MESSAGE FROM THE DEPUTY PRINCIPAL – TEACHING & LEARNING

Reflected in the content of the following pages are the mission and values of Lasallian education, an advocating of a comprehensive education which attends to the needs of students with a range of abilities and talents. In addressing the many reform initiatives coming from the Australian Curriculum, Assessment and Reporting Authority (ACARA) amongst other key drivers such as the digital revolution, it would be fair to describe the ongoing formation of the curriculum at De La Salle College as excitingly poised.

As the College grapples with the many opportunities and challenges facing schools at this point in history, commitment has been made to the progressive introduction of the Australian Curriculum. Phase 1 has been embedded over the past 2-3 years, with subsequent phases expected to be introduced in coming years. The impact on programs has been significant, with review of arrangements related to organisational structures, subject offerings, pedagogical practices and assessment and reporting taking place in an ongoing way.

Similarly, the adoption of the Digital Education Revolution in recent years has had a profound impact on learning and teaching. Ubiquitous access to mobile technologies for teachers and students has enabled research, collaboration, communication and content creation in ways which have not been previously possible. Teachers have populated the Moodle learning management system with learning and teaching resources, enabling students to engage with learning tasks in a way which does not depend exclusively on the lock-step of traditional classroom teaching practices. Parents are also drawn into the progression of learning, having access to activities and results throughout the academic year.

Drawing from the AusVELS and the Archdiocese of Melbourne’s To Know Worship and Love Religious Education framework in the compulsory years, and the VCE, VCAL and VET in the post-compulsory years, the 2014 Handbook describes arrangements for the learning and teaching program for Years 4 to 12 at De La Salle College, for the 2014 academic year. It is designed to provide information for students and parents to help make informed choices about selecting courses of study for the coming year. When used well, the Handbook will act as a reference and companion text for the critical discussions between students, parents and teachers in deliberating about subject selections and future pathways.

The 2014 Handbook is the result of the efforts of a number of people from within the College community. I would like to acknowledge the outstanding contributions made by the following individuals in particular: The College’s Key Learning Area Coordinators, David Happ (Arts), Steve Young (Business), James Walton (English), David Alexander (Health & Physical Education), Chris Fleming (Humanities), Paul Maxted (ICT), Kath Marino (Languages), Lucy Russell (Mathematics), Kathie Holmes (MMEC), Cindy Frost (Music), Carmel Smart (Pathways), Graeme Pender (Religious & Moral Education), Peppe Di Ciccio (Science), Warren Walker (Technology), Kerry Martin (VCAL), Caroline Fitzpatrick (VET). Also, special thanks to Tania Allars for finished art and production of the publication.

Mark Gustincic
Deputy Principal – Teaching & Learning
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MISSION

De La Salle College is a Catholic College in the Lasallian tradition, enabling students in a community of faith and excellence to achieve their full potential with integrity and distinction.

VISION

To be an outstanding school striving for excellence and innovative academic achievement, in a community of mutual respect and support, to best prepare men for our world.

VALUES

At De La Salle College we are committed to our faith, our educational community and our spirit of service and compassion.

A STATEMENT ON AUSTRALIAN DEMOCRATIC PRINCIPLES

De La Salle College is committed to upholding and promoting the principles and practices of Australian democracy through both its daily operations and its learning and teaching programs. This includes a commitment to:-

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance
### Year 7
- Religious Education (6)
- English (9)
- Mathematics (9)
- Science (9)
- History & Geography (8)
- Health & Physical Education (6)
- French & Italian (6)
- Music (3)
- Design & Technology (3)

### Year 8
- Religious Education (6)
- English (9)
- Mathematics (9)
- Science (9)
- History & Geography (8)
- Health & Physical Education (6)
- French & Italian (6)
- Art (3)
- Drama (3)

### Year 9
- CORE
  - Religious Education (6)
  - English (9)
  - Mathematics (9)
  - Science (9)
  - History & Geography (8)
  - Health & Physical Education (6)
- SEMESTER UNITS (6)
  - Languages
    - French 1&2
    - Italian 1&2
    (Must be chosen as a sequence)
  - Additional English
    - Literature
- The Arts
  - Art
  - Drama
  - Media
  - Music
  - Photography
- Technology
  - Materials Technology

By Recommendation:
- Literacy Support (6)

**Years 4-12**
- 60 periods over a 10 day cycle

**Years 4-6**
- Religious Education, Literacy, Numeracy, Integrated Studies, Performing & Visual Arts, Music, Italian, Physical Education, Sport, Personal Development

**Year 11**
- Religious Education, Personal Development plus 6 VCE/VET subjects or Intermediate VCAL program

**Year 12**
- Religious Education, Personal Development plus 5 VCE/VET subjects or Senior VCAL program

Numbers in brackets ( ) denote periods per cycle

By Recommendation:
- Literacy Support (8)
### Year 10
- Religious Education (6)
- English (9)
- Mathematics (9)
- Science (9)

#### Semester Units (6)
- Health & Physical Education
- Geography

#### Semester Units (8)

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\*One Semester of People & Power, One Semester of 20th Century\*

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### Year 11

#### Units 1 & 2
(9 periods per cycle)

- Accounting
- Biology
- Business Management
- Chemistry
- Economics
- English
- General Mathematics
  - Further
  - Specialist
- Geography
- History
- Information Technology
- Legal Studies
- Literature
- Languages:
  - French
  - Italian
- Mathematical Methods
- Media
- Music Performance
- Physical Education
- Physics
- Product Design & Technology
- Political Studies
- Psychology
- Studio Arts
  - Drawing, Painting, Sculpture
  - Photography
- Systems Engineering
- Theatre Studies
- VET Building & Construction (Certificate II)
- VET Community Sport & Recreation (Certificate III)
- VET Interactive Digital Media (Certificate III)
- Visual Communication Design

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### Year 12

#### Units 3&4
(9 periods per cycle)

- Accounting
- Biology
- Business Management
- Chemistry
- Economics
- English
- Further Mathematics
- Geography
- History (Revolutions)
- Information Technology
  - Applications
  - Software Development
- Legal Studies
- Literature
- Languages:
  - French
  - Italian
- Mathematical Methods
- Media
- Music Performance
- Physical Education
- Product Design & Technology
- Physics
- Political Studies
- Psychology
- Religion & Society (Units 3 & 4)
- Specialist Mathematics
- Studio Arts
  - Drawing, Painting, Sculpture
  - Photography
- Systems Engineering
- Theatre Studies
- VET Building & Construction (Certificate II)
- VET Community Sport & Recreation (Certificate III)
- VET Interactive Digital Media (Certificate III)
- Visual Communication Design

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**By Recommendation:**
- Accelerated Learning Program
- Literacy Support

**By Recommendation:**
- Accelerated Learning Program
- Intermediate VCAL Program

**By Recommendation:**
- Senior VCAL Program
CURRICULUM OVERVIEW

LITERACY SUPPORT PROGRAM

RATIONALE
It is the responsibility of all educators to assist students to achieve their potential. At De La Salle, there are students who are identified with learning difficulties in acquiring literacy skills. Therefore, these students need the opportunity to improve and enhance their literacy skills through an effective Literacy Support Program which is conducted in small groups by Special Education/Specialist English teachers.

AIMS
The Literacy Support Program aims to:

- build students’ confidence to participate more successfully in the English curriculum;
- improve students’ decoding and fluency skills;
- develop students’ individual levels of comprehension;
- improve the students’ spelling skills;
- develop the students’ ability to write in the different genres;
- improve the students’ punctuation and grammar skills;
- consolidate specific Humanities skills at Years 9 & 10.

IDENTIFICATION AND ELIGIBILITY
Incoming Year 7 students attend an assessment morning conducted by Academic Assessment Services. The data from their results is used to determine those students who are experiencing difficulties in their literacy skills. Students who score within the Stanines 1 to 3 in the areas of Reading, Writing and/or Spelling are offered a position in the Literacy Support Groups.

During the school year, teachers may refer students to the Mary MacKillop Enhancement Centre (MMEC) for testing with a view to entering the Literacy Support Groups. If students meet the criteria of functioning at a Below Average level in Comprehension and/or Reading, they will be offered a position in the Literacy Support Groups, if one is available.

Parents need to commit to the program for Years 7 & 8 as the groups are timetabled against Languages (French & Italian) which is a core subject area for these two years.

Parents may choose for their son to continue Literacy Support in Year 9, which is timetabled against History/Geography and further, at Year 10, where it takes the place of an elective. Students will study some aspects of these subjects in Literacy Support classes with relevant skills so that they are not disadvantaged in choosing these subjects in VCE.

PROGRAM DESCRIPTION
The Literacy Support Groups are usually 3 periods per week and have a maximum of 8 students in each. The teaching content is based on the English curriculum, and focuses on strengthening the students’ knowledge and literacy skills.

Teachers focus on assisting students’ knowledge of the relevant English text. Skills such as summarising, note-taking, identifying main ideas, character studies, analysing themes and answering comprehension questions are taught.
Spelling, grammar, punctuation and comprehension are taught specifically using a variety of resources.

Where possible and/or necessary, the teachers liaise with the class teacher in delivering the curriculum to the students at their level to ensure success.

Organisational skills are enhanced through constant checking and modelling of correct use of the diary and tracking due dates of assignments. Assistance is offered in understanding and completing work tasks in other curriculum areas where literacy skills are utilised.

In Year 9, students are taught relevant Humanities skills in the areas of History and Geography following some of the topics in the respective core subjects.

In Year 10, students are taught some History skills, following some of the topics in the core subject.

The Literacy Support Program incurs a levy for parents unless their son is funded by the CEO for Special Learning needs.

**ASSESSMENT AND REPORTING**
Through observation, anecdotal evidence, spelling tests, work samples and formal testing, the students’ progress is tracked and improvements noted.

Standardised testing is administered twice a year; at the beginning of each semester. The results are recorded in the students’ files.

A formal report of the learning outcomes for Literacy Support is completed at the end of each semester and incorporated into each student’s formal end of semester report.

**NUMERACY SUPPORT PROGRAM**
**NUMERACY SUPPORT – YEARS 7-9**

**PROGRAM DESCRIPTION**
Numeracy Support is a program run for students who find Mathematics challenging. Students work in a small class (maximum 15 students) where there is an emphasis on improving their basic Mathematics skills. This is timetabled at the same time as mainstream Mathematics so students do Numeracy Support instead of Mathematics. The class will be following the Mathematics curriculum whilst focusing on recapping work from previous years’ work as necessary.

**STUDENT SELECTION**
Students will initially be offered a place in Numeracy Support based on the Academic Assessment Services tests conducted prior to starting De La Salle College at Year 7, or by teacher recommendation for Years 8 and 9 students. Progress will be carefully monitored. Ongoing enrolment in the program is reviewed at regular intervals after the first few weeks, then regularly throughout the remainder of the year. These reviews will be based on teacher judgement and performance in assessment tasks.
ASSESSMENT
Students will complete the same assessment tasks as those in the mainstream Mathematics course. In each assessment task, students will be given a basic concept skills mark and a mark which is comparable to other Mathematics students at that year level.

Students will also complete an exam at the end of each semester which may be modified to suit individual students.

PERSONAL DEVELOPMENT PROGRAM

De La Salle College recognises that society in the twenty-first century is moving at an unprecedented pace and despite Australia’s relatively high living standards there are significant social and health problems that exist. As a school community, De La Salle College has both an educational and moral responsibility to help equip our students with the knowledge, skills and emotional strength to withstand life’s challenges both in school and beyond. Arming students with qualities such as positive self-esteem, skilling them to be problem solvers and critical thinkers so that they can become confident decision makers are characteristics that our students should acquire. Exposing students to simulated real life situations within a supportive and caring environment helps to prepare them for life at school and outside of school.

AIMS

• To develop a curriculum for Years 4-12 students that is integrated with the Lasallian ethos of the College which is to provide human and Christian education.
• To help students integrate into the life of the College and feel as if they belong.
• To help students achieve personal growth.
• To assist students to achieve their personal best in the area of their academic studies.
• To anticipate the needs and issues associated with young adolescent males at varying developmental stages.
• To develop a curriculum that is dynamic, proactive and has the students’ interests as its focus.
• To provide students with opportunities to develop confidence, self esteem and positive self worth.
• To equip students with the knowledge and skills to quickly recover from life challenges and to move forward.
• To prepare senior students for life outside the College.
• To develop students who have a social conscience and a sense of social justice.
• To develop students who are empathetic and confident in diverse social situations.

FOCUS AREAS FOR YEARS 4-12

• Cyber Safety
• Anti-Bullying
• Resilience
• Study Skills
• Drug and Alcohol Awareness
• Sex Ed
• Road Safety
**YEARS 11 & 12**

**WHICH CERTIFICATE – VCE OR VCAL?**
Most students in Victoria have a choice of two senior secondary certificates, both of which mark the satisfactory completion of secondary schooling. These are both administered and regulated by the Victorian Curriculum and Assessment Authority (VCAA). These two certificates are the VCE and VCAL.

**VCE: THE VICTORIAN CERTIFICATE OF EDUCATION**
The VCE is a single certificate that recognises the successful completion of Years 11 and 12. The VCE provides pathways to further study at University or Technical and Further Education (TAFE) as well as to employment.

VCE is intended by its design to cater for a wide range of abilities. The standards-based Assessment system is designed to generate a score usable for competitive tertiary entrance. This involves assessments revolving around testing and examinations in the main. It should be noted that a VCE course does not have to lead to tertiary studies but the assessment presumes it may.

VCE subjects provide the opportunity for detailed study across the whole of the curriculum from Arts/Humanities to Business, Science and Technology as well as Languages other than English. (Although De La Salle College, like many other Catholic secondary college, requires all VCE students to undertake two VCE units of Religious Education.)

Year 12 VCE assessments are conducted under the VCAA and include examinations. These numeric assessments (Study Scores) are the basis for the generation of an ATAR (Australian Tertiary Admission Rank – formerly known as the ENTER). The ATAR is the basis for entry to most university courses and a large number of TAFE courses.

**VCAL: THE VICTORIAN CERTIFICATE OF APPLIED LEARNING**
Just like the VCE, the VCAL is an accredited senior secondary school certificate undertaken in Years 11 and 12. VCAL has three levels. At De La Salle College, Intermediate VCAL is offered at Year 11 and Senior VCAL is offered at Year 12.

VCAL is designed to cater for students who wish to acquire skills that will lead more towards further vocational training or employment. The Competency-based assessment used does not revolve around testing and examinations. It is not numeric and does not provide the basis for the generation of an ATAR.

It should be noted that a VCAL course can lead to tertiary study (and can even lead to degree courses following certificate courses after completing the Certificate). Students who do VCAL are more likely to be interested in going onto training at TAFE, doing a traineeship or apprenticeship, or getting a job after completion of their schooling.

The VCAL is a hands-on, vocationally oriented option for students. The course is focused on the development of work-related and industry specific skills. These are focused on participation in ongoing, compulsory study of Literacy, Numeracy and Personal Development Strands. These are delivered at school in VCAL classes. The Work Related Skills Strand is delivered by Structured Work Placement 1 or 2 days per week. The Industry Specific Strand is covered with either a VET or Australian School Based Apprenticeship (ASBA) option.
MINIMUM STANDARDS FOR SELECTION OF POST-COMPULSORY COURSES

Entry to either VCE or VCAL is not automatic at De La Salle College. Students seeking entry to either certificate need to demonstrate levels of performance that show readiness to undertake the learning required.

1.1. VCE Entry

1.1.1. In order to enter a VCE course of study, a student must meet sufficient subject entry requirements to be able to meet VCE course requirements. If it becomes apparent to the school that a student is unable or unlikely to meet the requirements to enter or continue a VCE course of study, the student will be required to undertake a Pathway Review.

1.1.2. Subject entry requirements: each VCE subject will require teacher endorsement for selection at level 1 / 2 and at level 3 / 4. Additional requirements will be specified in course descriptions.

1.1.3. Course requirements: VCAA requirements for VCE completion specify minimum unit completion over the two years and in the final year. The application of these at De La Salle College is that for a student to be able to assemble a full VCE course they need to be able to meet the entry requirements to select:

- **Unit 1 / 2 level**
  - English
  - Religious Education [Religion and Society Unit 1]
  - 5 other unit 1/2 pairs

- **Unit 3 / 4 level**
  - English
  - Religious Education [Religion & Society (Ethics) Unit 2]
  - 4 other unit 3/4 sequences

These units can be acquired over more than two years and can be mixed.

1.2. VCAL Entry

To be eligible for the VCAL program, students must demonstrate a commitment to a learning program that includes school-based studies, industry work placements, and a VET Study in the area of their chosen vocation. In order to enter the VCAL program students must meet the necessary entry requirements as specified by the College under the auspices of the VCAA.

1.2.1. Intermediate VCAL (Year 11) For entry into the Intermediate VCAL students need to satisfy all of the following:

- Undertaken Year 10, be enrolled in a VET Study and have an Industry Work Placement (one day per week).
- A referral from the Pathways Coordinator and the Deputy Principal - Teaching & Learning.
- Evidence of student’s commitment to commencing an applied learning program.
- Parental consent.
1.2.2. Senior VCAL: (Year 12) For entry into the Senior VCAL program, students need to have either:
  • Undertaken Year 11 VCE, be enrolled in a VET Study and have an Industry Work Placement (two days per week) OR
  • Satisfied all the outcomes for Intermediate VCAL, be enrolled in a VET Study and have an Industry Work placement (2 days per week)

**VCE – STRUCTURE OF A PROGRAM AND ASSESSMENT**
The VCE program structure and details of Studies (subjects) are the responsibility of the Victorian Curriculum and Assessment Authority (VCAA). You may wish to visit the VCAA’s website at www.vcaa.vic.edu.au where you can see these in detail.

**BUILDING A VCE PROGRAM – STUDIES AND UNITS**
The VCE is awarded on the basis of satisfactory completion of Units. Each Unit is designed to be completed typically over one semester or two school terms. Most Studies (subjects) have four Units.

Units 1 and 2 are normally completed in Year 11. Units 3 and 4 are normally completed in Year 12 and need to be taken together as a sequence. Units in most Studies are designed to allow entry at Unit 1 or Unit 2 or Unit 3. Generally, it is best to have done Units 1 and 2 or at least Unit 1 or 2 of the Study, before attempting Units 3 and 4. Where it is essential that Units 1 and 2 be taken before attempting Units 3 and 4, this has been noted in the course descriptions.

**BUILDING A VCE PROGRAM – A TWO YEAR PROGRAM**
At De La Salle College, Year 11 students will normally undertake seven studies, including English and one Religious Education Unit. Year 12 students will normally take five Units 3/4 Studies including English plus one Religious Education Unit. The majority of students will complete their VCE in two years.

Some Year 10 students may apply to do one VCE Study in addition to their mainstream Year 10 program as part of the Accelerated Learning Program (ALP). Where a student satisfactorily completes a VCE Study outside of the College, he will gain credit towards his VCE. This Study is considered an addition to his De La Salle VCE program.

At De La Salle College a VCE program or course of study over the two years includes:

- four Units of English (This requirement could be made up of English Units 1 and 2 plus English 3/4 and/or Literature 3/4);
- at least two Religious Education Units.

**SATISFACTORY COMPLETION OF A PROGRAM – AWARD OF THE VCE CERTIFICATE**
To gain their VCE, students are required to satisfactorily complete (over the two years):

- At least 3 Units of English. This requirement can be met by gaining an “S” for any 3 Units from English Units 1 and 2, English Units 3 and 4 and Literature Units 3 and 4. [NB: To receive an ATAR, a student is required to satisfactorily complete Units 3 and 4 of English or Literature.]
• At least 16 Units. This includes at least 3 Units of English. [NB: The VCE/VET Studies count for four Units if taken in Years 11 and 12 (like any other VCE Study ).]

• At least 3 sequences of Units 3 and 4 Studies other than English.

**ASSESSMENT IN THE VCE**

**Satisfactory Completion of Units 1 – 4:**

For satisfactory completion of a Unit, a student is required to demonstrate achievement of each of the outcomes for the Unit that are specified in the Study Design. The decision about satisfactory completion of outcomes is based on the teacher’s assessment of the student’s performance on each of the assessment tasks designed for the Unit. The student receives an “S” for a Unit when all outcomes are achieved satisfactorily.

To achieve an “S” for an outcome, a student is required to:

• produce work that meets the required minimum standard for each task; (Students will be given the opportunity to re-sit or resubmit work in order to achieve this minimum standard if necessary)

• submit work on time;

• submit work that is clearly his own; and

• observe the VCAA and school rules (including attendance).

If one or more learning outcome is “N” (Not Satisfactory) then the overall result for the Unit will be “N”. Attendance in class and at scheduled times for assessment is critical to the successful completion of the VET/VCAL program. The De La Salle VCE Attendance Policy states:

**ATTENDANCE**

Minimum Attendance: VCAA requires school to set minimum levels of attendance for satisfactory completion of VCE units. Breach of these rules results in award of “N” i.e. unsatisfactory completion of each outcome where the minimum attendance has not been met.

DLS Minimum Attendance: De La Salle College requires a minimum attendance of 90% of classes in each subject at each Year Level. That is, no more than 10% of classes can be missed without Approved Leave.

**APPROVED LEAVE**

The following absences are deemed approved:

• participation in ACC competition;

• attendance on school-approved excursions and activities;

• absence due to illness as evidenced by a medical certificate. NB: It is the student’s responsibility to provide the medical certificate on return. Certificates should be delivered to the Campus office where the records will be updated and the certificate retained on file.

Other absences require written application to the Principal for approval. The College does not approve extended absences, especially for holidays, during term time. Any student who has an unapproved absence when a formal assessment is being conducted will not be afforded the opportunity to re-sit. NB: Satisfactory performance in end of semester exams is a necessary pre-requisite for promotion.
Assessment of Levels of Performance Units 1-4

Units 3 and 4:
In each Study at Units 3 and 4 level there are two or three graded assessments, at least one of which is an external examination. The other graded assessments are School-Assessed Tasks (SATs), School-Assessed Coursework (SACs) or both.

- School-Assessed Coursework (SACs) apply in most VCE Studies. They consist of a number of smaller tasks completed mainly in class. These tasks may be tests, essays, practical work or extended analysis tasks over a number of periods.
- School Assessed Tasks (SATs) apply in the following studies: Visual Communication Design, Product Design & Technology, Studio Arts, Systems Engineering and Media.
- The three graded assessments are used to produce a Study Score out of 50 for each Study.

Units 1 and 2:
In Units 1 and 2 the Assessment Tasks are similar in nature to those in Units 3 and 4 of the corresponding Study. The marks awarded in Units 1 and 2 are not reported to the VCAA but will be shown on the De La Salle College reports. For Units 1 and 2, only the “S” or “N” is reported to VCAA at the end of the year.

The VCAL Program at De La Salle College

The VCAL program structure and details of strands (subject areas) are the responsibility of the Victorian Curriculum and Assessment Authority (VCAA). You may wish to visit the VCAA’s website at www.vcaa.vic.edu.au where you can see these in detail.

Building a VCAL Program
Like the VCE, the VCAL is a recognised senior qualification. Unlike VCE, VCAL does not provide students with an ATAR score which is commonly used by students to access university programs. Students who do VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 11 and/or Year 12. A certificate issued by the VCAA will be awarded to students who successfully complete each level of VCAL. eg: VCAL Intermediate Certificate in Year 11 and VCAL Senior Certificate in Year 12.

The VCAL gives students practical work-related experience, as well as literacy and numeracy skills and the opportunity to develop personal skills that are important for life and work. VCAL also aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education. The principles underpinning the VCAL are:

- tailoring a program to suit students’ interests;
- personal ‘holistic’ development;
- development of work related and industry specific skills.

These principles are within the context of applied learning. In the VCAL these principles are shown through:

- the development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and lifelong learning;
the development of knowledge and skills that assist students to make informed vocational choices and facilitate pathways to further learning and employment.

**VCAL Program Structure at De La Salle College**

The VCAL’s flexibility enables the College to design a study program that suits the interests and learning needs of individual students. Students select an accredited Vocational Education and Training (VET) Study or Australian School-based Apprenticeship (ASBA) option as part of units from the following four compulsory strands of VCAL.

<table>
<thead>
<tr>
<th>VCAL LEVEL</th>
<th>LITERACY &amp; NUMERACY STRAND</th>
<th>PERSONAL DEVELOPMENT STRAND</th>
<th>WORK RELATED STRAND</th>
<th>INDUSTRY SPECIFIC STRAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate (Year 11)</td>
<td>Literacy Skills in Reading, Writing and Oral Communication. Numeracy Skills for personal, work and social lives.</td>
<td>Delivered through RE, Sport and project work both at school and within the community.</td>
<td>Structured Work Placement (one fixed day per week with an approved employer) plus additional learning in OHS and other workplace skills.</td>
<td>Any VET Study or ASBA option.</td>
</tr>
<tr>
<td>Senior (Year 12)</td>
<td>Further Literacy Skills in Reading, Writing and Oral Communication. Further Numeracy Skills for personal, work (especially technical information) and social lives.</td>
<td>Delivered through RE, Sport and project work both at school and within the community.</td>
<td>Structured Work Placement (two fixed days per week with an approved employer) plus additional learning in OHS and other workplace skills.</td>
<td>Any VET Study or ASBA option</td>
</tr>
</tbody>
</table>

**Satisfactory Completion of a Program – Award of a VCAL Certificate**

The nominal duration of each VCAL certificate (eg. Intermediate—Year 11 / Senior—Year 12) is 500 hours which requires students to meet a 95% attendance to attain a VCAL qualification. At De La Salle College a student’s VCAL program is based on a fulltime enrolment and includes their participation in VCAL classroom learning, VET and Structured Workplace Learning (SWL). A student’s VCAL learning program includes each of the four strands — Literacy and Numeracy, Personal Development, Work Related Skills and Industry Specific Skills (generally VET). De La Salle offers an integrated VCAL program with many of the Outcomes being covered across the Strands as well as through two compulsory VET Studies undertaken at the Intermediate level. (Certificate II in Small Business and Innovation and Certificate II in Live Theatre Production and Events).

A student is awarded a Certificate when they gain credits for 10 units that fulfill the minimum requirements for a student’s learning program. A credit is gained for successful completion of a Unit of Study. A Unit of Study can be:

- 1 VCAL Unit
- 1 VCE/VET Unit (approximately 100 hours for VET modules/units of competence and/or Further Education (FE) modules)
Each Unit of Study is justified against the purpose statement for one of the four VCAL curriculum strands. A student’s VCAL learning program also includes:

- at least one Literacy Unit;
- at least one Numeracy Unit;
- at least one Unit from the Industry Specific Skills strand (at the Intermediate and Senior levels this needs to include a Unit of Study from a VET qualification);
- at least one Unit from the Work Related Skills strand (delivered through the Cert II in Live Theatre Production and Events);
- at least one Unit from the Personal Development Skills strand (delivered through Religious Education);
- at least six credits at the level or above, of which one must be Literacy and one VCAL Personal Development Skills Unit.
PRIMARY
YEAR 4
THE ARTS

ART

DESCRIPTION
Students create and present works in a range of art forms that communicate experiences, ideas and feelings. They select and combine a range of art conventions, and use a range of skills, techniques and processes, materials and equipment. They refine their work in response to feedback and self-evaluation.

Students identify and describe key features of artworks from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people’s artworks.

LEARNING STANDARDS
DIMENSION
• Creating and Making - Students investigate a variety of materials and techniques in order to create original artworks.
• Exploring and Responding - Students investigate the work of differing artists and cultures and discuss their observations and opinions.

ASSESSMENT
• Folio of artworks
• Responses to artworks
DRAMA

DESCRIPTION
Students create and present works in a range of performance forms that communicate experiences, ideas and feelings. They select and combine a range of performance conventions, and use a range of skills, techniques and processes. They refine their work in response to feedback and self-evaluation.

Students identify and describe key features of performance works from their own and other cultures, and use appropriate language to describe and discuss the communication of ideas, feelings and purpose in their own and other people’s performance works.

LEARNING STANDARDS
DIMENSION
• Creating and Making - Students investigate a variety of performance and drama processes to develop and refine their skills in order to ‘present to an audience’.
• Exploring and Responding - Students investigate the work of various performers and cultures and discuss their observations and opinions.

ASSESSMENT
• Performances in front of an audience
• Responses to performance pieces


**Music**

**Description**
Students learn a musical instrument and develop performance skills in solo and group contexts. They explore instrument care, assembly and posture. They develop in the areas of sound production, note reading, technique, rhythmic accuracy and stage craft. They demonstrate skills in rehearsal and performance and singing.

**Learning Standards**

**Dimension**
- Creating and Making
- Exploring and Responding

**Assessment**
- Performance
- Theory
DESIGN & TECHNOLOGY

DESCRIPTION
The domain of Design, Creativity and Technology (DCT) emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation.

LEARNING STANDARDS

CREATING AND MAKING
Students create and present works in a range of forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. They show evidence of knowledge when planning works for different purposes, identify techniques and features of other people’s works that inform their own making. They refine their work in response to feedback and self-evaluation.

EXPLORING AND RESPONDING
Students comment on exploration, development and presentation of works, including the use of principles and/or skills, techniques and processes, identify and describe key features of works and discuss ideas of others works.

ASSESSMENT
- Prepare works for presentation
ENGLISH

DESCRIPTION
The study of English assists students to become confident communicators and imaginative thinkers. It is through the study of English that individuals learn to analyse, understand and communicate. The curriculum is organised to support students' understanding and use of English with focus on developing knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Students practice, consolidate and extend what they have learnt in the previous year. They develop an increased understanding of grammar and language, and the ability to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced.

Students learn to classify words, sentence structures and texts. To consolidate both ‘learning to read and write’ and ‘reading and writing to learn’, students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts and an appreciation for literature.

LEARNING STANDARDS
Reading and Viewing - Texts have different structures; images and vocabulary are used for interest; describe meanings; express views about stories.

Writing - Create stories that have detail and are coherent; express opinions on texts; create structured texts; use grammar, vocabulary, spelling and punctuation and editing for work.

Speaking and Listening - Listen for key points in discussions; understand how to express an opinion based on information in a text.

ASSESSMENT
• Individual tasks
• Writing genres
• Oral presentations
• Spelling tests
• Standardised testing
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

DESCRIPTION
Physical Education aims to develop a healthy active approach to participation now and for the future. During the year students should aim to perform proficient motor skills which are appropriate to the following activities: fitness testing, ball sports, team sports and minor games.

LEARNING STANDARDS

HEALTH KNOWLEDGE AND PROMOTION
Students develop their understanding of the need for variety and frequency of food intake in active and healthy lives, and begin to relate the foods they eat with the energy they need for everyday and physical activities. They consider the physiological, social, cultural and economic factors that influence food choice and the impact of these factors on healthy eating. Students learn to understand that all have equal opportunity to participate, irrespective of skill level. Where appropriate, they participate in competitive activities through intra-school sport.

MOVEMENT AND PHYSICAL ACTIVITY
Students practice and use complex manipulative and locomotor skills in a range of movement environments. They explore basic games, tactics such as: introducing the concepts of attack and defense; following the rules of the game; and describing the roles of various positions. They begin to work with others to set and achieve goals in both cooperative and competitive games’ settings.

ASSESSMENT
- Aerobic fitness testing (Beep Test)
- Anaerobic fitness testing (Vertical Jump)
- Involvement in units of work
HUMANITIES

HISTORY

DESCRIPTION
History aims to develop knowledge, understanding and appreciation of the past and what shapes societies, including Australian society.

LEARNING STANDARDS

Historical Skills – Introduces world history and the movement of peoples, beginning with the history of Aboriginal and Torres Strait Islander peoples; European exploration and colonisation in Australia and throughout the world up to the early 1800s; the impact of exploration on other societies, how these societies interacted with newcomers, and how these experiences contributed to their cultural diversity.

ASSESSMENT
Written, visual and oral to present information
ITALIAN

Through learning a language other than English, students develop communication skills that allow them to gain access to societies beyond their own. It allows contact with, and enrichment from, various parts of our global community.

Students in years 4-6 become aware and appreciative of the differences between English and another language, in this case Italian. They develop and refine receptive, productive and interactive use of the language as well as become aware of the multicultural nature of Australia and other societies.

Students are exposed to a rich variety of texts and audio-visual resources to develop an interest in Italian.

DESCRIPTION
Students concentrate on simple greetings, the alphabet, numbers 1-20, colours, gender, where you live, family and self descriptions.

LEARNING STANDARDS
• Communicating in a LOTE (PATHWAY 1)
• Intercultural Knowledge and Language Awareness.

ASSESSMENT
Students will be:-
• completing very simple exercises in word recognition through listening to spoken Italian
• matching words in written Italian
• repeating words and phrases for pronunciation
MATHEMATICS

DESCRIPTION
The Mathematics curriculum in Years 4 – 6 develops key understandings by extending the number, measurement, geometric and statistical learning from the earlier levels; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by introducing topics that represent a key challenge in these levels, such as fractions and decimals.

LEARNING STANDARDS
Number and Algebra - Recall multiplication facts to 10 x 10 and related division facts; choose strategies for calculations involving multiplication and division, with and without the use of digital technology; solve simple purchasing problems with and without the use of digital technology; locate fractions on a number line; make connections between fractions and decimal, up to two decimal places; odd and even numbers and number patterns.

Measurement and Geometry - Compare areas of regular and irregular shapes, using informal units; solve problems involving time duration; use scaled instruments to measure length, angle, area, mass, capacity and temperature of shapes and objects; convert between units of time; create symmetrical simple and composite shapes and patterns, with and without the use of digital technology; classify angles in relation to a right angle; interpret information contained in maps.

Statistics and Probability - Describe different methods for data collection and representation; construct data displays from data, with and without the use of digital technology; list the probabilities of everyday events.

ASSESSMENT
• Completion of individual activities
• Topic tests at the beginning & completion of each topic of work
• Diagnostic reviews for each term of work
SCIENCE

DESCRIPTION
Science develops an understanding of science concepts and processes, the practices used to develop scientific knowledge and of science’s contribution to our culture and society.

Science Inquiry Skills, Science as a Human Endeavour and Science Understanding are interrelated and taught in an integrated way. Students develop their understanding of a range of systems operating at different time and geographic scales. In

LEARNING STANDARDS
Students learn about the effects of the Earth’s rotation on its axis; the difference between temperature and heat; how heat is involved in changes of state between solid and liquid; how natural and human processes cause changes to Earth’s surface; contact and non-contact; features common to living things and relationships for the survival of living things; the stages in the life cycle of a plant or animal relate to growth survival; science investigations to identify patterns

ASSESSMENT
- Make and record formal measurements and observations
- Predict outcomes
- Discussion
- Safely use equipment
- Complete simple reports
PRIMARY
YEAR 5
THE ARTS

ART

DESCRIPTION
Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of materials, equipment and techniques to plan, develop, refine, make and present art works. They investigate a range of sources to generate ideas and manipulate arts conventions in a range of art forms as they explore the potential of ideas. In their artworks, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.

Students discuss traditional and contemporary artworks using appropriate arts language to describe the content, structure and expressive qualities of their own and other people’s works from a range of art forms which are created in different historical and cultural contexts.

LEARNING STANDARDS

DIMENSION
- Creating and Making - Students investigate a variety of materials and techniques in order to create original artworks
- Exploring and Responding - Students investigate the work of differing artists and cultures and discuss their observations and opinions

ASSESSMENT
- Folio of artworks
- Responses to artworks
Drama

Description
Students independently and collaboratively experiment with and apply a range of skills, techniques and processes to plan, develop, refine and present performance works. They investigate a range of sources to generate ideas and manipulate performance conventions in a range of forms as they explore the potential of ideas. In their performance works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.

Students discuss traditional and contemporary performance works using appropriate language to describe the content, structure and expressive qualities of their own and other people’s works from a range of performance forms which are created in different historical and cultural contexts.

Learning Standards
Dimension
- Creating and Making - Students investigate a variety of performance and Drama processes to develop and refine their skills in order to ‘present to an audience’.
- Exploring and Responding - Students investigate the work of various performers and cultures and discuss their observations and opinions

Assessment
- Performances in front of an audience
- Responses to performance pieces
**Music**

**Description**
Students learn a musical instrument and develop performance skills in solo and group contexts. They explore instrument care, assembly and posture. They develop in the areas of sound production, note reading, technique, rhythmic accuracy and stage craft. They demonstrate skills in rehearsal and performance and singing.

**Learning Standards**

**Dimension**
- Creating and making
- Exploring and responding

**Assessment**
- Performance
- Theory
DESIGN & TECHNOLOGY

Design, Creativity & Technology

Description
The domain of Design, Creativity and Technology (DCT) emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation.

Learning Standards

Creating and Making
Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present works; investigate a range of sources for ideas; communicate ideas and understandings, evaluate the effectiveness of their works and make changes to realise intended aims.

Exploring and Responding
Students discuss traditional and contemporary works using appropriate language to describe the content, structure and expressive qualities of their work and interpret and compare key features of works made in a range of times, places and cultures.

Assessment
- Prepare works for presentation
ENGLISH

DESCRIPTION
The study of English assists students to become confident communicators and imaginative thinkers. It is through the study of English that individuals learn to analyse, understand and communicate. The curriculum is organised to support students’ understanding and use of English with focus on developing knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Students practice, consolidate and extend what they have learnt in the previous year. They develop an increased understanding of grammar and language, and the ability to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced.

Students learn to classify words, sentence structures and texts. To consolidate both ‘learning to read and write’ and ‘reading and writing to learn’, students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts and an appreciation for literature.

LEARNING STANDARDS
Reading and Viewing - How language features, images and vocabulary influence interpretations of characters, settings and events: explain literal and implied information from texts; describe events, characters and settings in texts.

Writing - Explain a point of view about a text; create a variety of sequenced texts for different purposes and audiences; understanding of grammar, select specific vocabulary and use accurate spelling and punctuation; edit work to provide structure and meaning.

Speaking and Listening - Listen and ask questions to clarify content; develop and explain a point of view; ideas and images from a range of resources; make presentations and contribute to discussions.

ASSESSMENT
• Individual tasks
• Writing genres
• Oral presentations
• Spelling tests
• Standardised testing
**HEALTH & PHYSICAL EDUCATION**

**PHYSICAL EDUCATION**

**DESCRIPTION**
Physical Education aims to develop a healthy active approach to participation now and for the future. During the year students should aim to perform proficient motor skills which are appropriate to the following activities: fitness testing, ball sports, team sports and minor games.

**LEARNING STANDARDS**

**HEALTH KNOWLEDGE AND PROMOTION**
Students begin to explore the relationship between safety, risk and challenge, with an emphasis on developing their knowledge and understanding of strategies and skills to reduce harms, prevent accidents and create safe and supportive environments. Students learn to understand that all have equal opportunity to participate, irrespective of skill level. Where appropriate, they participate in competitive activities through intra-school sport.

**MOVEMENT AND PHYSICAL ACTIVITY**
Students practice and use complex manipulative and locomotor skills in a range of movement environments. They explore basic games’ tactics such as: introducing the concepts of attack and defense; following the rules of the game; and describing the roles of various positions. They begin to work with others to set and achieve goals in both cooperative and competitive games’ settings.

**ASSESSMENT**
- Aerobic fitness testing (Beep Test)
- Anaerobic fitness testing (Vertical Jump)
- Involvement in units of work
GEOPHYSICS

DESCRIPTION
Geography is the study of physical and human environments from a spatial perspective. It provides knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. It provides a basis for evaluating strategies for the sustainable use and management of the world’s resources.

LEARNING STANDARDS
Investigate some of the significant natural processes that operate across Australia and how people react to them, including their preparation for, and management of, natural disasters; how humans have affected the Australian environment; explore environmental issues and consider possible solutions to current and future challenges; learn about environmentally sensitive areas and explore ways of protecting environments in a sustainable way for future generations; develop mapping skills and use conventional geographic language, including scale, compass points for direction, alphanumeric grid references and legends, to locate places; learn about and interpret own location relative to other places; identify features on maps, satellite images, and oblique photographs and use maps at different scales to locate places, find way around, and plan trips to visit specific places.

Geographical Knowledge and Understanding - Identify and describe Australia’s significant natural processes; describe the reaction of people to these processes including the management of natural disasters; compare the various ways humans have used and affected the Australian environment; recommend ways of protecting environmentally sensitive areas in a sustainable way; provide examples and evidence based on inquiries; use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellite images.

Geospatial Skills - Use atlases, street directories and town plan maps to accurately describe the distance, direction and location of places; identify features from maps, satellite images, and oblique photographs; draw sketch maps of neighbourhood use simple mapping conventions such as title, scale, north point and legend; research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.

ASSESSMENT
- Collecting and recording data
- Identifying effective ways to care for local places
**History**

**Description**
History aims to develop knowledge, understanding and appreciation of the past and what shapes societies, including Australian society.

**Learning Standards**

**Historical Skills** – Study of colonial Australia in the 1800s, looking at the founding of British colonies and the development of a colony; what life was like for different groups of people in the colonial period; significant events and people, political and economic developments, social structures, and settlement patterns.

**Assessment**
- Record information
- Develop, organise and present texts, particularly narratives and descriptions, using historical terms and concepts.
ITALIAN

Through learning a language other than, English students develop communication skills that allow them to gain access to societies beyond their own. It allows contact with, and enrichment from, various parts of our global community.

Students become aware and appreciative of the differences between English and another language, in this case Italian. They develop and refine receptive, productive and interactive use of the language as well as become aware of the multicultural nature of Australia and other societies.

Students are exposed to a rich variety of texts and audio-visual resources to develop an interest in Italian.

DESCRIPTION
Students concentrate on colours, descriptions, family, likes and dislikes, days and months, dates, gender, possessive pronouns, clothing and seasons.

LEARNING STANDARDS
• Communicating in a LOTE (PATHWAY 1)
• Intercultural Knowledge and Language Awareness.

ASSESSMENT
Students will be
• completing very simple exercises in word recognition through listening to spoken Italian
• match words in written Italian
• completing test exercises.
MATHEMATICS

DESCRIPTION
The Mathematics curriculum in Years 4 – 6 develops key understandings by extending the number, measurement, geometric and statistical learning from the earlier levels; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by introducing topics that represent a key challenge in these levels, such as fractions and decimals.

LEARNING STANDARDS

Number and Algebra - Solve simple problems with the four operations; estimate answers by rounding; identify and describe factors and multiples; plan simple budgets; order decimals and fractions and locate on a number line; add and subtract fractions with the same denominator.

Measurement and Geometry - Use units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles; convert between 12 and 24-hour time; use a grid reference system to locate landmarks; estimate angles, use protractors and digital technology to construct and measure angles; connect three-dimensional objects with two-dimensional representations; describe transformations of two-dimensional shapes and identify line and rotational symmetry.

Statistics and Probability - Gather data and construct displays, with and without the use of digital technology; compare and interpret data sets; chance experiments

ASSESSMENT

• Completion of individual activities
• Topic tests at the beginning & completion of each topic of work
• Diagnostic reviews for each term of work
SCIENCE

DESCRIPTION
Science develops an understanding of science concepts and processes, the practices used to develop scientific knowledge and of science’s contribution to our culture and society.

Science Inquiry Skills, Science as a Human Endeavour and Science Understanding are interrelated and taught in an integrated way. From Yr 4 to 6 students develop their understanding of a range of systems operating at different time and geographic scales. In

LEARNING STANDARDS
Cause and effect relationships; classification of matter to include gases; Earth as a component within a solar system; identify stable and dynamic aspects of systems; patterns and relationships between components of systems.

ASSESSMENT
- Design investigations
- Make predictions based on general rules or previous experiences
- Identify and manage potential safety risks
- Record accurate observations as tables, diagrams or descriptions
- Organise data into tables and graphs
THE ARTS

ART

DESCRIPTION
Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of materials, equipment and techniques to plan, develop, refine, make and present arts works. They investigate a range of sources to generate ideas and manipulate arts conventions in a range of art forms as they explore the potential of ideas. In their artworks, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.

Students discuss traditional and contemporary artworks using appropriate arts language to describe the content, structure and expressive qualities of their own and other people’s works from a range of art forms which are created in different historical and cultural contexts.

LEARNING STANDARDS

DIMENSION
• Creating and Making - Students investigate a variety of materials and techniques in order to create original artworks
• Exploring and Responding - Students investigate the work of differing artists and cultures and discuss their observations and opinions

ASSESSMENT
• Folio of artworks
• Responses to artworks
**Drama**

**Description**
Students independently and collaboratively experiment with and apply a range of skills, techniques and processes to plan, develop, refine and present performance works. They investigate a range of sources to generate ideas and manipulate performance conventions in a range of forms as they explore the potential of ideas. In their performance works, they communicate ideas and understandings about themselves and others, incorporating influences from their own and other cultures and times.

Students discuss traditional and contemporary performance works using appropriate language to describe the content, structure and expressive qualities of their own and other people’s works from a range of performance forms which are created in different historical and cultural contexts.

**Learning Standards**

**Dimension**
- Creating and Making - Students investigate a variety of performance and Drama processes to develop and refine their skills in order to ‘present to an audience’.
- Exploring and Responding - Students investigate the work of various performers and cultures and discuss their observations and opinions

**Assessment**
- Performances in front of an audience
- Responses to performance pieces
Music

Description
Students learn a musical instrument and develop performance skills in solo and group contexts. They explore instrument care, assembly and posture. They develop in the areas of sound production, note reading, technique, rhythmic accuracy and stage craft. They demonstrate skills in rehearsal and performance and singing.

Learning Standards
Dimension
- Creating and Making
- Exploring and Responding

Assessment
- Performance
- Theory
DESIGN & TECHNOLOGY

Design, Creativity & Technology

Description
The domain of Design, Creativity and Technology (DCT) emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation.

Learning Standards

Creating and Making
Students independently and collaboratively experiment with and apply a range of skills, techniques and processes using a range of media, materials, equipment and technologies to plan, develop, refine, make and present works; investigate a range of sources for ideas; communicate ideas and understandings, evaluate the effectiveness of their works and make changes to realise intended aims.

Exploring and Responding
Students discuss traditional and contemporary works using appropriate language to describe the content, structure and expressive qualities of their work; interpret and compare key features of works made in a range of times, places and cultures.

Assessment
- Prepare works for presentation
The study of English assists students to become confident communicators and imaginative thinkers. It is through the study of English that individuals learn to analyse, understand and communicate. The curriculum is organised to support students' understanding and use of English with focus on developing knowledge, understanding and skills in listening, reading, viewing, speaking and writing. Students practice, consolidate and extend what they have learnt in the previous year. They develop an increased understanding of grammar and language, and the ability to articulate this knowledge. Gradually, more complex punctuation, clause and sentence structures, and textual purposes and patterns are introduced.

Students learn to classify words, sentence structures and texts. To consolidate both ‘learning to read and write’ and ‘reading and writing to learn’, students explore the language of different types of texts, including visual texts, advertising, digital/online and media texts and an appreciation for literature.

**LEARNING STANDARDS**

**Reading and Viewing** – How the use of text structures can achieve particular effects; explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events; analyse information in different texts, explaining literal and implied meaning; use evidence from a text to make responses.

**Writing** - How language can be used for emphasis; how specific details can be used to support a point of view; create detailed texts; understanding of grammar, expanded vocabulary, accurate spelling and punctuation.

**Speaking and Listening** - Listen to discussions, clarifying content and challenge others’ ideas; understand how language can be used for emphasis; show how specific details can be used to support a point of view; create detailed texts; make presentations and contribute to discussions, using a variety of strategies for effect.

**ASSESSMENT**

- Individual tasks
- Writing genres
- Oral presentations
- Spelling tests
- Standardised testing
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

DESCRIPTION
Physical Education aims to develop a healthy active approach to participation now and for the future. During the year students should aim to perform proficient motor skills which are appropriate to the following activities: fitness testing, ball sports, team sports and minor games.

LEARNING STANDARDS

HEALTH KNOWLEDGE AND PROMOTION
Students examine their physical development. They develop an understanding of human development across the lifespan as a continuous process involving changes and predictable stages such as conception, prenatal, infancy, childhood, adolescence, adulthood and aging. Students learn that while the nature of changes associated with these stages is predictable, the timing will vary for individuals. Students reflect on the importance of healthy eating and participation in physical activity for their physical, social and emotional health.

MOVEMENT AND PHYSICAL ACTIVITY
Students practice and use complex manipulative and locomotor skills in a range of movement environments. They explore basic games’ tactics such as: introducing the concepts of attack and defense; following the rules of the game; and describing the roles of various positions. They begin to work with others to set and achieve goals in both cooperative and competitive games’ settings.

ASSESSMENT
- Aerobic fitness testing (Beep Test)
- Anaerobic fitness testing (Vertical Jump)
- Involvement in units of work
HUMANITIES

GEOGRAPHY

DESCRIPTION
Geography is the study of physical and human environments from a spatial perspective. It provides knowledge and skills to observe and describe places on the surface of the Earth and to analyse and provide explanations from a spatial perspective of human and physical phenomena and their complex interactions. It provides a basis for evaluating strategies for the sustainable use and management of the world’s resources.

LEARNING STANDARDS
Investigate some of the significant natural processes that operate across Australia and how people react to them, including their preparation for, and management of, natural disasters; how humans have affected the Australian environment; explore environmental issues and consider possible solutions to current and future challenges; learn about environmentally sensitive areas and explore ways of protecting environments in a sustainable way for future generations; develop mapping skills and use conventional geographic language, including scale, compass points for direction, alphanumeric grid references and legends, to locate places; learn about and interpret own location relative to other places; identify features on maps, satellite images, and oblique photographs and use maps at different scales to locate places, find way around, and plan trips to visit specific places.

Geographical Knowledge and Understanding - Identify and describe Australia’s significant natural processes; describe the reaction of people to these processes including the management of natural disasters; compare the various ways humans have used and affected the Australian environment; recommend ways of protecting environmentally sensitive areas in a sustainable way; provide examples and evidence based on inquiries; use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellite images.

Geospatial Skills - Use atlases, street directories and town plan maps to accurately describe the distance, direction and location of places; identify features from maps, satellite images, and oblique photographs; draw sketch maps of neighbourhood use simple mapping conventions such as title, scale, north point and legend; research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.

ASSESSMENT
• Collecting and recording data
• Identifying effective ways to care for local places
HISTORY

DESCRIPTION
History aims to develop knowledge, understanding and appreciation of the past and what shapes societies, including Australian society.

LEARNING STANDARDS

Historical Skills – Moves from colonial Australia to the development of Australia as a nation, particularly after 1900; explore the factors that led to Federation and experiences of democracy and citizenship over time; the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government; the way of life of people who migrated to Australia and their contributions to Australia’s economic and social development.

ASSESSMENT
• Sequence events and people in chronological order, and represent with timelines.
• Locate and compare information to answer inquiry questions.
• Develop texts, particularly narratives and descriptions, organising and presenting information using historical terms and concepts and incorporating relevant sources.
ITALIAN

Through learning a language other than, English students develop communication skills that allow them to gain access to societies beyond their own. It allows contact with, and enrichment from, various parts of our global community.

Students become aware and appreciative of the differences between English and another language, in this case Italian. They develop and refine receptive, productive and interactive use of the language as well as become aware of the multicultural nature of Australia and other societies.

Students are exposed to a rich variety of texts and audio-visual resources to develop an interest in Italian.

DESCRIPTION
Students concentrate on revision of months, days and dates, gender, possessive pronouns, adjectives and agreement, verbs and conjugation, nationalities, seasons and clothing.

LEARNING STANDARDS
• Communicating in a LOTE (PATHWAY 1)
• Intercultural Knowledge and Language Awareness.

ASSESSMENT
• complete basic exercises in word recognition through listening to spoken Italian
• match words in written Italian
• complete test exercises
• read very simple 2-3 line paragraphs and answer questions in Italian and/or English.
Description
The Mathematics curriculum in Years 4 – 6 develops key understandings by extending the number, measurement, geometric and statistical learning from the earlier levels; by building foundations for future studies through an emphasis on patterns that lead to generalisations; by describing relationships from data collected and represented; by making predictions; and by introducing topics that represent a key challenge in these levels, such as fractions and decimals.

Learning Standards
Number and Algebra - Recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers; solve problems using all four operations with whole numbers; locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number; solve problems involving the addition and subtraction of related fractions; calculate a simple fraction of a quantity; calculate common percentage discounts on sale items, with and without the use of digital technology; make connections between the powers of 10 and the multiplication and division of decimals; add, subtract and multiply decimals and divide decimals where the result is rational. Write number sentences using brackets and order of operations; use ordered pairs of integers to represent coordinates of points and locate a point in any one of the four quadrants on the Cartesian plane.

Measurement and Geometry - Relate decimals to the metric system and choose appropriate units of measurement to perform a calculation; solve problems involving length and area, and make connections between capacity and volume; interpret timetables; solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology; construct simple prisms and pyramids.

Statistics and Probability - Interpret and compare a variety of data displays; analyse and evaluate data; compare observed and expected frequencies of events, including trials conducted with the use of digital technology; specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages.

Assessment
- Completion of individual activities
- Topic tests at the beginning & completion of each topic of work
- Diagnostic reviews for each term of work
SCIENCE

DESCRIPTION
Science develops an understanding of science concepts and processes, the practices used to develop scientific knowledge and of science’s contribution to our culture and society.

*Science Inquiry Skills, Science as a Human Endeavour* and *Science Understanding* are interrelated and taught in an integrated way. From Yr 4 to 6 students develop their understanding of a range of systems operating at different time and geographic scales. In

LEARNING STANDARDS
Students learn about properties and behaviours of solids, liquids and gases; absorption, reflection, refraction and dispersion of light; different ways in which energy can be transformed from one form to another to generate electricity; construct electrical circuits; natural events cause rapid change to Earth’s surface; key features of our solar system.

ASSESSMENT
- Design investigations
- Make predictions based on general rules or previous experiences
- Identify and manage potential safety risks
- Record accurate observations as tables, diagrams or descriptions
- Organise data into tables and graphs
RELIGION

RELIGIOUS EDUCATION

DESCRIPTION
Students are introduced to the charism and tradition of the Lasallian community. Belonging to the broader community of the Church is then considered along with a study of basic Catholic beliefs. Students examine the Liturgical Year and explore the life of Christian prayer as an expression of friendship with God. Fundamental Christian approaches to understanding the cosmos and our place in it are examined, as well as the importance of an informed conscience and making good choices.

LEARNING STANDARDS

RELIGIOUS EDUCATION DIMENSIONS
• Religious knowledge and understanding develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
• Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
• Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

ASSESSMENT
Assessment will comprise unit assignments and/or tests.
THE ARTS

MUSIC

BAND PROGRAM

DESCRIPTION
Students learn a musical instrument to form a homeroom band. Students explore the history of their instrument. They develop tone control along with theory skills of rhythm and pitch reading. This is supported with singing and composition in the classroom. They learn how to follow the conductor in a band setting and listen to the musical connection between parts of the ensemble. They experience performance in solo and group contexts through sectional and band rehearsals. All students perform at the Semester concert.

LEARNING STANDARDS

DIMENSION
- Creating and Making
- Exploring and Responding

ASSESSMENT
- Performance
- Composition
- History
- Theory
DESIGN & TECHNOLOGY

TECHNOLOGY

DESCRIPTION
Students develop innovative solutions in design and technology and evaluate their decisions with reference to design brief specifications. They develop greater spatial awareness, are encouraged to think flexibly, and represent their ideas using two and three dimensional hand and computer-assisted drawing and modeling techniques including the use of appropriate technical language. They further explore the properties and characteristics of materials and carry out tests to determine their suitability for intended use.

LEARNING STANDARDS

INVESTIGATING AND DESIGNING
• Identification of evaluation criteria.
• Research that arises from design brief specifications.
• Development using appropriate technical language of a range of design alternatives and a justified preferred option.
• Logical sequencing and planning of production stages, and listing of the resources required.
• Use of information and communications technology (ICT) equipment and techniques.

PRODUCING
• Production of a product.
• Selection and use of materials that are explained in terms of their characteristics and properties.
• Modification or adaptation of production methods.

ANALYSING AND EVALUATING
• Product testing.
• Research into and commentary on the likely social or cultural, legal and environmental.
• Analysis and consideration that would lead to an improved outcome.
• Use of student developed criteria to test findings to evaluate their product.

ASSESSMENT
As students work through Level 8 (Year 7 and 8) and towards Level 10 (Year 9), assessment is based on the following or similar tasks:
• students develop a folio of work that includes design briefs within open-ended design guidelines.
• safely and efficiently construct products, models or prototypes to specifications and standards.
• develop appropriate evaluation criteria and use them to assess design ideas, choice of materials and production techniques.
DESCRIPTION
Students engage with a variety of texts for enjoyment. Beginning with a unit studying effective creative writing, students reflect on their own authorial choices before completing a novel study that looks at the choices made by published authors. Students also examine various types of media texts with a focus on the language of persuasion, along with a unit looking at myths, legends and poems, ultimately developing their understanding of how texts are influenced by context, purpose and audience.

LEARNING STANDARDS

READING AND VIEWING
- Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- Demonstrate understanding of how the choice of language features, images and vocabulary affects meaning.
- Explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning.
- Select specific details from texts to develop their own response, recognising that texts reflect different viewpoints.

WRITING
- Understand how the selection of a variety of language features can influence an audience.
- Understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view.
- Create texts showing how language features, text structures, and images from other texts can be combined for effect.
- Create structured and coherent texts for a range of purposes and audiences.
- Demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation.

SPEAKING AND LISTENING
- Listen for and explain different perspectives in texts.
- Make presentations and contribute actively to class and group discussions, using language features to engage the audience.

ASSESSMENT
- Creative writing
- Persuasive writing
- Analytical writing
- Reading journal
- Oral Presentation
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

DESCRIPTION
The Health, Knowledge and Promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. The Movement and Physical Activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

LEARNING STANDARDS

HEALTH KNOWLEDGE AND PROMOTION
Students consider what it means to be physically, socially and emotionally healthy. They explore their own and others’ views about health and suggest what it might mean for certain groups of people. Students complete an in depth study of the following units:

- Finding my place
- Building teams
- Being challenged (Swimming / Athletics / Gymnastics)

MOVEMENT AND PHYSICAL ACTIVITY
Students refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. Students begin to observe, and give constructive feedback on, the skill performance of their peers. They consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water. Students continue to participate in regular periods of moderate to vigorous physical activity, they explore the training principles for improving components of health related fitness and ways to monitor exercise intensity. Students use strategic thinking, communication and ICT to enhance performance.

ASSESSMENT
Fitness based assessment:
- Aerobic fitness testing (Beep Test)
- Anaerobic fitness testing (Vertical Jump)
- Involvement in units of work

Theory based assessment:
- Semester 1 ICT task – Analysis of a skill
- Semester 2 Exam
HUMANITIES

GEOGRAPHY

DESCRIPTION
There are two units of study in the Year 7 curriculum for Geography. *Water in the world* draws on the concepts of change, interconnection, scale and sustainability to investigate how water moves through the environment, and is valued, used and managed in Australia, North Africa or West Asia. *Places are for living in* draws on the concepts of change, place, scale and sustainability to examine different types and functions of settlements and the liveability of places in Australia, the Asia region or Europe.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

LEARNING STANDARDS

**Geographical Knowledge and Understanding**
- Students describe the significance, interconnection and characteristics of places and identify relationships between these.
- They use concepts related to location, distribution and pattern to describe their observations and findings.
- Students compare perceptions of biophysical environments and the structure and functioning of biophysical environments at different scales.
- They explain aspects of sustainability in relation to geographical contexts.

**Geographical Inquiry and Skills**
- Students will develop questions of inquiry and make predictions and observations.
- Students will formulate plans for investigations, collect and evaluate sources, data and research.
- Students will engage in the use of geographic methodologies retrieve and interrogate data.
- Students will process findings.
- Students will analyse and interpret findings to draw conclusions and propose solutions or alternative plans of action.
- Students will communicate their knowledge and understanding in a variety of modes.
- Students will reflect and respond to the effectiveness of their inquiry and material they are presented.

ASSESSMENT
- Water Research Assignment
- Mapping Assignment
- Neighborhood Study
- Semester Examination
**History**

**Description**
Year 7 History involves the study of how people lived in the past, and the events they experienced. At De La Salle, we learn about the societies that existed from the earliest known human communities (60,000BC) to the end of ancient times (650AD). We ask how we know about the ancient past, why and where the earliest societies developed, how people lived in ancient times, and what have been the legacies for our time. The course is structured around a brief overview of the entire period and three depth studies.

**Learning Standards**

**Historical Knowledge and Understanding**
- Overview
- Investigating the ancient past
- The Mediterranean world - Ancient Rome
- The Asian world - Ancient China

**Historical Skills**
- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanations and interpretation

**Assessment**
- Death of the Iceman Assignment
- Ancient Rome Assignment
- Ancient China Test
- Workbook
- Semester Examination
FRENCH & ITALIAN

DESCRIPTION
This is a Semester based course where students study one language per Semester. They are provided with basic grammatical and oral structures in the French and Italian Languages and begin gaining some knowledge of the geographical and cultural features of France and Italy. Through various activities, students will develop socio-cultural understandings and an appreciation of at least two other cultures.

Students understand and use the language within the world of their experiences on a variety of topics from the print and electronic media.

Students also read a range of texts about aspects of French and Italian culture and draw comparisons with our own Australian culture. Students talk and write in simple terms about themselves, their likes and dislikes, family, friends, food, their daily routine and leisure activities. They interact with others by listening and responding to simple questions in the target language.

LEARNING STANDARDS
• Communicating in a LOTE (PATHWAY 2).
• Intercultural Knowledge and Language Awareness.

ASSESSMENT
• Listening and Reading Activities
• Individual presentations and/or role plays
• Writing e-mails/scripts and completing grammar exercises
• Cultural research
• Semester Examination
DESCRIPTION
Mathematics is organised around the interaction of content and proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving, and Reasoning describe how we explore and develop the content.

Students also develop an understanding of the connections between mathematical concepts and their application in their world. Digital technologies, including calculators, are used to enhance students’ learning.

In Year 7, work is differentiated for students who are working below or above Year 7 standard.

LEARNING STANDARDS

NUMBER AND ALGEBRA
• Solve number problems involving positive and negative numbers and fractions, decimals and percentages.
• Use index notation.
• Make financial decisions by comparing the cost of items.
• Make simple estimates to judge the reasonableness of results.
• Connect the laws and properties of number to algebra.
• Substitute numbers into algebraic expressions.
• Plot points, draw and analyse graphs on the Cartesian plane.
• Solve simple linear equations.

MEASUREMENT AND GEOMETRY
• Use formulas for the area and perimeter of rectangles.
• Classify and transform triangles and quadrilaterals.
• Name and calculate the angles formed by a transversal crossing parallel lines.
• Describe and draw different views of three dimensional objects.
• Calculate volumes of rectangular prisms.

STATISTICS AND PROBABILITY
• Identify issues involving the collection of data.
• Construct stem-and-leaf plots and dot-plots.
• Identify the mean, mode, median and range for data sets.
• Describe the relationship between the median and mean in data displays.
ASSESSMENT

• Positive Integers
• Positive and Negative Integers
• Indices and Primes
• Fractions
• Measurement
• Coordinates and Cartesian Plane
• Algebra
• Linear Equations
• Fractions, Decimals and Percentages
• Geometry
• Representing Data

Students will also complete an exam at the end of each semester.
SCIENCE

DESCRIPTION
The Science Curriculum at De La Salle College is based on the The Australian Curriculum: Science which has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

At Year 7 these three strands are incorporated into five topics taught over the year:

- **Firing Up**: which introduces students to the field of Science, basic equipment and the laboratory.
- **Model of Matter**: which introduces students to the particle view of matter and how to separate substances.
- **The Physical World**: which introduces the forces that govern our world and how they can be controlled.
- **Sorting Out Living Things**: which introduces living things and how they are part of a larger living system.
- **Our Place in Space**: which investigates the position and motions of Earth in space.

LEARNING STANDARDS

SCIENCE UNDERSTANDING
Students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object’s motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

SCIENCE AS A HUMAN ENDEAVOUR
This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.
SCIENCE INQUIRY SKILLS
Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.

ASSESSMENT
The work requirements for each topic will remain consistent and include:

- Notebook work: where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- Practical work: where students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- Topic tests: where students are expected to recall topic knowledge under test conditions.

Added to the above, each of the following tasks is completed per semester:

- One Project: Designed to investigate an issue or concept in greater depth and develop a better understanding of how Science has been a Human Endeavour.
- End of Semester Exam: a 70 to 80 minute examination comprising Multi-Choice, Short and Extended questions testing knowledge of all content covered in the semester.
REligion

Religious Education

Description
Through the investigations of prayer, sacraments and liturgy, students explore the customs and rituals associated with the Catholic faith. Students will also explore Jesus’ call to the original disciples and the Church’s ongoing call for individual Christians to live a just and moral life, Sacraments of Initiation, the early Church and the missionary travels of St. Paul.

Learning Standards

Religious Education Dimensions
• Religious knowledge and understanding develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
• Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
• Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

Assessment
Assessment will comprise unit assignments and/or tests as well as an end-of-year examination.
ART

DESCRIPTION
Students use observation and experience to develop artworks which demonstrate a range of skills, techniques and processes. Through the exploration of differing materials and techniques they are able to express their own personal ideas and observations. They study Art Elements and Principles while communicating ideas and feelings through analysis and response to artworks. They will also demonstrate an understanding of the ways artworks are made in other cultures and in other times throughout history.

LEARNING STANDARDS
• Creating and Making - Students explore the illusion of space through the application of one point perspective to create drawings. Facial proportions and features are explored and students design and construct a Collage of a character of their own design. Using construction techniques students design and make a sculpture utilizing disposable Noodle boxes, which are then painted and decorated to achieve the individuals intentions.
• Exploring and Responding - Students investigate Art Elements and Principles and discuss how they are utilized by selected artists. Students explain the similarities between an Australian landscape painting and one produced by a traditional Japanese artist.

ASSESSMENT
• Visual Diary - Students record the inspiration for their works as well as the development of each project
• Folio of practical work - Students present their completed artworks, a perspective drawing, a character collage and a Noodle box sculpture
• Analysis of Artworks - Students explore and discuss how artists have used Art elements such as colour and texture in the construction of their work. They also investigate how these artists have utilized the same approaches that they themselves have used in class to produce their own work, such as perspective. Students present a report comparing the artwork of an Australian artist to a traditional Japanese Artist.
Drama

Description
In Year 8, Drama students undertake an intensive study of skills. These include: Story telling, improvisation, character, movement and working with a text. The students respond to their work in verbal and written forms and examine the work of a particular Actor. They also gain experience performing in front of their peers and have the opportunity to perform for an invited audience. Along the way, the students learn to be articulate, empathetic, to work in groups to achieve a negotiated outcome and to explore their own creativity and personality.

Learning Standards

Dimension
• Creating and Making – Students learn to tell stories through invention, negotiation and performance. They use these skills to explore the disciplines of movement and character creation.
• Exploring and Responding – Students examine their own work and investigate the work of professional actors in discussion, research and written responses. They also explore a film script through discussion and performance.

Assessment
• Create and Perform an Improvised Story
• Create a Character
• Movement performance
• Script performance
• Assignment on an Actor's work
ENGLISH

DESCRIPTION
Students engage with a variety of texts for enjoyment. Through the reading of a range of fictional texts, students consider how authors construct meaning through their choices, while a growing understanding of persuasive language is developed through a unit on advertising. Students also reflect on the impact of language in shaping identity through the study of a range of shorter fiction and non-fiction texts.

LEARNING STANDARDS

READING AND VIEWING
• Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences.
• Explain how language features, images and vocabulary are used to represent different ideas and issues in texts.
• Interpret texts, questioning the reliability of sources of ideas and information.
• Select evidence from the text to show how events, situations and people can be represented from different viewpoints.

WRITING
• Understand how selection of language features can be used for particular purposes and effects.
• Explain the effectiveness of language choices they use to influence the audience.
• Combine ideas, images and language features from other texts to show how ideas can be expressed in new ways.
• Create texts for different purposes selecting language to influence audience response.
• Create and edit texts for specific effects, taking into account intended purposes and the needs and interests of audiences.
• Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

SPEAKING AND LISTENING
• Listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.
• Make presentations and contribute actively to class and group discussions, using language patterns for effect.

ASSESSMENT
• Creative writing
• Analytical writing
• Descriptive writing
• Reading journal
• Listening assessment
• Oral presentation
• Multi-modal presentation
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

DESCRIPTION
The Health Knowledge and Promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. The Movement and Physical Activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

LEARNING STANDARDS

HEALTH KNOWLEDGE AND PROMOTION
Students consider what it means to be physically, socially and emotionally healthy. They investigate different food-selection models such as the Healthy Eating Pyramid and the Australian Guide to Healthy Eating and their characteristics, and reflect on how they can be used to assist in decisions about food choices. Students complete an in depth study of the following units:
- You are what you eat
- Moving with skill
- Fit for life

MOVEMENT AND PHYSICAL ACTIVITY
Students refine and expand their range of skills, and perform them with increasing precision, accuracy and control in more complex movements, sequences and games. Students continue to consolidate their mobility and safety skills in aquatic environments and develop confidence and responsibility in the water. Students use strategic thinking, communication and cooperation to enhance performance. Students begin to set personal goals to improve performance by reflecting on their skill development needs.

ASSESSMENT
Fitness based assessment:
- Aerobic fitness testing (Beep Test)
- Anaerobic fitness testing (Vertical Jump)
- Involvement in units of work

Theory based assessment:
- Semester 1 ICT task – Analysis of a skill
- Semester 2 Exam
GEOGRAPHY

DESCRIPTION
There are two units of study in the Year 8 curriculum for Geography. Landforms and landscapes draws on the concepts of change, environment, scale and sustainability to investigate key geomorphological processes and their resulting landforms, geomorphological hazards and soils, threats posed by human activities and proposed future use of environments in Australia, a country in the Asia region, and a country from elsewhere in the world as appropriate. Reshaping the nation draws on the concepts of change, interconnection, scale, space and sustainability to explore the similarities and differences, advantages and disadvantages in the location, type and features of settlements in geographically large countries including Australia, China and the United States of America.

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

LEARNING STANDARDS

GEOGRAPHIC KNOWLEDGE AND UNDERSTANDING
• Students explain the significance, interconnection and characteristics of places and the relationships between them.
• They use and apply a range of concepts related to location, distribution and pattern to describe their observations and findings and to explain the relationships between concepts.
• Students compare perceptions of biophysical environments and the structure and functioning of biophysical environments at different scales.
• They explain aspects of sustainability in order to show how sustainability is related to geographical contexts.

GEOGRAPHIC INQUIRY/SKILLS
• Students select the focus of a geographical inquiry and develop and refine questions to inform this inquiry.
• Students determine a purpose and scale for the inquiry, design the sequence of the inquiry and identify relevant sources.
• Students evaluate information sources and collection methods for their capacity to provide useful information to respond to the inquiry.
• Students process and examine data to identify patterns, trends, relationships and anomalies.
• Students form conclusions in response to their inquiry, including evaluating alternatives and making recommendations.
• Students use geographical vocabulary, concepts and geographical conventions and develop geographical texts, including reports and oral presentations.
• Students select key findings from their inquiry and plan for action.
**ASSESSMENT**
- Research Assignment
- Practical Activities
- Fieldwork
- Semester Examination

**PATHWAYS**
- Year 9 Geography
The Year 8 curriculum provides a study of history from the end of the ancient period to the beginnings of the modern period (c.650 CE - C. 1750). The key inquiry questions for the course are: How did societies change from the end of the ancient period to the beginning of the modern period? What key beliefs and values emerged and how did they influence societies? What were the causes and effects of contact between societies? The course is structured around an overview of the entire period and three depth studies.

**Learning Standards**

**Dimension – Historical Knowledge and Understanding**
- Overview
- The Western and Islamic world - The Vikings
- The Asia-Pacific world - Shogunate Japan
- Expanding Contacts - The Black Death

**Dimension – Historical Skills**
- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanations and interpretation

**Assessment**
- Viking Interview
- Japanese Shogunate Report
- Black Death Pandemic
- Coursework ongoing
- Semester Examination
LANGUAGES

FRENCH & ITALIAN

DESCRIPTION
Students choose one language (from the year 7 course) to be studied over two semesters - Italian or French: In the units covered throughout the year, students develop and enhance basic grammar and oral skills in the chosen language.

Furthermore, all language skills – reading, writing, speaking and listening are presented in a contextualised setting relevant to the students’ experience.

Students understand and use the language within the world of teenage experience on topics related to events of general interest, topics drawn from other key learning areas and from the print and electronic media. Students also read a range of texts about aspects of the Francophone or Italian culture and draw comparisons with our own Australian culture. Students consolidate topics covered in year 7 about themselves, as well as, personal profiles, animals and pastimes.

They interact with others by listening and responding to more complex questions in the language and are encouraged to appreciate diverse views and beliefs.

LEARNING STANDARDS
- Communicating in a LOTE (Pathway 2).
- Intercultural Knowledge and Language Awareness.

ASSESSMENT

READING
Read aloud independently and identify key words and short sentences in captions, displays, poems and stories.

WRITING
Write short sentences or captions to support illustrations

LISTENING
Listen to the teacher and other students exchanging information.

SPEAKING
Participate in structured role-play to exchange greetings and simple personal information. Describe self, friend, character or an everyday event.

SEMESTER EXAMINATION
MATHEMATICS

Mathematics is organised around the interaction of content and proficiency strands. The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. The proficiency strands *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning* describe how we explore and develop the content.

Students also develop an understanding of the connections between mathematical concepts and their application in their world. Digital technologies, including calculators, are used to enhance students’ learning.

In Year 8, work is differentiated for students who are working below or above Year 8 standard.

**Learning Standards**

**Number and Algebra**
- Use efficient mental and written strategies to make estimates and carry out calculations with integers and index laws.
- Use rational and irrational numbers in context.
- Solve everyday problems involving profit and loss rates, ratios and percentages.
- Simplify, expand and factorise algebraic expressions.
- Solve and graph linear equations.

**Measurement and Geometry**
- Solve problems involving area and perimeters of 2D shapes including circles and volume of prisms.
- Make sense of time duration, including 24 hour time, in real applications.
- Use correct units of measurement.
- Deduce the properties of quadrilaterals.
- Identify conditions for the congruence of triangles and construct congruent shapes.

**Statistics and Probability**
- Determine the probability of equally likely outcomes of events.
- Calculate the sum of probabilities and determine complementary events.
- Represent the sample space of experiments.
- Model situations using probability tables and diagrams.
ASSESSMENT

- Integers
- Index Laws
- Real numbers
- Ratios and Rates
- Congruence and Transformations
- Algebra
- Linear Equations
- Measurement and 3D shapes
- Coordinate Geometry and Linear Graphs
- Probability

Students will also complete an exam at the end of each semester.
**Science**

**Description**
The Science Curriculum at De La Salle College is based on the The Australian Curriculum: Science which has three interrelated strands: *Science Understanding*, *Science as a Human Endeavour* and *Science Inquiry Skills*.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

At Year 8 these three strands are incorporated into five topics taught over the year:

- **Elements and Compounds**: which introduces students to the basic building blocks of matter.
- **Energy in Our Lives**: which investigates the true nature of energy and in particular the energy of heat.
- **Cells and the Microscope**: which uses the microscope to investigate the basic building blocks of life.
- **Electricity**: which develops an understanding of how electrical circuits work and play a part in everyday life.
- **Beneath Our Feet**: which investigates the structure of the Earth.

**Learning Standards**

**Science Understanding**
Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

**Science as a Human Endeavour**
This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

**Science Inquiry Skills**
Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.
ASSESSMENT
The work requirements for each topic will remain consistent and include:

- Notebook work: where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- Practical work: where students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- Topic tests: where students are expected to recall topic knowledge under test conditions.

Added to the above, each of the following tasks is completed per semester:

- One Project: Designed to investigate an issue or concept in greater depth and develop a better understanding of how Science has been a Human Endeavour.
- End of Semester Exam: a 70 to 80 minute examination comprising Multi-Choice, Short and Extended questions testing knowledge of all content covered in the semester.
RELIGION

RELIGIOUS EDUCATION

DESCRIPTION
The role of the biblical prophets is examined through scripture and parallels are drawn with modern prophets. Students investigate the Nicene Creed and the Sacrament of Penance, looking more broadly at the need for reconciliation in their lives. Students will appreciate the presence of good and evil in the light of the Christian understanding of the dignity of the human person, as well as studying the history of the Catholic Church in Australia, and the role of Mary in the Catholic Church.

LEARNING STANDARDS

RELIGIOUS EDUCATION DIMENSIONS
- Religious knowledge and understanding develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
- Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
- Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

ASSESSMENT
Assessment will comprise unit assignments and/or tests as well as a mid-year and an end-of-year examination.
THE ARTS

ART

DESCRIPTION
The Year 9 Art program provides students with the opportunity to explore a central theme. Students will investigate a variety of techniques and materials, and will be given instruction in the production of two and three dimensional work. Students will study the work of other artists to gain insight into how and why art works are made. They study Art Elements and Principles while communicating ideas and feelings through their analysis and response to artworks. Students are encouraged to explore personal ideas and opinions through the use of a range of materials and approaches.

LEARNING STANDARDS

Creating and Making
- Students explore differing artist and other points of inspiration to design and then create original art works in two dimensional and three dimensional forms.
- Students are encouraged to explore varied art techniques, materials and approaches to enhance their competence in making art works

Exploring and Responding
- Students investigate various artists and formally analyse their artworks.
- Students present written reports that display their understanding of the elements and principles of art as well as following art conventions.

ASSESSMENT
- Visual Diary
- Practical Work
- Examination
Drama

Description
Year 9 Drama explores improvised role play and scripted performances. Students are introduced to the theatrical styles of Slapstick and Comedy, exploring a range of characters and improvised scenarios in the style. Themes and ideas for monologue and ensemble performances are drawn from personal experiences and a variety of stimulus material. Students investigate theatrical and staging conventions, and are given the opportunity to respond to a variety of dramatic works in written and verbal forms. Students participate in a Performance for a selected audience.

Learning Standards

Dimension
- Creating and Making – Students learn the elements of Comedy and Monologue and use these to create several pieces of Theatre which are then performed.
- Exploring and Responding – Students examine their own work in depth, responding to questions and stimuli and investigate the style and history of Vaudeville.

Assessment
- Comedy Performance
- Vaudeville Assignment
- Monologue Performance
- Semester Examination
MEDIA

DESCRIPTION
This subject introduces students to study of media through the analysis and production of two media forms. During the semester, students learn about narrative film analysis and advertising. The film analysis unit explores the conventions of genre, including production elements such as lighting, camera work, sound, editing and acting as well as story elements such as characters, setting, and plot. The advertising unit introduces students to various advertising styles and techniques to develop their understanding of the role that advertising plays in their lives and society as a whole. They will explore how advertising is constructed to appeal to a number of different target markets. Students will use their knowledge of advertising techniques to develop their own advertising campaign using a digital media to produce a short commercial.

LEARNING STANDARDS

CREATING AND MAKING
Students will develop a creative design brief for a short advertising campaign to promote a product of their choice to a specified target audience. Based on their creative design brief they will learn to use a range of production techniques, including script development, storyboards, digital camera use, framing, and editing to complete a 90 second commercial.

EXPLORING AND RESPONDING
Students will be introduced to the techniques of analysing narrative film within the context of media studies. They will study a film of the action genre and explore the way the director applies codes and conventions to engage the audience. As part of this study students will explore film terminology and conventions to enable them to analyse and understand the text through written and verbal responses.

ASSESSMENT
- Media Production Planning (Creative Design Brief)
- Media Production (90 second advertisement)
- Text Analysis (Written response to a narrative film text)
- End of Semester Examination
**Music**

**Song Writing**

**Description**
Year 9 students explore and investigate methods of Songwriting and composition. Students analyse lyrics and explore rhyme, rhythm, themes and form. Students work collaboratively in groups creating their own compositions to be performed for the class. During theory work, they explore key signatures, chord structure and rhythm associated with Songwriting. Students develop the skill of working in an ensemble and gain practical experience of structuring rehearsals and improving their skills as a musician.

**Learning Standards**
- Creating and Making
- Exploring and Responding

**Assessment**
- Analysis
- Theory
- Songwriting
PHOTOGRAPHY

DESCRIPTION
The Year 9 Photography unit explores the ideas and images found in different cultures. The function and purpose of photography is investigated and the students explore a variety of approaches to photography, styles and techniques. The students are encouraged to investigate themes and develop personal images. Students will keep records of how artworks are made in an online Visual Diary.

LEARNING STANDARDS

CREATING AND MAKING
• Applying and refining photographic techniques and processes.
• Explores images, ideas and various photographic styles.
• Considers the presentation of completed art works.

EXPLORING AND RESPONDING
• Documents ideas, techniques and plans.
• Researches, discusses and writes about photographs in an informed manner.
• Uses appropriate art language and conventions.
• Demonstrates knowledge of characteristics of selected photographic styles.

ASSESSMENT
• Folio of Work
• Skills and Techniques
• Analysis of Artwork
• Research Assignment
• Semester Examination
DESIGN & TECHNOLOGY

MATERIALS TECHNOLOGY

DESCRIPTION
Students identify considerations and constraints within a student developed design brief that require research, and development of a range of related evaluation criteria. They develop and justify a preferred design option and include the use of information and communications technology (ICT) equipment and techniques, such as computer-aided design (CAD) to support stages of the design process.

Students complete production of a product/system implementing a range of production and finishing/presentation processes with minimal supervision. They demonstrate competent use of complex tools and equipment including analysing and evaluating safe procedures in product/system testing in response to student-developed criteria.

LEARNING STANDARDS

INVESTIGATING AND DESIGNING
- identification of evaluation criteria.
- research that arises from design brief specifications.
- development, using appropriate technical language, of a range of design alternatives and a justified preferred option.
- logical sequencing and planning of production stages, and listing of the resources required.
- use of information and communications technology (ICT) equipment and techniques.

PRODUCING
- Production of a product.
- Selection and use of materials that are explained in terms of their characteristics and properties
- Modification or adaptation of production methods

ANALYSING AND EVALUATING
- Product testing
- research into and commentary on, the likely social or cultural, legal and environmental.
- analysis and consideration that would lead to an improved outcome.
- use of student developed criteria to test findings to evaluate their product.

ASSESSMENT
As students work towards the achievement of Level 9 standards), assessment is based on the following or similar tasks:
- students develop a folio of work that includes design briefs within open-ended design guidelines.
- safely and efficiently construct products, models or prototypes to specifications and standards using complex tools and equipment.
- develop appropriate evaluation criteria and use them to assess design ideas, choice of materials.

Students are required to sit a Semester written examination.
ENGLISH

ENGLISH

DESCRIPTION
Students engage with a variety of texts for enjoyment. Through the study of various media texts, students evaluate different viewpoints on the same issue, discussing how they are articulated and comparing their interpretations with others. A range of fiction and non-fiction texts are explored and interpreted, with students developing a growing understanding of how texts are constructed to represent groups, ideas and values in differing contexts.

LEARNING STANDARDS

READING AND VIEWING
• Analyse the ways that text structures can be manipulated for effect.
• Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.
• Evaluate and integrate ideas and information from texts to form their own interpretations.
• Select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

WRITING
• Understand how to use a variety of language features to create different levels of meaning.
• Understand how interpretations can vary by comparing their responses to texts to the responses of others.
• Create texts demonstrating how manipulating language features and images can create innovative texts.
• Create texts that respond to issues interpreting and integrating ideas from other texts.
• Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

SPEAKING AND LISTENING
• Listen for ways texts position an audience.
• They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

ASSESSMENT
• Grammar and spelling tests
• Creative writing
• Persuasive writing
• Reading assessment
• Analytical assessment
• Dramatic performance
• Oral presentation
• Audiovisual presentation
LITERATURE

DESCRIPTION
Students complete a close study of a range of extracts from several classic and contemporary literatures, developing an understanding of the way in which authors use characters, themes, symbols and setting to construct a text. Through their analysis of texts, students explore and express informed personal responses to the material studied. Students build on their ability to recognise and respond to a variety of language features that authors employ, taking increasing responsibility for their own learning.

LEARNING STANDARDS

READING AND VIEWING
- Analyse the relationship between form, language, audience, purpose and context.
- Evaluate the importance of the cultural and historical influences upon literary texts.
- Analyse and explain how stylistic features distinguish the work of individual authors.
- Explore and comment on relationships and comparisons between literary texts.
- Select and integrate ideas and information from texts to form their own interpretations.

WRITING
- Communicate their knowledge, understanding and insight using appropriate terminology and accurate written expression.
- Create texts that use language precisely and innovatively.
- Create texts that reflect a growing sense of personal voice.

SPEAKING AND LISTENING
- Make presentations and contribute actively to class and group discussions, comparing and evaluating the responses of others to ideas and issues.

ASSESSMENT
- Reading journals
- Analytical writing
- Personal responses
- Creative writing
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

DESCRIPTION
The Health Knowledge and Promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. The Movement and Physical Activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

LEARNING STANDARDS

HEALTH KNOWLEDGE AND PROMOTION
Students describe the actions they can take if they feel unsafe at home, school and in the community. They embark on first aid measures and sports injury management. They describe the physical, social and emotional dimensions of health and establish health goals, planning strategies for improving their personal health. Students complete an in depth study of the following units:

- Safety, first aid and sports injury management
- Challenge, risk & safety
- Nutrition for good health

MOVEMENT AND PHYSICAL ACTIVITY
Students perform confidently and efficiently in a range of movement environments and perform them with increasing precision, accuracy and control. Students begin to observe, and give constructive feedback on, the skill performance of their peers. Students continue to explore the training principles for improving components of health related fitness and ways to monitor exercise intensity. Students work independently to improve performance. Students evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development.

ASSESSMENT

Fitness based assessment:
- Aerobic fitness testing (Beep Test)
- Anaerobic fitness testing (Vertical Jump)
- Involvement in units of work

Theory based assessment:
- Semester 1 ICT task – Safety, First Aid and Sports Injury Management Task
- Semester 2 Exam
HUMANITIES

GEOGRAPHY

DESCRIPTION
There are two units of study in the Year 9 curriculum for Geography. *Biomes and food security* draws on the concepts of environment, place, space and sustainability through an investigation of biogeography, agricultural production and associated constraints within Australia, a country from South-East Asia and another country from elsewhere in the world as appropriate. *Going with the flow* draws on the concepts of environment, interconnection, place, space, and sustainability to explore the patterns in people’s connections to the rest of the world through their purchasing power, use of information and communication technologies and interest in world events, with a focus on Australia, the United States of America and the countries of North-East Asia.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

LEARNING STANDARDS

GEOGRAPHIC KNOWLEDGE AND UNDERSTANDING

- Students compare the significance, interconnections and characteristics of places and spaces at a range of scales and assess these relationships.
- They apply a range of concepts when examining their observations and communicate their findings by drawing on the relationships between concepts.
- Students analyse perceptions of biophysical environments and the structure and functioning of biophysical environments at a variety of scales.
- They account for interconnections between people and environments and explain aspects of sustainability as being related to geographical contexts.

GEOGRAPHIC INQUIRY AND SKILLS

- Students determine the focus, purpose, and scale for a geographical inquiry.
- Students frame and refine questions encompassing the perspectives of place and space and environment.
- Students locate relevant sources, including from fieldwork. Students evaluate information sources and collection methods for reliability and representation.
- Students process and synthesise information and data to identify order, pattern, trends, anomalies and generalisations.
- Students form conclusions in response to their inquiry, including appraising alternatives by applying criteria and recommending a course of action.
- Students use geographical vocabulary, concepts and geographical conventions to develop a range of geographical texts that incorporate data.
ASSESSMENT
• Research Assignment
• ICT Presentation
• Practical Activities
• Semester Examination

PATHWAYS
• Year 10 Geography
DESCRIPTION
The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. Content for the making of the modern world includes: the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia; the nature and extent of the movement of peoples; the extent of European imperial expansion and different responses, including contact and conflict with indigenous Australians; the emergence of significant economic, social and political ideas, including nationalism. The course concludes with a depth study of Australia’s role in World War I.

LEARNING STANDARDS

DIMENSION – HISTORICAL KNOWLEDGE AND UNDERSTANDING

- Overview
- Making a better world? The Industrial Revolution
- Australia and Asia - Making a Nation
- World War I

DIMENSION – HISTORICAL SKILLS

- Chronology terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanations and interpretation

ASSESSMENT

- Industrial Revolution Test
- Massacre: Research a prominent frontier massacre
- World War One Task
- Semester Examination
LANGUAGES

FRENCH & ITALIAN

DESCRIPTION
Students may choose to continue study of the language they studied in Year 8. They continue to develop their competency in their chosen language by working on listening, speaking, reading and writing skills. Students are able to use and understand French or Italian through the study of various topics relating to the world of teenage experience. They develop an appreciation of the culture through the use of texts and the electronic media. In developing their communication skills, students are able to demonstrate comprehension of spoken and written information, sustain a short conversation and present ideas in written form in a logical sequence.

The ability to use a language other than English and move between cultures is important in the modern world, especially in the context of increasing globalization and Australia’s cultural diversity.

Any student aiming to study French, or Italian in their VCE years, must select the relevant language at Year 9 and 10.

LEARNING STANDARDS
- Communication In a LOTE (Pathway 2).
- Intercultural Knowledge and Language Awareness.

ASSESSMENT
- Listening comprehension task/s
- Presentations / Interviews / Role Plays
- Reading comprehension task/s
- Writing folio
- Semester Examination
Mathematics is organised around the interaction of content and proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving, and Reasoning describe how we explore and develop the content.

Students also develop an understanding of the connections between mathematical concepts and their application in their world. Digital technologies, including calculators, are used to enhance students’ learning.

In Year 9, work is differentiated for students who are working below or above Year 9 standard.

Learning Standards

Number and Algebra
- Apply the index laws using integer indices to algebraic expressions.
- Use scientific notation to solve problems involving very small and very large numbers.
- Solve problems involving simple interest.
- Expand and simplify algebraic expressions.
- Find the gradient, midpoint and distance between two points of a line segment.
- Sketch and solve linear and simple non-linear relations.

Measurement and Geometry
- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders.
- Relate three-dimensional objects to two-dimensional representations.
- Solve problems involving similar shapes.
- Use Pythagoras' theorem and trigonometry to solve problems involving in right-angled triangles.

Statistics and Probability
- Compare techniques for collecting data and identify different data types.
- Construct histograms and back-to-back stem-and-leaf plots.
- Discuss the distribution of the data using average, spread and shape.
- Calculate relative frequencies to estimate probabilities.
- List outcomes for two-step experiments and assign probabilities for those outcomes and related events.
ASSESSMENT
• Pythagoras’ Theorem
• Index Laws
• Algebra
• Linear Equations
• Measurement
• Factorising
• Linear Graphs
• Probability and Statistics

Students will also complete an exam at the end of each semester.
SCIENCE

DESCRIPTION
The Science Curriculum at De La Salle College is based on the The Australian Curriculum: Science which has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

At Year 9 these three strands are incorporated into five topics taught over the year:

- **WORKING SCIENTIFICALLY**: which introduces students to the scientific method.
- **MICROBES**: which investigates the existence of microbes and how they have affected humanity.
- **INVESTIGATING REACTIONS**: which delves into the way chemicals react and how that reaction can be identified.
- **LIGHT AND SOUND**: which investigates the nature, behaviour and use of sound and light.
- **DYNAMIC EARTH**: which investigates the Earth is in a state of constant change through the motion of tectonic plates.

LEARNING STANDARDS

SCIENCE UNDERSTANDING
Students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

SCIENCE AS A HUMAN ENDEAVOUR
This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

SCIENCE INQUIRY SKILLS
Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.
**ASSESSMENT**

The work requirements for each **topic** will remain consistent and include:

- **Notebook work:** where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- **Practical work:** where students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- **Topic tests:** where students are expected to recall topic knowledge under test conditions.

Added to the above, each of the following tasks is completed **per semester**:

- **One Project:** Designed to investigate an issue or concept in greater depth and develop a better understanding of how Science has been a Human Endeavour.
- **End of Semester Exam:** a 70 to 80 minute examination comprising Multi-Choice, Short and Extended questions testing knowledge of all content covered in the semester.
YEAR 10
RELIGIOUS EDUCATION

DESCRIPTION
Students explore the Gospel of Mark, providing them with an opportunity to enhance their understanding of the person and mission of Jesus. They study the events which led to the Protestant Reformation in 16th century Europe, as well as the Church’s response to it. Students explore the existence of God and the humanity and divinity of Jesus Christ, as well as the importance of the Eucharist in the Catholic Church. They study the formation of their consciences in response to various moral issues.

LEARNING STANDARDS

RELIGIOUS EDUCATION DIMENSIONS
• Religious knowledge and understanding develops the knowledge and understanding of the key practices and beliefs of Christian communities both past and present.
• Reasoning and responding focuses on the development of particular ways of thinking and acting that arise out of Christian knowledge and understanding which will enable students to respond to Catholic tradition and its call to contribute to the building of the reign of God.
• Personal and communal engagement focuses on the nurturing of the spiritual life, the importance of belonging to the faith community and engagement in community service. This dimension extends beyond the classroom to include retreats, the sacramental life of the Church, community service, leadership formation and contribution to civic and faith communities.

ASSESSMENT
Assessment will comprise unit assignments and/or tests as well as a mid-year and end-of-year examination.
THE ARTS

ART

DESCRIPTION
The Year 10 Art course provides students with the opportunity to explore how and why selected artists have been inspired to produce artworks. Students respond to the ideas and concepts explored in class through discussion, in written format and in the development of their own artworks. Students investigate a variety of techniques and materials and are given instruction in the production of two dimensional and three dimensional pieces. They study Art Elements and Principles and communicate ideas and feelings through their analysis and response to artworks.

Students record their ideas and design processes in their visual diaries.

LEARNING STANDARDS

CREATING AND MAKING
- Students select an artist and create a portrait based around the techniques and style that selected artist used.
- Students create silk screen stencil based on commodities that they use every day.

EXPLORING AND RESPONDING
- Students present an oral presentation based on a selected artist. They are to explore the life of the artist, techniques used and influences that have shaped the artist practice.
- Students write a visual analysis of a selected art work.

ASSESSMENT
- Visual Diary
- Practical Work
- Theory
- Examination
Drama

Description
Year 10 Drama introduces students to play-building techniques whereby the elements of producing a play are explored. Students will create scripts, rehearse and present a complete play. Topics such as Basic Stagecraft, Improvisation, Scripting, Production and Introduction to Theatre History are covered. Students are given the opportunity to respond to a variety of dramatic works in verbal and written form.

Learning Standards

Dimension
• Creating and Making – Students learn the building blocks of play making and use these to create their own theatre, scripts and performances.
• Exploring and Responding – Students examine their own work and the history of western Theatre from the Ancient Greeks to the 20th Century.

Assessment
• Performance of a Group Devised Piece
• History of Theatre Assignment
• Theatre Technical Terms Test
• History Script Performance
• Semester Examination

Pathways
The School offers units 1, 2, 3, and 4 in Theatre Studies. While Year 10 Drama is not a prerequisite for this subject, a grounding in Drama skills and knowledge is recommended including Years 9 and 10 Drama.
MEDIA

DESCRIPTION
This course aims to help students develop an appreciation of the processes and production elements of new media forms. The course will explore the way that social media is impacting on the democratisation of ideas and movements. Students experience the creative and technical elements required to produce a media text using new media forms. They develop analytical skills through analysis, as well as understand the nature and extent that new media has on culture.

LEARNING STANDARDS

CREATING AND MAKING
Students apply media processes and production techniques to produce a media text using new media such as a blog using Smart Phones, Tablets, iPads as well as digital video. They will develop pre production documentation which includes a creative treatment or brief, storyboards, set questions, a shot list and location list. Based on the pre production stage they will demonstrate skills in digital filming, lighting, sound recording and editing.

EXPLORING AND RESPONDING
Students will explore new media genres to develop an understanding of its various forms. They will be introduced to the technical codes and conventions of media production and in particular emerging media production techniques in order to respond to the texts studied in class.

ASSESSMENT
- Workbook and visual diary
- Analysis of media text
- Media production plan (folio)
- Media production
- Written examination

PATHWAYS
Media studies graduate scan apply their skill set to arrange of career pathways as diverse as business, science, education, health and well being as well as the creative industries such as advertising, journalism, communications, public relations and marketing.
Music Performance & Industry

Description
Year 10 students develop a greater understanding of Music through study (analysis and music theory) and practise (performance and event management). Students explore existing skills as an instrumentalist, in group and solo contexts, developing control, technique, repertoire and performance. They study practical theory and analysis skills and expand their knowledge of key elements of music. Students gain experience in the music industry by managing an event from conception to completion. They gain an understanding of team work and explore roles including publicity and promotions, artist liaison, sound and lighting. Students define roles and meet deadlines in order to gain a practical understanding of the music industry.

Learning Standards

Dimension
- Creating and making
- Exploring and responding

Assessment
- Solo and Group Performance
- Event Management
- Analysis
- Theory

Pathways
- VCE Music Performance
- VCE Music Investigation
- VCE Music Style and Composition
- VET Music
PHOTOGRAPHY

DESCRIPTION
The Year 10 Photography unit explores the ideas and images found in different cultures. The function and purpose of photography is investigated and the students explore a variety of approaches to photography, styles and techniques. The students are encouraged to investigate themes and critique photographic texts. Students will keep records of how artworks are made in an online Visual Diary.

LEARNING STANDARDS

CREATING AND MAKING
• Applying and refining photographic techniques and processes
• Explores images, ideas and various photographic styles
• Considers the presentation of completed art works

EXPLORING AND RESPONDING
• Documents ideas, techniques and plans
• Researches, discusses and writes about photographs in an informed manner
• Uses appropriate art language and conventions
• Demonstrates knowledge of characteristics of selected photographic styles

ASSESSMENT
• Folio of Work
• Skills and Techniques
• Analysis of Artwork
• Research Assignment
• Semester Examination
Visual Communication

Description
This course helps students to develop decision making and creative skills to create design works. They use a range of media, materials, equipment and computer skills, in making and presenting their works. Students develop observation, technical drawing skills and learn the value of design elements, principles to create their own exciting designs. Students are introduced to designers, such as architects, product designers and graphic designers and learn to use appropriate language, in analysing the arts works they are exploring and creating.

The course is an excellent introduction to Visual Communication Design, Units 1 & 2.

Learning Standards

Creating and Making
• In a visual diary, the use of a design process to show a range of design responses to feedback when developing, refining and producing specific visual communications.
• Use of diverse media, materials, ICT, design elements and design principles to further develop a personal style in seeking visual solutions through an emerging understanding of design aesthetics.
• Understanding how final presentations and final visual solutions are resolved through concurrent refinement to meet the needs of a specific audience.
• Application of conventions in ways that suit the context of the information being presented.

Exploring and Responding
Identification and evaluation of the:-
• Effectiveness of strategies used by designers to clearly target a specific audience.
• Conceptualisation of ways that trends could be incorporated into their own design work to target contemporary audiences.
• Annotation of their own developmental work using appropriate design language to record how specific trends are reflected in design decisions taken.

Assessment
• Workbook
• Analysis designers and works
• Completed Art works
• Written examination

Pathways
This subject is a good introduction to Visual Communication Design for units 1&2, and extends to units 3&4. The study of Visual Communication Design can and does provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial, architectural design and communication design to many of our students.
DESIGN, CREATIVITY & TECHNOLOGY

MATERIALS TECHNOLOGY, SYSTEMS TECHNOLOGY

DESCRIPTION
Students will investigate, design, produce and evaluate technological concepts through a given design brief. They will use a wide range of hand tools, machines and equipment to process, manipulate, transform and recycle materials into 3D products.

Through this design problem they will investigate the materials to be used and evaluate the success of their design as well as learn to plan the production stages.

Students who are considering taking VCE Product Design and Technology are encouraged to enrol in this unit.

LEARNING STANDARDS

INVESTIGATING AND DESIGNING
• Independent development of a design brief, specifications including a range of relevant evaluation criteria and methods of testing or checking the product.
• Extensive research based on specifications in a design brief
• Generation of a range of detailed and innovative design ideas
• Evidence of design decisions relevant to a design brief
• Production plan

PRODUCING
• Production of an innovative product that meets the requirements of a design brief
• Selection and competent handling of materials
• Selection and use of a broad range of complex tools and equipment
• Managing of the production process
• Recording of production work

ANALYSING AND EVALUATING
• Use of evaluation criteria developed from the design brief
• Evaluation of the efficiency and efficacy of production processes
• Changes to the product and production processes
• Analysis and assessment of the impacts of their product
ASSESSMENT
As students work towards the achievement of Level 10 standards in Design, Creativity and Technology, assessment is based on the following or similar tasks:

- develop a folio of work that includes design briefs within open-ended design guidelines
- safely and efficiently construct products, models or prototypes to specifications and standards.
- develop appropriate evaluation criteria to assess design ideas, choice of materials and production techniques.

Students are required to sit a Semester written examination

PATHWAYS

Materials Technology
- VCE Product Design and Technology
- VET/VCAL Building Construction
- University
- TAFE
- Apprenticeships
- Traineeships / Employment

Systems Technology
- VCE Systems Engineering
- VET/VCAL Engineering
- VET/VCAL Electrotechnology
- University
- TAFE
- Apprenticeships
- Traineeships / Employment
Multi Media & Design Development

Description
In today's society the individual is exposed to a wide range of communication media. The dominance of the print media is rapidly declining as multimedia technologies are developed.

This course is designed to provide students with the technological tools to create and edit their own material and deliver interactive presentations using authoring software. The course is designed for students to work at their own pace in a cooperative learning environment.

Learning Standards

Investigating and Designing
• Investigate the nature of each problem they consider
• Design their solutions

Producing
• Produce solutions.

Analysing and Evaluating
• Evaluate the efficiency and effectiveness of the solutions.

Assessment
As students work towards the achievement of Level 10 standards in Multimedia Design and Development.

Assessment is based on the following or similar tasks:
• Multimedia Presentation
• Emerging Technology Presentation
• Animation Presentation

Students are required to sit a Semester written examination

Pathways
• VCE Information Technology
• VET/VCAL Digital Media
• University
• TAFE
• Apprenticeships
• Traineeships
**ENGLISH**

**DESCRIPTION**

Students engage with a variety of texts for enjoyment. Through a study of various types of media texts, they interpret and evaluate the ways that authors construct texts to present an ethical or moral viewpoint and how these may vary in differing contexts. Students evaluate the views of others, using them to develop their own interpretation of a range of fiction and non-fiction texts. By studying how authors transform and adapt existing texts, students consider the impact of context and audience in text construction and evaluate the way that text structures can be used innovatively.

**LEARNING STANDARDS**

**READING AND VIEWING**
- Evaluate how text structures can be used in innovative ways by different authors.
- Explain how the choice of language features, images and vocabulary contributes to the development of individual style.
- Develop and justify own interpretations of texts.
- Evaluate other interpretations, analysing the evidence used to support them.

**WRITING**
- Show how the selection of language features can achieve precision and stylistic effect.
- Explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.
- Develop their own style by experimenting with language features, stylistic devices, text structures and images.
- Create a wide range of texts to articulate complex ideas.
- Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

**SPEAKING AND LISTENING**
- Listen for ways features within texts can be manipulated to achieve particular effects.
- They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

**ASSESSMENT**
- Creative writing
- Analytical writing
- Context scrapbook assessment
- Oral presentation
- Multimodal presentation

**PATHWAYS**
- Unit 1 and 2 English
- Unit 1 and 2 Literature
LITERATURE

DESCRIPTION
Students are required to reflect on the meaning behind and within literary texts. They are called to develop an awareness and appreciation of the way in which both historical and personal contexts can build texts, influence their purpose and shape an audience’s response to them. Students are given opportunities to emulate stylistic features of authors and also continue to develop their own personal voice and style. A student’s relationship with the selected texts is formed and nurtured through both critical and creative modes.

LEARNING STANDARDS

READING AND VIEWING
• Understand that people’s creation and evaluation of texts are influenced by their value systems, the context and the purpose and mode of communication.
• Identify and interpret implicit or explicit values, beliefs and assumptions in texts and analyse how these are influenced by historical context and the experiences of the author.
• Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text.
• Analyse and evaluate texts for thematic connections.
• Analyse and evaluate how individuals, groups, cultures, places, events, objects and concepts are represented in texts.

WRITING
• Create imaginative texts that make relevant thematic and stylistic connections with other texts.
• Create literary texts that identify and analyse beliefs and values systems within a text.
• Develop responses that evaluate an author’s use of stylistic features to create a text.
• Develop an emerging sense of personal style and evaluate the effectiveness of these texts.
• Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

SPEAKING AND LISTENING
• Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to present a point of view on or interpretation of a text.
• Contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

ASSESSMENT
• Creative response
• Oral, Passage and Written analysis

PATHWAYS
• Unit 1 and 2 English
• Unit 1 and 2 Literature
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

DESCRIPTION
The Health Knowledge and Promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours. The Movement and Physical Activity dimension focuses on the important role that physical activity, sport and recreation need to play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness.

LEARNING STANDARDS

HEALTH KNOWLEDGE AND PROMOTION
Students compare and evaluate perceptions of challenge, risk and safety. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. Students identify and describe strategies that address current trends in the nutritional status of Australians.

Students complete an in depth study of the following units:
1. Proficiency of movement
2. Body systems
3. Physical activity fitness & health

MOVEMENT AND PHYSICAL ACTIVITY
Students demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They demonstrate advanced skills in selected physical activities. They use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They employ and devise skills and strategies to counter tactical challenges in games situations.

ASSESSMENT

Fitness based assessment:
• Aerobic fitness testing (Beep Test)
• Anaerobic fitness testing (Vertical Jump)
• Involvement in units of work

Theory based assessment:
• Semester Exam
HUMANITIES

GEOGRAPHY

DESCRIPTION
There are two units of study in the Year 10 curriculum for Geography. Environmental change draws on the concepts of environment, change, interconnection and sustainability to investigate the type and extent of change and the management strategies used in response to the effects of the changes for a chosen environment in one or more countries of the world, selected as appropriate. Global geographies of human wellbeing draws on the concepts of change, interconnection and sustainability to explore the measures and differences of wellbeing for populations within a country and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied. Case studies can be used from Australia and the countries of South America and Sub-Saharan Africa.

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

LEARNING STANDARDS

GEографIC KNOwLEDGE AND UNdERSTANDING
• Students compare the significance, interconnections and characteristics of places and spaces at a range of scales and assess these relationships.
• They apply a range of concepts when examining their observations and communicate their findings by drawing on the relationships between concepts.
• Students analyse perceptions of biophysical environments and the structure and functioning of biophysical environments at a variety of scales.
• They account for interconnections between people and environments and explain aspects of sustainability as being related to geographical contexts.

ГЕографIC INQUIRy/SKILLS
• Students independently determine the focus, purpose, and a range of scales for an inquiry.
• Students frame and evaluate questions encompassing the perspectives of place, space and environment and other concepts.
• Students identify and locate a range of information sources, including from fieldwork.
• Students evaluate sources and collection methods for reliability and representation and make necessary adjustments.
• Students process and synthesise information and data to identify and explain order, diversity, pattern, trends, anomalies and generalisations.
• Students form conclusions in response to their inquiry, including evaluating alternatives using criteria and recommending a course of action.
• Students use geographical vocabulary, concepts and geographical conventions appropriately and develop a range of geographical texts that incorporate data from primary sources and secondary sources.
• Using key findings from their inquiry, they plan action and devise useful individual or group strategies.
ASSESSMENT
• Analytical Assessment
• Practical Activities
• Fieldwork Activity
• Semester Examination

PATHWAYS
• Unit 1 & 2 Geography
HISTORY

DESCRIPTION
The level 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing. Students will undertake depth studies of World War II and the Holocaust, struggles for human rights since 1945, and how technology, work and culture have changed modern Australia.

LEARNING STANDARDS

DIMENSION – HISTORICAL KNOWLEDGE AND UNDERSTANDING
• Overview
• World War II and the Holocaust
• Struggles for human rights since 1945
• The globalising world - Australian popular culture since 1945

DIMENSION – HISTORICAL SKILLS
• Chronology terms and concepts
• Historical questions and research
• Analysis and use of sources
• Perspectives and interpretations
• Explanations and interpretation

ASSESSMENT
• Document Analysis
• Essay
• ICT Task
• Semester Examination

PATHWAYS
• Unit 1 & 2 History
• Unit 1 & 2 Australian and Global Politics
LANGUAGES

FRENCH & ITALIAN

DESCRIPTION
The study of a Language in Year 10 is a full year elective; therefore, students should count it as two, semester electives. In Year 10 Languages, students continue to develop their competency in the target language by working on listening, speaking, reading and writing skills. In developing their communication skills, students are able to demonstrate comprehension of spoken and written information, sustain a short conversation and present ideas in written form in a logical sequence.

The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia’s cultural diversity.

The study of a language can also enhance students’ vocational prospects.

LEARNING STANDARDS
• Communication In a LOTE (Pathway 2)
• Intercultural Knowledge and Language Awareness.

ASSESSMENT
• Listening comprehension task/s
• Presentations / Interviews / Role Plays 73 S
• Reading comprehension task/s 50 S
• Writing Folio 69 S
• Semester Examination

PATHWAYS
Any student aiming to study French, or Italian in their VCE years, must select the relevant language at Year 10.

Knowledge of one or more languages can be useful in a wide range of careers. For some occupations, such as translating, interpreting and language teaching, language skills are one of the main requirements. On the other hand, for other professions a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with languages plus IT, law, finance or sales skills are much sought-after.
MATHEMATICS

MATHEMATICS GOLD

DESCRIPTION
Mathematics Gold is an alternative Mathematics course for Year 10 students who do not want to proceed to the higher levels of VCE mathematics. The course is organised around the interaction of three content strands and there is an emphasis on applying the mathematical concepts to their world using project based work. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Digital technologies, including calculators, are used to enhance students’ learning.

LEARNING STANDARDS

NUMBER AND ALGEBRA
- Compare the cost of items to make financial decisions
- Estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages
- Make simple estimates to judge the reasonableness of results
- Solve problems involving simple interest
- Recognise the connection between simple and compound interest
- Graph linear relationships on the Cartesian plane

MEASUREMENT AND GEOMETRY
- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders
- Relate three-dimensional objects to two-dimensional representations
- Use Pythagoras' theorem and trigonometry to solve problems involving in right-angled triangles

STATISTICS AND PROBABILITY
- Compare techniques for collecting data and identify different data types
- Identify the mean, mode, median and range for data sets
- Construct a variety of charts
- Calculate relative frequencies to estimate probabilities
- List outcomes for two-step experiments and assign probabilities for those outcomes and related events

ASSESSMENT
Students will complete skills tests on:-
- Pythagoras’ Theorem
- Cost of Living
- Graphs
- Statistics
- Probability
Students will complete the following assignments:-

- Building and Design Project
- Cost of Living Project
- Trigonometry Assignment
- Running a Business Assignment

**PATHWAYS**

- VCAL Numeracy
FURTHER MATHEMATICS

DESCRIPTION
Year 10 Further Mathematics is designed for students who wish to explore the applications of Mathematics in solving real world problems. The course aims to provide students with essential mathematical skills and knowledge that they will need in their personal, work and civic life and provides the fundamentals on which professional applications of mathematics are built. The course is organised around the interaction of content and proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving, and Reasoning describe how we explore and develop the content. Digital technologies, including CAS calculators, are used to enhance students’ learning.

LEARNING STANDARDS

NUMBER AND ALGEBRA
- Solve problems involving linear functions and inequalities, simultaneous linear equations and related graphs.
- Find unknown values after substitution into formulae
- Manipulate linear algebraic expressions
- Apply the index laws to numerical and algebraic expressions
- Make financial decisions based on the cost of items, profit and loss rates, and simple interest
- Recognise the connection between simple and compound interest

MEASUREMENT AND GEOMETRY
- Solve and explain surface area and volume problems relating to composite solids.
- Use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems.
- Construct and manipulate geometric shapes and objects.

STATISTICS AND PROBABILITY
- Compare univariate data sets by referring to summary statistics and the shape of their displays.
- Describe bivariate data and use scatter-plots to investigate relationships between two variables.
- Evaluate the use of statistics in the media.
- List outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these events

ASSESSMENT
Students will complete assessment tasks on
- Algebra
- Linear Graphs
- Measurement
- Congruence and Similarity
- Indices
- Statistics
• Probability
• Simultaneous Equations
• Trigonometry
• Money and Financial Matters

Students will also sit an exam at the end of each semester.

All assessment tasks can be completed with the use of a CAS calculator.

**PATHWAYS**

- Units 1 and 2 General Mathematics (Further)
- VCAL Numeracy

Entry into Units 1 and 2 General Mathematics (Further) is dependent on successfully completing Year 10 Further Mathematics and teacher recommendation.
Mathematical Methods

Description
Year 10 Mathematical Methods is designed for students who are able to apply more abstract ideas in Mathematics. The course is organised around the interaction of content and proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving, and Reasoning describe how we explore and develop the content. Through key activities such as the exploration, recognition and application of patterns, students develop the capacity for abstract thought.

Digital technologies including the CAS calculator are used to enhance students’ learning.

Learning Standards

Number and Algebra

- Solve problems involving linear functions and inequalities, quadratic functions and simultaneous linear equations and related graphs
- Find unknown values after substitution into formulae
- Manipulate linear and quadratic algebraic expressions
- Understand the number system and rational and irrational numbers
- Recognise the connection between simple and compound interest

Measurement and Geometry, Students

- Solve and explain surface area and volume problems relating to composite solids
- Use parallel and perpendicular line, triangle and angle properties, circle theorems, similarity, trigonometry and congruence to solve practical problems and develop proofs
- Construct and manipulate geometric shapes and objects

Statistics and Probability

- Compare univariate data sets by referring to summary statistics and the shape of their displays
- Describe bivariate data and use scatter-plots to investigate relationships between two variables
- Evaluate the use of statistics in the media
- List outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these events

Assessment

Students will complete assessment tasks on

- Algebra
- Coordinate Geometry and Linear Graphs
- Deductive Geometry
- Indices and Surds
- Statistics
• Probability
• Algebra and Non-linear Modelling
• Simultaneous Equations
• Trigonometry and the Unit Circle
• Financial Mathematics

Students will also complete an exam at the end of each semester.

PATHWAYS
• Units 1 and 2 Mathematical Methods
• Units 1 and 2 General Mathematics (Specialist)
• Units 1 and 2 General Mathematics (Further)
• Units 3 and 4 Further Mathematics

Entry into Units 1 and 2 Mathematical Methods, Units 1 and 2 General Mathematics (Specialist) or Units 3 and 4 Further Mathematics is dependent on successfully completing Year 10 Mathematical Methods and teacher recommendation.

MATHEMATICS PATHWAYS

Note: Year 11 General Maths (Specialist) can only be completed in conjunction with Year 11 Maths Methods
Year 12 Specialist Maths can only be completed in conjunction with Year 12 Maths Methods
DESCRIPTION
The Science Curriculum at De La Salle College is based on The Australian Curriculum: Science which has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

At Year 10 these three strands are incorporated into five topics taught over the year:

- **ANALYSE US**: which introduces students to human behaviour and how scientists have tried to understand it
- **BIOTECHNOLOGY**: which investigates the genetic basis upon which life reproduces and how it can be manipulated
- **REACTING ATOMS**: which introduces the atom in detail and how it can be classified and used in everyday life
- **ROAD SCIENCE**: which investigates the forces controlling motion and how they are related to our use of cars
- **EVOLUTION**: which introduces the Darwinian concept of adaptation and evolution
- **Our Universe**: which investigates the universe, galaxies and modern ideas of the Big Bang

LEARNING STANDARDS

SCIENCE UNDERSTANDING
Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

SCIENCE AS A HUMAN ENDEAVOUR
This strand highlights the development of science as a unique way of knowing and doing, and the role of science in contemporary decision making and problem solving. It acknowledges that in making decisions about science practices and applications, ethical and social implications must be taken into account. This strand also recognises that science advances through the contributions of many different people from different cultures and that there are many rewarding science-based career paths.

SCIENCE INQUIRY SKILLS
Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand is concerned with evaluating claims, investigating ideas, solving problems, drawing valid conclusions and developing evidence-based arguments.
**ASSESSMENT**

The work requirements for each **topic** will remain consistent and include:

- **Notebook work:** where students are expected to maintain a complete and coherent set of notes and homework on the topic being studied.
- **Practical work:** where students produce a variety of different written reports on experimental investigations conducted throughout a topic.
- **Topic tests:** where students are expected to recall topic knowledge under test conditions.

Added to the above, each of the following tasks is completed **per semester**:

- **One Project:** Designed to investigate an issue or concept in greater depth and develop a better understanding of how Science has been a Human Endeavour.
- **End of Semester Exam:** a 70 to 80 minute examination comprising Multi-Choice, Short and Extended questions testing knowledge of all content covered in the semester.

**PATHWAYS**

![Pathways Diagram](attachment:image.png)
VICTORIAN CERTIFICATE OF EDUCATION (UNITS 1 & 2)
RELIGION

RELIGIOUS EDUCATION
RELIGION & SOCIETY (UNIT 1)

DESCRIPTION
The year-long study proposes that the Catholic, and other religious traditions, can be understood as a system of meaning that has eight interrelated aspects. The unit explores these aspects from the perspective of both the Catholic, Jewish and Australian Indigenous traditions. It also investigates the adherence of these major religions in Australia and the origins and spread of the Catholic tradition in Australia. The role of religion and the various ways religion supports and enriches the individual and wider society will be investigated from a Lasallian perspective.

AREAS OF STUDY & LEARNING OUTCOMES

OUTCOME 1: A brief overview of religious traditions
The key skills students should obtain by the completion of Outcome 1 are:
- identify and describe the nature and purpose of religion.
- identify and define the 8-aspects of religion.
- explain the importance of these aspects to religion.
- explain the contribution of religion to the development of human society.
- interpret and synthesise source material.

OUTCOME 2: The diversity of religious communities in Australia
The key skills students should obtain by the completion of Outcome 1 are:
- describe the diversity of religious traditions in the world and in Australia today.
- explain how religious traditions express their collective identity through their history and religious aspects.
- explain the nature of interaction between religious traditions.
- explain the nature of interaction between different religious traditions in Australia and the wider national society of which they are a part.
- interpret and synthesise source material.

OUTCOME 3: Religious identity and life experience
The key skills students should obtain by the completion of Outcome 1 are:
- identify how a range of life experiences may have an impact on their identity.
- describe how the Lasallian tradition can contribute to ones life experience as well as help search for personal meaning.
- analyse points of tension between members and the Lasallian tradition.
- evaluate the extent to which the expectations, judgments and involvement of Lasallian members can contribute to the development of the modern Lasallian tradition.
- interpret and synthesise source material.
**ASSESSMENT**
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

**PATHWAYS**
Students who successful pass Unit 1 *Religion and Society* in Year 11, can study *Religion and Society* Unit 3 & 4 as a Year 12 subject.
RELIGION & SOCIETY – ETHICS (UNIT 2)

DESCRIPTION
Ethics and Morality is taught throughout both semesters. Attendance is compulsory and will be monitored. A high level of participation and adherence to its requirements is necessary for both success and enjoyment. In addition to the satisfactory completion of the three outcomes, other areas of interest may be pursued, such as current controversies like embryonic stem cell research, just war theory, the search for happiness and the problem of evil within our society.

AREAS OF STUDY & LEARNING OUTCOMES

OUTCOME 1: Ethical Method in Pluralist Society
This knowledge includes:
- understanding of concepts used in ethics and ethical decision-making, such as ‘good’, ‘bad’, ‘right’ and ‘wrong’.
- the way competing ideas, values and principles in pluralist societies influence ethical decision-making.
- factors involved in the process of ethical decision-making, such as reasoning, conscience, intuition, common sense, assumptions, authorities, world views, values, ethical principles and the competing rights and responsibilities of individuals, groups and society.
- a variety of approaches to ethical decision-making and the theories that arise from these, including those that appeal to religious, philosophical, scientific, political, economic or other authority, to rules and principles, and to assessing consequences, motivation or intention.

OUTCOME 2: Religion and Morality in Pluralist Society
This knowledge includes:
- the authorities, ideas, values and principles informing ethical perspectives and ethical decision-making of at least two religious traditions in pluralist society.
- the expression of such ideas, values and ethical principles to succeeding generations in relevant beliefs, myths and stories, rituals, symbols, social structures, sacred texts and other religious writing such as formal creeds, oral and written codes of behaviour, and other relevant formal aspects of traditions.
- moral viewpoints of religious traditions derived from their ethical perspectives and their ethical decision-making processes.

OUTCOME 3: Contemporary Ethical Issues in Pluralist Society
This knowledge includes:
- the reasons why the issues are ‘ethical issues’.
- the religious and non-religious individuals, groups and traditions in pluralist society that contribute to debate about ethical issues.
• the ethical perspectives and moral viewpoints presented in the arguments by those participating in the debates, including the ideas, values and ethical principles on which the various ethical perspectives and moral viewpoints rest.
• the authorities that are used to justify ethical perspectives and moral viewpoints in the debates the ethical decision-making methods involved in the debate process and their strengths and weaknesses.
• the worth and influence of the various participants’ contributions to the debates.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.
THE ARTS

MEDIA

DESCRIPTION
VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students consider media texts, technologies and processes from various perspectives, including an analysis of structure and features. They examine industry production and distribution context, audience reception and the media’s contribution to and impact on society.

AREAS OF STUDY

UNIT 1: REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION
In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms, exploring the relationships between media technologies, audiences and society.

UNIT 2: MEDIA PRODUCTION AND THE MEDIA INDUSTRY
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

LEARNING OUTCOMES

UNIT 1
• Students can describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.
• Students are able to construct media representations in two or more media forms and compare these representations that are produced by the application of different media technologies.
• Students are able to discuss creative and cultural implications of new media technologies for the production and consumption of media products.

UNIT 2
• On completion of this unit the student should be able to demonstrate specialist production skills within collaborative media productions, and explain and reflect on the media production process.
• On completion of this unit the student should be able to discuss media industry issues and developments relating to the production stages of a media product, and describe specialist roles within the media industry.
• On completion of this unit the student should be able to describe characteristics of Australian media organisations and discuss the social, cultural and industrial framework within which such organizations operate.

ASSESSMENT
• School Assessed Coursework (2xSACs) 25%
• School Assessed Tasks (Production) 25%
• Exams 50%
Description
Unit 1 and 2 students develop skills to perform in solo and group contexts. Students present a prepared program of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Students also research approaches to performance and devise an original composition.

Areas of Study
- Performance
- Performance Technique
- Musicianship
- Organisation of sound

Learning Outcomes
- Outcome 1: Groups and Solo Performance
- Outcome 2: Research/composition
- Outcome 3: Theory

Assessment
- Solo and Group Performance
- Event Management
- Analysis
- Theory

Pathways
- Music Performance – Group focus
**Studio Arts Mixed Media**  
**Drawing, Painting & Sculpture**

**Description**  
Unit 1 focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and locations have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Unit 2 focuses on further extending students’ competence and confidence with selected art forms and materials. Art works are used as a means of expressing personal observations; they research a selected topic and then design and produce artworks based on this personal theme. Students research and discuss the personal style of selected artists from different historical or cultures contexts.

**Areas of Study**  
- Exploration of differing materials, techniques and approaches to produce original artworks.
- Recording of the development of students own works, from inspiration through to completed works.
- Exploration of how and why artists from differing cultures have produced artworks.

**Learning Outcomes**  
- Demonstration of technical competence with the selected materials/media. Application of techniques and approaches in order to produce completed artworks.
- Investigate and explain how and why selected artists have produced artworks as well as identify and discuss the role of artists in society.

**Assessment**  
**Unit 1**  
- Two complete sculptures in differing medium  
- Visual Diary recording the development of students’ own artworks  
- Reports and essays discussing the qualities of selected artists and their works  
- End of semester Examination

**Unit 2**  
- A complete acrylic painting and a completed ‘choice medium’ artwork  
- Visual Diary recording the development of students’ own artworks  
- Reports and essays discussing the qualities of selected artists and their works  
- End of semester Examination

**Pathway**  
- Studio Arts Mixed Media Units 3 & 4
Studio Arts
Photography/Digital Arts

Description
Unit 1 focuses on using sources of inspiration and ideas as the basis for artworks and exploring a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and locations have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks.

Unit 2 focuses on further extending students’ competence and confidence with selected art forms and materials. Art works are used as a means of expressing personal observations; they research a selected topic and then design and produce artworks based on this personal theme. Students research and discuss the personal style of selected artists from different historical or cultures contexts.

Areas of Study
- Exploration of differing materials, techniques and approaches to produce original artworks.
- Recording of the development of student’s own works, from inspiration through to completed works.
- Exploration of how and why artists from differing cultures have produced artworks.

Learning Outcomes
- Demonstration of technical competence with the selected materials/media. Application of techniques and approaches in order to produce completed artworks.
- Investigate and explain how and why selected artists have produced artworks as well as identify and discuss the role of artists in society

Assessment
- Artworks completed in both silver gelatin and digital imaging
- Visual Diary recording the development of students’ own artworks
- Reports and essays discussing the qualities of selected artists and their works
- End of semester Examination

Pathway
- Studio Arts Photography/Digital Arts Units 3 & 4
Theatre Studies

Description
Theatre Studies focuses on the interpretation of play scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Students work with play scripts and they learn about times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. Students work collaboratively to interpret play scripts in performance.

Areas of Study

Unit One
Theatrical Styles of the Pre-Modern Era focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with play scripts prior to the 1880’s. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Unit Two
Theatrical Styles of the Modern Era focuses on studying theatrical styles and stagecraft through working with play scripts with an emphasis on the application of stagecraft. Students work with play scripts from the 1880’s to the present. Students study theatrical analysis, production evaluation and apply these skills to the analysis of a play in performance. Students apply stagecraft to interpret a playscript and the impact of stagecraft on audience.

Learning Outcomes
- Applying acting and other stagecraft in relation to theatrical styles of the pre-modern era
- Working with playscripts prior to the 1880’s through to the present
- Studying theatrical and performance analysis and applying skills to the analysis of a play
- Studying theatrical analysis, production evaluation and applying skills to a play in performance
- Applying stagecraft to interpret a play and consider impact of stagecraft on an audience

Assessment
Students need to satisfactorily complete all outcomes to pass each unit.

Pathway
Prerequisites for entry into this subject are a successful completion of Unit 1 and/or 2 in the subject or another Arts subject. Students will also be considered if they have completed Year 10 Drama and/or participated in College productions. Students not meeting these requirements will have complete an audition and present a design brief.
**Visual Communication**

**Description**
Unit 1 introduces students to design thinking skills as well as drawing skills where students develop their ability to draw and explore their own concepts. Through exploration of design elements and design principles, students develop an understanding of how design elements and principles affect the visual message. This unit also introduces students how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

In unit 2 Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. Students are introduced to a brief to develop an understanding of the design process, as a means of organising their thinking about approaches to solving design problems and presenting ideas.

**Areas of Study**
- Drawing as a means of communication and using Design elements and principles
- Visual communication design in context
- Technical drawing in context and the use of Type and imagery
- Applying the design process to a Brief

**Learning Outcomes**
- Student should be able to create drawings for different purposes using a range of drawing methods, media and materials.
- Respond to a brief, design process, design elements and design principles
- Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.
- Able to use technical drawing and manipulate type and images to create visual communications
- Understand copyright.

**Assessment**
Satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit and passed the exam at the end of each unit.

**Pathway**
Satisfactory completion of either unit 1 or 2 and the exam, will see the student into Visual Communication units 3&4. The study of Visual Communication Design can and does provide pathways to training and tertiary study in many design and design-related studies to many of our students. These include graphic design, industrial/ product design, architectural design, web design, game/computer animation, marketing, design, and communication design.
ACCOUNTING

DESCRIPTION
VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The Study of Accounting will enable them to develop their financial knowledge and skills.

AREAS OF STUDY AND LEARNING OUTCOMES

UNIT 1: ESTABLISHING AND OPERATING A SMALL BUSINESS
• Going into business. Ability to describe the resources required, and explain and discuss the knowledge and skills necessary, to set up a small business.
• Recording financial data and reporting accounting information – service business. Ability to identify and record the financial data, and report and explain accounting information, for a sole proprietor of a service business.

UNIT 2: ACCOUNTING FOR A TRADING BUSINESS
• Recording financial data and reporting accounting information – trading business Ability to record financial data and report accounting information for a sole trader.
• ICT in accounting Ability to record financial data and report accounting information for a single activity sole trader using a commercial accounting software package, and discuss the use of ICT in the accounting process.
• Evaluation of business performance Ability to select and use financial and non-financial information to evaluate the performance of a business and discuss strategies that may improve business performance.

ASSESSMENT
• Case Study
• Folio of tests and exercises
• ICT recording and reporting
• Semester Examination

PATHWAYS
• Leads directly to Accounting Unit 3 & 4
• Complements other Business subjects especially Business Management and Economics.

ENTRY PREREQUISITES
Units 1 & 2: S in Year 10 English and Standard Mathematics.
BUSINESS MANAGEMENT

DESCRIPTION
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

The Study recognises that there is a range of management theories. In each Unit students examine some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

AREAS OF STUDY AND LEARNING OUTCOMES

UNIT 1: SMALL BUSINESS MANAGEMENT
• **Introducing business.** Ability to explain a set of generic business characteristics and apply them to a range of businesses.

• **Small business decision-making, planning and evaluation.** Ability to apply decision-making and planning skills to establish, operate and manage small business in an ethical and a socially responsible manner.

• **Day-to-day operations** Ability to discuss one or more of the day-to-day operations associated with an ethical and a socially responsible small business, and apply the operation/s to a business situation.

UNIT 2: COMMUNICATION AND MANAGEMENT
• **Communication in business.** Ability to explain, apply and justify a range of effective communication methods used in business-related situations.

• **Managing the marketing function** Ability to analyse effective marketing strategies and processes and apply these strategies and processes to business-related situations.

• **Managing the public relations function** Ability to apply public relations strategies to business related situations and analyse their effectiveness.

ASSESSMENT
• Tests/Case Study/Presentation for each Area of Study
• Semester Examination

PATHWAYS
• Leads directly to Business Management Unit 3 & 4 (although not a prerequisite).
• Compliments other Business subjects esp. Accounting and Economics.

ENTRY PREREQUISITES
Units 1 & 2: S in Year 10 English
**Economics**

**Description**
Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do. VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

**Areas of Study and Learning Outcomes**

**UNIT 1: Economics: choices and consequences**
- **A market system:** Ability to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.
- **Economic issues:** Ability to describe the nature of economic growth and sustainable development and one other contemporary economic issue, explain how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

**UNIT 2: Economic change**
- **Population, employment and change** Ability to describe the factors that influence Australia’s population and labour markets, and analyse how changes in these areas may impact upon living standards.
- **Global economic issues** Ability to describe the nature of two contemporary global economic issues, explain how each issue is affected by the actions of economic decision-makers, and evaluate the impact of the issue on living standards.

**Assessment**

**UNIT 1**
- Newspaper and data analysis
- Tests
- Semester examination

**UNIT 2**
- Tests
- Case study
- Summary of Current Economic Issues
- Semester examination

**Pathways**
- Leads directly to Economics 3 & 4 (although not a prerequisite).
- Complements other Business subjects esp. Accounting, Economics and Legal studies as well as Politics

**Entry Prerequisites**
Units 1 & 2: S in Year 10 English
LEGAL STUDIES

DESCRIPTION
VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Legal Studies examines the processes of law-making, dispute resolution and the administration of justice in Australia. Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

AREAS OF STUDY AND LEARNING OUTCOMES

UNIT 1: CRIMINAL LAW IN ACTION
• Law in society  Ability to explain the need for effective laws and describe the main sources and types of law in society.
• Criminal law  Ability to explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on the individual and society.
• The criminal courtroom  Ability to describe the processes for the resolution of criminal cases, and discuss the capacity of these processes to achieve justice.

UNIT 2: ISSUES IN CIVIL LAW
• Civil law  Ability to explain the principles of civil law, law-making by courts, and elements of torts, and apply these to relevant cases.
• The civil law in action  Ability to and evaluate the processes for the resolution of civil disputes.
• The law in focus  Ability to explain one or more area/s of civil law, and discuss the legal system’s capacity to respond to issues and disputes related to the selected area/s of law.
• A question of rights  Ability to describe an Australian case illustrating rights issues, and discuss the impact of the case on the legal system and the rights of individuals.

ASSESSMENT

UNIT ONE
• Folio of classroom exercises
• Criminal law test and case study
• Essay on criminal courtroom
• Semester examination

UNIT TWO
• Folio of exercises
• Case study
• Investigation and report on change in the law
• Research assignment
• Semester examination
**PATHWAYS**
- Leads directly to Legal Studies 3 & 4 (although not a prerequisite).
- Complements other Business subjects esp. Economics as well as Politics

**ENTRY PREREQUISITES**
Units 1 & 2: S in Year 10 English
DESIGN, CREATIVITY & TECHNOLOGY

INFORMATION TECHNOLOGY

DESCRIPTION
In VCE Information Technology students focus on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types to create solutions that can be used to persuade, educate, inform and entertain.

AREAS OF STUDY AND LEARNING OUTCOMES

UNIT 1: IT IN ACTION
• Use spreadsheet software to display information
• Design a networked information system
• Use a Visualising thinking tool with project management

UNIT 2: PATHWAYS
• Demonstrate the use of data visualisation software
• Produce a folio of a programming language
• Use a software tool to create a solution in a team

ASSESSMENT
Tasks are selected from the following:
• using ICT tools and techniques, produce a solution in response to an identified need
• visual presentations such as multimedia presentations
• oral presentations supported by a visual presentation
• a written report using ICT
• a test
• an electronic learning journal

PATHWAYS
This course is typically chosen by students who wish to continue with the study of ICT in Units 3 & 4. This is normally Software Development. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to be equivalent of the final two years of secondary education.

VCE Information Technology provides an excellent basis for further studies in the Arts, Engineering, Computer Science, Science, Resource Management, Information Systems and Business. Students of VCE Information Technology have gone on to careers in project management, E-Commerce, mechatronics, computer science, systems analysis and engineering.
PRODUCT DESIGN AND TECHNOLOGY

DESCRIPTION
In VCE Product Design and Technology students assume the role of a designer and in adopting this role; they acquire and apply knowledge of factors that influence design. Students address the design factors relevant to their design situation.

The knowledge and use of resources is integral to product design. These resources include a range of materials, and the tools, equipment and machines needed to transform these materials in a safe manner into useful products.

AREAS OF STUDY AND LEARNING OUTCOMES

UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY
- Product re-design for improvement
- Producing and evaluating a re-designed product

UNIT 2: COLLABORATIVE DESIGN
- Designing within a team
- Producing and evaluating a collaboratively designed product

ASSESSMENT
Assessment tasks for this unit are selected from the following:

- design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report
- product and records of production and modifications
- multimedia presentation supported by speaker’s notes
- short written report that includes materials testing or trialling activities, industry visits, technical reports.
- oral report supported by notes and/or visual materials.

PATHWAYS
Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Product Design and Technology prepares students for careers in design and manufacturing through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply design processes, are growing in demand as industry projects become more complex and multidisciplinary.
**SYSTMS ENGINEERING**

**DESCRIPTION**
VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems.

**AREAS OF STUDY & LEARNING OUTCOMES**

**UNIT 1: FUNDAMENTALS OF MECHANICAL SYSTEM, PRODUCING AND EVALUATING MECHANICAL SYSTEMS**
- Fundamentals of mechanical system design
- Producing and evaluating mechanical systems

**UNIT 2: INTRODUCTION TO ELECTROTECHNOLOGY SYSTEMS**
- Fundamentals of electrotechnology system design
- Producing and evaluating electrotechnology systems

**ASSESSMENT**
Assessment tasks for this unit are selected from the following:

- Documentation of the Systems Engineering Process using one or more of the following:
  - multimedia presentation
  - folio
  - brochure
  - poster
  - report

- Production work
- Practical demonstrations
- Test
- Oral presentation

**PATHWAYS**
Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Systems Engineering prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques. These skills, and the ability to apply systems engineering processes, are growing in demand as industry projects become more complex and multidisciplinary.
ENGLISH

ENGLISH

DESCRIPTION
The focus of unit 1 is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

The focus of unit 2 is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

AREAS OF STUDY
• Reading and responding
• Creating and presenting
• Using language to persuade

LEARNING OUTCOMES
• Identify and discuss key aspects of a set text, constructing a response in oral form.
• Create and present texts taking account of audience, purpose and context.
• Identify and discuss in writing how language can be used to persuade readers and/or viewers.
• Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, constructing a response in written form.
• Present a reasoned point of view in an oral form.

ASSESSMENT
• Analytical essays
• Analytical oral presentation
• Persuasive oral presentation
• Writing folios

PATHWAYS
• Unit 3 and 4 English
• Unit 3 and 4 Literature
LITERATURE

DESCRIPTION
Unit 1 focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Unit 2 focuses on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterization and ideas.

AREAS OF STUDY
- Readers and their responses
- Ideas and concerns in texts
- Interpreting non-print texts
- The text, the reader and their contexts
- Comparing texts

LEARNING OUTCOMES
- Discuss how personal responses to literature are developed and justify their own responses.
- Analyse and respond, critically and creatively, to the ways in which one or more texts reflect, or comment on the interests and ideas of individuals and particular groups in society.
- Analyse and respond, both critically and creatively, to the ways a text from a past era reflects or comments on the ideas and concerns of individual and groups at a time.
- Produce a comparative piece of interpretive writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

ASSESSMENT
- Analytical essays
- Critical responses
- Creative writing
- Transformations/Adaptations
- Comparative writing

PATHWAYS
- Unit 3 and 4 English
- Unit 3 and 4 Literature
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

DESCRIPTION
VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. VCE Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to the understanding of physical activity.

AREAS OF STUDY

UNIT 1 – BODIES IN MOTION
AOS 1: Body Systems and human movement
AOS 2: Biomechanical Movement Principles
AOS 3: Technological advancements from a biomechanical perspective or/ Injury prevention and rehabilitation

UNIT 2 – SPORTS COACHING AND PHYSICALLY ACTIVE LIFESTYLES
AOS 1: Effective Coaching Practices
AOS 2: Physically active lifestyles
AOS 3: Decision making in sport or/ Promoting active living

LEARNING OUTCOMES

UNIT 1
• Explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
• Participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
• Analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment or/
• Explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries

UNIT 2
• Demonstrate knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
• Analyse data related to individual and population levels of participation in physical activity. Create and implement strategies that promote adherence to the National Physical Activity Guidelines.
• Explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports or/
• Assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity
**ASSESSMENT**

The award of satisfactory completion for Unit 1 and 2 is based on students demonstrating achievement of the set of outcomes specified for the unit. This will be made up of Written Reports, Laboratory Reports and Topic Tests.
HUMANITIES

GEOGRAPHY

DESCRIPTION
These units investigate the characteristics of natural and human environments and the natural processes and human activities which can change them.

AREAS OF STUDY

UNIT 1: NATURAL ENVIRONMENTS
- **Area of Study 1** - Characteristics of Places - natural environments are studied at two different scales so that their geographic characteristics can be compared and contrasted. A natural systems model provides the framework for the study of the chosen environments.
- **Area of Study 2** - Changes in Natural Environments - the dynamic nature of natural environments is studied in terms of the various agents of change, such as erosion, weathering, deposition, human activity.

UNIT 2: HUMAN ENVIRONMENTS
- **Area of Study 1** - Characteristics of Human Environments - the geographic characteristics of rural and urban environments are studied at a range of scales. The focus is on the nature and type of human activities and their interaction with natural environments.
- **Area of Study 2** - Changes in Human Environments - the dynamic nature of human environments is examined in terms of the range of factors which impinge upon them, eg. population change, government policies, resource availability.

LEARNING OUTCOMES

UNIT 1: NATURAL ENVIRONMENTS
- describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events.
- analyze and explain the changes in natural environments due to natural processes and human activities.

UNIT 2: HUMAN ENVIRONMENTS
- describe and explain the geographic characteristics of different types of urban and rural environments.
- Analyze and explain changes due to human activities in urban and rural environments

ASSESSMENT
Outcomes are assessed by means of a variety of assessment tasks such as Practical Exercises, Field Report and an Examination

PATHWAYS
- V.C.E. Geography Unit 3 : Regional Resources
- V.C.E. Geography Unit 4 : Global Perspectives
HISTORY
PEOPLE & POWER (UNIT 2)

DESCRIPTION
This unit explores the meaning of liberty and authority in the context of the civil rights struggle for racial equality in the United States of America since the American Civil War. Major emphasis will be placed on the different strategies used by individuals and groups to gain freedom and equality for African-Americans.

AREAS OF STUDY
- Power and authority
- Dissenting groups and challenges
- Change

LEARNING OUTCOMES
- Describe a specific form of established authority and how it was maintained
- Explain the reasons that led individuals and groups to challenge authority and the way in which their dissent was shown
- Evaluate the degree to which change occurred as a result of challenges to authority

ASSESSMENT
- Analytical exercise
- Research activity on Social change
- Essay
- Semester Examination

PATHWAYS
- Unit 3 and 4 English
- Unit 3 and 4 Literature
**HISTORY**

**20TH CENTURY HISTORY (UNIT 2)**

**DESCRIPTION**

Students study the origins and course of the Vietnam War from 1945 to 1975. The war is investigated from differing perspectives: as a Cold War conflict, Vietnam’s struggle for national independence, and Australia’s search for security. Students examine major events of the time, competing ideas and the impact of emerging social movements.

**AREAS OF STUDY**

- Ideas and political power
- Research activity on Social change
- Essay
- Semester Examination

**LEARNING OUTCOMES**

- Analyse and discuss how postwar societies used ideologies to legitimize their world view.
- Evaluate the impact of post war challenges to established social and political power.
- Evaluate the interaction between regional and domestic events and international developments in the post war period.

**ASSESSMENT**

- Oral History Project
- Research Activity on Social Change
- Film study on Hollywood and War
- Essay on Vietnam War
- Semester Examination

**PATHWAYS**

- Unit 3 and 4 History Revolutions
- Unit 3 and 4 National and Global Political Studies
AUSTRALIAN AND GLOBAL POLITICS

DESCRIPTION
VCE Australian Politics is the study of contemporary power at both national and international levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them.

AREAS OF STUDY

UNIT 1: THE NATIONAL CITIZEN
Unit 1 introduces students to the broad nature of politics and the types and use of power. The title reflects the primarily Australian content of the unit and is designed to provide a background for Australian Politics Units 3 & 4:

- Area of Study 1: Power, politics and democracy
- Area of Study 2: Exercising and Challenging power.

UNIT 2: THE GLOBAL CITIZEN
Unit 2 contains a 21st Century rather than an historical approach to global politics. It approaches globalisation from the perspective of the students and introduces students to forms of global participation and roles of global actors:

- Area of Study 1: Global threads
- Area of Study 2: Global cooperation and conflict

LEARNING OUTCOMES

UNIT 1: THE NATIONAL CITIZEN
Outcome 1 - On completion of this unit the student should be able to describe and analyse the nature and purpose of politics and power in a broad sense and in the context of contemporary Australian democracy

Outcome 2 - On completion of this unit the student should be able to explain why people seek political power and the major political ideologies that influence political involvement and political movements.

UNIT 2: THE GLOBAL CITIZEN
Outcome 1 - On completion of this unit the student should be able to identify the ways in which the lives of citizens in the twenty-first century are interconnected globally.

Outcome 2 - On completion of this unit the student should be able to describe and analyse the extent to which the international community is cohesive and whether it can effectively manage cooperation, conflict and instability in relation to selected case studies.

ASSESSMENT
- Essays
- Document Analysis
- Research activities on Political systems
- Oral Presentations
FRENCH & ITALIAN

DESCRIPTION
The study of a language contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

The study of French and Italian develops students’ abilities to understand and use a language, which is one of the official languages of the European Union, and in the case of Italian, the second most widely spoken language in Australia.

AREAS OF STUDY

UNITS 1 – 4 COMMON AREAS OF STUDY
The areas of study comprise topics chosen from the general themes of ‘The Individual’, ‘The Italian Speaking Communities’ and ‘The Changing World’.

The text types, kinds of writing, vocabulary and grammar are linked to each other and the themes and topics. Together, they add to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

LEARNING OUTCOMES

UNIT 1
• Establish and maintain a spoken or written exchange, related to personal areas of experience.
• Listen to, and obtain information from written and spoken texts.
• Produce a personal response to a fictional text.

UNIT 2
• Establish and maintain a written or spoken exchange related to making arrangements and completing transactions.
• Listen to, read and obtain information from spoken and written texts.
• Give expression to a real or imaginary experience in spoken or written form

ASSESSMENT

UNIT 1
• Informal conversation or reply to personal letter/email/fax
• Complete notes charts or tables in Italian or English
• Oral presentation or review or article
• Semester Examination
UNIT 2
- Role Play Interview or Reply to Personal Letter/Email/Fax.
- Reorganization of Information and Ideas into a Different Text Type
- Journal Entry, Personal Account or Short Story
- Semester Examination

PATHWAYS
Students intending to study one of French or Italian for Units 3 & 4 must have completed study in Units 1 & 2.
MATHEMATICS

GENERAL MATHEMATICS (FURTHER)

DESCRIPTION
General Mathematics (Further) is designed for those students who want to extend their mathematical skills beyond Year 10. It provides a course of study for students who either intend to study Further Mathematics Units 3 and 4 or intend to study Mathematics at Units 1 and 2 only. The areas of study are all related to using Mathematics and its applications in students’ personal, work and civic life and provide the fundamentals on which professional applications of mathematics are built. Digital technologies, including the CAS calculator, are used extensively to enhance students’ learning in each topic.

AREAS OF STUDY
• Arithmetic (Matrices)
• Data Analysis (Univariate and Bivariate Data)
• Algebra (Linear Equations and Relations)
• Decision and Business Mathematics (Financial Mathematics)
• Geometry and Trigonometry

LEARNING OUTCOMES
On completion of this unit the students should be able to:

• Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures,
• Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study,
• Use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches in at least three areas of study.

ASSESSMENT
The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on the teacher’s assessment of the student’s overall performance on the following assessment tasks as well as the end of unit examinations.

• Measurement
• Algebra
• Linear Graphs
• Financial Mathematics
• Univariate Data
• Bivariate Data
• Trigonometry
• Matrices

PATHWAYS
• Units 3 and 4 Further Mathematics.

Entry into Units 3 and 4 Further Mathematics is dependent on successfully completing Units 1 and 3 General Mathematics (Further) and Teacher recommendation.
Mathematical Methods

Description
Mathematical Methods is a course designed for students who are able to apply more abstract ideas in Mathematics. It is a prerequisite course of study for students who intend to study Units 3 and 4 Mathematical Methods. Students will study techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology. Students are expected to be familiar with quadratic functions, algebra and graphs, and basic concepts of probability as well as being able to use relevant mental and by hand approaches in simple cases. Digital technologies, including the CAS calculator, are used extensively to enhance students’ learning in each topic.

Areas of Study
• Functions and Graphs
• Algebra
• Rates of Change and Calculus
• Probability

Learning Outcomes
On completion of this unit the students should be able to:

• Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.
• Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.
• Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment
The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on the teacher’s assessment of the student’s overall performance on the following assessment tasks and the end of unit examinations:

• Quadratic Functions
• Gallery of Graphs
• Relations and Functions
• Cubics and Quartics
• Circular Functions
• Rates of Change and Introductory Calculus
• Applications of Calculus
• Logarithms and Exponentials
• Integration Techniques
• Probability
PATHWAYS

• Units 3 and 4 Mathematical Methods
• Units 3 and 4 Further Mathematics

Entry into Units 3 and 4 Mathematical Methods is dependent on successfully completing Units 1 and 2 Mathematical Methods and teacher recommendation.
**GENERAL MATHEMATICS (SPECIALIST)**

**DESCRIPTION**
General Mathematics (Specialist) is a challenging and interesting course designed for able students who wish to explore more abstract mathematical concepts. It is a prerequisite course of study for students who intend to study Units 3 and 4 Specialist Mathematics and also covers topics which will benefit students who intend to study Units 3 and 4 Mathematical Methods. Digital technologies, including the CAS calculator, are incorporated to enhance the learning of each topic.

Units 1 and 2 Mathematical Methods must be completed prior to or alongside Units 1 and 2 General Mathematics (Specialist).

**AREAS OF STUDY**
- Integer and rational number systems
- Real and complex number systems
- Linear and non-linear relations
- Variation
- Trigonometric ratios and their applications
- Circle geometry
- Coordinate geometry
- Vectors
- Kinematics

**LEARNING OUTCOMES**
On completion of this unit the students should be able to:

- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures,
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics,
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

**ASSESSMENT**
The award of satisfactory completion for a unit is based on the decision that the student has demonstrated achievement of the learning outcomes above. This decision will be based on the teacher’s assessment of the student’s overall performance on the following assessment tasks and on the end of unit examinations:-

- Algebra and Real Numbers
- Coordinate and Circle Geometry
- Trigonometric Applications
- Non Linear Relations
- Complex Numbers
- Vectors
- Sketching and Interpreting Graphs
• Advanced Circular Functions
• Kinematics
• Statics

**PATHWAYS**
• Units 3 and 4 Specialist Mathematics (alongside Units 3 and 4 Mathematical Methods)
• Units 3 and 4 Mathematical Methods
• Units 3 and 4 Further Mathematics

Entry into Units 3 and 4 Specialist Mathematics is dependent on successfully completing Units 1 and 2 Mathematical Methods, Units 1 and 2 Mathematical Methods and teacher recommendation.
SCIENCES

BIOLOGY

DESCRIPTION

UNIT 1: UNITY AND DIVERSITY
Students examine the cell as the structural and functional unit of the whole organism; including needs of individual cells, how specialised structures carry out cellular activities and how the survival of cells depends on their ability to maintain a dynamic balance between their internal and external environments.

UNIT 2: ORGANISMS AND THEIR ENVIRONMENT
The rich diversity of Australian ecosystems provides a variety of contexts for students to study the relationships between living things and their environment. Students investigate particular sets of biotic and abiotic factors that operate in different places in the biosphere, and how these factors influence the kinds of organisms that live there.

AREAS OF STUDY

• CELLS IN ACTION – focusing on the activities of cells.
• FUNCTIONING ORGANISMS – investigating the relationship between features of organisms and how they meet requirements for life.
• ADAPTATIONS OF ORGANISMS – focusing on the kinds of environmental factors that are common to all habitats.
• DYNAMIC ECOSYSTEMS – using Australian ecosystems of study the complex and finely balanced relationships that exist between living things and the resources in their particular habitat.

LEARNING OUTCOMES

• Design, conduct and report on a practical investigation related to cellular structure, organisation and processes.
• Describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.
• Explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.
• Design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Assessment tasks for this unit include student-designed practical investigations; practical activities; multimedia presentations; media responses; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response.
Pathways
Unit 1 & 2 Biology leads directly to Unit 3 & 4 Biology. The prerequisites for entry into Unit 3 & 4 Biology are the satisfactory completion of Units 1/2 Biology. Entry for Units 3/4 where 1/2 not completed is not recommended.
**CHEMISTRY**

**DESCRIPTION**

**UNIT 1: THE BIG IDEAS OF CHEMISTRY**
The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reductant can all be linked to its position in the Periodic Table.

**UNIT 2: ENVIRONMENTAL CHEMISTRY**
Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes. The atmosphere supplies life-giving gases, provides temperature that sustains life, and gives protection from harmful radiation.

**AREAS OF STUDY**
- The Periodic Table – investigating the historical development of, and the relationship between, the Periodic Table and atomic theory.
- MATERIALS – developing ideas to explain the structure, properties and applications of materials.
- WATER – appreciating the special properties (chemical and physical) of water which make it so important to living things.
- THE ATMOSPHERE – understanding the interaction between living things and gases of the atmosphere.

**LEARNING OUTCOMES**
- Explain how evidence is used to develop or refine chemical ideas and knowledge
- Use models of structure and bonding to explain the properties and applications of materials
- Write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases, and oxidants and reductants
- Explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

**ASSESSMENT**
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Between 10 and 15 hours of class time is devoted to student laboratory/practical work. Assessment tasks include: an extended experimental investigation; a summary report of practical activities; a response to stimulus material; analysis of first and/or second-hand data using structured questions.
PATHWAYS
Unit 1 & 2 Chemistry leads directly to Unit 3 & 4 Chemistry. The prerequisites for entry into Unit 3 & 4 Chemistry are the satisfactory completion of Units 1/2 Chemistry. Entry for Units 3/4 where 1/2 not completed is not recommended.
PHYSICS

DESCRIPTION

UNIT 1
This unit focuses on Physics as a human endeavour. Observations and ideas about the physical world related to aspects of energy are organised and explained through the use of conceptual models. The detailed studies provide opportunities to explore the application of energy concepts and models in nuclear energy, sustainable energy sources, flight, space and medical contexts.

UNIT 2
This unit focuses on the application of models to more complex phenomena – motion and light – developed within contexts that are familiar to students and relevant to their experiences. Newtonian ideas of motion are extended to include a range of movements and more abstract ideas, while the wave and particle models of light provide a framework for exploring light phenomena in real world applications. The detailed studies provide opportunities to explore motion and/or light in nuclear, sustainable energy, flight, space and medical contexts.

AREAS OF STUDY

• **NUCLEAR PHYSICS AND RADIOACTIVITY** - The particle model of matter and ideas about energy transfers and transformations are relevant to the study of nuclear physics and radioactivity.

• **ELECTRICITY** - Circuit models are developed to analyse electrical phenomena and undertake practical investigations of circuit components.

• **ASTRONOMY** – Investigate the modern interpretation of the Universe as we see it.

• **MOTION** - Models used to explain motion from the early theories of Aristotle and the work of Galileo and Newton. These theories are developed through the examination of aspects of motion including transport, games and sport.

• **WAVE-LIKE PROPERTIES OF LIGHT** - Light phenomena and the wave model of light, compared with the particle model of light, will be evaluated in terms of satisfactorily explaining light phenomena.

• **FLIGHT** – the skills of experimental investigation are applied to the task of designing, carrying out and reporting on a practical investigation into an aspect of flight. Conceptual models of Newton and Bernoulli are applied by aircraft designers to every type of aircraft.

LEARNING OUTCOMES

• Explain and model relevant physics ideas to describe the sources and uses of nuclear reactions and radioactivity and their effects on living things, the environment and in industry.

• Investigate and apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems, and describe the safe and effective use of electricity by individuals and the community.

• Design, perform and report on an experimental investigation related to an aspect of flight, and to explain results and conclusions by including reference to Newton’s laws of motion and Bernoulli’s principle.
**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Assessment tasks for this unit include: practical investigations; annotated folio of practical activities; data analysis; multimedia or web page presentation; a response to a media article; summary report of selected practical investigations including maintenance of a logbook or a test (short answer and extended response).

**PATHWAYS**

Unit 1 & 2 Physics leads directly to Unit 3 & 4 Physics. The prerequisites for entry into Unit 3 & 4 Physics are the satisfactory completion of Units 1/2 Physics. Entry for Units 3/4 where 1/2 not completed is not recommended.
PSYCHOLOGY

DESCRIPTION

UNIT 1: INTRODUCTION TO PSYCHOLOGY
Students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application.

UNIT 2: SELF AND OTHERS
A person’s attitudes and behaviours affect the way they view themselves and the way they relate to others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour.

AREAS OF STUDY
- **WHAT IS PSYCHOLOGY?** – investigate the field of psychology from its philosophical beginnings to its present status as a scientific field of study.
- **LIFESPAN PSYCHOLOGY** - the psychological development of an individual from infancy to old age, which includes the complex interaction of heredity and environment.
- **INTERPERSONAL AND GROUP BEHAVIOUR** - how behaviour and perceptions of self and others are shaped by social and cultural influences including the attitudes and behaviours of groups.
- **INTELLIGENCE AND PERSONALITY** - exploration of the attributes equated with intelligence, and the traits associated with personality.

LEARNING OUTCOMES
- Describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.
- Describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.
- Explain how attitudes are formed and changed, and discuss the factors that affect the behaviour of individuals and groups.
- Compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.
ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Assessment tasks for this unit include: research investigation; annotated folio of practical activities; media response; oral presentation; visual presentation; test; essay; debate; data analysis; evaluation of research.

PATHWAYS
Unit 1 & 2 Psychology leads directly to Unit 3 & 4 Psychology. The prerequisites for entry into Unit 3 & 4 Psychology are the satisfactory completion of Units 1/2 Psychology. Entry for Units 3/4 where 1/2 not completed is possible and students must meet pre-requisites outlined in the VCE Handbook.
VICTORIAN CERTIFICATE OF EDUCATION (UNITS 3 & 4)
RELIGION & SOCIETY
THE SEARCH FOR MEANING (UNIT 3)

DESCRIPTION
Students study the beliefs held about the meaning, purpose and destiny of life. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality. Students undertake a general investigation of religious traditions focusing on a particular example from one or more than one religious tradition for each area of study.

AREAS OF STUDY & LEARNING OUTCOMES

OUTCOME 1
Meaning in religious traditions ‘Trinity’

Learning Outcomes include:
• the nature and purpose of religious beliefs in religious traditions generally.
• how each of these religious beliefs are related to ultimate reality.
• how these religious beliefs are expressed through the relevant aspects of religion.

OUTCOME 2
Maintaining continuity of religious beliefs ‘Eucharist’

Learning Outcomes include:
• the maintenance of continuity of religious beliefs in religious traditions generally.

OUTCOME 3
Significant life experience and religious belief ‘Cardinal Joseph Bernadin’

Learning Outcomes include:
• the relationship between a range of significant life experiences and religious belief generally.
• a significant life experience of a particular person or group from within a religious tradition studied.
• the belief in, and understanding of, the religious beliefs of the religious tradition held by the person or group prior to their significant life experience.
• the impact of religious beliefs on the person’s or group’s interpretation of a significant life experience.

ASSESSMENT
The student’s level of achievement in Unit 3 will be determined by School-assessed Coursework and an end-of-year examination.
**Contribution to final assessment**

School-assessed Coursework for Unit 3 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

**Outcome 1**

This outcome will contribute 30 marks out of 100 marks allocated to School-assessed Coursework for Unit 3. It will be assessed by one or more tasks, which will contribute a total of 30 marks.

**Outcome 2**

This outcome will contribute 40 marks out of 100 marks allocated to School-assessed Coursework for Unit 3. It will be assessed by one or more tasks, which will contribute a total of 40 marks.

**Outcome 3**

This outcome will contribute 30 marks out of the 100 marks allocated to School-assessed Coursework for Unit 3. It will be assessed by one or more tasks, which will contribute a total of 30 marks.
**CHALLENGE & RESPONSE (UNIT 4)**

**DESCRIPTION**
In this unit students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

**AREAS OF STUDY & LEARNING OUTCOMES**

**OUTCOME 1**
**Historical challenges to religious traditions ‘Australia: The Benedictine Dream’**

Learning Outcomes include:

- a range of significant historical internal and external challenges that have faced religious traditions generally.
- an historical overview highlighting a range of significant internal and external challenges faced by one or more than one religious tradition.
- a particular significant historical internal or external challenge faced by one or more than one religious tradition.

**OUTCOME 2**
**Contemporary challenges and their impact ‘Ethics’**

Learning Outcomes include:

- contemporary challenges to religious traditions generally.
- a specific contemporary challenge to one or more than one religious tradition.

**ASSESSMENT**
The student’s level of achievement for Unit 4 will be determined by School-assessed Coursework and an end-of-year examination.

**Contribution to final assessment**
School-assessed Coursework for Unit 4 will contribute 25 per cent. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

**Outcome 1**
This outcome will contribute 50 marks out of the 100 marks allocated to School-assessed Coursework for Unit 4. It will be assessed by one or more tasks, which will contribute a total of 50 marks.

**Outcome 2**
This outcome will contribute 50 marks out of the 100 marks allocated to School-assessed Coursework for Unit 4. It will be assessed by one or more tasks, which will contribute a total of 50 marks.
**Pathways**

Units 1 to 4 of the VCE Religion and Society study provide students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

The following lists provide a brief sampling of the kind of jobs and work environments you might find that leads on from successfully completing Unit 3 & 4 Religion and Society:

- Primary and Secondary Teaching
- Law, Ministry
- Nursing
- Police Force
- Ambulance
- Politics
- Writer/editor
- Journalism
- Human Services
- Lobbying groups
- Religious organisations
- Tertiary Lecturing
MEDIA

DESCRIPTION
In Unit 3: Narrative and Media Production Design, students develop an understanding of film, television or radio drama production and story elements, and learn to recognise the role and significance of narrative organisation in fictional film, television or radio drama texts. Students examine how production and story elements work together to structure meaning in narratives to engage audiences. Students also develop practical skills through undertaking exercises related to aspects of the design and production process.

In Unit 4: Media – Processes, Influence and Society’s Values students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Students analyse the relationship between media texts, social values and discourses in the media.

LEARNING OUTCOMES

UNIT 3: NARRATIVE AND MEDIA PRODUCTION DESIGN
• On completion of this unit the student should be able to analyse the nature and function of production and story elements in narrative media texts, and discuss the impact of these elements on audience engagement.
• On completion of this unit the student should be able to use a range of technical equipment, applications and media processes and evaluate the capacity of these to present ideas, achieve effects and explore aesthetic qualities in media forms.
• On completion of this unit the student should be able to prepare and document a media production design plan in a selected media form for a specified audience.

UNIT 4: MEDIA: PROCESSES, INFLUENCE AND SOCIETY’S VALUES
• On completion of this unit the student should be able to produce a media product for an identified audience from the media production design plan prepared in Unit 3.
• On completion of this unit the student should be able to discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts.
• On completion of this unit the student should be able to analyse and present arguments about the nature and extent of media influence.

ASSESSMENT
• School-Assessed Coursework (3 x SACs) 18%
• School Assessed Task 37%
• End-of-year exam 45%

PATHWAYS
Media studies graduates apply their skill set in a range of professional settings as diverse as business, science, education, health and the creative industries such as advertising, journalism, communications, public relations and marketing.
**Music Performance & Industry**

**Description**
Unit 3 and 4 students focus on either Group or Solo performance. Students present a prepared program on their focus instrument for the Unit 4 performance exam. Students present prepared technical work, perform previously unseen music and develop skills in aural comprehension. Students use music language and aural comprehension skills to analyse and understand the structure and characteristics music.

**Areas of Study**
- Performance
- Performance Technique
- Musicianship

**Learning Outcomes**
- Outcome 1: Performance
- Outcome 2: Technical work
- Outcome 3: Theory and analysis

**Assessment**
- Solo and Group Performance
- Technical work and rehearsal log
- Theory

**Pathways**
- Music Performance, composition, industry, music therapy
- Arts
**Studio Arts**

**Photography / Digital Arts**

**Description**

The focus of unit 3 is the implementation of a design process leading to the production of a range of potential solutions. A work brief is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks and discuss the concepts of originality, appropriation and plagiarism.

In Unit 4 students use the exploration of materials and process in Unit 3 to construct and present two original artworks. Students also examine professional art practices in relation to the presentation and preservation of artworks in a variety of Gallery and display places.

**Areas of Study**

- Developmental Folio which explores a number of ways in which the student may express their own ideas and concepts through the production of Artworks.
- The construction of two original artworks.
- Exploration and discussion of the unique qualities of selected artists as well as issues regarding ‘professional practices’ such as appropriation and the display of artworks.

**Learning Outcomes**

- Personal responses through a broad and innovative investigation which includes exploration and investigation in one or more media in order to develop a sustained body of artwork.
- Interpretation of the formal qualities of artworks together with their content and the messages which they convey.

**Assessment**

- A Developmental Folio of work including a detailed Design Proposal
- Reports and essays discussing the unique qualities of selected artists as well as issues surrounding professional practices.
- Two original artworks,( including support material )
- End of year external examination

**Pathways**

- Commercial Art
- Curatorship
- Web design
- Design
- Architecture
- Advertising
- Animation/computer animation
STUDIO ARTS
DRAWING, PAINTING & SCULPTURE

DESCRIPTION
The focus of Unit 3 is the implementation of a design process leading to the production of a range of potential solutions. A work brief is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks and discuss the concepts of originality, appropriation and plagiarism.

In Unit 4 students use the exploration of materials and process in Unit 3 to construct and present two original artworks. Students also examine professional art practices in relation to the presentation and preservation of artworks in a variety of Gallery and display places.

AREAS OF STUDY
- Developmental Folio which explores a number of way in which the student may express their own ideas and concepts through the production of Artworks.
- The construction of two original artworks.
- Exploration and discussion of the unique qualities of selected artists as well as issues regarding ‘professional practices’ such as appropriation and the display of artworks.

LEARNING OUTCOMES
- Personal responses through a broad and innovative investigation which includes exploration and investigation in one or more media in order to develop a sustained body of artwork.
- Interpretation of the formal qualities of artworks together with their content and the messages which they convey

ASSESSMENT
UNIT 3
- A ‘Developmental Folio’ of work including a detailed Design Proposal
- Reports and essays discussing the unique qualities of selected artists as well as issues surrounding appropriation, originality and plagiarism

UNIT 4
- Two original artworks,( including support material )
- Reports and essays discussing the role of galleries and other display spaces as well as issues surrounding the promotion and preservation of artworks
- End of year external examination
PATHWAYS

- Commercial Art
- Curatorship
- Web design
- Design
- Architecture
- Advertising
- Animation/computer animation
- Marketing
Theatre Studies

Description
Year 12 Theatre Studies focuses on an interpretation of a playscript working collaboratively to realize the production of a playscript. Students attend performances prescribed by the Theatre Studies Playlist and evaluate and analyse the interpretation of a playscript. They study a scene and associated monologue from the Theatre Studies Performance Examination monologue list and develop a theatrical brief and interpret a monologue through acting and other stagecraft.

Areas of Study
Unit Three
Production Development focuses on an interpretation of a playscript through four designated stages of production: planning, production development, production season and evaluation. Students apply two areas of stagecraft across the four designated stages of production to interpret a playscript to an audience. They also analyse the influence of the areas of stagecraft they have selected in the shaping of the production across the four stages of the production.

Unit Four
Performance interpretation students select a play and working on a specified scene and monologue from that scene. They undertake research about the play and the playwright they interpret both the monologue and scene through acting and apply appropriate areas of stagecraft.

Learning Outcomes
• Application of stagecraft to interpret a playscript for performance
• Analyse the use of stagecraft in the development of a playscript for production across the four stages of the production process, and complete of a folio based on the production processes
• Analyse and evaluate ways a written playscript is interpreted in production to an audience
• Perform an interpretation of a monologue
• Develop a theatrical brief that presents an interpretation of a scene

Assessment
• Students need to satisfactorily complete all outcomes to pass each unit
• The monologue is a performance examination that is assessed externally
• End of year Theatre Studies examination

Pathways
• Students can study Arts at Monash, Deakin, La Trobe Universities and Tafe Colleges
• Apply for courses at the National Theatre, VCA, NIDA and WAPA and overseas institutions
• Careers – actors, theatre industry technicians and practitioners, publicity, advertising, journalist, reporter, public relations, barrister/solicitor, playwright, tourism, arts administrator, theatre administration, film, tourism, set construction, stage manager, design, theatre critic, teacher, and lecturer.
**Visual Communication**

**Description**
In Unit 3 students explore, analyse and create a range of existing visual communications in the communication, environmental and industrial design field. The focus of each design field is:-

- **Communication** – the design and presentation of visual information to convey ideas and concepts
- **Environmental** – the design and presentation of visual information for built/constructed environments
- **Industrial** – the design and presentation of visual information for manufactured products.

Student explore design in industry to explain factors that influence these practices and develop a brief. A folio is developed where students research and generate a range of ideas relevant to the brief.

The focus in unit 4 is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Students evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

**Areas of Study**
- Analysis and Practice in Context
- Design Industry
- Developing a Brief and Generating Ideas
- Design Development and Presentation of Final Works
- Evaluation and explanation in the form of a pitch

**Learning Outcomes**
- To create art works that are informed by their analysis of existing visual communications.
- Understand design industry practices.
- Develop a brief, undertaking research and generating a range of ideas relevant to the brief.
- Final visual communication presentations or art works
- Devise a pitch to present and explain their ideas

**Assessment**
- A Developmental Folio and presentations which explores different Design Fields
- Reports discussing the unique qualities of selected designers and professional practices.
- Two original presentations
- A pitch
- End of year external examination

**Pathways**
The study of Visual Communication Design can and does provide pathways to training and tertiary study in many design and design-related studies to many of our students.

These include graphic design, industrial/ product design, architectural design, web design, game/computer animation, marketing, design, and communication design.
BUSINESS

ACCOUNTING

DESCRIPTION
Unit 3 focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4 provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The Unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this Unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

AREAS OF STUDY AND LEARNING OUTCOMES

UNIT THREE: RECORDING AND REPORTING FOR A TRAINING BUSINESS
- **Recording financial data.** Ability to record financial data for a single activity sole trader using a double entry system, and discuss the function of various aspects of this accounting system.
- **Balance day adjustments and reporting and interpreting accounting information.** Ability to record balance day adjustments and prepare and interpret accounting reports.

UNIT FOUR: CONTROL AND ANALYSIS OF BUSINESS PERFORMANCE
- **Extension of recording and reporting.** Ability to record financial data using double entry accounting and report accounting information using an accrual-based system for a single activity sole trader, and discuss the function of various aspects of this accounting system.
- **Financial planning and decision making.** Ability to prepare budgets and variance reports, evaluate the performance of a business using financial and non-financial information and discuss strategies to improve the profitability and liquidity of the business.

ASSESSMENT

UNIT 3
- Outcome One – Structured questions / tests (two tasks)
- Outcome Two – Structured questions / test

UNIT 4
- Outcome One – Structured questions / tests
- Outcome Two
  - Budgeting structured questions / test
  - Evaluation of performance budgeting

*Note: 30% of SAC work is to be completed using ICT*
PATHWAYS
- Accounting is a core study in most Business degrees or certificates.
- Accounting skills are highly supportive for small business operation.

ENTRY PREREQUISITES
Units 3 & 4: S in Unit 2 Accounting with 50% minimum on Unit 2 Examination. OR For students who have not done Unit 2 Accounting, S on Unit 2 English Exam and S on GMF Unit 2 exam (or higher Mathematics) plus completion of some bridging work.
**BUSINESS MANAGEMENT**

**DESCRIPTION**
In Unit 3, students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4 continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

**AREAS OF STUDY AND LEARNING OUTCOMES**

**UNIT 3: CORPORATE MANAGEMENT**
- **Large-scale organisations in context** - Ability to discuss and analyse the context in which large-scale organisations operate.
- **Internal environment of large-scale organisations** - Ability to discuss and analyse major aspects of the internal environment of large-scale organisations.
- **The operations management function** - Ability to discuss and analyse strategies related to operations management.

**UNIT 4: MANAGING PEOPLE AND CHANGE.**
- **The human resource management function** - Ability to analyse and evaluate practices and processes related to human resource management.
- **The management of change** - Ability to analyse and evaluate the management of change in a large-scale organisation, and evaluate the impact of change on the internal environment of a large-scale organisation.

**ASSESSMENT**
School Assessed Course Work (50% of final study score)

**UNIT 3:**
- Outcomes One and Two: Three tasks
  - Case Study
  - Structured questions / test
  - Analysis / test
- Outcome Three – Case Study analysis and test

**UNIT 4**
- Outcome One – structured questions / test
- Outcome Two – structured questions / test
PATHWAYS
• Business Management is a core study in most Business degrees and certificates.
• Management skills are highly supportive for small business operation.

ENTRY PREREQUISITES
Units 3 & 4: Units 1 & 2 Business Management not required but must have been passed if taken.
**ECONOMICS**

**DESCRIPTION**
Unit 3 focuses on the Australian economy as a contemporary market capitalist economy. This includes the price mechanism and its effects upon efficiency of resource allocation. The federal government has a range of macroeconomic goals which are studied.

In Unit 4 students apply the language, theories and tools of economics to develop a critical perspective about the role of aggregate demand and aggregate supply policies in the current government policy mix.

**AREAS OF STUDY & LEARNING OUTCOMES**

**UNIT 3  ECONOMIC ACTIVITY**
- **An introduction to microeconomics: The market system and resource allocation**  Ability to explain how markets operate to allocate scarce resources, and discuss the extent to which markets operate freely in Australia.
- **An introduction to macroeconomics: Output, employment and income**  Ability to explain the nature and importance of key economic goals in Australia, describe the factors that may have influenced the achievement of these goals over the past four years, and analyse the impact each of these goals may have on living standards.

**UNIT 4  ECONOMIC MANAGEMENT**
- **Macroeconomic demand management policies**  Ability to explain the nature and operation of government macroeconomic demand management policies, explain the relationship between budgetary and monetary policy, and analyse how the policies may be used to achieve key economic goals and improve living standards in Australia.
- **Aggregate supply policies**  Ability to explain the nature and operation of government aggregate supply policies, analyse how they may be used to achieve key economic goals and improve living standards in Australia, and analyse the current government policy mix.

**ASSESSMENT**
School Assessed Course Work (50% of final study score)
**UNIT 3:**
- Outcome One: structured questions / test
- Outcome Two: Structured questions / test

**UNIT 4**
- Outcome One -- structured questions / test
- Outcome Two — structured questions / test

**PATHWAYS**
- Economics is a core study in most Business or Economics degrees and certificates
- Economic analytic skills are highly supportive for most professions

**ENTRY PREREQUISITES**
Units 3 & 4: Unit 1&2 Economics not required but must have been passed if taken.
LEGAL STUDIES

DESCRIPTION
In Unit 3 students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

In Unit 4 students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation. Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system.

AREAS OF STUDY & LEARNING OUTCOMES

UNIT 3 LAW-MAKING
• Parliament and the citizen - Ability to explain the structure and role of parliament, including its processes and effectiveness as a law-making body, describe why legal change is needed, and the means by which such change can be influenced.
• The Constitution and the protection of rights - Ability to explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
• Role of the courts in law-making - Ability to describe the role and operation of courts in law-making, evaluate their effectiveness as law-making bodies and discuss their relationship with parliament.

UNIT 4 RESOLUTION AND JUSTICE
• Dispute resolution methods - Ability to describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
• Court processes and procedures, and engaging in justice - Ability to explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

ASSESSMENT
School Assessed Course Work (50% of final study score)
UNIT 3
• Folio of exercises
• Test
• Essay
UNIT 4
• Structured questions
• Test
• Essay
**PATHWAYS**

- Legal Studies provides an excellent base for degrees and certificates that involve any study of law.
- Legal Studies also links well with further studies in social sciences.

**ENTRY PREREQUISITES**

Units 3 & 4: Unit 1&2 Legal Studies not required but must have been passed if taken.
DESIGN, CREATIVITY & TECHNOLOGY

IT APPLICATIONS

DESCRIPTION
The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. In unit 4 students focus on how ICT is used by organisations to solve ongoing information problems.

AREAS OF STUDY
UNIT 3
• Online Communities.
• Organisations and Data Management.

UNIT 4
• Organisations and Information needs.
• Information Management.

ASSESSMENT
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE IT Applications students' level of achievement will be determined by School Assessed Coursework and a end-of-year examination.

Percentage contributions to the study score are as follows:

• Unit 3 School Assessed Coursework 25%
• Unit 4 School Assessed Coursework 25%
• End-of-year Examination 50%

PATHWAYS
Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE IT Applications provide excellent basis for further studies in the Arts, Engineering, Computer Science, Science, Resource Management, Information Systems and Business. Students of VCE Information Technology have gone on to careers in project management, E-Commerce, mechatronics, computer science, systems analysis and engineering.
IT Software Development

Description
Software Development focuses on programming as a strategy for solving problems for users in a networked environment. Students develop knowledge and skills in the use of a programming language.

Areas of Study

Unit 3
- Employ Unified Modelling Language to create use cases.
- Use an approved programming language.

Unit 4
- Create user documentation.
- Use ICT in a global environment.

Assessment
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Software Development students' level of achievement will be determined by School Assessed Coursework and an end-of-year examination.

Percentage contributions to the study score are as follows:

- Unit 3 School Assessed Coursework 25%
- Unit 4 School Assessed Coursework 25%
- End-of-year Examination 50%

Pathways
Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Software Development provides an excellent basis for further studies in the Arts, Engineering, Computer Science, Science, Resource Management, Information Systems and Business. Students of VCE Information Technology have gone on to careers in project management, E-Commerce, mechatronics, computer science, systems analysis and engineering.
PRODUCT DESIGN AND TECHNOLOGY

DESCRIPTION
Students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

Students commence the application of the Product design process for a product in Unit 3, using materials, tools, equipment and machines. They record and monitor the production processes and modifications to the production plan and product which will be completed and evaluated in Unit 4.

AREAS OF STUDY & LEARNING OUTCOMES

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS
• The designer, client and/or end-user in product development
• Product development in industry
• Designing for others

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION
• Product analysis and comparison
• Product manufacture
• Product evaluation

ASSESSMENT
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Product Design and Technology students’ level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an end-of-year examination.

Percentage contributions to the study score in VCE Product Design and Technology are as follows:

• Unit 3 School-assessed Coursework 12%
• Unit 4 School-assessed Coursework 8%
• School-assessed Task 50%
• End-of-year examination 30%

PATHWAYS
Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Product Design and Technology prepares students for careers in design and manufacturing through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

Study and pathways from Certificate to PhD include Bachelor of Design (Industrial Design), Bachelor of Design (Interior Architecture) and Bachelor of Engineering (Product Design Engineering)
SYSTEMS ENGINEERING

DESCRIPTION
Students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. In addition to designing and planning operational, mechanical-electrotechnology integrated and controlled systems they also learn about the technologies used to harness energy sources to provide power for engineered systems.

AREAS OF STUDY & LEARNING OUTCOMES

UNIT 3: INTEGRATED SYSTEMS ENGINEERING AND ENERGY
- Controlled and integrated systems engineering design
- Clean energy technologies

UNIT 4: SYSTEMS CONTROL AND NEW AND EMERGING TECHNOLOGIES
- Producing, testing and evaluating integrated technological systems
- New and emerging technologies

ASSESSMENT
The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Systems Engineering students’ level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an end-of-year examination.

Percentage contributions to the study score in VCE Systems Engineering are as follows:

- Unit 3 School-assessed Coursework 10%
- Unit 4 School-assessed Coursework 10%
- Unit 3 and Unit 4 School-assessed Task 50%
- End-of-year examination 30%

PATHWAYS
Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

VCE Systems Engineering prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

Study and pathways from Certificate to PhD courses include various Engineering courses from:-

- architectural and building engineering
- civil engineering
- electrical and electronic engineering
- mechanical engineering
**ENGLISH**

**DESCRIPTION**
The focus of unit 3 is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

The focus of unit 4 is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

**AREAS OF STUDY**
- Reading and responding
- Creating and presenting
- Using language to persuade

**LEARNING OUTCOMES**
- Analyse, in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
- Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.
- Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct a sustained and reasoned oral point of view on the selected issue.
- Develop and justify a detailed interpretation of a selected text.

**ASSESSMENT**
- Analytical essays
- Context writing and explanation
- Persuasive oral presentation

**PATHWAYS**
- Arts
- Journalism
- Teaching
- Proofreader / Editor
- Author
**LITERATURE**

**DESCRIPTION**
Unit 3 focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 4 focuses on students creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

**AREAS OF STUDY**
- Adaptations and transformations of texts
- Views, values and contexts within texts
- Considering alternative viewpoints
- Creative responses to texts
- Close analysis of passages in texts

**LEARNING OUTCOMES**
- Analyse how meaning changes when the form of a text changes.
- Analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
- Evaluate views of a text and make comparisons with their own interpretation.
- Respond imaginatively to a text, and comment on the connections between the text and the response.
- Analyse critically features of a text, relating them to an interpretation of the text as a whole.

**ASSESSMENT**
- Analytical essays
- Creative writing
- Adapting and transforming texts
- Developing an interpretation of a text

**PATHWAYS**
- Journalism
- Editing
- Copywriting
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

DESCRIPTION
VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Physical Education focuses on the complex interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, together with the wider social attitudes to the understanding of physical activity.

AREAS OF STUDY
UNIT 3 – PHYSICAL ACTIVITY PARTICIPATION AND PHYSIOLOGICAL PERFORMANCE
AOS 1: Monitoring and promotion of physical activity
AOS 2: Physiological responses to physical activity

UNIT 4 – ENHANCING PERFORMANCE
AOS 1: Planning, implementing and evaluating a training program
AOS 2: Performance enhancement and recovery practices

LEARNING OUTCOMES

UNIT 3
• Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.
• Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

UNIT 4
• Plan, implement and evaluate training programs to enhance specific fitness components.
• Analyse and evaluate strategies designed to enhance performance or promote recovery.

ASSESSMENT
• Unit 3 and 4 School-assessed Coursework 25% per unit.
• End-of-year examination 50%

PATHWAYS
• Physical Education Teaching (Primary/Secondary)
• Personal Training and fitness administrators
• Executives in fitness and leisure industries
• Sports Administration in commercial sectors, management and sports associations
• Further study in Exercise Science and Human Movement
HUMANITIES

GEOGRAPHY

DESCRIPTION
These units investigate the characteristics of regions, their resources and issues related to the use and management of specific resources, and also the characteristics of natural and/or human global phenomena.

AREAS OF STUDY

UNIT 3 : REGIONAL RESOURCES
• **Area of Study 1** - Use and Management of an Australian Water Resource - the role of water as a resource in a specific Australian environment, the Murray-Darling Basin. The focus is on the source, availability, distribution and utilization of water within the context of the dynamic relationship between natural processes and human activities.
• **Area of Study 2** - The Use and Management of Local Resources - the use, management and sustainability of a significant resource within a local area will be studied.

UNIT 4 : GLOBAL PHENOMENA
• **Area of Study 1: Global Phenomena** – description and explanation of processes generating global phenomena, the impacts of these phenomena on people and places.
• **Area of Study 2: Global Responses** – the ways in which people and organizations respond, in the short and long term, to the global and regional impacts of phenomena generated by natural processes and human activity.

LEARNING OUTCOMES

UNIT 3
• analyze the use and management of water within the Murray-Darling Basin region and evaluate its future availability.
• describe the characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

UNIT 4
• evaluate the relative importance of factors that affect changes in human populations and one other selected global phenomenon.
• compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective.

ASSESSMENT

UNIT 3
• **Outcome 1** will be assessed by any one or a combination of the following tasks: practical exercises / a structured essay / a written report / short answer questions / a test
• **Outcome 2** will be assessed by : a written field report

UNIT 4
• **Outcomes 1 and 2** will each be assessed by one or a combination of the following tasks :practical exercises / a case study / a structured essay / a written report / a test.
**PATHWAYS**

VCE Geography supports future study and careers in a wide range of areas including: environmental management, transport planning, resource management, engineering, tourism, local government, urban and regional planning, education, meteorology, architecture, forestry.
**History (Revolutions)**

**Description**
VCE History continues the practice of understanding and making meaning of the past. It builds an understanding of the link between accounts of the past and the values and interests of the time in which the accounts were produced. It seeks to extend students’ cultural, economic, social and political understanding while developing analytical skills and using imagination. It also draws links between contemporary society and its history, in terms of its social and political institutions, and language.

**Entry Prerequisites**
- Units 1 & 2: S in Year 10 English
- Units 3 & 4: Year 11 History not required but must have been passed if taken

**Course Outline**
History units offered are as follows:

**Year 11 single semester units**
- Unit 2 – People and Power
- Unit 2 – 20th Century History

**Year 12**
- Units 3 and 4 Revolutions

**Areas of Study**
The initial focus for these units investigates the role of revolutionary ideas, movements, leaders and events of firstly the French Revolution and secondly, the Chinese Revolution. To conclude both studies, students assess the effectiveness of each revolution by reviewing the nature of the New Society created by the revolutionaries.

**Assessment**
- Historiographical Exercise
- Document Interpretation
- Essays
- Exam

Units 3 and 4 are taken as a sequence and achievement will be based on the following:
- Unit 3 school-based assessment 25%
- Unit 4 school-based assessment 25%
- End-year examination 50%

**Pathways**
VCE history is relevant to students who wish to pursue formal study at tertiary level as well as providing valuable knowledge and skills for an understanding of the underpinnings of contemporary society.
AUSTRALIAN POLITICS

DESCRIPTION
Political decisions and actions taken by individuals, groups, organizations and governments are increasingly crucial. Politics will enable students to understand and reflect on contemporary, national and international political issues, problems and events, and the forces that shape them.

AREAS OF STUDY

UNIT 3: EVALUATING AUSTRALIAN DEMOCRACY

• **Area of Study 1** examines the nature of democracy and its most significant values and principles as a benchmark for evaluating Australian institutions. It covers the role and effectiveness of the electoral system, the Commonwealth Parliament and Constitution.

• **Area of Study 2** examines the strengths and weaknesses of another democratic system and its aspects that might be adopted by Australia.

UNIT 4: PUBLIC POLICY

• **Area of Study 1**, *Domestic Policy* covers factors which influence the effectiveness of public policy implementation including Government institutions, elections, the opposition, minor parties and independents, opinion polls, media and interest groups.

• **Area of Study 2**, *Foreign Policy* covers the difference between domestic policy and foreign policy, key objectives, key instruments and key challenges for Australia, its allies and our region.

LEARNING OUTCOMES

UNIT 3 OUTCOMES

• Describe and analyse key aspects of democratic theory and practice, and evaluate the strengths and weaknesses of the Australian democratic system.

• Critically compare the political system of Australia with one other democracy, and evaluate an aspect of it that Australia might adopt to strengthen its democracy.

UNIT 4 OUTCOMES

• Explain how Australian federal domestic public policy is formulated and implemented, analyse the factors which affect these processes, and critically evaluate a selected contemporary domestic policy issue.

• Describe, analyse and discuss the nature, objectives and instruments of contemporary Australian foreign policy, and the challenges faced.

ASSESSMENT

• Short answer responses
• Essays
Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students’ level achievement will determined by:

- Unit 3 school-based assessment 25%
- Unit 4 school-based assessment 25%
- End-year examination 50%

**PATHWAYS**
The study of Politics prepares students for tertiary or vocational education and training study, as well as broadening students knowledge and participation in key political issues.
LANGUAGES

FRENCH & ITALIAN

DESCRIPTION
While students continue to study topics from the 3 general themes, and to acquire the linguistic resources to function effectively as a non-specialist within these themes, students are required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic.

AREAS OF STUDY & LEARNING OUTCOMES

UNIT 3
• Express ideas through the production of original texts
• Analyse and use information from spoken texts.
• Exchange information, opinions and experiences.

UNIT 4
• Analyse and use information from written texts.
• Respond critically to spoken and written texts, which reflect aspects of the language and culture of speaking communities.

ASSESSMENT

UNIT 3
• Personal or imaginative written piece.
• A response to specific questions, messages or instructions.
• Role Play.

UNIT 4
• A response to specific questions, messages or instructions, extracting and using information requested.
• A 250-300 word informative, persuasive or evaluative written response, for example, report, comparison or review.
• A three to four minute interview on an issue related to the texts studied.

In Units 3 and 4 the Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The students level achievement will be determined by:-

• Unit 2 School Assessed Coursework (SACs) 25.0%
• Unit 4 School Assessed Coursework (SACs) 25.0%
• Examinations
  o Oral component 12.5%
  o Written component 37.5%

PATHWAYS
Students must undertake Unit 3 prior to undertaking Unit 4.
MATHEMATICS

FURTHER MATHEMATICS

DESCRIPTION
Further Mathematics is a course designed for students who may need to use applications of Mathematics in future employment, study or personal life. It consists of a compulsory core area of study ‘Data analysis’ and the three chosen Application Modules Geometry and Trigonometry, Matrices and Business Related Mathematics. Digital technologies, including the CAS calculator, are used extensively to enhance students’ learning in each topic.

AREAS OF STUDY
- Geometry and Trigonometry
- Data Analysis
- Matrices
- Business-related Mathematics

LEARNING OUTCOMES
On completion of this unit the students should be able to:

- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures,
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics,
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modeling or investigative techniques or approaches.

ASSESSMENT
The student’s level of achievement in Units 3 and 4 will be determined by school-assessed coursework and two one and a half hour end-of-year examinations as follows:-

- Geometry and Trigonometry SAC (7% of final grade)
- Data Analysis SAC (13% of final grade)
- Matrices SAC (7% of final grade)
- Business Related SAC (7% of final grade)
- Exam 1 (Multiple Choice) (33% of final grade)
- Exam 2 (Short Answer) (33% of final grade)

All assessment is carried out with the use of a CAS calculator and a bound reference book.

PATHWAYS
- TAFE & University
- Engineering
- Teaching
- Business and Commerce
- Computer Sciences
- Information Technology
- Sciences
Mathematical Methods

Description
Mathematical Methods is a course designed for students who are able to apply more abstract ideas in Mathematics and may need Mathematical Methods for future career or study options. Students will study techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology.

Digital technologies, including the CAS calculator, are used extensively to enhance students’ learning in each topic. Students should also be familiar with relevant mental and by hand approaches in simple cases.

Satisfactory completion of Units 1 and 2 Mathematical Methods is a required prerequisite for this course.

Areas of Study
• Functions and Graphs
• Calculus
• Algebra
• Probability

Learning Outcomes
On completion of this unit the students should be able to:-

• Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures,
• Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics,
• Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment
The student’s level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations as follows:-

• Unit 3 School-assessed coursework (20% of final grade)
• Unit 4 School-assessed coursework (14% of final grade)
• Exam 1 (1 hour Technology Free) (22% of final grade)
• Exam 2 (2 hours Technology Active) (44% of final grade)

Exam 1 assesses students’ knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways without the use of technology. Exam 2 assesses students’ ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems using technology.
PATHWAYS

- TAFE & University
- Engineering
- Teaching
- Business and Commerce
- Computer Sciences
- Information Technology
- Sciences
- Statistics
SPECIALIST MATHEMATICS

DESCRIPTION
Specialist Mathematics is a challenging and interesting course designed for able students who wish to explore more abstract mathematical concepts. The course integrates already learnt concepts of calculus into other fields of mathematics giving Specialist Mathematics a more practical orientation than Mathematical Methods. Students will study techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. Students are encouraged to use digital technologies, including the CAS calculator, to enhance their learning.

Satisfactory completion of Units 1 and 2 Mathematical Methods and Units 1 and 2 General Mathematics (Specialist) is a required prerequisite for this course.

AREAS OF STUDY
- Functions, Relations and Graphs
- Algebra
- Calculus
- Vectors
- Mechanics

LEARNING OUTCOMES
On completion of this unit the students should be able to:

- Define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures,
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics,
- Use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

ASSESSMENT
The student’s level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations as follows:-

- Unit 3 School-assessed coursework (14% of final grade)
- Unit 4 School-assessed coursework (20% of final grade)
- Exam 1 (1 hour Technology Free) (22% of final grade)
- Exam 2 (2 hours Technology Active) (44% of final grade)

Exam 1 assesses students’ knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways without the use of technology. Exam 2 assesses students’ ability to understand and communicate mathematical ideas, and to interpret, analyse and solve both routine and non-routine problems using technology.
PATHWAYS
- TAFE & University
- Engineering
- Teaching
- Business and Commerce
- Computer Sciences
- Information Technology
- Sciences
- Statistics
Description

Unit 3: Signatures of life
Students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomacromolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. This includes: the universality of DNA; its structure; and the production of a diverse range of proteins in an organism.

Unit 4: Continuity and change
Students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet.

Areas of Study

- **Molecules of life** – investigating the activities of cells at a molecular level; the synthesis of biomacromolecules that form components of cells and the role of enzymes in catalyzing biochemical processes.
- **Detecting and responding** – understanding how cells detect biomolecules that elicit particular responses depending on whether the molecules are ‘self’ or ‘non-self’.
- **Heredity** – explaining molecular genetics, the units of inheritance and the genomes of individuals and species.
- **Change over time** – understanding the change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms.

Learning Outcomes

- Analyse and evaluate evidence from practical investigations related to biochemical processes.
- Describe and explain the use of the stimulus response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.
- Analyse evidence for the molecular basis of heredity, and patterns of inheritance.
- Analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The student’s level of achievement for Unit 3&4 will be determined by School-assessed Coursework and an end-of-year examination in the following way:

- School-assessed Coursework for Unit 3 20%
- School-assessed Coursework for Unit 4 20%
- End-of-year Unit 3 and 4 Examination 60%
PATHWAYS
Students who study the Biological Sciences generally move into university courses based in the Life Sciences. Life Scientists examine the anatomy, physiology and biochemistry of humans, animals, plants and other living organisms to better understand how living organisms function and interact with each other and the environment in which they live. These studies can lead to job titles like:

- Life Scientist
- Anatomist or Physiologist
- Biochemist
- Biotechnologist
- Botanist
- Marine Biologist
- Microbiologist
- Zoologist
- Education

CHEMISTRY

DESCRIPTION

UNIT 3: CHEMICAL PATHWAYS
Students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.

UNIT 4: CHEMISTRY AT WORK
Students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated.

AREAS OF STUDY
- Chemical analysis – learning to use a variety of analytical techniques to analyse products in the laboratory.
- Organic chemical pathways – performing systematic organic chemistry so as to develop reaction pathways for particular chemicals.
- Industrial chemistry – investigating factors that affect the rate and extent of a chemical reaction.
- Supplying and using energy – identifying different energy resources and highlighting their use.

LEARNING OUTCOMES
- Evaluate the suitability of techniques and instruments used in chemical analyses.
- Identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.
- Analyse the factors that affect the extent and rate of chemical reactions and apply this analysis to evaluate the optimum conditions used in the industrial production of a selected chemical.
- Analyse chemical and energy transformations occurring in chemical reactions.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The student’s level of achievement for Unit 3&4 will be determined by School-assessed Coursework and an end-of-year examination in the following way:
- School-assessed Coursework for Unit 3 20%
- School-assessed Coursework for Unit 4 20%
- End-of-year Unit 3 and 4 Examination 60%
Students who study the Chemical Sciences generally move into university courses based in the Chemical Sciences, including Food and Wine Scientists and Chemical and Materials Engineers. There is also a strong connection to the Life Sciences through the area of biochemistry. These fields would involve tasks like: the development and monitoring of chemical processes and production; the development of new and improved existing food products; the design and preparation of chemical processes; the operation of commercial-scale chemical plants and the investigation of the properties of metals, ceramics, polymers and other materials for commercial applications. The biochemical area would see scientists working to better understand how living organisms function and interact with each other and the environment in which they live.

These studies can lead to job titles like:

- Chemical Engineer
- Materials Engineer
- Chemist
- Food Technologist
- Wine Maker
- Biochemist
- Biotechnologist
- Education

PHYSICS

DESCRIPTION

UNIT 3
This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer examples of theoretical and practical applications of these technologies.

UNIT 4
This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication.

DETAILED STUDY - MATERIALS AND THEIR USE IN STRUCTURES
The external force applied to a material can result in changes to the shape of the material. The type of force acting upon the material, the shape of the material and how the material is used can influence the behaviour of a structure. The work done in changing the shape of a material can result in energy being stored in the material under strain (strain energy), or it can result in the destruction of the material. This study looks at the behaviour of materials under load and how this behaviour will affect such situations as the stability of a building or the strength of a bridge.

AREAS OF STUDY
• MOTION IN ONE AND TWO DIMENSIONS - Newtonian theories give important insights into a range of motions and contribute towards safety considerations.
• ELECTRONICS AND PHOTONICS - Photonics is the science of using light to manipulate information and energy and involves all facets of visible, ultraviolet and infrared radiation; this includes its detection, transport, storage and manipulation.
• ELECTRIC POWER - The generation, transmission, distribution and use of electric power that are crucial to modern life.
• INTERACTIONS OF LIGHT AND MATTER - Light has been described both as a particle and as a wave. The electron has wave-like properties too. This has led to different ways of thinking, not only about light, but also about matter.
• MATERIALS AND THEIR USE IN STRUCTURES - The external force applied to a material can result in changes to the shape of the material.

LEARNING OUTCOMES
• Investigate motion and related energy transformations experimentally, and use the Newtonian model in one and two dimensions to analyse motion in the context of transport and related aspects of safety, and motion in space.
• Investigate, describe, compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.
• Investigate and explain the operation of electric motors, generators and alternators, and the generation, transmission, distribution and use of electric power.

• Use wave and photon models to analyse, interpret and explain interactions of light and matter and the quantised energy levels of atoms.

• Analyse and explain the properties of construction materials, and evaluate the effects of forces and loads on structures and materials.

**ASSESSMENT**
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The student’s level of achievement for Unit 3&4 will be determined by School-assessed Coursework and an end-of-year examination in the following way:

- School-assessed Coursework for Unit 3 16 %
- School-assessed Coursework for Unit 4 24 %
- End-of-year Unit 3 and 4 Examination 60%

**PATHWAYS**
Students who study Physics generally move into university courses based in the Physical Sciences. These scientists can move into a vast array of scientific fields and perform tasks that include: tests and experiments; providing technical support to assist with research; perform jobs in earth sciences, life sciences, and physical sciences. Physicists can be found in nearly every job sector, including the coolest and most farfetched careers imaginable.

These studies can lead to job titles like:

- Physicist
- Natural and Physical Science Professionals
- Metallurgist
- Meteorologist
- Earth Science Technician
- Life Science Technician
- Science Technicians
- Education

PSYCHOLOGY

DESCRIPTION

UNIT 3: THE CONSCIOUS SELF
The study looks at the relationship between the brain and the mind by examining the basis of consciousness, behaviour, cognition and memory. Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep.

UNIT 4: BRAIN, BEHAVIOUR AND EXPERIENCE
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours.

AREAS OF STUDY

• MIND, BRAIN AND BODY - the role of the functioning brain and nervous system in relation to awareness of self, the environment and behaviour.
• MEMORY - the retention of experiences and learning as memory and the factors that affect retention and recall of information.
• LEARNING - explore the characteristics of learning as a process that plays a part in determining behaviour.
• MENTAL HEALTH - students use a biopsychosocial framework to investigate how biological, psychological and sociocultural factors interact to contribute to the development of an individual’s mental functioning and mental health.

LEARNING OUTCOMES

• Investigate motion and related energy transformations experimentally, and use the Newtonian model Explain the relationship between the brain, states of consciousness including sleep, and behaviour, and describe the contribution of selected studies to the investigation of brain function.
• Compare theories that explain the neural basis of memory and factors that affect its retention, and evaluate the effectiveness of techniques for improving and manipulating memory.
• Explain the neural basis of learning, and compare and contrast different theories of learning and their applications.
• Differentiate between mental health and mental illness, and use a biopsychosocial framework to explain the causes and management of stress and a selected mental disorder.
ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The student’s level of achievement for Unit 3&4 will be determined by School-assessed Coursework and an end-of-year examination in the following way:

- School-assessed Coursework for Unit 3  20%
- School-assessed Coursework for Unit 4  20%
- End-of-year Unit 3 and 4 Examination  60%

PATHWAYS
Students who study the Psychology generally move into university courses based in the Psychological Sciences. Psychologists investigate, assess and provide treatment and counselling to foster optimal personal, social, educational and occupational adjustment and development. Psychiatrists diagnose, assess, treat and prevent human mental, emotional and behavioural disorders. There are also a diverse range of jobs that make use of the specialised skills a psychologist has learnt during their degree.

These studies can lead to job titles like:

- Psychiatrist
- Clinical, educational or Organisational Psychologist
- Psychotherapist
- Human Services (Direct care, Administration): Examples – psychotherapy, advocacy, grant writing
- Research – like market research, experimental psychology
- Education
- Human Resources

For more details see the Australian Government’s, Job Outlook website: http://joboutlook.gov.au/pages/default.aspx
VCAL

The Victorian Certificate of Applied Learning (VCAL) is an alternative to the VCE and is a hands-on option for Years 11 and 12 students at De La Salle College. Unlike VCE, VCAL does not provide students with an ATAR score which is commonly used by students to access university programs. Students who do VCAL are likely to be interested in going on to training at TAFE Institutes, doing an apprenticeship, or getting a job after completing school. Once students have completed their VCAL, they will have the knowledge and skills that are useful for the preparation for a trade or industry certificate.

At De La Salle College a student’s VCAL program is based on a fulltime enrolment and includes their participation in VCAL classroom learning, VET and Structured Workplace Learning (SWL). A student’s VCAL learning program must include each of the four strands – Literacy and Numeracy, Personal Development, Work Related and Industry Specific (generally VET). A student is awarded a VCAL Certificate when they gain credits for 10 units that fulfil the minimum requirements for a student’s learning program. VCAL students must select one VET Study to satisfy the VCAL requirements. The College offers some internal VET Studies (see VET Studies in this handbook) as well as a vast array of VET Study choices offered externally through TAFE Colleges. Year 11 VCAL subjects include:

ASSESSMENT IN VCAL

Assessment in VCAL is done through use of learning activities which often integrate tasks between strands. It relies on students achieving competency in a range of often non-sequential skills and will require learning outcomes to be repeated within numerous learning activities. Assessment is recorded as either ‘C’ (competent) or ‘NYC’ (not yet competent). Competency refers to the knowledge, skill or attitude that enables students to effectively perform these skills, activities or functions taught to the standards expected in employment. Competency is developed over time and must have been assessed on numerous occasions in various situations. Competence is a gradual and individual process but it must be achieved in all Learning Outcomes in order for a Unit credit to be awarded.

The following points are important for understanding assessment in VCAL:

• The learning outcomes for the VCAL units are not designed to be taught one at a time or in isolation from each other. The learning outcomes should be viewed holistically in the context of a project or thematic activity. Assessment tasks should therefore reflect the scope of the learning outcomes and may include evidence that is collected over a period of time.

• Evidence of student achievement will be collected as it occurs through ongoing assessment approaches, usually through the development of a portfolio. Teachers observe and collect evidence at different times for different students in some cases.

• Students will be engaged in projects or thematic activities. The program is designed so that projects or activities holistically link up a number of learning outcomes at the one time. In general, students might complete one or two projects linked to a theme within the one Unit. Each project will provide opportunities to collect evidence of achievement of the learning outcomes.

• Assessment can occur at any time during the Unit when the student and teacher are confident that the student is able to demonstrate successful completion of the learning outcome/s. The assessment schedule can be discussed and negotiated in advance during the program.

• The context of the assessment should match the context of the learning program and be consistent with the purpose statement of the VCAL Unit. The assessment should be reliable.

• This means that if a student is assessed against the learning outcome on a number of occasions, the results should be consistent.
Satisfactory Completion of a Program - Award of a VCAL Certificate

The nominal duration of each VCAL certificate (eg. Intermediate—Year 11 / Senior—Year 12) is 500 hours which requires students to meet a 95% attendance to attain a VCAL qualification.

The level of a VCAL Unit assessment task should be determined by:

- the level of a teacher support and supervision required
- the complexity of the literacy, numeracy and independent learning skills that the student would need to apply to the task
- at least six credits at the level or above, of which one must be Literacy and one VCAL Personal Development Skills Unit.

Intermediate VCAL at De La Salle College (Year 11)

For entry into the Intermediate VCAL students must satisfy all of the following:

- Completed Year 10
- Be enrolled in a VET Study and have a Structured Work Placement (one day per week)
- A referral from both the Pathways Coordinator and the Deputy Principal, Teaching and Learning.
- Evidence of student’s commitment to an applied learning program.
- Parental consent.

Subjects

- Literacy
- Numeracy
- VET Study
- Work Related Skills
- Personal Development Skills (Religious Education)
- Structured Work Placement with an Employer (1 day per week)
- Sport
DESCRIPTION
The VCE VET Building and Construction provides students with the knowledge and skills to achieve competencies which will enhance their employment prospects within the building industry. The program offers partial completion of a pre-apprenticeship course. The Carpentry stream focuses on providing the skills necessary to safely and competently operate various tools and equipment relevant to the building industry and gain industry recognised credentials.

AREAS OF STUDY
Carpentry

LEARNING OUTCOMES
- VBQM697 Workplace safety and industry induction
- VBQM698 Workplace procedures for environmental sustainability
- VBQM699 Basic first aid
- VBQM704 Introduction to scaffolding
- VBQM705 Leveling
- VBQM706 Quality principles for the building industry
- VBQM707 Safe handling of plant and power tools
- VBQM714 Carpentry hand tools
- CPCCOHS1001A Work safely in the construction industry

ASSESSMENT
Students are required to satisfactorily complete a series of designated tasks linked to specific Outcomes and must be deemed Competent in each area to receive block credits for Units 1 & 2.

PATHWAYS
This course is a prerequisite for students who wish to take Building and Construction in Year 12. On completion of Units 1-4, further training in this qualification is required for completion of the pre-apprenticeship certificate for the building and construction industry. Typically, students go onto a full apprenticeship and then as a qualified tradesperson, this qualification also provides a pathway into paraprofessional careers through vocational or higher education into roles such as a building project manager, surveyor or site manager.
CERTIFICATE III – INTERACTIVE DIGITAL MEDIA

DESCRIPTION
VET Interactive Digital Media is a two-year program. The general skills acquired through this course have applications across a range of industry sectors, including graphic design, advertising, film / video / TV production / software design & publishing. This course also articulates into a series of emerging qualifications at TAFE and university level. Work Tasks to be completed include: Designing WebPages; Making Animations; Manipulation of Images; Desktop Publishing; Illustration; Character Design, Manipulation of Audio and Video, and Multimedia programming for interactivity.

AREAS OF STUDY
- Information Technology

LEARNING OUTCOMES
- BSBCRT301A Develop and extend critical and creative thinking skills
- CUFIN301A Work effectively in the screen and media industries
- BSBOHS201A Participate in OHS processes
- CUFDIG303A Produce and prepare photo mages
- CUFSOU301A Prepare audio assets
- CUFDIG201A Maintain interactive content
- CUFRES201A Collect for broadcaster publication

ASSESSMENT
Students must complete the first 7 modules to achieve a “Satisfactory Completion” for the equivalent VCE Units 1 & 2. Competency is based on the student satisfactorily completing a series of designated tasks. Some of these tasks will also be used to assess the student’s achievement in regard to specific outcomes. In Units 3 & 4 the VCAA study score contributes directly to the ATAR.

PATHWAYS
This course is a prerequisite for students who wish to take Interactive Digital Media in Year 12. Upon completion of Units 1-4 students will be issued with a qualification recognized Australia wide. Further studies at Degree level or TAFE are available in Animation, Multimedia, Design and ICT.
Certificate III – Sport & Recreation (Fitness Focus)

Description
The VCE/VET Sport and Recreation program provided by De La Salle College and auspiced by Victoria University provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the area of sport and recreation. Leadership, organizational and specialist activity skills will be developed through theory and practical sessions.

Areas of Study
Sport, Fitness and Recreation

Learning Outcomes
- BSBWOR202A: Organize and complete daily work activities
- HLTFA301B: Apply first aid
- SISXCAI102A: Assist in preparing and conducting sport and recreation sessions
- SISXEMR201A: Respond to emergency situations
- SRXOHS001A: Follow occupational health & safety policies
- SISXIND101A: Work effectively in sport and recreation environments
- SRSAFL001A: Perform intermediate skills of Australian Football
- SRSAFL002A: Perform intermediate tactics of Australian Football
- SRSAFL003A: Participate in conditioning for Australian Football
- SISXFAC201A: Maintain sport and recreation equipment for activities
- SISXFAC202A: Maintain sport and recreation facilities
- SISXCAI101A: Provide equipment for activities
- SISSSPT201A: Implement sports injury prevention
- SISXCCS201A: Provide customer service
- ICAICT203A Operate application software packages
- BSBWOR301A Organize personal work priorities and development

Assessment
Students are required to satisfactorily complete a series of designated tasks linked to specific Outcomes and must be deemed Competent in each area.
Exam

Pathways
Students must undertake Units 1 & 2 as a prerequisite for Sport & Recreation in Year 12.

With additional vocational training and experience, potential job outcomes may include coaching, teaching and sports administration. Higher education pathways can lead to employment opportunities into positions such as sports development manager, sports scientist or sports marketing manager.
VET - YEAR 12

CERTIFICATE II BUILDING & CONSTRUCTION
(PARTIAL COMPLETION: CARPENTRY)

DESCRIPTION
The aim of VCE VET Certificate 12 in Building and Construction aims to provide participants with the knowledge and skills to achieve competencies which will enhance their employment prospects within the building industry: The program offers partial completion of the pre-apprenticeship and includes units such as safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans. The Carpentry units focus on providing the skills necessary to safely and competently operate various tools and equipment relevant to the building industry and to enable participants to gain industry recognised credentials.

AREAS OF STUDY
Carpentry

LEARNING OUTCOMES
• VBQM716 Basic setting out
• VBQM717 Sub floor framing
• VBQM718 Wall framing
• VBQM719 Roof framing
• VBQM720 External cladding
• VBQM708 Workplace documents and plans
• VBQM700 Building structures
• VBQM701 Calculations for the building industry

ASSESSMENT
• Students are required to satisfactorily complete tasks linked to specific Outcomes. They must be deemed Competent in each area to receive block credits for Units 3&4
• For VCE programs a 10% increment is available for students, who successfully complete all Outcomes and this will contribute directly to the ATAR.
• On successful completion students will be awarded a nationally recognised certificate in partial completion of Certificate 11 in Building and Construction (Carpentry Pre-apprenticeship)

PATHWAYS
Further training in this qualification is required for completion of the pre-apprenticeship certificate, which can lead into an apprenticeship in the building and construction industry. As a qualified tradesperson, this qualification also provides a pathway into para professional careers through vocational or higher education into roles such as a building project manager, surveyor or site manager.
CERTIFICATE III – SPORT & RECREATION (FITNESS FOCUS)

DESCRIPTION
The VCE/VET Sport and Recreation program provided by De La Salle College and auspiced by Victoria University provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the area of sport and recreation. Leadership, organizational and specialist activity skills will be developed through theory and practical sessions.

AREAS OF STUDY
Sport, Fitness and Recreation

LEARNING OUTCOMES
- SISFFIT301A: Provide fitness orientation and health screening
- SISFFIT304A: Instruct and monitor fitness programs
- SISXIND403A: Analyse participation patterns
- ISXRSK301A: Undertake a risk analysis of activities
- SISXRES301A: Provide public education on the safe use resources

ASSESSMENT
The breakdown of the contribution of grades that will contribute to an end study score is as follows:

- Coursework (scored assessment task types) 66% of final grade
- Portfolio 1
- Portfolio 2
- Work Performance

In order to receive a study score it is necessary for students to be assessed as competent for ALL Units’ outcomes. In the event of a student receiving a NYC (Not Yet Competent) for a unit or task, the assessment can be conducted again but the student will receive the minimum score for that task (5/25).

- End of year examination 34% of final grade.

PATHWAYS
Higher education pathways can lead to employment opportunities into positions such as sports development manager, sports scientist or sports marketing manager.