organic families and some of their reaction pathways and write balanced chemical equations for organic syntheses.
2. **What is the chemistry of food?** - major components of food with reference to their structures, properties and functions. Hydrolysis reactions in which foods are broken down, the condensation reactions in which new biomolecules are formed and the role of enzymes, assisted by coenzymes, in the metabolism of food.
3. **Practical investigation** - designed or adapted practical investigation related to energy and/or food.

#### Assessment

- A report on a laboratory investigation
- A report of a student investigation with poster design.
- A response to a set of structured questions

#### Prerequisites and Corequisites

Unit 1 & 2 Chemistry preferred

#### Link to Study Design

[VCE Chemistry](#)

## VCE Units 1 & 2 - Environmental Science

### Overview

Earth is understood as a set of four interrelated systems: the atmosphere, the biosphere, the hydrosphere and the lithosphere. This study explores how the relationships between these systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption.

### Unit 1: How are Earth's dynamic systems interconnected to support life?

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere, and lithosphere. They focus on how ecosystem functioning can influence many local, regional, and global environmental conditions. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

#### Areas of Study:

1. How are Earth systems organised and connected?
2. How do Earth's systems change over time?
3. How do scientific investigations develop understanding of how Earth's systems support life?

### Unit 2: What affects Earth's capacity to sustain life?

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

#### Areas of Study:

1. How can we manage pollution to sustain Earth's systems?
2. How can we manage food and water security to sustain Earth's systems?
3. How do scientific endeavours contribute to minimising human impacts on Earth's systems?

#### Assessment

- Experimental Investigations
- Tests
- Reports
- Case Studies
- End of Unit Exams

#### Prerequisites and Corequisites

A module of year 10 Environmental Science would be helpful but not essential. Students should have completed 2 units of Year 10 Science.

Link to Study Design - [Environmental Science Study Design](#)

## VCE Units 3 & 4 - Environmental Science

### Overview

Students explore how the relationships between these Earth's systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption. Students investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use and examine the challenges and opportunities presented by selected environmental issues and case studies, and consider how different value systems, priorities, knowledge and regulatory frameworks affect environmental decision-making and planning for a sustainable future.

### Unit 3 – How can biodiversity and development be sustained?

Students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being.

#### Areas of Study:

1. **Why is maintaining biodiversity worth a sustained effort?** - importance of Earth's biodiversity and how it has changed over time, analyse threats to biodiversity, and evaluate management strategies to maintain biodiversity.
2. **When is development sustainable?** - sustainability principles relate to environmental management, analyse how stakeholder perspectives can influence environmental decision-making, and evaluate the effectiveness of environmental management strategies.

### Unit 4 – How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles.

#### Areas of Study:

1. **How can we respond to climate change?** - analyse the major factors that affect Earth's climate, explain how past and future climate variability can be measured and modelled, and evaluate options for managing climate change.
2. **What might be a more sustainable mix of energy sources?** - compare the advantages and disadvantages of using a range of energy sources and evaluate the suitability and impacts of their use in terms of upholding sustainability principles.
3. **How is scientific inquiry used to investigate contemporary environmental challenges?** - design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use.

#### Assessment

- Data and evidence analysis
- Case Studies
- Investigations

#### Prerequisites and Corequisites

It is an advantage to have completed Units 1 & 2 Environmental Science

#### Link to Study Design

[Environmental Science](#)

## VCE Units 1 & 2 - Physics

### Overview

The study of Physics involves investigating, understanding and explaining the behaviour of physical phenomena in the Universe. Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Physics is the area of STEAM that uses mathematics to explain science.

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

Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored.

#### Areas of Study:

1. **How are light and heat explained?** Electromagnetic Radiation, Thermal Energy, Interaction of Thermal Energy and Electromagnetic Radiation
2. **How is energy from the nucleus utilised?** Radiation from the Nucleus, Nuclear Energy.
3. **How can electricity be used to transfer energy?** Concepts used to model electricity, Circuit electricity, Using electricity, Electrical safety in the home

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

#### Areas of Study:

1. **How is motion understood?** Concepts used to model motion, Forces, Energy and Equilibrium. Application of motion
2. **How can performance in ball sports be improved?** The physics of ball sports, Communicating physics
3. **How do physicists investigate questions?** Investigation design, Scientific evidence, Science communication

#### Assessment:

- Analysis Tasks
- Practical Investigations and Activities
- Practical Activities
- Tests
- Infographics tasks

#### Prerequisites and Corequisites:

Students are expected to have completed Year 10 Physics

#### Future Directions:

Units 1 and 2 Physics provides the background required for Units 3 and 4 physics.

#### Link to Study Design:

[VCE Physics](#)



## VCE Units 3 & 4 - Physics

### Overview

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 – How do fields explain motion and electricity?

In this area of study, students use Newton's laws of motion to analyse linear motion, circular motion and projectile motion. Newton's laws of motion give important insights into a range of motion both on Earth and beyond through the investigations of objects on land and in orbit. They explore the motion of objects under the influence of a gravitational field on the surface of Earth, close to Earth and above Earth. They explore the relationships between force, energy and mass.

#### Areas of Study:

1. **How do physicists explain motion in two dimensions?** - investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
2. **How do things move without contact?** - analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
3. **How are fields used in electricity generation?** - analyse and evaluate an electricity generation and distribution system.

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

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light.

#### Areas of Study:

1. **How has understanding about the physical world changed?** - analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
2. **How is scientific inquiry used to investigate fields, motion or light?** - design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

#### Assessment

Each topic will be assessed using a Test, a Data analysis, a Report or a Scientific poster.

#### Prerequisites and Corequisites

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

#### Future Directions

Business Analyst, Data Analyst, Engineer, Patent Attorney, Physicist, Physics researcher, Physics Teacher or Professor, Programmer, Accelerator Operator, Applications Engineer, Data Analyst, Design Engineer, High School Physics Teacher, IT Consultant, Lab Technician, Laser Engineer

#### Link to Study Design:

[VCE Physics](#)



# VCE Units 1 & 2 - Psychology

## Overview

Psychology is a discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Students explore complex human behaviours and thought processes. The study assists students to further develop effective language skills for scientific communication.

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

Students examine the complex nature of psychological development. They examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours.

### Areas of Study:

1. **What influences psychological development?** - interactive influences of hereditary and environmental factors on a person's psychological development.
2. **How are mental processes and behaviour influenced by the brain?** - brain structure and function has changed over time, considering the influence of different approaches and contributions to understanding the role of the brain.
3. **How does temporary psychology conduct and validate psychological research?** - investigate how science is used to explore and validate contemporary psychological research questions.

## Unit 2 – How do internal and external factors influence behaviour and mental processes?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values.

### Areas of Study:

1. **How are people influenced to behave in particular ways?** - interplay of psychological and social factors that shape the identity and behaviour of individuals and groups.
2. **What influences a person's perception of the world?** - influence of biological, psychological and social factors on visual and gustatory perception.
3. **How do scientific investigations develop understanding of influences on perception and behaviour?** - adapt or design and then conduct a scientific investigation into the internal or external influences on perception and/or behaviour.

### Assessment

- Tests
- Logbooks
- Folio
- Practical Research Investigation

### Prerequisites and Corequisites

None required

### Link to Study Design

[VCE Psychology](#)

## VCE Units 3 & 4 - Psychology

### Overview

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 – How does experience affect behaviour and mental processes?

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

#### Areas of Study:

1. **How does the nervous system enable psychological functioning?** - 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
2. **How do people learn and remember?** - apply biological and psychological explanations for how new information can be learnt and stored in memory.

### Unit 4 – How is mental wellbeing supported and maintained?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. Students will also consider the ways which mental wellbeing may be defined and conceptualized.

#### Areas of Study:

1. **How does sleep affect mental processes and behaviour?** - 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.
2. **What influences mental wellbeing?** - 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.
3. **How is scientific inquiry used to investigate mental processes and psychological functioning?** - design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

#### Assessment

- Test
- Scientific Poster task
- Media Analysis
- Research Investigation
- End of year examination

#### Prerequisites and Corequisites

There are no prerequisites, however it is advantageous to have completed Units 1 & 2 Psychology

#### Link to Study Design

[VCE Psychology](#)

# Humanities

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

Through subjects that deal with Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped, and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.

The Humanities curriculum aims to ensure that students develop:

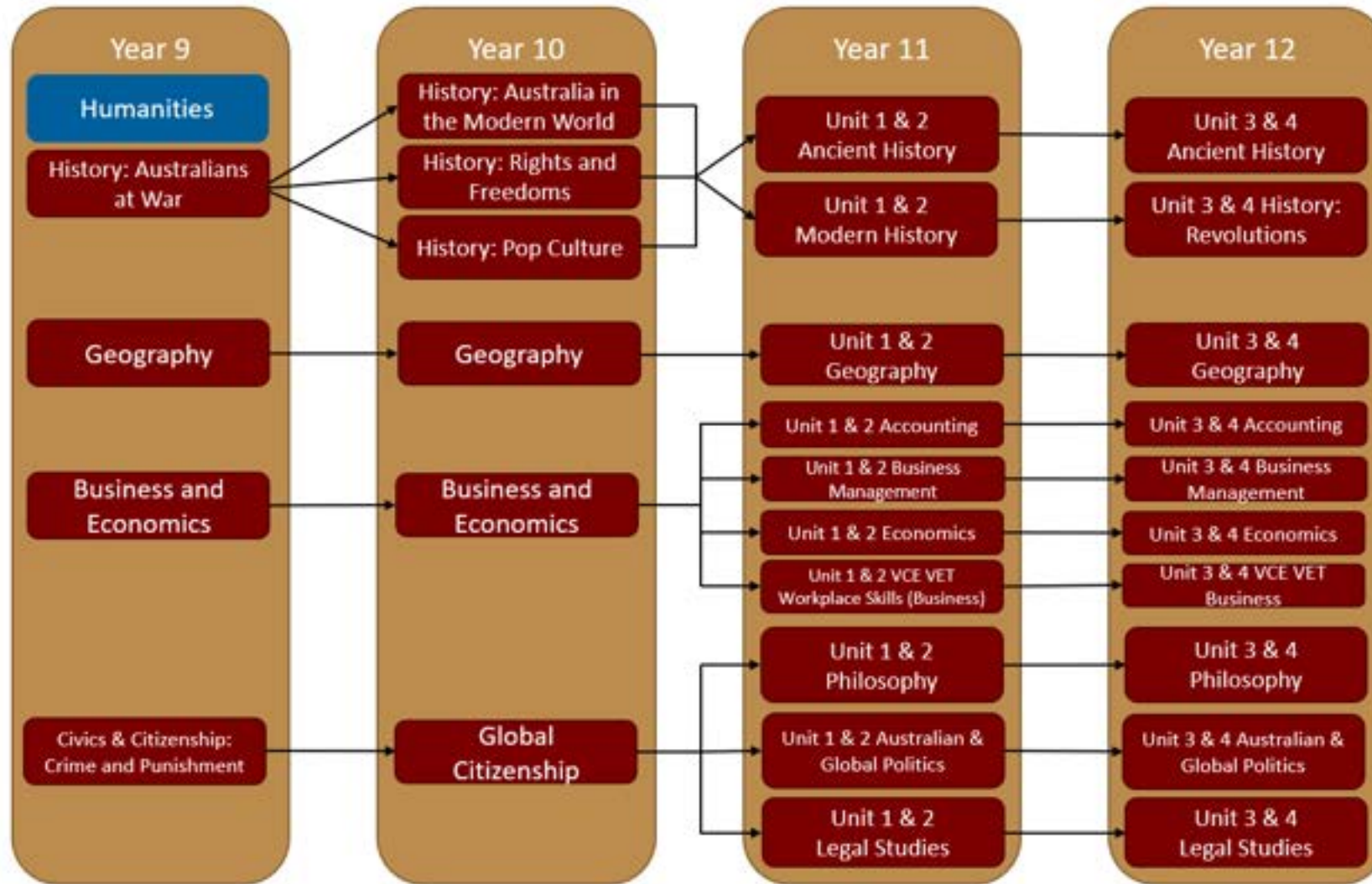
- knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia's system of democratic government and law, and the role of the citizen in Australian government and society
- skills necessary to investigate contemporary civics and citizenship issues, and foster responsible participation in Australia's democracy
- reasoning and interpretation skills to apply economics and business concepts and theories to evaluate information they encounter, make informed decisions and use problem-solving skills to respond to economics and business issues and events
- knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens.
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance

## Understanding Senior Humanities Pathway Options

- Students at Year 10, 11 and 12 have the flexibility to choose Humanities options that interest them.
- VCE Students can select from 9 VCE Humanities studies, one of which is a VCE VET study:
  - Australian and Global Politics
  - History
  - Geography
  - Philosophy
  - Business Management
  - Economics
  - Legal Studies
  - Accounting
  - VCE VET Workplace Skills
- VCE VM students do not do Humanities

## Year 9 -12 Humanities Pathways

Humanities subjects are all elective options



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

### Overview

This subject covers the period of the 20<sup>th</sup> Century in Australia that followed the First World War. It focuses on the development of the Australian identity as the country found its place in the world through the great depression and a second world war.

Through the study of history students develop their skills in understanding the relationships between events in the past and today, build their skills in historical inquiry and be able to evaluate evidence as part of historical arguments. Students also develop their ability analyse and interpret historical perspectives.

### Units/Topics

- WW1 and its contribution to WW2
- The interwar years
- WW2
- The Kokoda Campaign
- The Globalising World and Popular Culture

### Assessment

- Topic Tests
- Extended Responses
- Document and Film Analysis
- Research Assessments
- Semester Examination

### Future Directions

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

## Year 10 Humanities - History: Pop Culture

### Overview

Year 10 History: Pop Culture allows for an in-depth study of the twentieth and twenty-first centuries through a social and cultural lens. Students will study how Australian society has changed with the emergence of pop music, film and television, and new communication technologies post World War II. Through this study, students will develop their skills in understanding and analysing different events that have occurred, and why they hold significance.

### Units/Topics

- Pop Music
- Film and Television
- Communication

### Assessment

- Document Analyses
- Research Projects
- Extended Responses
- Oral Presentation
- Semester Examination

### Future Directions

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

## **Year 10 Humanities – History: Rights and Freedoms**

### **Overview**

The 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. Students will compare the struggle within the movements across the United States of America and Australia during the 20th Century.

Students will have the opportunity to develop their skills in chronological sequencing, build their skills in historical inquiry and be able to evaluate evidence as part of historical arguments.

Students also develop their ability to analyse and interpret historical perspectives.

### **Units/Topics**

- American Civil Rights Movement
- Indigenous Australian Civil Rights Movement

### **Assessment**

- Source Analyses
- Research Assessments
- Semester Examination

### **Future Directions**

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 1 & 2 Modern History or Ancient History, Legal Studies or Australian and Global Politics.

## **Year 10 Humanities: Global Citizenship**

### **Overview**

This subject focuses on the concept of citizenship, and the political and legal systems that will enable students to become active and informed citizens of contemporary Australian society, as well as within an international context. The course aims to develop the knowledge and skills necessary to question, understand and contribute to the world in which they live.

### **Units/Topics**

- Citizenship
- The Judicial System
- Human Rights
- Australian Government & Democracy

### **Assessment**

- Case Study: Research and analysis of a High-Court case that has set a legal precedent
- Inquiry Task – An Immigration Story
- Presentations
- Examination

### **Future Directions**

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 1 & 2 Legal Studies or Australian and Global Politics.

## Year 10 Humanities: Business and Economics

### Overview

In this study students have the opportunity to build their understanding of how the Australian Economy operates, considering the connection between the Economy and living standards. They will also explore financial decision making and the impact of the economy on running a business.

### Topics

#### Business

- Factors Influencing Major Consumer and Financial Decisions
- Managing a Business to Respond to Changing Economic Conditions

#### Economics

- Indicators of Economic Performance and how Australia's Economy is Performing.
- Links Between Economic Performance and Living Standards.
- Government Management of Economic Performance to Improve Living Standards.

### Assessment

Business Plan, Topic Test and End of Semester Examination.

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 1 & 2 Economics and/or Units 1 & 2 Business Management.

## Year 10 Humanities: Geography

### Overview

In this Unit students study Environmental Change and Management and the Geographies of Human Wellbeing. Geography is a subject that combines the natural sciences, social sciences and humanities to build a broad understanding of the world.

### Units/Topics

#### Environmental Change and Management

- The function of environments
- Human impact on environments
- Different worldviews that impact responses to environmental change
- Strategies to manage environmental change

#### The Geographies of Human Wellbeing

- Different ways that human wellbeing can be measured
- Reasons for the difference in human wellbeing between places
- Issues that impact human wellbeing
- Ways to improve human wellbeing

### Assessment

- Research Report
- Case Study
- Semester Examination

### Future Directions

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

## Year 10 – Inquiry and Project Based Learning

### Overview

All Year 10 students on a Core Pathways 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.

### Units/Topics

- Researching
- Planning and Organising
- Teamwork
- Problem Solving

### Assessment

- Tiny Houses Project
- Model UN Project
- Major Project

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for all VCE Studies.

## Year 10 – Work Skills

### Overview

All Year 10 students on the Applied learning pathway will study this unit. Students investigate OHS and employability skills as part of an applied learning pathway. It supports the preparation of students for Structured Workplace Learning.

### Units/Topics

- OHS knowledge and skills in the workplace
- Career/employment options and job application skills
- Transferable employability skills

### Assessment

- 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

### Future Directions

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



## VCE Units 1 & 2 - Ancient History

### Overview

History introduces students to structured inquiry into the human actions, forces and conditions that have shaped the past and present. VCE History enables students to explore a variety of eras and periods, events, people and ideas. Ancient History investigates individuals and societies, Mesopotamia and Egypt amongst them, across millennia.

### Unit 1 – Ancient Mesopotamia

Students investigate the emergence of early societies in Ancient Mesopotamia. The lands between the rivers Tigris and Euphrates have been described as the 'cradle of civilisation'. The study of Ancient Mesopotamia provides insights into the growth of cities and civilisations, as well as the development of city-states and empires. Students examine the invention of writing, as well as develop an understanding of the importance of primary sources in supporting an inquiry about the origins of civilization.

### Areas of Study

1. **Discovering civilisation** – focuses on how the invention of agriculture and the subsequent emergence of the first cities in Mesopotamia came into existence around 3500 BCE.
2. **Ancient Empires** – focuses on the First Babylonian Dynasty, the Assyrian Empire and the fall of Nineveh at the end of the Neo-Assyrian Period (612 BCE).

### Unit 2 – Ancient Egypt

Students investigate the features of the Old Kingdom Egypt and the representation of power in Middle Kingdom Egypt and the Second Intermediate Period. They analyse the conditions that gave rise to Egyptian civilization, including the role of the Nile river in supporting the development of urban settlements. Students develop an understanding of the importance of primary sources in supporting an inquiry about Old and Middle Kingdom Egypt.

### Areas of Study

1. **Egypt: The double crown** – focuses on kingship in Old Kingdom from the Early Dynastic Period (2920 BCE) concluding at the end of the First Intermediate Period (2040 BCE).
2. **Middle Kingdom Egypt: Power and propaganda** – focuses on the use and presentation of power in Middle Kingdom Egypt and the Second Intermediate Period (2040 to 1550 BCE).

### Forms of Assessment

Historical Inquiry, Source Analysis, Historical Interpretation and Essay

### Prerequisites and Corequisites

There are no prerequisites for entry to Units 1 and 2.

### Future Directions

This study may lead into a VCE Units 3 and 4 History study, either Ancient History (New Kingdom Egypt and Greece) or Revolutions.

### Link to Study Design

[VCE History](#)

## VCE Units 3 & 4 - Ancient History

### Overview

History introduces students to structured inquiry into the human actions, forces and conditions that have shaped the past and present. VCE History enables students to explore a variety of eras and periods, events, people and ideas. Ancient History investigates individuals and societies, in these units this comprises New Kingdom Egypt and Greece.

### Unit 3 – Ancient Egypt (1550-1069 BCE)

Unit 3 investigates the features of life in Egypt during the New Kingdom Period, including the social, political and economic features of Thebes to 1069 BCE. An examination of the causes and consequences of warfare and its effect on life in Egypt is undertaken. Students construct an argument about the past using historical sources as evidence and evaluate the role of individuals in key events.

#### Areas of Study:

1. Living in an ancient society – focuses on the historical significance of the social, political and economic features of New Kingdom Egypt.
2. People in power, societies in crisis – focuses on a period of crisis in Egypt, with particular reference to four significant individuals and their role in shaping events.

### Unit 4 – Ancient Greece (800-454 BCE)

Unit 4 investigates the features of life in Ancient Greece. Students analyse the social, political and economic features of Athens and Sparta to 454 BCE. They explore how social features, such as the existence of hierarchies, influenced the experiences of individuals. Students investigate the significance of political institutions and the distribution and expression of power between groups. The significance of economic features of life, including agriculture, industry and trade will also be studied.

#### Areas of Study:

1. Living in an ancient society – focuses on the historical significance of the social, political and economic features of Greece.
2. People in power, societies in crisis – focuses on a period of crisis in Greece, with particular reference to key individuals and their role in shaping events.

#### Forms of Assessment

Historical Inquiry, Source Analysis, Historical Interpretation, Essay.

#### Prerequisites and Corequisites

There are no prerequisites for entry to Unit 3 but students must undertake Unit 3 and Unit 4 as a sequence.

#### Future Directions

This study offers a number of opportunities for students to develop transferable and employability skills.

#### Link to Study Design

[VCE History Study Design](#)

## VCE Units 1 & 2 - Modern History

### Overview

VCE Modern History examines the causes and consequences of conflict and change in the modern era. VCE Modern History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements.

### Unit 1 – Change and Conflict

Students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

#### Areas of Study:

1. **Ideology and Conflict:** Students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two.
2. **Social and Cultural Change:** Students focus on the social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

### Unit 2 – The Changing World Order

Students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

#### Areas of Study:

1. **Causes, course and consequences of the Cold War:** students focus on the causes and consequences of the Cold War; the competing ideologies that underpinned events, the consequences on people, groups and nations, and the causes of the end of the Cold War and the collapse of the USSR.
2. **Challenge and Change:** students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the second half of the twentieth century and first decade of the twenty-first century.

### Assessment

A combination of:

- a historical inquiry
- an essay
- evaluation of historical sources
- short-answer questions
- extended responses
- a multimedia presentation.

### Prerequisites and Corequisites

It is an advantage to have completed a Year 10 History subject however not necessary.

### Future Directions

Students can move on to Unit 3&4 History: Revolutions and/or Unit 3&4 Ancient History.

Link to Study Design - [VCE History Study Design](#)

## VCE Units 3 & 4 - History: Revolutions

### Overview

VCE History: Revolutions examines the causes and consequences of conflict and change in the modern era. Students of VCE History: Revolutions develop social, political, economic and cultural understandings of the conditions and features which have helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present.

### Unit 3 – The Russian Revolution

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution. The Russian Revolution from 1896 to 1927.

#### Areas of Study:

1. **Causes of revolution:** The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917). Students focus on the events and conditions that contributed to the outbreak of revolution.
2. **Consequences of revolution:** The Russian Revolution from 26 October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP). Students focus on the challenges the new regime faced in attempting to consolidate its power.

### Unit 4 – The Chinese Revolution

Students analyse significant events and evaluate how particular conditions profoundly influenced and contributed to the outbreak of revolution.

#### Areas of Study:

1. **Causes of revolution:** The Chinese Revolution from 1912 to 1949 (The founding of the Chinese Republic to the Communist victory in the Civil War in October 1949). Students focus on the events and conditions that contributed to the outbreak of revolution.
2. **Consequences of revolution:** The Chinese Revolution from October 1949 to 1976 (Proclamation of the People's Republic of China to the death of Mao 1976). Students focus on the challenges the new regime faced in attempting to consolidate its power.

### Assessment

A combination of:

- a historical inquiry
- an essay
- evaluation of historical sources
- extended responses

### Prerequisites and Corequisites

It is an advantage to have completed a Unit 1 & 2 Modern History and/or Unit 1 & 2 Ancient History.

### Link to Study Design

[VCE History Study Design](#)

## VCE Units 1 & 2 Australian and Global Politics

### Overview

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues becoming informed citizens, voters and participants in their local, national and international communities. Australian Politics increases awareness of the nature of power and its influence allowing students to become informed observers and active participants in their political system and gaining insight into the political, social, cultural and economic forces that shape our rapidly changing world.

### Unit 1: Ideas, Actors and Power

In Unit 1, students are introduced to the key ideas relating to the exercise of political power and consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media.

#### Areas of Study:

1. **Power and Ideas** - identify and explain key systems of government and ideologies and analyse and evaluate different approaches to governmental power by comparing Australian democracy with a non-democratic political system.
2. **Political Actors and Power** - explain and analyse the roles and functions of political parties, interest groups and the media and their influence on participation in Australian politics.

### Unit 2: Global Connections

In Unit 2, students are introduced to the global community and the global actors that are part of this community. Students explore the different ways in which our lives have been affected by Globalisation and consider the extent in which global actors co-operate and share visions and goals as part of the global community.

#### Area of Study:

1. **Global Links** - identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.
2. **Global co-operation and conflict** - describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

#### Assessment:

Assessment tasks may include research tasks, short answer or extended response questions, an essay, a social media campaign or multimedia presentation

#### Prerequisites:

There are no VCAA pre-requisites for entry to VCE Politics, however, it is recommended that students have previously completed and satisfied all of the work requirements of any one of the Year 10 History or Global Citizenship Units.

#### Future Directions:

Students can move on to Unit 3&4 Australian Politics and/or Unit 3 & 4 Global Politics.

#### Link to Study Design

[VCE Australian and Global Politics Study Design](#)

## VCE Units 1 & 2 - Geography

### Overview

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 in the world and of those in other parts of the world. These skills deepen understanding of places, environments and human interactions.

### Unit 1 – Hazards and Disasters

Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change.

#### Areas of Study

1. **Characteristics of Hazards** - In this area of study students examine hazards and hazard events and analyse the impacts of hazard events.
2. **Responses to Hazards and Disasters** – In this area of study students explore the nature and effectiveness of specific responses while considering natural and human factors influencing the nature of responses, as well as issues and challenges that arise from responses.

### Unit 2 – Tourism: Issues and Challenges

Students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism.

#### Areas of Study

1. **Characteristics of Tourism** - In this area of study 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.
2. **Impact of Tourism: Issues and Challenges** – In this area of study students explore the environmental, economic, social and cultural impacts of different types of tourism, and the issues and challenges that these create for people and the environment.

### Forms of Assessment

Fieldwork Report, Case Studies, Tests, End of Year Exam

### Prerequisites

It is an advantage to have completed year 10 Geography

### Link to Study Design

[VCE Geography](#)

## VCE Units 3 & 4 - Geography

### Overview

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 in the world and of those in other parts of the world. These skills deepen understanding of places, environments and human interactions.

### Unit 3 – Changing the Land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Natural land cover is altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation.

#### Areas of Study

1. **Land Cover Change**- In this area of study students investigate two major processes that are changing land cover: melting glaciers and ice sheets, and deforestation by analysing these processes, explaining their impacts and evaluating responses.
2. **Land Use Change** – In this area of study students focus on a local area and use appropriate fieldwork techniques and secondary sources to investigate the processes and impacts of land use change.

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

This unit investigate the geography of human populations. Students explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

#### Areas of Study

1. **Population Dynamics** - In this area of study students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time such as growth and decline in fertility and mortality and population movements.
2. **Impact of Tourism: Issues and Challenges** – In this area of study students investigate the growing population of one country and the ageing population of another country including the issues and challenges that arise while evaluating the effectiveness of strategies in response to these issues and challenges.

#### Forms of Assessment

Fieldwork Report, Case Studies, Structured Questions, Multimedia Presentation, End of Year Exam

#### Prerequisites

It is an advantage to have completed unit 1 and 2 Geography

#### Link to Study Design

[VCE Geography](#)

## VCE Units 1 & 2 - Accounting

### Overview

Units 1 & 2 Accounting establishes the process for sole proprietors operating a service and trading business, with a focus on the establishment of a business and the role of accounting in the determination of business success or failure. Extending to recording and reporting on inventory, accounts receivable, accounts payable and non-current assets.

### Unit 1 – The role of accounting in business

In this area of study students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students record financial data and prepare reports for service businesses owned by sole proprietors.

#### Areas of Study

1. **The role of accounting** - Students investigate the reasons for establishing a business. They explore types of business ownership, factors that lead to the success or failure of a business, sources of business finance and ethical considerations.
2. **Recording financial data and reporting accounting information for a service business** – Students investigate the role of accounting in generating financial data and accounting information. They use the accrual method for determining profit for a service business operating as a sole proprietor with cash and credit transactions

### Unit 2 – Accounting and decision-making for a trading business

Students prepare accounting reports for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Using manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

#### Areas of Study

1. **Accounting for inventory** - record and report the movements of inventory through a business.
2. **Accounting for and managing accounts receivable and accounts payable** – record and report for accounts receivable and accounts payable and analyse and discuss the effect of relevant decisions on the performance of the business.
3. **Accounting for and managing non-current assets** - accounting processes for non-current assets. Calculating and applying depreciation using the straight-line method and recording and reporting of depreciation.

### Assessment

Exercises, Tests, End of Year Exam

### Prerequisites and Corequisites

It is an advantage to have completed Business and Economics at year 10.

### Link to Study Design

[VCE Accounting Study Design](#)



## VCE Units 3 & 4 - Accounting

### Overview

Units 3 & 4 Accounting students develop their understanding of the accounting processes for a trading business and consider the effect of decisions made on the performance of the business. 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.

### Unit 3 – Financial accounting for a trading business

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 preparing reports to develop their understanding of the accounting processes and consider the effect of decisions made on the performance of the business.

#### Areas of Study

1. **Recording and analysing financial data** - Use double entry accounting to record data and generate accounting information in the form of accounting reports and graphical representations to assist the owner in making decisions about the operation of the business.
2. **Preparing and interpreting accounting reports** - The preparation of financial reports at the end of the reporting period that provides information to be used as a basis for planning and decision-making by the business owner.

### Unit 4 – Recording, reporting, budgeting and decision-making

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

#### Areas of Study

1. **Extension of recording and reporting** - Recording and reporting of financial data in the General Journal and General Ledger by focusing on balance day adjustments and the alternative methods of depreciating for non-current depreciable assets.
2. **Budgeting and decision making** - Prepare and analyse budgeted accounting reports, both manually and using ICT, and suggest strategies to improve the performance of the business.

### Assessment

Exercises, Tests, End of Year Exam

### Prerequisites and Corequisites

It is an advantage to have completed Units 1 & 2 Accounting

### Link to Study Design

[VCE Accounting Study Design](#)

## VCE Units 1 & 2 - Business Management

### Overview

Units 1 and 2 Business Management examines the ways businesses manage resources to achieve objectives, such as to make a profit or to increase market share. The key areas of focus are planning and establishing a business, along with considering the changes that need to be made to ensure continued success of a business. Students will be able to understand and apply business concepts, understand the complex and changing environments within which businesses operate, recognise the contribution and significance of business within local, national and global markets and propose strategies to solve business problems.

### Unit 1 – Planning a Business

Unit 1 Business Management examines how business ideas are formed and explores the internal and external business environment factors affecting business ideas and planning, such as legal influences, societal attitudes, customers, employees, etc.

#### Areas of Study:

1. **The Business Idea** – investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge.
2. **Internal Business Environment and Planning** – examine the factors within the internal environment that may affect business planning, such as business models and structures.
3. **External Business Environment and Planning** – examine the factors within the external environment that may affect business planning, such as competitors, societal attitudes, etc.

### Unit 2 – Establishing a Business

Unit 2 Business Management focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

#### Areas of Study:

1. **Legal Requirements and Financial Considerations** - the importance of establishing effective policies and procedures, along with complying with legal and financial requirements.
2. **Marketing a Business** – importance of establishing a customer base and a marketing presence to achieve the firm's objectives and effective marketing and public relations strategies.
3. **Staffing a Business** - examine the staffing needs of a business and evaluate the benefits and limitations of management strategies in this area from an employer and an employee's perspective.

### Assessments

Topic Tests, Case Studies, Business Plans and an end of Semester Exam.

### Prerequisites and Corequisites

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

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 3 & 4 Business Management.

### Links to Study Design:

[VCE Business Management Study Design](#)

## VCE Units 3 & 4 - Business Management

### Overview

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 – Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve various business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

#### Areas of study:

1. **Business foundations**- introduces students to the key characteristics of businesses and their stakeholders.
2. **Managing employees** - investigate essential factors such as motivation and training involved in effectively managing employees during their time at a business to ensure the business objectives are achieved.
3. **Operations management** - examine operations management and consider the best and most responsible use of available resources to produce a quality final good or service in a competitive, global environment.

### Unit 4 – Transforming a business

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.

#### Areas of study:

1. **Reviewing performance, the need for change** - understanding of the need for change. Students examine performance indicators to analyse business performance, driving and restraining forces for change and management strategies to position a business for the future.
2. **Implementing change** - importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business. Students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

### Assessment

Structured questions applying knowledge to a contemporary business case study

### Prerequisites and Corequisites

It is an advantage to have completed Units 1 & 2 Business Management, but not a prerequisite to enrol in Units 3 & 4.

### Link to Study Design

[Business management](#)

## VCE Units 1 & 2 - Economics

### Overview

Economics is a social science that explores the way humans behave and evaluates the decisions we make to meet the needs and wants of society. It looks at how and why consumers, businesses, governments and other organisations choose to allocate resources, along with the consequences of these choices and their impact on living standards. Students will build a deeper understanding of how the world around them works and the role they play in the wider economy.

### Unit 1 – Economic decision-making

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 consequences of human action.

#### Areas of Study:

1. **Thinking Like an Economist** - introductory economic concepts to develop understanding of what the economy is about and how it is working around us. The basic economic problem, the role of consumers and businesses in the economy and the factors that influence decision making.
2. **Decision Making in Markets** – How Australia uses a market-based system to allocate resources. Explore different markets that exist in the Australian economy and use economic models and theories to understand and predict possible consequences of key changes in these markets.
3. **Behavioural Economics** – develop an understanding of how behavioural economics complements traditional economics. How behavioural economics can be used to inform policy and planning.

### Unit 2 – Economic Issues and living standards

Students examine the concept of trade-offs, inclusive of the impact of pursuing economic growth on the environment and living standards; and the nature and consequences of current global issues in society. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards.

#### Areas of Study:

1. **Economic Activity** - meaning and importance of economic activity and the factors that affect economic activity. They investigate how economic growth is the outcome of economic activity and how economic growth is measured.
2. **Applied economic analysis of local, national and international economic issues** - investigate two contemporary economic issues from a local, national and international perspective through an economic lens.

#### Forms of Assessment

Tests, written reports, presentations and end of semester exams

#### Prerequisites and Corequisites

It is an advantage to have completed Year 10 Economics and Business

#### Future Directions

Further study in the field of economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

Link to Study Design [VCE Economics](#)

## VCE Units 3 & 4 - Economics

### Overview

Economics examines the role of individuals, 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 – Australia's living standards

In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of efficiency and how market systems might result in efficient outcomes

#### Areas of Study:

1. **An Introduction to Microeconomics: The Market System, Resource Allocation and Government Intervention** - 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.
2. **Domestic Macroeconomic Goal** - investigate the Australian Government's domestic macroeconomics goals supporting living standards, including strong and sustainable economic growth, full employment and low and stable inflation (price stability).
3. **Australia and the international economy** - examine the reasons for international trade, such as the exchange of goods and services and the movement of savings and investment capital, and how these transactions might affect living standards.

### Unit 4 – Managing the economy

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

#### Areas of Study:

1. **Aggregate Demand Policies and Domestic Economic Stability** - examine how the RBA and the Australian Government can utilise monetary and budgetary policy respectively to affect the level of aggregate demand in the economy.
2. **Aggregate Supply Policies** - examine the role of aggregate supply policies in creating a stronger macroeconomic environment so that the domestic macroeconomic goals can be more easily achieved.

#### Possible Assessment Tasks

- Structured Questions
- MCQ

#### Prerequisites

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

Link to Study Design - [VCE Economics](#)

## VCE Units 1 & 2 - Philosophy

### Overview

VCE Philosophy contains a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life.

### Unit 1 – Existence, Knowledge and Reasoning

What is the nature of reality? How can we acquire certain knowledge? This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.

#### Areas of Study:

1. **Metaphysics** - analyse metaphysical problems and evaluate viewpoints and arguments arising from these and identify metaphysical problems in relevant contemporary debates.
2. **Epistemology** - analyse problems of knowledge and evaluate viewpoints and arguments arising from these and analyse epistemological problems in the context of relevant contemporary debates.
3. **Introduction to philosophical inquiry** - practise some basics of informal logic and other techniques of philosophical reasoning. Explore cognitive biases and consider any implications for approaching problems in epistemology and metaphysics.

### Unit 2 – Questions of Value

What are the foundations of our judgments about value? How, if at all, can moral judgments be defended or criticised? This unit enables students to explore these questions in relation to different categories of value judgment (morality, politics, and aesthetics).

#### Areas of Study:

1. **Ethics and moral philosophy** - What should I do? What is right? Discovering if there are basic principles and underlying ideas of morality and assessing ethical viewpoints and arguments according to standards of logic and consistency.
2. **Further problems in value theory** - What is art? What is beauty? Are there such things as human rights? Introduction to some of these questions and the ways in which philosophers have addressed them.
3. **Techniques of philosophical inquiry** - Develop abilities to analyse and evaluate philosophical viewpoints and arguments using logic. Examine and apply a range of reasoning techniques and consider the role of other factors involved in philosophical thinking such as emotion.

#### Assessment

- Essay
- Written Analysis
- Short Answer Responses

#### Prerequisites and Corequisites

There are no prerequisites for entry to VCE Philosophy

Link to Study Design - [VCE Philosophy](#)

## VCE Units 3 & 4 - Philosophy

### Overview

VCE Philosophy contains a broad introduction to western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life.

### Unit 3 – Minds, Bodies and Persons

Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates.

#### Areas of Study

1. **Minds and bodies** - examine concepts relating to the mind and body and analyse, compare, and evaluate arguments concerning the relationship between minds and bodies.
2. **Personal Identity** - explore and analyse viewpoints and arguments on personal identity and the implications they have for personal responsibility.

### Unit 4 – The Good Life

This unit considers the crucial question of what it is for a human to live well. What is the role of happiness in a life well lived? Is morality central to a good life? In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live.

#### Areas of Study

1. **Conceptions of the good life** - philosophical concepts, debates and perspectives on the nature of the good life through a study of philosophical texts.
2. **Living the good life in the twenty-first century** - develop and justify responses to debates on technological development in relation to the good life. Outline arguments made in a variety of sources and critically respond to them. Explore the interplay between the changing conditions of contemporary life and our ability to live a good life.

#### Assessment

- Essay
- Written Analysis
- Short Answer Responses

#### Prerequisites and Corequisites

There are no prerequisites for entry to VCE Philosophy. Units 3 & 4 must be taken as a sequence.

#### Link to Study Design

[VCE Philosophy](#)

## VCE Units 1 & 2 - Legal Studies

### Overview

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: Guilt and liability

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.

#### Areas of Study:

1. **Legal Foundations** - Describe the main sources and types of laws and assess the effectiveness of laws.
2. **The Presumption of Innocence** - Explain the purposes and key concepts of criminal law
3. **Civil Liability** - Explain the purposes and key concepts of Civil Law.

### Unit 2: Sanctions, remedies and rights

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.

#### Areas of Study:

1. **Sanctions** - Explain the key concepts in the determination of a criminal case, the principles of justice that underpin sanctions and sentencing.
2. **Remedies** - Explain the key concepts in the determination of a civil case, the principles of justice that underpin dispute resolution and remedies available.
3. **Rights** - Evaluate the way our rights are protected by Australian law and compare this approach with another country.

#### Assessment Tasks

- Test
- Case study
- Folio of exercises

#### Prerequisites

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

#### Future Directions

Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary, and careers in the courtroom.

#### Link to Study Design

[VCE Legal Studies](#)



## VCE Units 3 & 4 - Legal Studies

### Overview

Unit 3 and 4 Legal Studies examines the methods and institutions in the justice system and considers their appropriateness in determining criminal cases and resolving civil disputes. Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making.

### Unit 3 – Rights and justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals, and uphold the principles of justice: fairness, equality and access. Students consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and engage in an analysis of the extent to which our legal institutions are effective, and our justice system achieves the principles of justice

### Areas of Study

1. **The Victorian criminal justice system** - students 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.
2. **The Victorian civil justice system** – students 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

The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies.

### Areas of Study

1. **The people and the Australian Constitution** - students discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.
2. **The people, the parliament, and the courts** - students discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these lawmakers 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.

### Forms of Assessment

Case Studies, Tests, End of Year Exam

### Prerequisites

It is an advantage to have completed Units 1 & 2 Legal Studies

### Future Directions

Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary, and careers in the courtroom.

### Link to Study Design

[VCE Legal Studies](#)

## Certificate II in Workplace Skills BSB20120 VCE-VET

### Overview

The Certificate II has 10 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 in Business 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

Students complete 10 units during the year:

1. Plan and prepare for work readiness
2. Plan and apply time management
3. Contribute to the health and safety of self and others
4. Apply communication skills
5. Work effectively in business environments
6. Use business software applications
7. Research using the internet
8. Use digital technologies to communicate in a work environment
9. Develop and apply thinking and problem - solving skills
10. Participate in sustainable work practices

**Assessment:** Assessment is based on topic tests, projects/assignments and demonstrations of skills. Assessment is competency based. This means students are judged against standards, rather than the performance of other students.

**Prerequisites and Corequisites:** Nil

**Future Directions:** This qualification reflects the role of individuals in a variety of entry-level Business Services job roles. This qualification also reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work. These individuals carry out a range of basic procedural, clerical, administrative or operational tasks that require self-management and technology skills. They perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context. Individuals in these roles work under direct supervision.

## VCE Units 3 & 4 - Certificate III in Business - BSB30120

### Overview

This qualification reflects the role of individuals in a variety of Business Services job roles. It is likely that these individuals are establishing their own work performance. Individuals in these roles carry out a range of routine procedural, clerical, administrative or operational tasks that require technology and business skills. They apply a broad range of competencies using some discretion, judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

### Units of Competency

Students complete 5 units during the year:

1. Organise Personal Work Priorities
2. Organise Workplace Information
3. Design and Produce business Documents
4. Engage in Workplace Communication
5. Deliver and Monitor a Service to Customers

**Assessment:** Assessment is based on topic tests, projects/assignments and demonstrations of skills. Assessment is competency based. This means students are judged against standards, rather than the performance of other students.

**Prerequisites and Corequisites:** Certificate II in Workplace Skills - BSB20120

# Languages

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

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 or plurilingual capability is the norm in most parts of the world.

Learning languages:

- contributes to the strengthening of the community's social, economic and international development capabilities
- extends literacy repertoires and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability, including understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes and extends learners' understanding of themselves, their own heritage, values, beliefs, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

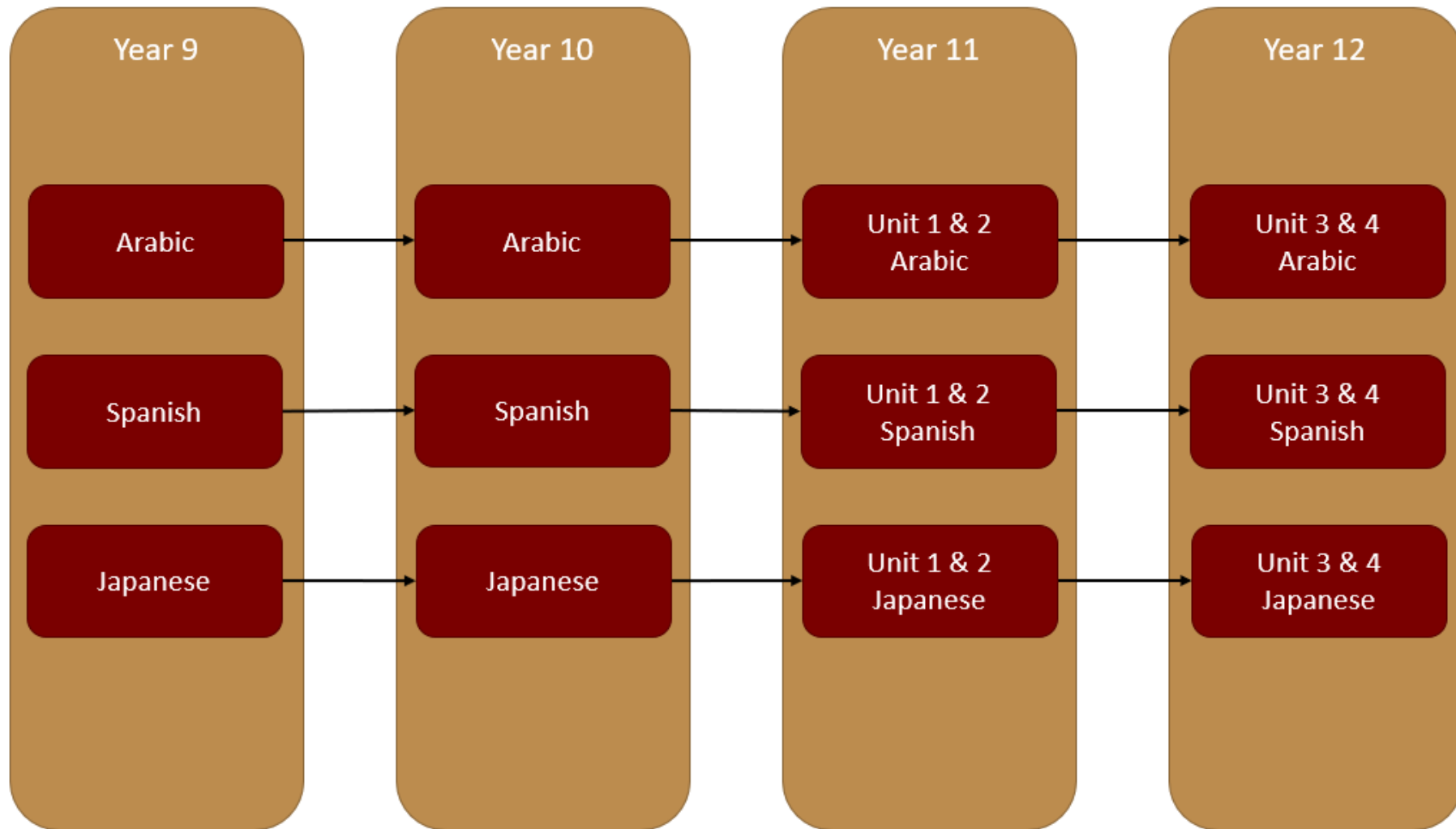
- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

## Understanding Senior Languages Pathway Options

- Students at Year 10, 11 and 12 have the flexibility to choose languages options that interest them.
- Students are not able to pick up a new language at any level without having studied it the year before.
- VCE Students can select from the 3 languages the College offers:
  - Arabic
  - Japanese
  - Spanish
- VCE students wishing to study another language other than those offered may do so through the Victorian School of Languages. The College will support payment for this. Students should only consider languages that they speak fluently such as a home language for their family.
- VCE VM students do not do Languages.

## Year 9 -12 Languages Pathways

Language subjects are all elective options



## Year 10 - Languages: Arabic

### Overview

Learners understand and use features of the Arabic sound and writing systems and make connections between spoken and written texts. They use appropriate pronunciation and intonation when communicating and interacting in a range of contexts and apply spelling rules when writing in Arabic script. They explore Arabic syntax and linguistic structures and begin to use metalanguage by identifying grammatical terms.

### Units/topics

- **Speaking:** Myself and Others أنا والآخرين
- **listening and Responding:** Sports الرياضة
- **Culture:** Travel and Tourism- Personal identity and lifestyles
- **Writing:** Arts and Cinema الفنون والسينما 'Writing a descriptive summary'

### Possible Assessment Tasks

Assessment tasks may include script and vocabulary tests, listening tasks, speaking tests, reading and writing tasks and assignment or research tasks.

### Future Directions

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

**Prerequisites** - Completion of Years 7-9 Arabic.

## Year 10 - Languages: Japanese

### Overview

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent 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.

### Units/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.

### Assessment

Assessment tasks may include script and vocabulary tests, listening tasks, speaking tests, reading and writing tasks and assignment or research tasks.

### Future Directions

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

**Prerequisites** - Completion of Years 7-9 Japanese.

## Year 10 - Languages: Spanish

### Overview

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. To provide students with a broad understanding of the Spanish 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 Spanish speaking countries. This is a period of language exploration, vocabulary expansion and experimentation with different modes of communication (for example, digital media, collaborative performance and group discussions).

### Units/Topics

- The imperative sense
- Visit a Doctor Health recommendations
- Movies, books, games
- Future tense and markers
- Jobs and interest
- Conditional tense
- Past tense

### Assessment

Assessment tasks may include script and vocabulary tests, listening tasks, speaking tests, reading and writing tasks and assignment or research tasks.

### Future Directions

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

**Prerequisites** - Completion of Years 7-9 Spanish.

## VCE Units 1 & 2 - Languages: Arabic

### Overview

The study of Languages contributes to the overall education of students, most particularly in the area of communication. Students will develop their skills in listening, reading, speaking and writing Japanese. There are prescribed themes we cover in Units 1-4 (The Individual, The Japanese-speaking Communities and The World Around Us).

### Unit 1

In this unit students develop an understanding of the language and culture/s of Arabic-speaking communities through the study of three or more topics

#### Areas of Study:

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

### Unit 2

In this unit students develop an understanding of the language and culture/s of Arabic-speaking communities through the study of three or more topics.

#### Areas of Study:

- 1. Interpersonal Communication** - Student should be able to respond in writing in Arabic to spoken, written or visual texts presented in Arabic.
- 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 Arabic.
- 3. Presentational Communication** - Student should be able to explain information, ideas and concepts orally in Arabic to a specific audience about an aspect of culture within communities where Arabic is spoken.

### Assessment

SACs assessing speaking, listening, reading and writing skills, Vocabulary or Script Tests, Semester Exams

### Prerequisites

Completion of Years 7-10 Arabic

### Link to Study Design

[VCE Arabic Second Language Study Design](#)



## VCE Units 1 & 2 - Languages: Japanese

### Overview

The study of Languages contributes to the overall education of students, most particularly in the area of communication. Students will develop their skills in listening, reading, speaking and writing Japanese. There are prescribed themes we cover in Units 1-4 (The Individual, The Japanese-speaking Communities and The World Around Us).

### Unit 1

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

#### Areas of Study:

- 1. Interpersonal Communication** - Student should be able to exchange meaning in a spoken interaction in Japanese.
- 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.
- 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.

#### Areas of Study:

- 1. Interpersonal Communication** - Student should be able to respond in writing in Japanese to spoken, written or visual texts presented in Japanese.
- 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.
- 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.

### Assessment

SACs assessing speaking, listening, reading and writing skills, Vocabulary or Script Tests, Semester Exams

### Prerequisites

Completion of Years 7-10 Japanese

### Link to Study Design

[VCE Japanese Second Language Study Design](#)

## VCE Units 3 & 4 - Languages: Japanese

### Overview

The study of Languages contributes to the overall education of students, most particularly in the area of communication. Students will develop their skills in listening, reading, speaking and writing Japanese. There are prescribed themes we cover in Units 1-4 (The Individual, The Japanese-speaking Communities and The World Around Us).

### Unit 3

In Unit 3, we look at topics such as Traditional and Cultural Events in Japan, Life in Japan, and Influence of Japanese Culture in the World.

#### Areas of Study:

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

### Unit 4

In Unit 4, we look at topics such as Future Plans, Environmental Issues and Changing Society.

#### Areas of Study:

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

### Assessment

SACs assessing speaking, listening, reading and writing skills, Vocabulary or Script Tests, Oral Examination and Written Examination (at the end of the year)

### Prerequisites

Satisfactory completion of Unit 1 and Unit 2 Japanese

### Link to Study Design

[VCE Japanese Second Language Study Design](#)

## VCE Units 1 & 2 - Languages: Spanish

### Overview

The language to be studied and assessed is modern standard Spanish which is an official language in more than twenty countries. VCE Spanish focuses on student participation in interpersonal communication, presenting information and ideas in Spanish on a range of themes and topics. Students develop skills in listening, speaking, reading writing and develop a cultural understanding in interpreting and creating language.

### Unit 1

In Unit 1, we look we look at topics such as the individual and The Spanish-speaking communities some subtopics that we will be studying are: Daily life, health and wellbeing, human values, leisure, and free time, right and responsibilities, travel and tourism.

### Areas of Study:

1. **Interpersonal Communication** – Students develop their skills and knowledge to establish and maintain an informal, personal spoken interaction in Spanish on a selected subtopic.
2. **Interpretive communication**- They develop skills and knowledge to read, listen to or view texts in Spanish effectively.
3. **Presentational Communication** – Students should be able to present information, concepts and ideas in writing in Spanish on the selected subtopic and for a specific audience and purpose.

### Unit 2

In Unit 2, we look at the world around us and then along the semester we study subtopics such as: global and contemporary society, communication and media and the influence of science and technology

### Areas of Study & Outcome

1. **Interpersonal Communication** - Student should be able to respond in writing in Spanish to spoken, written or visual texts presented in Spanish. Students will continue writing letter to our sister school in Spain.
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 Spanish.
3. **Presentational Communication** - Student should be able to explain information, ideas and concepts orally in Spanish to a specific audience about an aspect of culture within communities where Spanish is spoken.

### Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Along the year, students will have SACs assessing speaking, listening, reading, and writing skills, Vocabulary or Script Tests, Semester Exams

### Prerequisites

Completion of Years 7-10 Spanish

### Link to Spanish Study Design

[VCE Spanish](#)

# Health and PE

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology inform what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

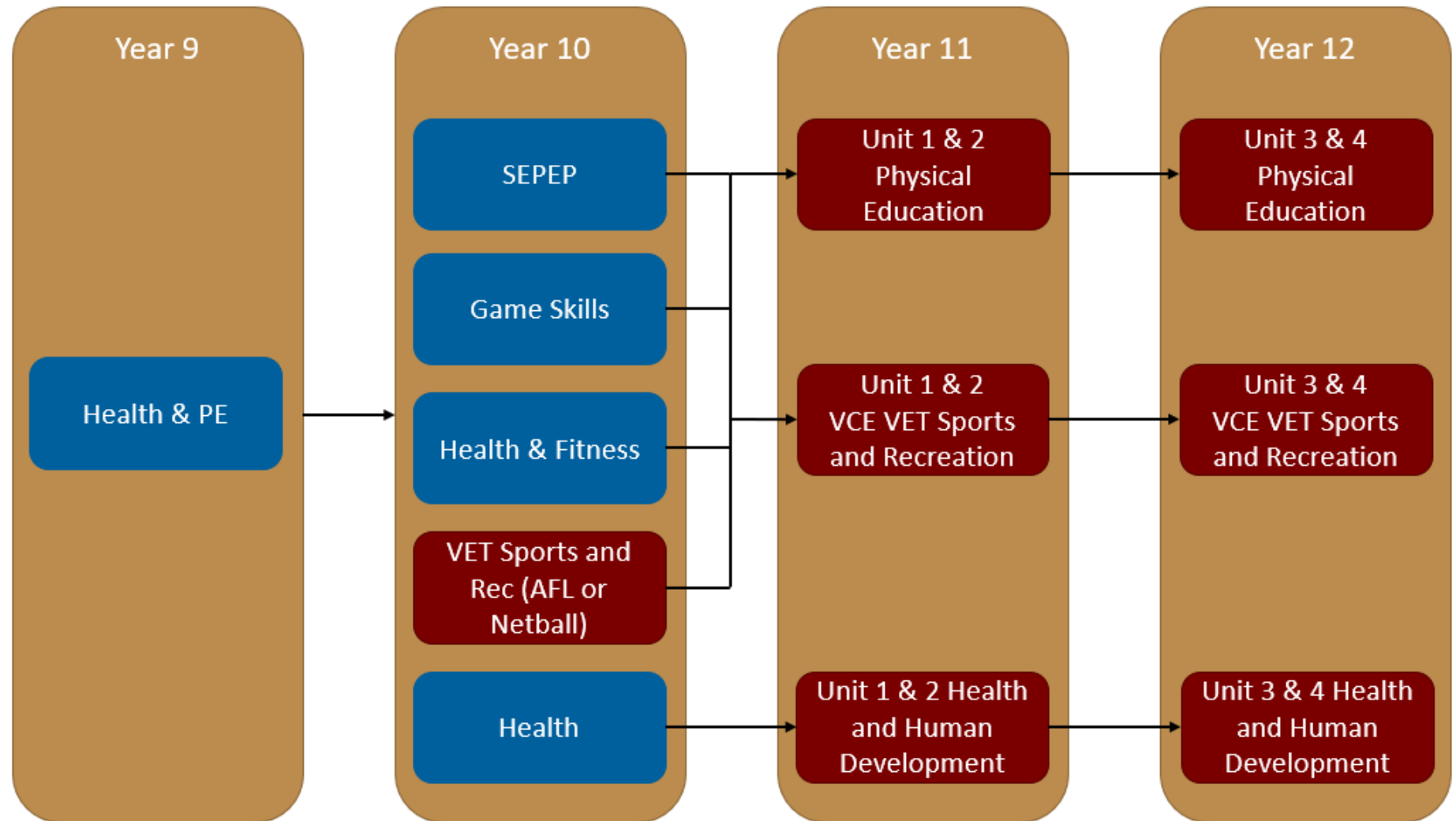
- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

## Understanding Senior Health and PE Pathway Options

- Students at Year 10 must select a HPE option.
- The following Year 10 Health and PE subjects have the same theory. Students are therefore only able to choose 2 of these in their program:
  - SEPEP
  - Game Skills
  - Health & Fitness
- Year 11 and 12 students have the flexibility to choose HPE options that interest them.
- VCE Students can select from 3 VCE Health & PE studies, one of which is a VCE VET:
  - Health and Human Development
  - Physical Education
  - VCE VET Sports and Recreation
- VCE VM students do not select a HPE option.

## Year 9 -12 Health & PE Pathways

Students must choose one of the options in Blue in Year 10, but no more than 2.



## **Year 10 - Health and Physical Education: Health**

### **Overview**

Year 10 Health provides a wide variety of studies and practices to enable the student to explore and develop skills relating to individual and community health outcomes, including competencies relating to interpretation and explanation of data relating to health trends, common diseases, and the health status of Australians. They will develop the skills to identify and explain factors affecting physical, social, mental, emotional, and spiritual health and wellbeing. Students will participate in a variety of recreational physical activities to gain an understanding of the benefits of life-long physical activity. Students will analyse the positive and negative health outcomes of a range of personal behaviours, including identifying safe sex practices and key components of healthy sexual relationships. They will outline the importance of nutrition and the consequences of nutritional imbalance on health and wellbeing and identify and describe strategies that address current trends in the nutritional status of Australians.

### **Units/Topics**

- Dimensions of health and wellbeing
- Factors influencing health and wellbeing
- Indicators of Australia's health status
- Leading causes of disease, including the National Health Priority Areas
- Australia's health care system
- Nutrition
- Physical activity benefits and guidelines
- Sexual health

### **Assessment**

- Australia's Health data analysis task
- Health and Wellbeing and Health Status test
- Nutrition group 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.

**The following Year 10 Health & PE subjects share the same theory.  
Students can choose no more than 2 of these options.**

## **Common Theory for these subjects**

### **Theory Content – Semester One**

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

### **Theory Content – Semester Two**

- Fundamental movement skills
- Analysis of skills and tactics
- Ethical sporting performance
- Legal and Illegal drugs
- Performance enhancing drugs in sport

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

### **Overview**

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 to be successful in games and sports.

### **Units/Topics**

- Students will participate in sports such as Volleyball and Badminton
- Students will learn and demonstrate skills specific to those sports
- Students will develop organisational and administrative skills to coordinate a competition

### **Possible Assessment Tasks**

- Case Study
- Physical Activity Topic Test
- Fitness Components and Training Methods Test
- Performance Enhancement Research Task
- Semester Examination

### **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

### Overview

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 to be successful in games and sports.

### Units/Topics

- Students will participate in wide variety of team-based sports including the following:
  - Basketball
  - Football Codes
  - European Handball
  - Softball
- Students will learn and demonstrate skills specific to those sports
- Students will apply strategies and game plans specific to those sports

### Possible Assessment Tasks

- Case Study
- Physical Activity Topic Test
- Fitness Components and Training Methods Test
- Performance Enhancement Research Task
- Semester Examination

### 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

### Overview

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

### Units/Topics

- Students will participate in a training session 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.

### Assessment

- 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 VET SIS20321 - Certificate II in Sport Coaching

### Overview

The aim of this Course is to develop skills (Auspiced by iVET Institute -RTO 40548) related to Netball 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 six Units from the National Training package over the year.

### Units/Topics

- SISSCO001 - Conduct sport coaching sessions with foundation level participants
- SISSOF002 - Continuously improve officiating skills and knowledge,
- SISSCO003 - Meet participant coaching needs
- SISSPAR001 - Participate in sport at an intermediate level
- HLTAID011 - Provide first aid
- SISSCO002 - Work in a community coaching role

### Assessment

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

### Overview

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 code and includes the completion of the senior first aid certificate. Students will complete six Units from the National Training package over the year.

### Units/Topics

- 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

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. Students can study a wide variety of Certificate, Diploma or Degree Courses or move into VCE VET Sports and Recreation or VCE Physical Education

## VCE Units 1 & 2 - Physical Education

### Overview

The study of VCE Physical Education enables students to develop a practical understanding of the theoretical foundations of performance and participation in physical activity. 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.

### Unit 1 – The human body in motion

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

#### Areas of Study:

1. **How does the musculoskeletal system work to produce movement?** - examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement.
2. **How does the cardiorespiratory system function at rest and during physical activity?** - examine the cardiovascular and respiratory systems of the human body and examine how the heart, blood vessels and lungs function at rest and during physical activity.

### Unit 2 – Physical activity, sport, and society

This Unit develops students' understanding of physical activity, sport and society from a participatory perspective. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.

#### Areas of Study:

1. **What are the relationships between physical activity, sport, health and society?** - the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan.
2. **What are the contemporary issues associated with physical activity and sport?** - contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/or sport.

#### Assessment

- A written report
- Structured questions
- Data analysis
- Laboratory reports
- A written plan and a reflective folio
- 

#### Prerequisites and Corequisites

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.

Link to Study Design - [Physical Education](#)

## VCE Units 3 & 4 - Physical Education

### Overview

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.

#### Areas 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.
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.

### 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.

#### Areas 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.
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

Structured Questions, Lab Report, Written Report, Reflective Folio, Training Program

### Prerequisites and Corequisites

It is an advantage to have studied Units 1 & 2 Physical Education. Students would be expected to have satisfied the work requirements of Units 1 & 2 Physical Education.

### Future Directions

Sports Science, Sport Management, Coaching, Physiotherapist, Physical Education Teacher, Health Promotion, Fitness Instructor, Personal Trainer

### Link to Study Design

[VCE Physical Education](#)

## VCE Units 1 & 2 - Health and Human Development

### Overview

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.

#### Areas of Study:

1. **Health Perspectives and Influences** - 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.
2. **Health and Nutrition** - 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.
3. **Youth Health and Wellbeing** – focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest.

### Unit 2: Managing Health and Wellbeing

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

#### Areas of Study:

1. **Developmental Transitions** - examines the developmental transitions from youth to adulthood, with a focus on expected changes, significant decisions, and protective factors, including behaviours.
2. **Health care in Australia** - 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

### Overview

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.

#### Areas of Study:

1. **Understanding health and wellbeing** - focus on the health of Australia's exploring the complex, dynamic and global nature of health and wellbeing. They use this information to interpret and apply Australia's health status data and analyse variations in health status.
2. **Promoting health and wellbeing** - examine the changes to public health approaches in Australia and globally, they learn to analyse improvements in population groups health over time and evaluate health promotion strategies.

### 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.

#### Areas of Study:

1. **Health and wellbeing in a global context** - investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index.
2. **Health and sustainable development goals** - 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

- Case Studies
- Tests
- End of Year Exam

#### Prerequisites and Corequisites

It is an advantage to have completed Units 1 & 2 Health and Human Development

#### Link to Study Design

[VCE Health and Human Development](#)

**Certificate III in Sport and Recreation**  
**SIS30115 VCE-VET**  
**(Auspiced by iVET Institute - RTO 40548)**

**Overview**

This is one of the most diverse courses that is offered in the VET sector. The skills and knowledge acquired through this course can be interlinked to various industries like education, health, retail, media, tourism and entertainment. With the growth in employment in sports and recreation this qualification ensures not only job readiness but also is a response to the emerging skills shortage in the various industries mentioned above. This course focuses not only on developing job-specific skills like, self-management, teamwork and communication but also on skills like initiative and enterprise, marketing, designing, leadership and social intelligence.

**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 their ATAR Score. Students who do not complete the first year will not be allowed to enrol in the second year.

**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**

- ISXCAI004 Plan and conduct programs
- BSBWHS303 Participate in WHS identification, risk assessment and risk control
- SISSSCO001 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.

## The Arts

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally. Students are both artist and audience in the Arts. They make and respond and learn to appreciate the specific ways this occurs in different disciplines.

The Arts present ideas that are dynamic and rich in tradition. Through engaging in The Arts students are entertained, challenged and provoked to respond to questions and assumptions about individual and community identity, considering different histories and cultures. The Arts contributes to the development of confident and creative individuals and enriches Australian society. Students express, represent and communicate ideas in contemporary, traditional and emerging arts forms. In Dance, Drama and Music students explore the performing arts whilst in Media Arts, Visual Arts and Visual Communication Design students explore the world of visual representation and expression.

### Understanding Senior Arts Options

- Year 10, 11 and 12 students have the flexibility to choose Arts options that interest them.
- VCE Students can select from 9 VCE Arts studies, two of which are a VCE VET:
  - Music
  - Drama
  - Theatre Studies
  - Dance
  - Art Creative Practice
  - Visual Communication and Design
  - Media
  - VCE VET Music Sound Production
  - VCE VET Screen and Media
- VCE VM students do not select an art option.

### Expectations of Performing Arts Subjects

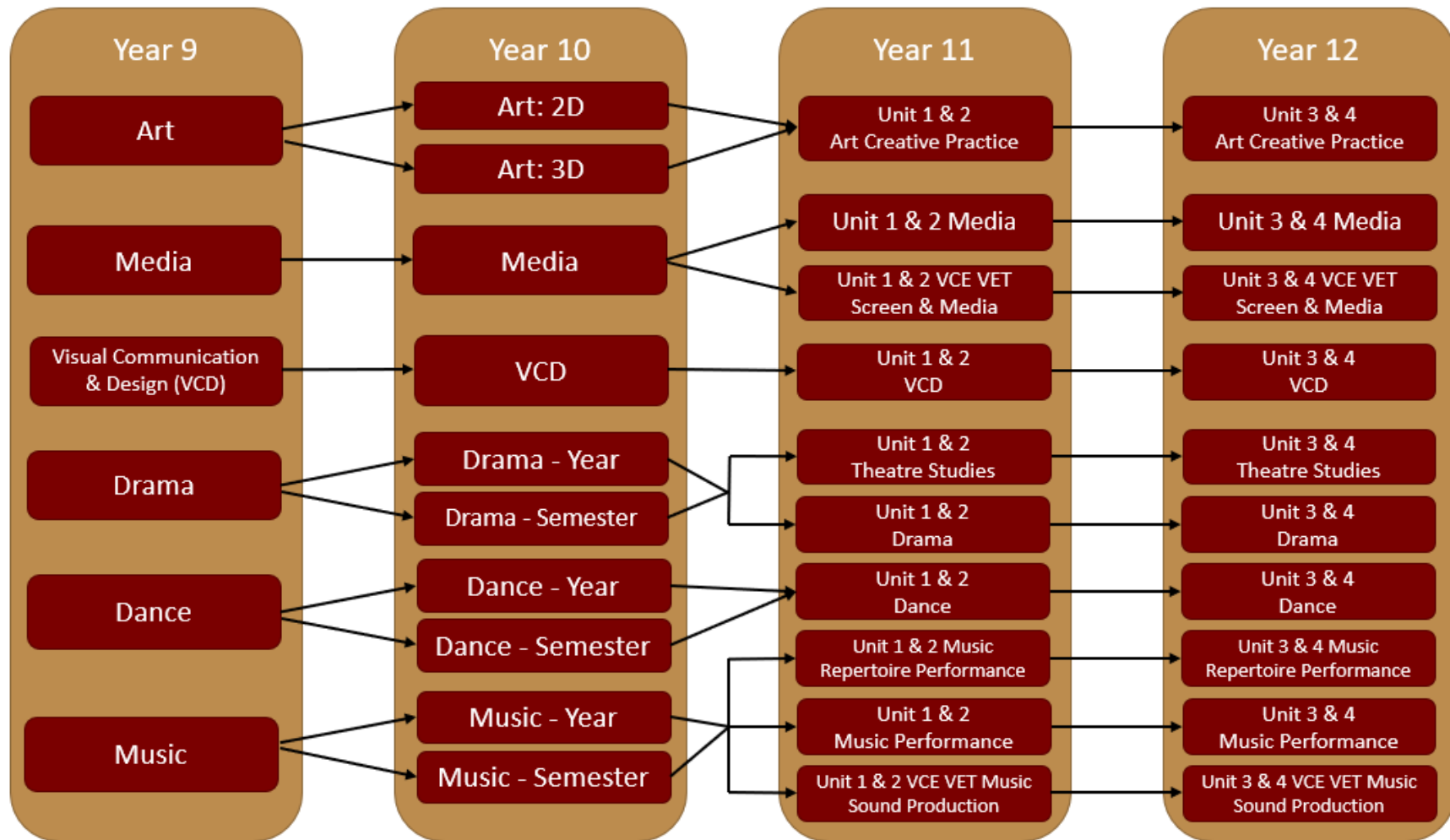
- Students choosing any performing arts subject should understand that they **must** perform as part of the assessment of the subject. At VCE level you cannot pass any Performing Arts subject without performing. Your performances will be a mix of solo and group work.
- Students are also expected to maintain their skills in the Performing Arts for some disciplines:
  - **Dance** students should be attending at least 3 hours of technique classes at a local dance studio each week in addition to the work you do in class.
  - **Music** students should be attending at least 30 minutes of instrumental lessons a week outside of class time.
- Students must be prepared to commit time outside of class to rehearsals and performances. These are often after school and sometimes on weekends and school holidays.

### Expectations of Visual Arts Subjects

- Visual Arts subjects require students to create a portfolio of their work. This takes significant time in addition to class time.
- It is recommended that students do no more than 2 folio subjects as part of their VCE due to the time commitment of these subjects.

## Year 9 -12 Arts Pathways

Arts subjects are all elective options





## Year 10 - Arts: Media Arts

### Overview

This subject covers key developments in the past 200-year history of media communication. It focuses on the development of skills in the use of relevant media technologies and processes. Through the study of media students develop knowledge of the important relationships between media products and audiences, build their skills in media communication and complete the media production to develop skills in self-management and collaboration. Students also develop their ability to analyse media products and an understanding that meaning is created through this process.

### Units/Topics

- Photography Research – History and Artists
- Photography Techniques
- Creative Photography Brief
- Documentary Study – History and Conventions
- Collaborative Documentary Task

### Types of Assessment

- Topic Tests
- Media Production Portfolios
- Collaborative Film Task
- Personal Reflections
- Semester Examination

### Future Directions

This Unit can lead to VCE Media, Unit 1 & 2

## Year 10 - Arts: Visual Communication Design

### Overview

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. Instrumental and freehand drawing methods will be explored, as well as digital design applications.

### Topics

- Industrial design
- Environmental design
- Visual Communication design

### Assessment

A folio of work will be completed for each of the design fields listed above

### 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

### Overview

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.

### Topics

- Drawing and collage
- Printmaking
- Oil Painting
- Analysis and comparisons of artworks

### Assessment

- A series of practical tasks in a variety of materials
- Visual Diary displaying studio process development of ideas
- Resolved artworks
- Essay comparing artworks

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Art Creative Practice Units 1 & 2

## Year 10 - Arts: Art 3D

### Overview

In this subject, students will apply a 'Studio Development Process' to create their own 3D artworks. Students will investigate the way professional artists work to create finished sculptural artworks. Students mirror this approach in their Visual Diary, researching themes, exploring concepts, studying artists of influence and developing possible ideas to realise into 3D artworks.

### Topics

- Ceramic Bust
- Comparative Essay
- Mixed media sculpture
- Various styles and materials of 3 D

### Assessment

- A series of practical tasks in a variety of materials
- Visual Diary displaying studio process development of ideas
- Realisation of resolved finished artworks
- Theory task, written comparative essay

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Art Creative Practice Units 1 & 2

## **Year 10 - Arts: Dance (Year-long/Semester long options)**

### **Overview**

This subject will expose students to a range of artistic dance styles including Ballet, Contemporary, Jazz, Tap and Hip Hop. The Course addresses technical proficiency and improvisation skills and will develop important choreographic and analysis 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.

### **Units/Topics**

- Safe dance practice
- History of artistic dance; Ballet, Modern Dance, Jazz, Tap, & Hip Hop
- Teacher devised learnt work based around an intention
- Performance of group choreographic item (student devised)

### **Types of Assessment**

- Topic Tests
- Student devised warm up routine to be delivered to the class
- Multimodal research and analysis presentation on an appointed artistic dance style
- Performance of learnt class work at Dance Showcase Evening
- Performance of group choreography item at Dance Showcase Evening
- Semester Examination

### **Future Directions**

This Unit will provide a sound foundation for students to proceed to VCE Dance Units 1 to 4.

## **Year 10 - Arts: Drama (Year-long/Semester long options)**

### **Overview**

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.

### **Units/Topics**

- Theatre Styles
- Performance skills
- Performance analysis

### **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 (Year-long/Semester long options)**

### **Overview**

This subject begins to expand students in their understanding of music and performance. Students develop their skills in solo and group performance, analysing musical elements that a performer has control over. Students develop their musicianship and understanding of notation conventions and are assessed on both theoretical and aural skills, transcribing musical ideas. Students develop analysis skills, first to understand specific elements that performers manipulate but then apply these skills to study creative works in depth. They complete an album study, looking at the musical and lyrical content of a creative work and then putting it in the context of the time it was written, studying social and political influences on the work. In second semester, students begin to look more at compositional devices with the idea of documenting and notating musical ideas.

**This subject is offered for semester long and year-long study.**

### **Units/Topics**

#### **Semester 1**

- Solo Performance
- Group performance
- Analysis
- Album Analysis
- Musicianship and Theory

#### **Semester 2**

- Solo Performance
- Group performance
- Composition and melody
- Album Analysis
- Musicianship and Theory

### **Assessment**

- Solo Performance Folio
- Group Performance
- Analysis Test
- Essay
- Aural and Theory Test
- Melodic Composition

### **Future Directions**

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

## VCE Units 1 & 2 – Art Creative Practice

### Overview

In the study of VCE Art Creative Practice, research and investigation inform art making. Through the study of artworks, the practices of artists and their role in society, students develop their individual art practice, and communicate ideas and meaning using a range of materials, techniques and processes. This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication, and the stimulus and inspiration to develop their art practice

### Unit 1: Interpreting artworks and exploring the Creative Practice

As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

#### Areas of Study:

1. **Artists, artworks and audiences** - students are introduced to the Structural and the Personal Lenses by researching and analysing three artists, their practices and their artworks.
2. **The Creative Practice** - Students explore at least three art forms. They respond to a range of artworks, ideas and the practices of artists through experimentation and exploration. They build skills using materials, techniques and processes, and explore areas of personal interest to develop and make visual responses.
3. **Documenting and reflecting on the Creative Practice** - Students develop their art practice by responding to the ways artists conceptualise, develop and make their artworks. They provide annotated documentation of their experiences in Making and Responding in a form appropriate to their art practice.

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

Students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

#### Areas of Study:

1. **The artist, society and culture** - students focus on the ways in which art reflects and communicates the values, beliefs and traditions of the societies in which it was created.
2. **The collaborative Creative Practice** - students continue to develop their art practice as they explore collaborative practices to make and present artworks.

#### Assessment

- Exploration proposal
- Design Process Folio
- Folio of Finished Art works
- Analysis essay of artists

#### Prerequisites

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

#### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 3 & 4 Art Creative Practice

Link to Study Design - [VCE Art Creative Practice](#)

## VCE Units 3 & 4 – Art Creative Practice

### Overview

Art uses a Project based learning approach in the development of a body of work. Students present final artworks for critique and reflect on feedback to further refine and resolve their ideas as a body of work. Students research historical and contemporary artists to inform their own personal exploration of materials, techniques and processes using the Creative Practice. They use an interpret lens to analyse, compare and interpret the meanings and messages of artists that they study.

### Unit 3 – Investigation, ideas, artworks and the Creative Practice

This unit focuses on using Project- based learning as starting points to develop a body of work. Students research a historical or contemporary artwork and use this for inspiration in the development of their own personal response. They explore their own ideas through their use of the Creative Practice and document their research and development work. Students resolve their finished personal response as a final artwork which they will present in a critique.

#### Areas of Study

1. **Investigation and presentation** – develop personal ideas in response to an artwork and the practice of an artist and refine their skills and visual language in the resolution and presentation of a finished artwork
2. **Personal investigation using the Creative Practice** – continue to use the Creative Practice to develop a body of work, exploring personal ideas in an artform of their choice.

#### Possible Assessment Tasks

*Extended written response, a critique, visual responses to set tasks, documentation of Creative Practice through a visual diary, final artwork(s).*

### Unit 4 – Interpreting, resolving and presenting artworks and the Creative Practice

This unit focuses on the continuation of research and exploration to support the development of a Body of Work. Students study the practices of historical and contemporary artists and analyse and interpret meanings and message of artworks that they study. Students continue to develop ideas they begun in Unit 3 and present a critique of their use of the Creative Practice and then reflect on feedback to further refine and resolve a Body of Work.

#### Areas of Study

1. **Documentation and critique of the Creative Practice** – document the use of the Creative Practice and present a critique to inform the refinement and resolution of a Body of Work.
2. **Resolution and presentation of a Body of Work** – use the Creative Practice to resolve and present a Body of Work
3. **Comparison of artists, their practice and their artworks** – compare the practices of historical and contemporary artists to interpret meanings and messages of artworks.

#### Assessment

*Extended written response, a critique, visual responses to set tasks, documentation of Creative Practice through a visual diary, final artwork(s).*

#### Prerequisites and Corequisites

This is a new study design and as such students will not have undertaken Unit 1 and 2 of Art Creative Practice, however successful completion of Unit 1 and 2 of either Art or Studio Arts would be highly advantageous.

**Link to Study Design - [VCE Art Creative Practice](#)**

## VCE Units 1 & 2 - Media

### Overview

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: Media forms, representations, and Australian stories

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.

#### Areas of Study:

1. **Media Representations** - the concept of audience and what it entails. How audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, curation and distribution of media products.
2. **Media forms in production** - students produce representations in two or more media forms, analysing how different media technologies affect the meanings that can be created in the representations.
3. **Australian stories** – students explore the construction and reception of Australian stories.

### Unit 2: Narrative across media forms

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.

#### Areas of Study:

1. **Narrative, style and genre** - students explore and examine how narratives construct realities and meaning for audiences.
2. **Narratives in production** - focuses on media production undertaken by students within a collaborative context and the student's explanation of the process.
3. **Media and change** - analyse the influence of new media technologies on society, audiences, the individual, media industries and institutions.

#### Assessment Tasks

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

#### Prerequisites and Corequisites

There are no prerequisites, but students are encouraged to complete Year 10 Media

Link to Study Design - [VCE Media](#)

## VCE Units 3 & 4 - Media

### Overview

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: Media narratives and pre-production

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.

#### Areas of Study:

1. **Narrative and ideology** - analyse the ways that narratives are constructed and how ideologies in society frame the nature, form and structure of narratives.
2. **Media Production Development** - 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.
3. **Media Production Design** - use industry specific design and planning tools, 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: Media production and issues in the media

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.

#### Areas of Study:

1. **Media Production** - complete the production and postproduction 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.
2. **Agency and Control in and of the media** - discuss issues and influences that exist within the relationship between the media and its audience. 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.

#### 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.

Link to Study Design - [VCE Media](#)



## VCE Units 1 & 2 - Visual Communication and Design

### Overview

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 – Introduction to visual communication design

Unit focuses on using visual language to communicate messages, ideas, and concepts. Involves acquiring and applying design thinking skills as well as drawing skills to communicate ideas and concepts.

#### Areas of Study

1. **Drawing as a means of communication** - create drawings for different purposes using a range of drawing methods, media and materials.
2. **Design elements and design principles** - select and apply design elements and design principles to create visual communications that satisfy stated purposes.
3. **Visual communication design in context** - describe how visual communications in a design field have been influenced by past and contemporary practices, and by social and cultural factors.

### Unit 2 – Applications of visual communication within design fields

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.

#### Areas of Study

1. **Technical drawing in context** – create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas.
2. **Type and Imagery** – manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.
3. **Applying the design process** - apply stages of the design process to create a visual communication appropriate to a given brief.

### Assessment

Folios, analysis of existing visual communications, end of year exam

### Prerequisites and Corequisites

It is an advantage to have completed Year 10 Visual communication design.

### Future Directions

This Unit can lead to VCE Visual communication Units 3 & 4.

### Link to Study Design

[VCE Visual Communication Design Study Design](#)

## VCE Units 3 & 4 - Visual Communication and Design

### Overview

The Visual Communication 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. Students will develop knowledge and skills in the design process.

### Unit 3 – Visual communication design practices

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.

#### Areas of Study

1. **Analysis and practice in context** - Students explore, analyse and create visual communications in the communication, environmental and industrial design fields.
2. **Design industry practice** - Students should be able to discuss the practices of a contemporary designer from each of the design fields and explain factors that influence these practices.
3. **Developing a brief and generating ideas** - Students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas.

### Unit 4: Visual communication design development, evaluation and presentation

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.

#### Areas of Study

1. **Development, refinement and evaluation** - Students focus on the design process stages of the development of concepts, pitching their designs and refinement.
2. **Final presentations** - Students should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

### Assessment

Folios, case studies, end of year exam

### Prerequisites and Corequisites

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

### Link to Study Design

[VCE Visual Communication Design Study Design.](#)

## VCE Units 1 & 2 - Dance

### Overview

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In Unit 1 and 2 VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance, choreography and analysis.

### Unit 1 Dance

Explores the potential of the body as an instrument of expression and communication in conjunction with the regular and systematic development of physical dance skills.

### Areas of Study

1. **Dance perspectives** - analyse another choreographer's work and discuss the way movement vocabulary has been manipulated to communicate the intention.
2. **Choreography and performance**- choreograph and rehearse a skills based solo, duo /or trio work in any chosen dance style and perform work in front of a live audience.
3. **Dance technique and performance**- learn, rehearse and refine a group work devised by another choreographer and perform in front of a live audience.
4. **Awareness and maintenance of the dancer's body** - 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 Dance

In this unit students extend their personal movement vocabulary and skill in using a choreographic process by exploring elements of movement and choreographic devices to devise a composition work based around a chosen intention.

### Areas of Study:

1. **Dance perspectives** – analyse the ways movement categories, elements of movement and group structures can be manipulated to communicate an intention in various dance traditions, styles and works.
2. **Choreography & Performance** - using the choreographic process, students will choreograph and refine a composition solo, duo / or trio based around a chosen intention and perform in front of a live audience.
3. **Dance technique and performance**- safely and securely perform a learnt group work devised by another choreographer in front of a live audience and report on the realisation of the dance work.

### Forms of Assessment

- Dance analysis of prescribed works
- Solo, duo /or trio composition (to be performed to a live audience at Dance Showcase Evening)
- Learnt work (to be performed to a live audience at Dance Showcase Evening)
- Body maintenance test

### Prerequisites

It is an advantage to have completed Year 10 Dance.

### Link to Study Design

[VCE Dance](#)

## VCE Units 3 & 4 - Dance

### Overview

VCE Dance is designed to further develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place. Unit 3 & 4 Dance 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 3 – Dance

Students will choreograph, rehearse and perform a skills based solo dance work that allows them to execute a diverse range of physical skills drawn from all movement categories. Students continue regular dance training and learn and perform a group dance work created by another choreographer. Students analyse the realisation of their solo and the learnt group work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing.

#### Areas of Study

1. **Dance Perspectives** – analyse two selected solos from the Prescribed list of dance works for Unit 3.
2. **Choreography, performance and analysis of a skills-based solo dance work** - choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.
3. **Dance technique, performance and analysis of a learnt dance work** - learn, rehearse and perform a group dance work by another choreographer and analyse the processes used.

### Unit 4 – Dance

In this unit students choreograph, rehearse and perform a solo dance work with a cohesive structure. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. 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.

#### Areas of Study

1. **Dance Perspectives** - analyse a selected group dance work from the Prescribed list of dance works for Unit 4.
2. **Choreography, Performance and Dance-Making Analysis** - choreograph, rehearse and perform a composition solo based on a chosen intention, and analyse the choreographic process.

#### Assessment

- Dance analysis of prescribed dance works from Prescribed list for Unit 3 & 4 Dance.
- Skills Based Solo performance and analysis
- Composition Solo performance and analysis
- Learnt work performance and analysis
- External Performance Exam – both the Unit 3 & Unit 4 student devised solos will be formally assessed by a panel of VCAA assessors at the end of the year.

#### Prerequisites and Corequisites

Students are expected to have studied and passed Units 1 & 2 Dance.

#### Link to Study Design

[VCE Dance](#)

## VCE Units 1 & 2 - Drama

### Overview

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.

### 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.

#### Areas of Study:

1. **Creating a Devised Performance** - ability to devise and document solo and/or ensemble drama works based on experiences and/or stories (Folio Assessment Task).
2. **Presenting a Devised Performance** - perform devised drama works to an audience (Performance Assessment Task).
3. **Analysing a Devised Performance** - analyse the development, and the performance to an audience, of devised work (Written Assessment Task).
4. **Analysing a Professional Drama Performance** - 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

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.

#### Areas of Study:

1. **Using Australia as Inspiration** - 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).
2. **Presenting a Devised Performance** - present a devised performance that reflects aspects of Australian identity and contemporary drama practice (Performance Assessment Task).
3. **Analysing a Devised Performance** - analyse the development, and performance to an audience, of their devised work (Written Assessment Task).
4. **Analysing an Australia Drama Performance** - 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.

#### Link to Study Design

[VCE Drama](#)

## VCE Units 3 & 4 - Drama

### Overview

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.

### 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.

#### Areas of Study:

1. **Devising and Presenting Ensemble Performance** - develop and present characters within a devised ensemble performance that goes beyond a representation of real life as it is lived (Performance Assessment Task).
2. **Analysing a Devised Ensemble Performance** – analyse the use of processes, techniques and skills to create and present a devised ensemble performance (Written Assessment Task).
3. **Analysing and Evaluating a Professional Drama Performance** - 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.

#### Areas of Study:

1. **Demonstrating Techniques of Solo Performance** - 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).
2. **Devising a Solo Performance** - create, develop and perform a solo performance in response to a prescribed structure (External VCCA Performance Examination).
3. **Analysing and Evaluating Devised Solo Performance** - analyse and evaluate the creation, development and presentation of a solo performance devised in response to a prescribed structure (Written Assessment Task).

#### Prerequisites for Units 3 & 4 Drama

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

#### Link to Study Design

[VCE Drama](#)

## VCE Units 1 & 2 - Music

### Overview

This study is designed to allow students to deepen their understanding of musical language through performance and analysis. Students develop and demonstrate language, skills and knowledge to better understand how music is organised and used to influence audiences.

### Unit 1 – Organisation of Music

This unit develops understanding of how music is organised through performing, creating, analysing and responding to music. They prepare solo/group works and develop their technical skill, whilst develop their capacity to understand musical notation conventions.

#### Areas of Study

1. **Performing** – Students focus on practical music-making and performance skills by preparing solo and ensemble works. They look at how to develop technical and rehearsal skills.
2. **Creating** – Students create a folio of brief musical responses. They develop skills to record and preserve musical ideas and identifying and using musical elements and compositional devices.
3. **Analysing and Responding** – Students develop their understanding of the elements of music, concepts, and compositional devices. They develop aural skills and documenting music language.

### Unit 2 – Effect in music

Students study how music is used to have an intended effect on an audience. They do so through performance, analysis and responding to various works. Students prepare solo/group works for performance with the intention to communicate clear musical ideas to an audience.

#### Areas of Study

1. **Performing** – Students focus on practical music-making and performance to create an intended effect on audiences.
2. **Creating** – Students create a folio of brief musical responses. They develop skills to record and preserve musical ideas and identifying and using musical elements and compositional devices.
3. **Analysing and Responding** – Students develop their understanding of the elements of music, concepts, and compositional devices. They develop aural skills and documenting music language.

### Assessment

Solo/group Performances, Creative folio, Analysis test

### Prerequisites and Corequisites

It is encouraged that students studying Unit 1 and 2 Music take instrumental lessons

### Future Directions

Employability skills of self-regulation, clear communication and creativity are developed in this study design.

### Link to Study Design

[2023 Music Study](#)

## VCE Units 3 & 4 - Music Repertoire Performance

### Overview

This study is designed for students with developed instrumental and performance skills. Students choose an instrument to focus on for the duration of the year and develop a program of works to be presented externally as a soloist or as part of an established group.

### Unit 3

Students begin the process of preparing their program and develop tools to plan and rehearse as well as interpret and understand their chosen pieces.

#### Areas of Study

1. **Performing** - Students begin preparation of a solo/group program, researching musical styles, genres, and conventions.
2. **Analysing for performance** - Students identify challenges within their program and work with instrumental teachers to develop techniques to prepare and overcome performance challenges.
3. **Responding** – Students develop their understanding of the elements of music, concepts and compositional devices. This done through research of a wide variety of music. They refine their ability to transcribe musical ideas into notation.

### Unit 4

Students now focus on refining their solo programs for performance. They gain a deeper understanding of the musical aspects of their selected pieces to create a refined and controlled performance.

#### Areas of Study

1. **Performing** - Students begin refining their programs for performance, looking at performance technique and performance anxiety.
2. **Analysing for performance** – Students continue to develop their understanding of musical characteristics of their chosen pieces.
3. **Responding** – Students continue to develop their understanding of the elements of music, concepts and compositional devices.

### Assessment

Program defence presentation, Technical Exercise Presentation, Music Language test and Analysis listening test. This culminates in a final externally assessed performance worth 50% of their study score.

### Prerequisites and Corequisites

It is an advantage to have completed Units 1 & 2 Music

### Future Directions

There are many advantages to completing a creative subject, particularly one so strongly based on personal communication. Employability skills of self-regulation, clear communication and creativity are developed in this study design.

### Link to Study Design

[2023 Music Study](#)



## VCE Units 3 & 4 – Music Inquiry

### Overview

This study is designed for students with developed interest in music, combining a variety of skills such as producing, composing/arranging, performing and investigation. Students then develop and present their folio on a chosen interest and present it for external assessment.

### Unit 3 – Influence in Music

Students explore, through a selected topic, the scope of influence a genre, artist or composer has had within music. Students perform and arrange music based on their research and develop analysis skills to respond to a wide variety of music.

### Areas of Study

1. **Music making** – Students focus on performing and arranging/composing music connected with a style/genre and/or creator. They can explain how their work relates to chosen style or creator.
2. **Analysing for music making** – Students study specific musical works, analysing musical elements and compositional devices, explaining how one artist has had an influence on another.
3. **Responding** – Students develop their understanding of the elements of music, concepts, and compositional devices. This is done through research of a wide variety of music.

### Unit 4 - Project

Students take their research in Unit 3 and use it to design a folio based around a style/genre, artist, or creator. They explore influences and musical ideas through performance and arranging/composing.

### Areas of Study

1. **Music making** - Students focus on performing and arranging/composing music connected with their Area of Investigation and explain their works' influences.
2. **Analysing for music making** – Students select an Area of Investigation for their folio, analysing works through musical elements and compositional devices related to their chosen area.
3. **Responding** – Students continue to develop their understanding of the elements of music, concepts and compositional devices.

### Assessment

Performances, Research presentation, Composition/Arrangement, Analysis test. This subject culminates in a folio of musical work/research that is externally assessed and is worth 50% of the study score.

### Prerequisites and Corequisites

It is an advantage to have completed Units 1 & 2 Music

### Future Directions

There are many advantages to completing a creative subject, particularly one so strongly based on personal communication. Employability skills of self-regulation, clear communication and creativity are developed in this study design.

### Link to Study Design

[2023 Music Study](#)

## VCE Units 1 & 2 - Theatre Studies

### Overview

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.

#### Areas of Study:

1. **Exploring Pre-Modern Theatre Styles and Conventions** - identify and describe distinguishing features of theatre styles and scripts from the pre-modern era (Folio / Oral Presentation Assessment).
2. **Interpreting Scripts** - work creatively and imaginatively in production roles to interpret scripts from the pre-modern era (Performance / Design Assessment).
3. **Analysing a Play in Performance** - 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.

#### Areas of Study:

1. **Exploring Modern Theatre Styles and Conventions** - identify and describe the distinguishing features of theatre styles and scripts from the modern era (Folio / Oral Presentation Assessment).
2. **Interpreting Scripts** - work creatively and imaginatively in production roles to interpret scripts from the modern era (Performance / Design Assessment).
3. **Analysing and Evaluating a Theatre Performance** - analyse and evaluate a theatre production
4. (Written Assessment Task).

#### Prerequisites and Corequisites

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.

#### Future Directions

Completion of this study would prepare students for Unit 3 & 4 Theatre Studies or Unit 3 & 4 Drama

#### Link to Study Design

[VCE Theatre Studies](#)

## VCE Units 3 & 4 - Theatre Studies

### Overview

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 3 - Producing Theatre

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.

#### Area of Study:

1. **Staging Theatre** - 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).
2. **Interpreting a Script** - 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).
3. **Analysing and Evaluating Theatre** - 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.

#### Area of Study:

1. **Researching and Presenting Theatrical Possibilities** - describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene (Written Assessment Task).
2. **Interpreting a Monologue** - interpret and present a monologue and orally justify and explain their interpretive decisions (VCAA External Performance or Design Examination).
3. **Analysing and Evaluating a Performance** - analyse and evaluate acting, direction and design in a production (Written Assessment Task).

### Prerequisites and Corequisites

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.

### Future Directions

Completion of this study would prepare students for Unit 3 & 4 Theatre Studies or Unit 3 & 4 Drama

### Link to Study Design

[VCE Theatre Studies](#)

## **Certificate III in Screen and Media**

### **CUA31020 VCE-VET**

#### **Overview**

The Certificate III in Screen and Media is a Nationally accredited qualification for students who wish to be part of the rapidly growing Multimedia Industry.

It is a unique blend of Art and IT, and will appeal to students who want to make their art digital, or turn their technical expertise into wonderful digital works of art. The Certificate will provide experience with industry standard software and assignments are based on Creative arts industry briefs, giving students a grounded experience of work in that field.

In this certificate, students will learn a variety of software in the Adobe Creative Suite for the purposes of creating digital art and marketing materials. This includes Advanced Image Editing (Photoshop), Character and Logo Design (Illustrator), 2D Animation (Animate), Video Editing (Premiere Pro and After Effects), and Web Development (Dreamweaver).

#### **Course Structure**

The Certificate III has 11 Units to be 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. Students not completing Year 1 will not be allowed to continue in Year 2.

#### **Units of Competency**

##### **First year**

- BSBCRT300 Apply critical thinking skills in a team environment
- CUAIND311 Work effectively in the creative arts industry
- CUAWHS312 Apply work health and safety practices
- CUADIG311 Prepare video assets
- CUADIG303 Produce and prepare photo images
- ICTWEB305 Produce Digital images for the web

##### **Second year**

- CUADIG312 Author interactive sequences
- CUADIG304 Create visual design components
- CUAANM301 Create 2D digital animations
- CUAWRT301 Write content for a range of media
- BSBDES302 Explore and apply the creative design process to 2D forms

#### **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.

## **Certificate III in Music (Sound Production)**

### **CUA30920 VCE-VET**

#### **Overview**

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. On successful completion of this course students will acquire skills and knowledge on the use of discretion and judgement relating to work in the music performance, creation and composition. 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**

##### **First year**

|           |                                             |
|-----------|---------------------------------------------|
| CUAMPF314 | Make music demos                            |
| CUACMP311 | Implement copyright arrangements            |
| CUAIND313 | Work effectively in the music industry      |
| CUAIND314 | Plan a career in the creative arts industry |
| CUASOU212 | Perform basic sound editing                 |

##### **Second year**

|           |                                             |
|-----------|---------------------------------------------|
| CUAMPF314 | Make music demos                            |
| CUACMP311 | Implement copyright arrangements            |
| CUAIND313 | Work effectively in the music industry      |
| CUAIND314 | Plan a career in the creative arts industry |
| CUASOU212 | Perform basic sound editing                 |

# Technologies

The Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs. Students are encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

In Design and Technologies, students use design thinking and technologies to generate and produce designed solutions. In Digital Technologies, students use computational thinking and information systems to analyse, design and develop digital solutions.

## Understanding Senior Technology Options

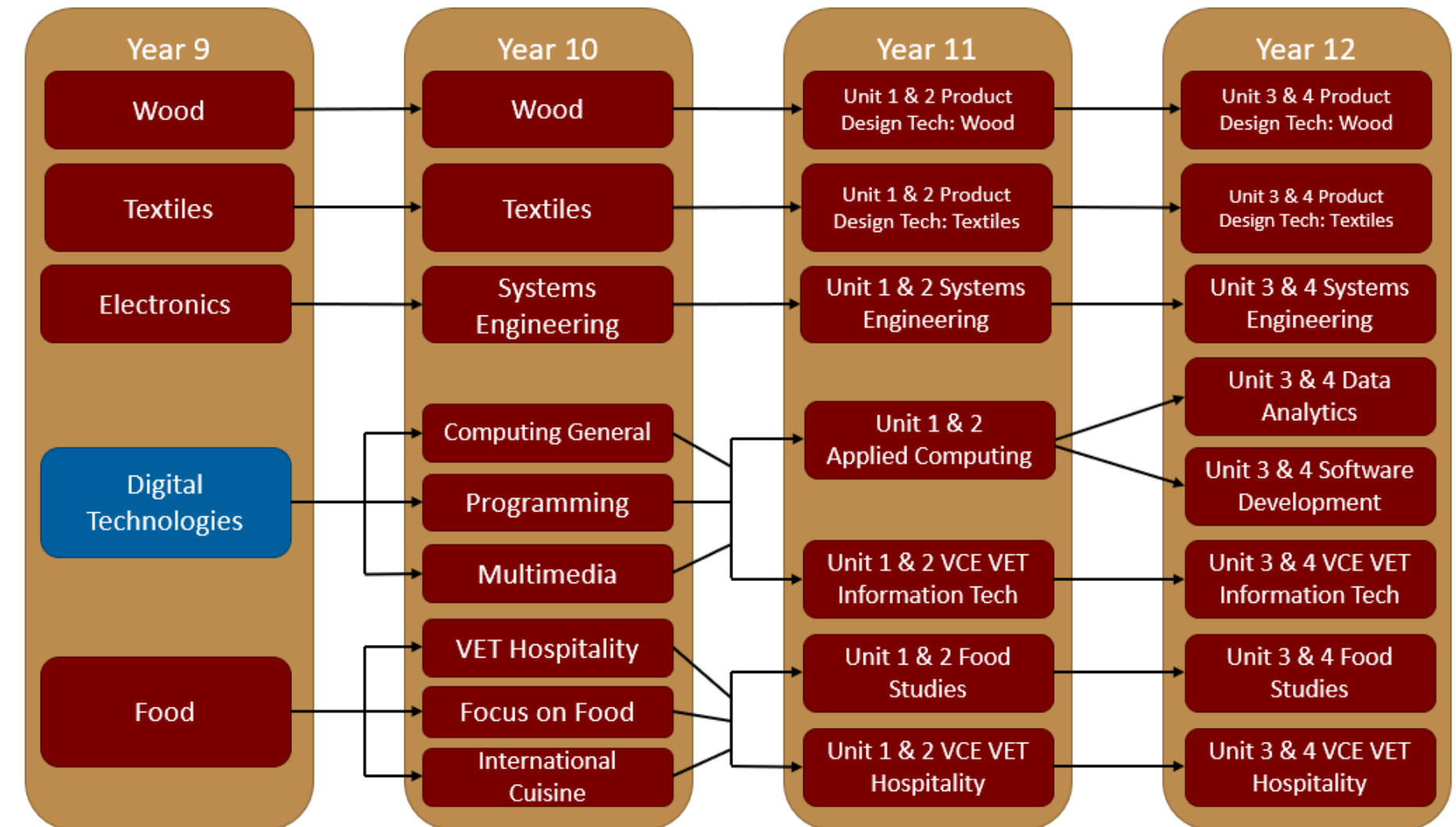
- Year 10, 11 and 12 students have the flexibility to choose Technology options that interest them.
- VCE Students can select from 6 VCE Technology studies, two of which are VCE VET:
  - Applied Computing
  - Systems Engineering
  - Food Studies
  - Design Tech Wood
  - Design Tech Textiles
  - VCE VET Information, Digital Media and Technology
  - VCE VET Hospitality
- VCE VM students do not select an art option.

## Expectations of Technology Subjects

- Technology subjects require students to create a portfolio of their work. This takes significant time in addition to class time.
- It is recommended that students do no more than 2 folio subjects as part of their VCE due to the time commitment of these subjects.
- Many Technology subjects require Personal Protective Equipment (PPE) that MUST be worn to participate in practical elements. Students will be excluded from practical lessons if they do not have appropriate PPE.

## Year 9 -12 Technology Pathways

Technology subjects are all elective options



## Year 10 - Technology: Food - Focus on Food

### Overview

In Focus on Food, students discover 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.

### Units/Topics

- Careers in food and hospitality industry
- Developing food products
- Meal planning
- Design process

### Assessment

- Weekly participation in kitchen production lessons
- Satisfactory completion of selected Workflow Plans/Annotated Recipes
- Research Task
- Design Tasks
- Examination

## Year 10 - International Cuisine

### Overview

In International Cuisine students discover 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.

### Units/Topics

- Food from around the world
- Safe work practices, hygienic methods of food preparation and storage.
- Developing food products
- Local food processes
- Design process

### Assessment

- Weekly participation in kitchen production lessons
- Satisfactory completion of selected Workflow Plans/Annotated Recipes
- Test
- Research Task
- Design Tasks
- Examination

**Future Directions** - Satisfactory completion of a Year 10 Food Studies elective subject is highly recommended for students wishing to proceed to VCE Food Studies or VET Hospitality



## Year 10 - Digital Technologies: General

### Overview

This course is designed as a foundation for the VCE computing courses (Computing 1 and 2, Data Analytics 3 and 4). It will give students a solid understanding of spreadsheets, databases and web design. In the context of business tasks, students will build spreadsheets with formulae and charts. They will design and create databases with a suitable menu structure, reports and underlying queries. This will include programming of buttons and some data analysis. They will learn how to create a full web site on a popular platform ready for business use.

### Units/Topics

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

### Assessment

- Practical assessments using applications
- Practical 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 Applied Computing: Data Analytics.

## Year 10 - Digital Technologies: Multimedia

### Overview

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 which incorporate text, sound, graphics and animation. Students will develop skills using Adobe Photoshop, Adobe Lightroom, and Adobe Animate. Projects include, (but are not limited to): Image manipulation, portfolios and posters, advertisements, video productions and animations.

### Units/Topics

- Adobe Photoshop – Composite Images, Image Enhancement, Fonts and Text, Special Effects.
- Adobe Lightroom – Fixing Image Problems and Adding Special Effects.
- Working with Design Briefs.
- Adobe Animate – Using Drawing Tools, Text Tools, and Creating Object Animations.

### Assessment

- Practical assessments using applications
- Examination

### Future Directions

- Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE-VET Creative and Digital Media.
- This is a fully scored VCE-VET subject with a 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

### Overview

This course is an *introduction* to object-oriented event driven computer programming. The projects in the course involve making educational and recreational computer applications. Students learn event-driven programming skills in various integrated development environments (IDEs) such as Visual Studio and Python. Students are introduced to basic programming skills and concepts through the development of programs using Microsoft Visual Studio. 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.

### Units/Topics

- Game Review Report
- Programming in Python – Graphics and Applications
- Programming in Visual Studio

### Assessment

- Folio of tasks using applications
- 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

### Overview

Student's design and create a textiles product, usually a garment based on the needs of an end user, usually themselves. 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 of similar products, students will create a design brief that typically identifies the user, the needs, criteria for success, constraints for the project. Students create designed solutions based on these needs, generating annotated rendered options.

### Topics

- Materials Availability Investigation
- Environmental Impact of Textiles manufacture & production
- Fashion illustration Rendering
- Characteristics of Materials study
- Designing for an End User
- Production of a product

### Assessment Design folio

- Practical production of garments

### Future Directions

Satisfactory completion of this subject will provide a sound foundation for students to proceed to Unit 1 & 2 Product Design and Technology with a view to proceed to Unit 3 & 4 of same unit study.

## Year 10 - Product Design and Technology: Wood

### Overview

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. Students will gain experience in the safe and competent use of a range of hand and power tools and some larger wood working machinery and will learn about the Product Design process.

### Units/Topics

- Hand and Power Tools Research
- Product Design Folio
- Practical application - item of furniture to be constructed
- Developing Evaluation Criteria
- Design Brief development
- Designing with 2D CAD
- OnGuard OHS training modules
- Safety walk and talk in workshop
- Machinery and power tools demonstrations and competency

### Assessment

- Investigative Research Task
- Design Folio
- Written Examination
- Practical Project realisation

### 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

### Overview

Year 10 Systems Engineering utilises 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 cutting plastics to produce a working model. Students will gain skills such as soldering, CAD drawing and component identification as well as electrical theory and circuit construction.

### Units/Topics

- Hybrid Vehicles Investigation
- E-Booklet development
- Electro-Mechanical project
- Developing Evaluation Criteria
- Design Brief development
- Designing with 2D CAD
- OnGuard OHS training modules
- Safety walk and talk in workshop
- Hand soldering techniques and practices

### Assessment

- Investigative Research Task
- eBook
- Written Examination
- Practical Project realisation

### Future Directions

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

## SIT20421 - Certificate II in Cookery

(Year 10)

### Overview

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 units from the SIT20421 - Certificate II in Cookery.

### Units of Competency

|            |                                               |
|------------|-----------------------------------------------|
| SITXCOM007 | Show social and cultural sensitivity          |
| SITHCCC023 | Use food preparation equipment                |
| SITHCCC027 | Prepare dishes using basic methods of cookery |
| SITHKOP009 | Clean kitchen premises and equipment          |
| SITXFSA005 | Use hygienic practices for food safety        |
| SITXINV006 | Receive, store and maintain stock             |
| SITXWHS005 | Participate in safe work practices            |
| SITHCCC024 | Prepare and present simple dishes             |
| SITHCCC025 | Prepare and present sandwiches                |

Assessment is based on topic tests, assignments and practical demonstration of skills. All assessment is competency based, this means that students are judged against a set of prescribed industry standards rather than the performance of other students. This places the emphasis on what the student can actually achieve.

### Prerequisites and Corequisites

- 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

## VCE Units 1 & 2 - Food Studies

### Overview

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

### Unit 1 – Food Origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. Students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.

#### Areas of Study:

1. **Food around the world**- students explore the origins and cultural roles of food, from early civilisations through to today's industrialised and global world.
2. **Food in Australia** - students focus on the history and culture of food in Australia. They 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. Students explore trends in food practices and food subcultures in Australia and their impact on health.

### Unit 2– Food Makers

In this unit students investigate food systems in contemporary Australia. Students focus on commercial food production industries and look at food production in domestic and small-scale 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 consumers.

#### Areas of Study:

1. **Australia's food systems** - students focus on commercial food production in Australia, encompassing components of the food systems that include primary food production, processing and packaging, distribution and access through the retail and food service sectors, media and marketing, consumption and waste management.
2. **Food in the home**- students further explore food production, focusing on domestic and small-scale food production. They compare similar food products prepared in different settings and evaluate them using a range of measures. They consider the influences on the effective provision and preparation of food in the home.

#### Forms of Assessment

Production SACs, oral presentations, design brief, end of year exam.

#### Prerequisites

Nil

#### Link to Study Design

[VCE Food Studies](#)

## VCE Units 3 & 4 - Food Studies

### Overview

Units 3&4 Food Studies teaches students important life skills such as understand how our body utilises food and what constitutes a healthy diet. They gain an understanding of many factors that influence our food choices and how healthy eating behaviours are developed early on in life. Students also gain an insight into the relationship between food security, sovereignty and citizenship. They then focus on a particular issue with the current food system related to the environment or ethics and explore this in detail seeking clarity on the current situation and consider potential solutions to support a sustainable future.

### Unit 3 – Food in Daily Life

In this unit students investigate the many roles and everyday influences of food including the science of food and our physical need for it. How it nourishes our body and sometimes harms. They also focus on the influences on food choices and how our eating patterns have changed over time.

#### Areas of Study

- 1. The Science of Food:** Students look at the physiology of digestion and utilisation of macronutrients. Students develop their capacity to analyse food choices and the nutritional rationale behind the Australian Dietary Guidelines. They will explore diets which cater for diverse needs through practical activities.
- 2. Food choices, health and wellbeing:** Students focus on the patterns of eating in Australia. They look at the relationships between social factors and food access and choices. They look at the social and emotional role of food and inquire into the role of media as an influence and formation of food habits. Students investigate the principles of healthy eating in children and participate in practical activities to develop a healthy repertoire of healthy meals.

### Unit 4 – Food issues, challenges and futures

Students examine debates about Australia's food systems as part of the global food systems and address key issues relating to the challenges of feeding a rising world population. Students develop skills in reading and assessing food information to make discerning food choices.

#### Areas of Study

- 1. Navigating Food Information:** Students focus on food information and draw evidence based conclusions using food labels and the principle of the Australian Dietary Guidelines to navigate contemporary food trends and diets.
- 2. Environment and Ethics:** Students address debates concerning Australian and Global food systems relating to issues on the environment and ethics. They research one selected topic in depth and consider proposed solutions to support a sustainable future.

#### Assessment

- A range of practical activities
- Annotated reports
- Written reports
- Case Study analysis
- Research inquiry report
- End of Year exam

#### Prerequisites and Corequisites

Unit 1 and 2 Food Studies is encouraged but not required.

#### Link to Study Design

[VCE Food Studies](#)

## **VCE Units 1 & 2 - Product Design and Technology: Wood or Textiles**

### **Overview**

The main purpose of Product Design & Technology is for students to understand that designers play an important part in our daily lives. They determine the form and function of the products we use and wear. Designers transform ideas into drawings and plan for the creation and manufacture of useful products that fulfil human needs and wants. Students focus on developing an understanding of the consequences of product design choices. Students develop the necessary skills to critically analyse existing products and to develop their own creative solutions to problems. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to create a product for a given context.

### **Unit 1**

In this area of study students are introduced to the Product Design process, Intellectual Property issues and Product design factors, with an emphasis on materials and sustainability. Students consider case studies of designers who incorporate sustainable practices in their product and or production. Students develop practical skills and implement risk management for the use of tools, equipment and machines to realise the creation of a product applying sustainable principles.

#### **Area of Study 1**

Sustainable redevelopment of a product.

#### **Area of Study 2**

Producing and evaluating a redeveloped product.

### **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, Unit 1 & 2**

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.

### **Future Directions**

Satisfactory completion of this subject will provide a sound foundation for students to proceed to VCE Units 3 & 4 Product Design & Technology

### **Links to Study Design**

[VCE Product Design and Technologies](#)

## VCE Units 3 & 4 - Product Design & Technology: Wood or Textiles

### Overview

The main purpose of Product Design & Technology is for students to understand that designers play an important part in our daily lives. They determine the form and function of the products we use and wear. Designers transform ideas into drawings and plan for the creation and manufacture of useful products that fulfil human needs and wants. Students develop an understanding of the consequences of product design choices, including how technology can present multiple solutions to everyday life. Students develop the necessary skills to critically analyse existing products and to develop their own creative solutions to problems. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to create a product 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 meeting the needs of a 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

### Links to Study Design

[VCE Product Design and Technology](#)



# VCE Units 1 & 2 - Systems Engineering

## Overview

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

## 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. Students create an operational system using the systems engineering process.

### Areas of Study:

1. **Mechanical System Design** - fundamental mechanical engineering principles and the components required when producing an operational system
2. **Producing and Evaluating Mechanical Systems** - produce, test and evaluate an operational mechanical system. Students make a model or develop a prototype to test aspects of their design.

## 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.

### Areas of Study:

1. **Electrotechnological Systems Design** - electrotechnological engineering principles and the components and materials that make operational electrotechnological systems.
2. **Producing and Evaluating Electrotechnological Systems** - produce, test, diagnose and evaluate operational electrotechnological systems.

### Possible Assessment Tasks

- Theory of Electrotechnology set Tasks
- Folio and Journal
- Individual Project
- Investigation Tasks
- Final Exam

### Prerequisites

Students would benefit from having completed Year 10 Systems Engineering.

### Links to Study Design

[VCE Systems Engineering](#)

## VCE Units 3 & 4 - Systems Engineering

### Overview

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

### 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.

#### Areas of Study:

1. **Integrated and controlled systems design** - 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.
2. **Clean energy technologies** - energy sources and the application of technologies to convert energy sources into power for engineered systems.

### 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.

#### Areas of Study:

1. **Producing and evaluating integrated and controlled systems** - continue the development of the integrated and controlled system they researched, designed, planned and commenced production of in Unit 3, Area of Study 1.
2. **New and Emerging technologies** - 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.

#### Possible Assessment Tasks

- Mechanical/Electrotechnological Theory Tasks
- Personalised Individual Projects SAT FOLIO
- Investigation SAC
- Final Exam

#### Prerequisites

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

#### Links to Study Design

[VCE Systems Engineering](#)

## VCE Units 1 & 2 - Applied Computing

### Overview

In Unit 1 and 2 Applied Computing, students apply the Problem Solving Methodology (PSM) in their infographic solutions, including the use of software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. They will also be introduced to computing networks and strategies involved in reducing security risks.

### Unit 1 – Applied Computing

After completing Unit 1, students will generally understand how the PSM model can be applied to solve real world computing problems. They will be equipped with analytical skills when processing data into information as well as basic coding skills in developing a software with a graphical user interface. Students will be able to reduce security risks in computing networks.

### Area of Study

1. **Data analysis** – Acquired skills in interpreting teacher-provided solution requirements and designs, collect and manipulate data, analyse patterns and relationships, and develop data visualisations to present findings.
2. **Programming** – Developed skills to design, develop and evaluate a software solution using a programming language.

### Unit 2 – Applied Computing

After completing Unit 2, students will have developed skills in creating innovative solutions to solve a need or opportunity. They will be equipped to identify different types of networks and propose strategies for reducing security risks to data and information in a networked environment.

### Areas of Study

1. **Innovative solutions** – Ability to work collaboratively to develop an innovative solution to an identified need or opportunity.
2. **Network security** – Acquired knowledge to examine capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information, and propose strategies to protect the security of data and information.

### Forms of Assessments

Teacher-provided case studies, tests and exams.

### Prerequisites and Corequisites

None.

### Link to Study Design

[Applied Computing](#)

## VCE Units 3 & 4 - Applied Computing (Data Analytics)

### Overview

In Units 3 and 4 Applied Computing (Data Analytics), students apply the problem-solving methodology (PSM) to identify and extract data using software tools such as database, spreadsheet and use data visualisation software to create data visualisations. Their focus will be on determining the findings of a research question by developing infographics based on large data sets and on the security strategies used by an organisation to protect data and information from threats.

### Unit 3 – Applied Computing (Data Analytics)

After completing Unit 3, students will be able to apply the PSM model to create a data visualization solution to present analysis of complex data sets from large data repositories. They will be equipped with analytical skills to manipulate and cleanse data and apply a range of functions to develop visualisation solutions to represent findings.

### Area of Study

1. **Data analytics** – Equipped to respond to teacher-provided solution requirements and designs to extract data from large repositories, manipulate and cleanse data and apply a range of functions to develop software solutions to present findings.
2. **Data analytics (analysis and design)** – Acquired techniques to determine and propose a research question and collect and analyse data.

### Unit 4 – Applied Computing (Data Analytics)

After completing Unit 4, students gain skills to develop infographics or dynamic data visualisations based on large complex data sets and apply security strategies to protect data from threats within an organization.

### Areas of Study

1. **Innovative solutions** – Ability to work collaboratively to develop an innovative solution to an identified need or opportunity.
2. **Network security** – Acquired knowledge to examine capabilities and vulnerabilities of a network, design a network solution, discuss the threats to data and information and propose strategies to protect the security of data and information.

### Forms of Assessments

Teacher-provided case studies, tests and exams.

### Prerequisites and Corequisites

None.

### Link to Study Design

[Applied Computing](#)

## VCE Units 3 & 4 - Computing Software Development

### Overview

Software Development focuses on the application of a problem-solving methodology and skills to create purpose-designed solutions using a programming language.

### Unit 3 – Analysis and Design

Programming Practice.  
Analysis of Business Case Studies to determine Information System Needs and Limitations.  
Scope, Constraints, Functions, Goals, Objectives, and Legal Requirements for Information Systems.  
Unified Modelling Diagrams, Screen Design Diagrams, and Documenting Processing Logic.  
Development Models : Problem Solving Methodologies - Waterfall, Agile, and Spiral.  
Project Planning Tools and Methods with a focus on using Gantt Charts.  
Project Tracking and Critical and Creative Thinking Journals.

#### Areas of Study:

1. **Programming Practice** - In response to a Design Brief, students are to build and test a Folio of Computer Programs.
2. **Analysis and design** - This forms the first part of the SAT task where students design a software solution for a real-world client.

### Unit 4 – Application Development and Cybersecurity

Creating Programmed Modules for an Application to solve a real world need for a real Client.  
Application Testing, Module Testing, Systems Testing, and User Acceptance Testing.  
Evaluation of the Efficiency and Effectiveness of Systems and Applications.  
Evaluation of the Efficiency and Effectiveness of the Project Plan.  
Evaluation of the Efficiency and Effectiveness of Development Methodologies.  
Security aspects of Systems and Applications including Cyber Attacks and How to Prevent them.

#### Areas 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.
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.

### Assessment

SAT – Create, Test and Evaluate a software solution

SAC – Written Report

### Prerequisites and Corequisites

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

### Future Directions

Tertiary Study in Information Technology.

Link to Study Design - [VCE Applied Computing](#)

## **Certificate III in Information Technology ICT30120 (Auspiced by iVET Institute -RTO 40548)**

### **Rationale**

This course focuses on developing and extending a wide range of ICT skills and knowledge like animation, soft and hardware installation, programming, cyber awareness , systems and web development . On completion of this course students will be equipped with a broad range of skill sets from general information and communications technology. A student can opt to achieve self sufficiency as an advanced ICT user.

### **Course Structure**

The course has 12 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**

- BSBXTW301 Work in a team
- ICTICT213 Use computer operating systems and hardware
- ICTICT214 Operate application software packages
- ICTSAS308 Run standard diagnostic tests
- BSBCRT301 Develop and extend critical and creative thinking skills
- BSBXCS303 Securely manage personally identifiable information and workplace information
- ICTPRG302 Apply introductory programming techniques

### **Units of competency second year**

- ICTSAS310 Install, configure and secure a small office or home office network
- ICTSAS305 Provide ICT advice to clients
- ICTSAS309 Maintain and repair equipment and software
- ICTSAS304 Provide basic system administration
- ICTICT313 Identify IP, ethics and privacy policies in ICT environments

### **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.

## **Certificate II Kitchen Operations**

### **SIT20416 VCE-VET**

#### **Overview**

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 our students. The Certificate II in Kitchen Operations is nationally recognised and is based on gaining workplace competencies.

#### **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**

##### **First year**

- SITXWHS001 Participate in safe work practices
- SITHCCC001 Use food preparation equipment
- SITHCCC005 Prepare dishes using basic methods of cookery
- SITHKOP001 Clean kitchen premises and equipment
- SITXINV002 Maintain the quality of perishable items
- SITHCCC002 Prepare and present simple dishes
- BSBTWK201 Work effectively with others
- SITXFSA001 Use hygienic practices for food safety
- SITHFAB002 Providing responsible service of alcohol
- SITHIND002 Source and use information on the hospitality industry

##### **Second year**

- SITCCC006 Prepare appetisers and salads
- SITHCCC007 Prepare stock, sauces and soups
- SITHCCC008 Prepare vegetable, fruit, egg and farinaceous dishes
- SITHCCC011 Use cooking skills effectively
- SITHCCC012 Prepare poultry dishes

#### **Assessment**

- Assessment is based on topic tests assignments and practical demonstration of skills.
- All assessment is competence based; this means students are judged against a set of prescribed industry standards rather than the performance of other students. This places the emphasis on what the student can do.

**Prerequisites and Corequisites** -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** - 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.

## VCE Vocational Major

The VCE VM comprises of 4 core subjects, these are offered as Unit 1 & 2 in Year 11 and Unit 3 & 4 in Year 12. For 2023, our Year 12 students will complete the current Intermediate or Senior VCAL versions of these subjects.

**VCE VM Literacy** enables students to:

- develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

**VCE VM Numeracy** enables students to:

- develop and enhance their numeracy practices to help them make sense of their personal, public and vocational lives
- develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

**VCE VM Work Related Skills** enables students to:

- understand and apply concepts and terminology related to the workplace
- understand the complex and rapidly changing world of work and workplace environments and the impact on the individual
- understand the relationship between skills, knowledge, capabilities and the achievement of pathway goals
- develop effective communication skills to enable self-reflection and self-promotion
- apply skills and knowledge in a practical setting.

**VCE VM Personal Development Skills** enables students to:

- develop a sense of identity and self-worth
- understand and apply concepts that support individual health and wellbeing
- access, critique, synthesise and communicate reliable information
- explain the role of community and the importance of social connectedness
- practise the rights and responsibilities of belonging to a community
- recognise and describe the attributes of effective leaders



## VCE VM Units 1 & 2 Literacy

### Overview

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

### Unit 1

#### Areas of Study:

1. **Literacy for personal use** – demonstrate understanding of how text types are constructed for different purposes, audiences, and contexts through a range of written, digital, oral and visual responses.
2. **Understanding and creating digital texts** – Developed skills to design, develop and evaluate a software solution using a programming language.

### Unit 2

#### Areas of Study:

1. **Understanding issues and voices** - explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.
2. **Responding to opinions** – interpret the values and opinions of others and present in oral form points of view supported by evidence.

### Forms of Assessments

Writing tasks, Research Activities, Oral Presentations

### Prerequisites and Corequisites

None.

Link to Study Design - [VCE VM Literacy](#)

## VCE VM Units 1 & 2 Numeracy

### Overview

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

### Unit 1

#### Areas of Study

1. Number
2. Shape
3. Quantity and measures
4. Relationships

### Unit 2

#### Areas of Study

5. Dimension and direction
6. Data
7. Uncertainty
8. Systematics

#### Across Units 1 & 2 students will cover 6 different numeracies. These are:

- Personal numeracy
- Civic numeracy
- Financial numeracy
- Health numeracy
- Vocational numeracy
- Recreational numeracy

#### Outcomes for each Unit are:

- Outcome 1 – Numeracy in context
- Outcome 2 – Problem solving cycle
- Outcome 3 – Mathematics toolkit

#### Prerequisites and Corequisites

None.

Link to Study Design [VCE VM Numeracy](#)

## VCE VM Units 1 & 2 Work Related Skills

### Overview

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

### Unit 1 – Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making.

### Area of Study

1. **Future careers** – identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.
2. **Presentation of career and education goals** - forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

### Unit 2 – Workplace skills and capabilities

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills

### Areas of Study

1. **Skills and capabilities for employment and further education** – identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.
2. **Transferable skills and capabilities** – demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

### Forms of Assessments

Teacher-provided case studies, tests and exams.

### Prerequisites and Corequisites

None.

Link to Study Design - [VCE VM Work Related Skills](#)

## VCE VM Units 1 & 2 Personal Development Skills

### Overview

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

### Unit 1 – Healthy Individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing.

#### Areas of Study

1. **Personal identity and emotional intelligence** – explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.
2. **Community health and wellbeing** – plan and implement an individual or group activity to improve health and wellbeing and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.
3. **Promoting a healthy life** - analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

### Unit 2 – Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal

#### Areas of Study

1. **What is community?** – describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.
2. **Community cohesion** – identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.
3. **Engaging and supporting community** - discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

#### Prerequisites and Corequisites

None.

Link to Study Design - [VCE VM Personal Development Skills](#)

## **VCAL Senior Literacy (VCE VM Unit 3 & 4 equivalent)**

### **Overview**

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.

## **VCAL Senior Numeracy (VCE VM Unit 3 & 4 equivalent)**

### **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 Senior Personal Development Skills (VCE VM Unit 3 & 4 equivalent)**

### **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 Senior Work Related Skills (VCE VM Unit 3 & 4 equivalent)**

### **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 OH&S 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
- 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.

## **VCE VM Religious Education**

### **Year 11 VCE VM**

In Year 11 VCE VM student's study VCE Unit 1 Religion and Society. This subject covers Outcomes 1 – 3 over the course of the year and 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.

### **Year 12 VCE VM**

In Year 12 VCE VM students continue their studies of Religion and Society, completing Unit 2 over the course of the year. Unit 2 focuses on Ethics, understanding the foundations of a variety of ethical positions and how religious traditions have formulated their own ethical traditions over time.

These 2 subjects contribute 2 further units towards the VCE VM.

# Vocational Education and Training (VET)

There are three types of VET programmes offered through St Francis Xavier College to enhance your learning pathway options.

## Type 1: VCE-VET Courses – Available to VCE Students only

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:

- BSB20120 Certificate II in Workplace Skills (Business)
- ICT30120 Certificate III in Information Technology
- SIT20416 Certificate II in Hospitality (Kitchen Operations)
- CUA31020 Certificate III in Screen & Media
- CUA30920 Certificate III in Music (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.

- SIT20421 - Certificate II in Cookery
- BSB20120 - Certificate II in Workplace Skills
- SIS20321 - Certificate II in Sport Coaching

## Type 3: Externally provided VET Courses (Year 11 & 12)

This program is for students who are studying the VCE VM Program in Years 11 and 12 (or other students under exceptional circumstances). VET is a mandatory requirement for the VCE VM and if students do not pass their VET they will not successfully complete their VCE VM.

These courses offer a pathway into Apprenticeships, Certificate and Diploma Courses after completing of Year 12 VCAL.

## VET Courses Offered at St Francis Xavier College

This VET subjects will be run at the College on a Wednesday for Year 11 and 12 VCE VM students. The course outline 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 – Local Secondary Schools
- Chisholm
- Foundation Learning Centre
- Skillinvest
- TAFE Gippsland
- St Peters Secondary College

Students can select a VET Delivered to Secondary Students (VET DSS) course of their choice from a list of those available (see following pages). We will then look for course availability from a range of Registered Training Organisations (RTOs). The College will do its best to find a provider who is able to meet the individual needs of the students.

VETDSS course availability varies greatly. Some in demand courses are much harder to source places in, so it's advised that students identify several courses that may be of interest.

### Off Campus VET Application Process

1. Students are to choose from the list of courses offered below
2. Students are to complete the VCE VM VET application form and get the appropriate endorsement as listed on the form
3. All Year 11 students entering VCE VM will be require an interview with the VET Coordinator Mrs. Beaucasin and may also need to meet with a career's counsellor about appropriate VET pathways prior to submitting their VET application. Bookings can be made with Mrs. Beaucasin and the Careers team through the career's website.
4. Year 12 students new to VCE VM with need to meet with a career's counsellor about appropriate VET pathways prior to submitting their VET application form. Those students interested in pursuing a trade should discuss a School Based Apprenticeship option with Mrs. Carter in Careers as this will increase their chances of securing the VET course of their choice.
5. Students continuing with their current course, must submit a VET application form for 2023 otherwise, they will not be re enrolled as it is not an automatic re enrolment
6. VET applications need to be submitted by 12<sup>th</sup> August otherwise we cannot guarantee that you will be able to secure a VET course.

The following is a list of courses that students may be able to access from external training providers. The College VET team will support students to find an appropriate provider to meet their needs. This list is accurate at the time of publication, but is subject to change.

| <b>VET 2023 VETDSS Courses (TAFE)</b>                                                   |                          |
|-----------------------------------------------------------------------------------------|--------------------------|
| <b>Course Name</b>                                                                      | <b>Years to Complete</b> |
| AHC20116 Certificate II in Agriculture                                                  | 2                        |
| HLT33015 Certificate III in Allied Health Assistance                                    | 2                        |
| ACM20121 Certificate II in Animal Studies                                               | 2                        |
| MST20616 Certificate II in Applied Fashion Design and Technology                        | 2                        |
| AUR20720 Certificate II in Automotive                                                   | 2                        |
| SHB30121 Certificate III in Beauty Services                                             | 2                        |
| 22338VIC Certificate II in Building and Construction                                    | 2                        |
| 22338VIC Certificate II in Building and Construction - Bricklaying                      | 2                        |
| BSB30320 Certificate III in Business Administration - Legal                             | 2                        |
| BSB20120 Certificate II in Workplace Skills                                             | 1                        |
| BSB30120 Certificate III in Business (Partial)                                          | 1                        |
| CHC22015 Certificate II in Community Services                                           | 2                        |
| CHC32015 Certificate III in Community Services                                          | 2                        |
| UEE20520 Certificate II in Computer Assembly and Repair                                 | 2                        |
| CUA20120 Certificate II in Dance                                                        | 2                        |
| CUA30720 Certificate II in Design Fundamentals - Graphics                               | 2                        |
| CUA30720 Certificate II in Design Fundamentals - Photography                            | 2                        |
| CHC30113 Certificate III in Early Childhood Education and Care                          | 2                        |
| UEE22011 Certificate II in Electrotechnology - Career Start                             | 2                        |
| 22470VIC Certificate II in Engineering                                                  | 2                        |
| MSF20516 Certificate II in Furniture Making                                             | 2                        |
| HLT33115 Certificate III in Health Services                                             | 2                        |
| AHC20416 Certificate II in Horticulture                                                 | 2                        |
| SIT20322 Certificate II in Hospitality - Front of House                                 | 2                        |
| ICT30120 Certificate III in Information and communications Technology - Games (partial) | 2                        |
| ICT30120 Certificate III in Information and communications Technology - Cyber Security  | 2                        |
| SIT20421 Certification II in cookery                                                    | 2                        |
| SIT20421 Certification II in cookery- Patisserie                                        | 2                        |
| SHB30221 Certificate III in Make-up                                                     | 2                        |
| CUA30920 Certificate III in Music Industry - Sound Production                           | 2                        |
| CUA30920 Certificate III in Music Industry - Performance                                | 2                        |
| SIS20419 Certificate II in Outdoor Recreation                                           | 1                        |
| 22569VIC Certificate II in Plumbing *Limited Places                                     | 2                        |
| SHB20216 Certificate II in Salon Assistant                                              | 1                        |
| CUA31020 Certificate III in Screen and Media                                            | 2                        |
| SIS20115 Certificate II in Sport and Recreation                                         | 1                        |
| SIS30115 Certificate III in Sport and Recreation                                        | 1                        |
| SIT30122 Certificate III in Tourism                                                     | 2                        |
| CUA3115 Certificate III in Visual Arts                                                  | 2                        |