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 and Assessment 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, with subsequent phases expected to be introduced in coming years. The impact on programs has been significant, with review of arrangements related to organizational 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 2015 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 2015 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), Rose Roe (English), David Alexander (Health and PE), Chris Fleming (Humanities), Paul Maxted (ICT), Kath Marino (Languages), Lucy Russell (Mathematics), Kathy Holmes (MMEC), Cindy Frost (Music), Carmel Smart (Pathways), Catherine McIlroy (Personal Development), Graeme Pender (RE), Peppe Di Cicco (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
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**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

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**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

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

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

*Numbers in brackets ( ) denote periods per cycle

* By Recommendation
YEAR 10

Religious Education (5)
Mathematics (8)
- Mathematics Gold*
- Core Mathematics*
- Pre-Methods*
Health & PE/Sport (6)
Students choose one of:
- Body Systems & Conditioning
- Sports Coaching & Recreation
(Must be chosen as a sequence)

SEMESTER UNITS (8)
Select a total of 10 units. Select at least two from English, one from Science, one from Experiential Learning and one of History or Geography.

LANGUAGES
English - Semester 1 (required)
All Lit Up!
Spit it Out
ReSporting the News
Act of the Imagination
French 1 & 2
Italian 1 & 2
(Must be chosen as a sequence)

SCIENCE
General Science for the World
Biological Sciences
Chemical Sciences
Physical Sciences

HUMANITIES
Civics & Citizenship
- Making & Breaking the Law
Economics & Business
- Prices, Markets & Finance
Geography
- World Challenges
History
- The Modern World & Australia
- World War II
VCE Industry & Enterprise

THE ARTS
Acting for Film & TV
Architecture
Art
Media
- Genre - Horror
- Inside the Newsroom
Music
- Music Industry
- Music Performance
Photography
Visual Communication Design

TECHNOLOGY
Materials Technology
Systems Technology (Electronics)

ADDITIONAL MATHS
Mathematics Beyond Boundaries

VET
VET Interactive Digital Media
(Certificate III)
VET Sport & Recreation – Fitness
Focus (Certificate III)

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
Medicine
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 Interactive Digital Media
(Certificate III)
VET Sport & Recreation – Fitness
Focus (Certificate III)
Visual Communication Design

RELIGION
Religion & Society Unit 1 (4)

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
Medicine
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

RELIGION
Religion & Society Unit 2 (4)

By Recommendation:
- Mathematics*
- Accelerated Learning Program
- Literacy Support
- VET (external)

By Recommendation:
- Intermediate VCAL Program
- Accelerated Learning Program

By Recommendation:
- Senior VCAL Program

1 One Semester of People & Power, One Semester of 20th Century
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.

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 and 10, which is timetabled against History/Geography in Year 9 and is a semester unit in Year 10.

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 English skills and content, 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.

An assessment of learning outcomes is completed at the end of each semester and incorporated into each student’s formal end of semester report. These are discussed at Parent/Teacher/Student interviews.
Numeracy Support Program – 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.
CURRICULUM OVERVIEW

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 education.
• Road safety.
Curriculum Overview

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. The only compulsory subject in VCE is 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 and 2 and at level 3 and 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 and 4 and/or Literature 3 and 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.
VCE ASSESSMENT

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.
- 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.

De La Salle 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.
**Curriculum Overview**

<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>
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<tbody>
<tr>
<td><strong>Intermediate</strong> (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><strong>Senior</strong> (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 Certificate 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.
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 the 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 will need to be able to observe and collect evidence at different times for different students in some cases.

- Students will be engaged in projects or thematic activities. The program should be 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.

- The assessment criteria are provided to further describe the learning outcomes and are intended as a guide for teachers to ensure consistency in the way learning outcomes are interpreted and assessed. It is the learning outcome that must be achieved. Evidence for each assessment criterion does not need to be collected.

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.

All assessment tasks should be consistent with the purpose statement of the VCAL curriculum strand for which they are designed. Rather than traditional test-based assessments, units are designed around project-based activities that integrate learning outcomes within a context or thematic approach.
RELIGIOUS EDUCATION

DESCRIPTION

All primary students explore the traditional forms of prayer in the Christian tradition and later discover ways in which Lent offers opportunities for growth and transformation. They investigate the Mass as sacrifice and meal and learn about Jesus Christ’s mission to bring the good news of God’s love to all. Students learn how the people of Israel were formed, and later look at the concept of vocation through an exploration of Spirit-filled people in the Church. Finally, they explore that Advent is a time of waiting and preparing for the birth of the Son of God at Christmas.

LEARNING STANDARDS

RELIGIOUS EDUCATION DIMENSIONS

- Religious Education 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 class work.
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 art language to describe and discuss the communication of ideas, feelings and purpose in their own and other people’s artworks.

LEARNING STANDARDS

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

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 explore where music is found in society and in their daily lives and also how music affects emotion. Following this, students are introduced to a Kodály based program where they demonstrate skills in pitch, beat and rhythm. Students hear and sing elements of music then learn to name, write and compose with these skills. Students then move into the areas of performance, music reading, writing, creating and improvising. Students explore music performance through learning the ukulele.

Learning Standards

Dimension

- Creating and making.
- Exploring and responding.

Assessment

- Beat and rhythm performance.
- Notation.
- Singing.
- Chord exercises.
ENGLISH

DESCRIPTION

The study of English assists students to become confident communicators and imaginative thinkers. They 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 practise, 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. Students use a range of software including word processing to construct, edit and publish written texts.

LEARNING STANDARDS

READING AND VIEWING

• Students engage with a variety of texts for enjoyment.
• They listen to, read, view and interpret spoken and written texts.
• Texts with different structures, images and vocabulary are used for interest. Students describe meanings, express views about stories and respond to others viewpoints.
• Understand how texts vary according to the topic, the purpose and the intended audience.

WRITING

Students create stories that have detail and are coherent, express opinions on texts, create structured texts, and use grammar, vocabulary, spelling, 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 everyone has an equal opportunity to participate, irrespective of skill level. Where appropriate, they participate in competitive activities through intra-school sport.

MOVEMENT AND PHYSICAL ACTIVITY

Students practise and use complex manipulative and locomotor skills in a range of movement environments. They explore basic game 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 game 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 and 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 presentations.
INTEGRATED STUDIES

DESCRIPTION

Integrated Studies in Year 4 is the development of topics using the History and Science curriculum, where students develop skills, knowledge and understanding, and attitudes about the world in which they live.

The focus of teaching and learning in the curriculum is the development of transferable skills that students need in order to acquire and apply knowledge and understanding. Students apply these skills in a variety of contexts to examine information critically, to assess the significance of events and processes, to develop an understanding of and respect for different points of view, and to reach supportable conclusions and propose solutions to problems.

The Health domain provides students with knowledge, skills and behaviours in developing and maintaining their physical, mental, social and emotional health. They investigate potential hazards and harms at home, at school and in the community. Students explore how the school and community contribute to the health of its members. Students develop an understanding of the need for food intake in active and healthy lives, and relate the foods they eat with the energy they need for everyday activities.

The domain of Design, Creativity and Technology is incorporated into these units of work, emphasising designing, creating and evaluating processes, products and technological systems.

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 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; identifying 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 the exploration, development and presentation of works, including the use of principles and/or skills, techniques and processes. Students also identify and describe key features of works and discuss ideas of others works.
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 are required to:-
• Complete very simple exercises in word recognition through listening to spoken Italian.
• Match words in written Italian.
• Repeat words and phrases for pronunciation.
MATHEMATICS

DESCRIPTION

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

LEARNING STANDARDS

NUMBER AND ALGEBRA

Students 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; and solve simple purchasing problems, with and without the use of digital technology. Students also locate fractions on a number line; make connections between fractions and decimal, up to two decimal places; and identify odd and even numbers and number patterns.

MEASUREMENT AND GEOMETRY

Students 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 and convert between units of time. In addition, students create symmetrical simple and composite shapes and patterns, with and without the use of digital technology; classify angles in relation to a right angle; and interpret information contained in maps.

STATISTICS AND PROBABILITY

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

ASSESSMENT

- Completion of individual activities.
- Topic tests at the beginning and 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.

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.

Students also learn about:

- Features common to living things and relationships for the survival of living things.
- How the stages in the life cycle of a plant or animal relate to growth survival.
- Science investigations to identify patterns.

ASSESSMENT

Students are required to:

- Make and record formal measurements and observations.
- Predict outcomes.
- Discuss observations and outcomes.
- Safely use equipment.
- Complete simple reports.
TECHNOLOGY

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. Students also identify and describe key features of works and discuss ideas of others works.

ASSESSMENT

Prepare works for presentation.
RELIGION

RELIGIOUS EDUCATION

DESCRIPTION

All primary students explore the traditional forms of prayer in the Christian tradition and later discover ways in which Lent offers opportunities for growth and transformation. They investigate the Mass as sacrifice and meal and learn about Jesus Christ’s mission to bring the good news of God’s love to all. Students learn how the people of Israel were formed, and later look at the concept of vocation through an exploration of Spirit-filled people in the Church. Finally, they explore that Advent is a time of waiting and preparing for the birth of the Son of God at Christmas.

LEARNING STANDARDS

RELIGIOUS EDUCATION DIMENSIONS

- Religious Education 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 class work.
THE ARTS

ART

DESCRIPTION

Students experiment both independently and collaboratively with art, applying a range of skills, techniques and processes. Students use a range of materials, equipment and techniques to plan, develop, refine, make and present art works. They investigate a variety 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 culture 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

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 experiment both collectively and individually with performance and apply a range of skills, techniques and processes to plan, create, refine and present performance works. They investigate a range of sources to generate inspiration and manipulate performance conventions in a variety 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 society, as well as other communities and areas.

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**

**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**

Year 5 and 6 students learn a musical instrument and develop performance skills in solo and group contexts. They explore instrument care, assembly and posture. Students develop in the areas of sound production, note reading, technique, rhythmic accuracy and stage craft. Students demonstrate skills in rehearsal and performance.

**LEARNING STANDARDS**

**DIMENSION**
- Creating and making.
- Exploring and responding.

**ASSESSMENT**
- Assembly and maintenance.
- Solo performance.
- Ensemble performance.
- Theory.
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
Students understand how texts vary in purpose, structure and topic and how language features, images and vocabulary influence interpretations of characters, settings and events. Students also explain literal and implied information from texts, describe events, characters and settings in texts.

WRITING
Students explain a point of view about a text and create a variety of sequenced texts for different purposes and audiences. Students show understanding of grammar and selected specific vocabulary, use accurate spelling and punctuation, edit work to provide structure and meaning and develop a handwriting style.

SPEAKING AND LISTENING
Students listen and ask questions to clarify content, develop and explain a point of view, explore ideas and images from a range of resources and make presentations and contribute to discussions. Students plan, rehearse and deliver presentations for the defined audiences and purposes.

ASSESSMENT

- Individual tasks.
- Writing genres.
- Oral presentations.
- Spelling tests.
- Standardised testing.
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 everyone has an equal opportunity to participate, irrespective of skill level. Where appropriate, they participate in competitive activities through intra-school sport.

Movement and Physical Activity
Students practise and use complex manipulative and locomotor skills in a range of movement environments. They explore basic game 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 game 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

Students 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 and how humans have affected the Australian environment. Students 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 and develop mapping skills and use conventional geographic language, (including scale compass points for direction, alphanumeric grid references and legends) to locate places. In addition, students learn about and interpret their 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 their way around, and plan trips to visit specific places.

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

Students 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

Students 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 neighbourhoods using 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. Students explore 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.
INTEGRATED STUDIES

DESCRIPTION

Integrated Studies in Year 5 is the development of topics using the History, Geography and Science curriculum, where students develop skills, knowledge and understanding, and attitudes about the world in which they live.

The focus of teaching and learning in the curriculum is the development of transferable skills that students need in order to acquire and apply knowledge and understanding. Students apply these skills in a variety of contexts to examine information critically, to assess the significance of events and processes, to develop an understanding of and respect for different points of view, and to reach supportable conclusions and propose solutions to problems.

The Health domain is incorporated into these units of work and provides students with knowledge, skills and behaviours in developing and maintaining their physical, mental, social and emotional health. They consider the various ways that people view each other. Students develop an understanding of the right to be safe. They investigate different food-selection models such as the Healthy Eating Pyramid.

LEARNING STANDARDS

CREATING AND MAKING
Students experiment both independently and collaboratively, applying a range of skills, techniques and processes to a range of media, materials, equipment and technologies. Students plan, develop, refine, make and present works, investigate a range of sources for ideas and communicate ideas and understandings.

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.
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 are required to:-

- Complete very simple exercises in word recognition through listening to spoken Italian.
- Match words in written Italian.
- Repeat 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; building foundations for future studies through an emphasis on patterns that lead to generalisations; describing relationships from data collected and represented; making predictions; and introducing topics that represent a key challenge in these levels, such as fractions and decimals.

LEARNING STANDARDS

NUMBER AND ALGEBRA
Students 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, and add and subtract fractions with the same denominator.

MEASUREMENT AND GEOMETRY
Students 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 and 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
Students gather data and construct displays, with and without the use of digital technology, compare and interpret data sets and conduct chance experiments.

ASSESSMENT

• Completion of individual activities.
• Topic tests at the beginning and 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.

LEARNING STANDARDS

Students learn about cause and effect relationships; classification of matter to include gases, and Earth as a component within a solar system. Students also identify stable and dynamic aspects of systems and patterns and relationships between components of systems.

ASSESSMENT

Students are required to:

- 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.
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 experiment with a range of media, materials, equipment and technologies. They are required to apply a range of skills, techniques and processes to plan, develop, refine and create works ready for presentation. Students research a variety of sources for inspiration and are required to communicate ideas and understandings, evaluate the effectiveness of their works and make changes to realize 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.
Primary Year 6
RELIGION

RELIGIOUS EDUCATION

DESCRIPTION

All primary students explore the traditional forms of prayer in the Christian tradition and later discover ways in which Lent offers opportunities for growth and transformation. They investigate the Mass as sacrifice and meal and learn about Jesus Christ’s mission to bring the good news of God’s love to all. Students learn how the people of Israel were formed, and later look at the concept of vocation through an exploration of Spirit-filled people in the Church. Finally, they explore that Advent is a time of waiting and preparing for the birth of the Son of God at Christmas.

LEARNING STANDARDS

RELIGIOUS EDUCATION DIMENSIONS

- Religious Education 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 class work.
THE ARTS

ART

DESCRIPTION

Students experiment both independently and collaboratively with art, applying a range of skills, techniques and processes. Students use a range of materials, equipment and techniques to plan, develop, refine, make and present art works. They investigate a variety 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 culture 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

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 experiment both collectively and individually with performance and apply a range of skills, techniques and processes to plan, create, refine and present performance works. They investigate a range of sources to generate inspiration and manipulate performance conventions in a variety 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 society, as well as other communities and areas.

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**

**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**
Year 5 and 6 students learn a musical instrument and develop performance skills in solo and group contexts. They explore instrument care, assembly and posture. Students develop in the areas of sound production, note reading, technique, rhythmic accuracy and stage craft. Students demonstrate skills in rehearsal and performance.

**Learning Standards**

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

**Assessment**
- Assembly and maintenance.
- Solo performance.
- Ensemble performance.
- Theory.
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
Students learn how to use text structures to 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; and use evidence from a text to make responses.

WRITING
Students learn how language can be used for emphasis and how specific details can be used to support a point of view. They create detailed texts, enhance their understanding of grammar, expand their vocabulary, and use accurate spelling and punctuation.

Students create a range of imaginative, informative and persuasive types of texts such as narratives, procedures, performances, reports, reviews, explanations and discussions.

SPEAKING AND LISTENING
Students listen to discussions, clarifying content and challenging the ideas of others. They 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.

They make connections between their own experiences and those of characters and events represented in texts.

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 practise and use complex manipulative and locomotor skills in a range of movement environments. They explore basic game 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 game 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

Students 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 and how humans have affected the Australian environment. Students 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 and develop mapping skills and use conventional geographic language, (including scale compass points for direction, alphanumeric grid references and legends) to locate places. In addition, students learn about and interpret their 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 their way around, and plan trips to visit specific places.

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

Students 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

Students 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 neighbourhoods using 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

Students are required to:

- 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

Students move from colonial Australia to the development of Australia as a nation, particularly after 1900 and explore the factors that led to Federation and experiences of democracy and citizenship over time, as well as the significance of Australia’s British heritage, the Westminster system, and other models that influenced the development of Australia’s system of government. Students look at 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.
INTEGRATED STUDIES

DESCRIPTION

Integrated Studies in Year 6 is the development of units of work using the History, Geography and Science curriculums, where students develop skills, knowledge and understanding, and attitudes about the world in which they live.

The focus of teaching and learning in the curriculum is the development of transferable skills that students need in order to acquire and apply knowledge and understanding. Students apply these skills in a variety of contexts to examine information critically, to assess the significance of events and processes, to develop an understanding of and respect for different points of view, and to reach supportable conclusions and propose solutions to problems.

The domain of Design, Creativity and Technology is incorporated into these units of work, emphasising designing, creating and evaluating processes, products and technological systems.

LEARNING STANDARDS

CREATING AND MAKING
Students experiment both independently and collaboratively, applying a range of skills, techniques and processes to a range of media, materials, equipment and technologies. Students plan, develop, refine, make and present works, investigate a range of sources for ideas and communicate ideas and understandings.

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.
**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**

Students are required to:

- Complete very simple 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.
MATHEMATICS

DESCRIPTION

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

LEARNING STANDARDS

Numbes and Algebra
Students 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. Students also 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 and add, subtract and multiply decimals and divide decimals where the result is rational. Students are required to 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
Students 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. They interpret timetables; solve problems using the properties of angles; investigate simple combinations of transformations in the plane, with and without the use of digital technology; and construct simple prisms and pyramids.

Statistics and Probability
Students 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; and specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages.

Assessment

- Completion of individual activities.
- Topic tests at the beginning and completion of each topic of work.
- Diagnostic reviews for each term of work.
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.

Learning Standards

Students learn about properties and behaviours of solids, liquids and gases; absorption, reflection, refraction and dispersion of light; and different ways in which energy can be transformed from one form to another to generate electricity. Students also construct electrical circuits and learn about rapid changes to the earth’s surface caused by natural events as well as key features of our solar system.

Assessment

Students are required to:

• 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.
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 experiment with a range of media, materials, equipment and technologies. They are required to apply a range of skills, techniques and processes to plan, develop, refine and create works ready for presentation. Students research a variety of sources for inspiration and are required to communicate ideas and understandings, evaluate the effectiveness of their works and make changes to realize 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.
RELIGIOUS EDUCATION

DESCRIPTION

All primary students explore the traditional forms of prayer in the Christian tradition and later discover ways in which Lent offers opportunities for growth and transformation. They investigate the Mass as sacrifice and meal and learn about Jesus Christ’s mission to bring the good news of God’s love to all. Students learn how the people of Israel were formed, and later look at the concept of vocation through an exploration of Spirit-filled people in the Church. Finally, they explore that Advent is a time of waiting and preparing for the birth of the Son of God at Christmas.

LEARNING STANDARDS

RELIGIOUS EDUCATION DIMENSIONS

- Religious Education 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 class work.
THE ARTS

MUSIC

BAND PROGRAM

DESCRIPTION

Year 7 students learn a musical instrument to form a homeroom band. They explore instrument care, assembly and making a sound. Students develop tone control along with theory skills of rhythm and pitch reading. 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.
- Theory.
**Music**

**Classroom Music**

**Description**

Year 7 students explore pitch and rhythm concepts through composing and performing. They experience performance in both solo and group situations. They explore the organisation of sound through researching their band instrument.

**Learning Standards**

**Dimension**

- Creating and making.
- Exploring and responding.

**Assessment**

- Performance and composition.
- Music research.
ENGLISH

ENGLISH

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 and 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

**Geographic 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.

**Geographic 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 to 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.

PATHWAYS

Year 8 Geography.
**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. The depth studies cover foundation historical skills, Ancient Rome and Ancient China.

**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.

**PATHWAYS**

Year 8 History.
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.
MATHEMATICS

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

Students are required to:

- 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

Students are required to:

- 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

Students are required to:
• 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

Students will complete assessment tasks on:
• 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.
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 7 these three strands are incorporated into five topics taught over the year:

*Firing Up*
Introduces students to the field of science, basic equipment and the laboratory.

*Model of Matter*
Introduces students to the particle view of matter and how to separate substances.

*The Physical World*
Introduces the forces that govern our world and how they can be controlled.

*Sorting Out Living Things*
Introduces living things and how they are part of a larger living system.

*Our Place in Space*
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 and 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 minute examination comprising Multi-Choice, Short and Extended questions testing knowledge of all content covered in the semester.
TECHNOLOGY

DESIGN, CREATIVITY AND 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 modelling 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 EVALUATION

- Product testing.
- Research into and commentary on the likely social or cultural, legal and environmental impacts.
- 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 constructing products, models or prototypes to specifications and standards.
- Developing appropriate evaluation criteria and using them to assess design ideas, choice of materials and production techniques.
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 as well as Sacraments of Initiation, the early Church and the missionary travels of St. Paul.

LEARNING STANDARDS

RELIGIOUS EDUCATION DIMENSIONS

- Religious Education 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.
THE ARTS

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 their thoughts and ideas through analysis and response to artworks. They will also demonstrate an understanding of artworks from various art movements.

LEARNING STANDARDS

DIMENSION

Creating and Making
Students explore the illusion of space through the application of one point perspective to create drawings. Students investigate print-making techniques to produce a work which is influenced by Japanese artwork. Students also create a canvas which demonstrates their understanding of selected elements and principles.

Exploring and Responding
Students investigate Art, Elements and Principles and discuss how they are utilised by selected artists. Students explain the similarities and differences between the selected art works.

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 lino cut print, a canvas which demonstrates understanding a selected element or principle of art.
- 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 utilised 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 two selected artist.

PATHWAYS

Year 9 Art.
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. 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.

Pathways

Year 9 Drama.
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.
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.
HUMANITIES

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.
• Coastal fieldwork.
• Semester examination.

PATHWAYS

Year 9 Geography.


**HISTORY**

**DESCRIPTION**

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.

_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.

**PATHWAYS**

Year 9 History.
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 experience of the students.

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

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

LEARNING STANDARDS

NUMBER AND ALGEBRA

Students are required to:

- 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

Students are required to:

- 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

Students are required to:

- 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

Students will complete assessment tasks on:

- 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 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
Introduces students to the basic building blocks of matter.

Energy in Our Lives
Investigates the true nature of energy and in particular the energy of heat.

Cells and Body Systems
Uses the microscope to investigate the basic building blocks of life.

Electricity
Develops an understanding of how electrical circuits work and play a part in everyday life.

Beneath Our Feet
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**: an 80 minute examination comprising multi-choice, short and extended questions testing knowledge of all content covered in the semester.
Year 9
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 our lives.

LEARNING STANDARDS

RELIGIOUS EDUCATION DIMENSIONS

• Religious Education 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 artists 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.
• Drawing.
• Painting.
• Sculpture.
• Art appreciation reports.
• Examination.

PATHWAYS
• Year 10 Art.
• Year 10 Visual Communication Design.
• Year 10 Architecture.
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 each 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

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.

Pathways

Year 10 Drama – Performing for TV and Film.
MEDIA

DESCRIPTION

Year 9 Media provides an introduction to the world of the mass media. It offers an entry into understanding and analysing the ways that the media communicates, as well as the various purposes of the communications. It involves the study of a variety of media texts and opportunities to develop some production skills.

Students will examine the world of advertising, including the techniques of persuasion used by advertisers. In addition, there is a focus on the television ‘sitcom’, including analysis of character archetypes and other conventions within the genre. Students will produce an audio recording for a radio advertisement, as well as produce a music video.

There will be practical work undertaken in small groups, from developing ideas to production tasks, which promote an inquiry approach to learning and an encouragement of creativity.

LEARNING STANDARDS

CREATING AND MAKING

Students will engage in the whole of the media production process. Beginning with generating original ideas about a radio advertisement, then later, a music video, to pitching the idea to a potential production team, through to technical work with recording equipment, managing actors, props, location work and lighting, to editing: cutting and layering audio and video, using filters and effects and adding titles. Students learn about the various production roles required to create effective media products.

EXPLORING AND RESPONDING

Analysis of media texts forms the basis of understanding the nature of the media and mass communication. Texts explored throughout the semester include a range of situation comedies, print and audio advertisements and music videos.

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.

PATHWAYS

- Year 10 Media ‘Video Journalism’.
- Year 10 Media ‘Genre: Horror’.
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.
• Songwriting I.
• Songwriting II.
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.
- Elements of principles of design.
- Portraiture and representation.
- Research assignment.
- Semester examination.

Pathways
Year 10 Photography.
**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**

- Understand how the selection of text structures is influenced by the selection of language mode and analyse the ways the 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.
- 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 or 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 and 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.
- Using their findings, they plan for action and devise useful individual or group strategies.
**ASSESSMENT**

- Research assignment.
- ICT presentation.
- Practical activities.
- Semester examination.

**PATHWAYS**

Year 10 Geography – World Challenges.
**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; and 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 One.

**LEARNING STANDARDS**

**DIMENSION – HISTORICAL KNOWLEDGE AND UNDERSTANDING**
- Overview.
- Making a better world? The Industrial Revolution.
- Australia and Asia - Making a Nation.
- World War One.

**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.

**PATHWAYS**
- Year 10 History – World War Two.
- Year 10 History – Australia Goes Global.
- Making and Breaking the Law.
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 globalisation 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

Students are required to:
- 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

Students are required to:
- 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

Students are required to:
- 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

Students will complete assessment tasks on:

- 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.
Numeracy Support

Description
Numeracy Support is a programme 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 Year 9 Mathematics so students do Numeracy Support instead of Mathematics. The class will be following the first semester Year 9 Mathematics curriculum at a level appropriate to students’ needs. This will include recapping work covered in previous years.

Student Selection
Year 9 Mathematics Teachers will recommend students to join Year 9 Numeracy Support; this recommendation will be based upon work completed in class throughout the Year and assessment tasks, as well as external data received by the College. The Year 8 exam result will not be used to identify students. There will be a review at the end of each semester and students may be recommended to either join Numeracy Support or to move into mainstream Mathematics. There is a maximum of 15 places in Year 9 Numeracy Support.

Assessment
Students will complete the same assessment tasks as those in the mainstream Year 9 Mathematics course. In each assessment task, students will be given a basic concept skills mark and a mark that is comparable to other Year 9 Mathematics students.

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

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

*Working Scientifically*
Introduces students to the scientific method.

*Microbes*
Investigates the existence of microbes and how they have affected humanity.

*Investigating Reactions*
Delves into the way chemicals react and how that reaction can be identified.

*Light and Sound*
Investigates the nature, behaviour and use of sound and light.

*Dynamic Earth*
Investigates the Earth in its 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: an 80 minute examination comprising multi-choice, short and extended questions testing knowledge of all content covered in the semester.
TECHNOLOGY

DESIGN, CREATIVITY AND TECHNOLOGY

DESCRIPTION

In Year 9 students identify considerations and constraints within a student developed design brief that requires 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 analyzing 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 EVALUATION
- Product testing.
- Research into and commentary on the likely social or cultural, legal and environmental impacts.
- 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 9 standards, assessment is based on the following or similar tasks:

- Developing a folio of work that includes design briefs within open-ended design guidelines.
- Safely and efficiently constructing products, models or prototypes to specifications and standards.
- Developing appropriate evaluation criteria and using them to assess design ideas, choice of materials and production techniques.
- Students are required to sit a semester examination.
Year 10
RELIGION

RELIGIOUS EDUCATION

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 the Catholic, Jewish, Islam and Australian Indigenous traditions. It also investigates the observance of these major religions in Australia and the origins and spread of the Catholic tradition in Australia. Students will also focus on the Jewish Seder meal and the Christian Sacrament of Eucharist as ritual. The role of religion and the various ways religion supports and enriches the individual and wider society through mission will be investigated from a Lasallian perspective.

LEARNING STANDARDS

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 eight 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: A BRIEF OVERVIEW OF RELIGIOUS TRADITIONS

The key skills students should obtain by the completion of Outcome 2 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: A BRIEF OVERVIEW OF RELIGIOUS TRADITIONS

The key skills students should obtain by the completion of Outcome 3 are:

- Identify how a range of life experiences may have an impact on their identity.
- Describe how the Lasallian tradition can contribute to one’s 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. There will be an end-of-year examination that covers the key concepts taught during the year.

**PATHWAYS**

Students who successfully complete Unit 1 Religion and Society may go on to Unit 2 in Year 11. Also, this enables the study of Religion and Society Units 3 & 4 as a Year 12 subject.
THE ARTS

ACTING FOR FILM AND TV

DESCRIPTION

Year 10 Acting for Film and TV introduces students to the techniques and styles of acting that apply to the big and small screen. It will focus mostly on realism but also on the variety of acting, from soap opera, to commercial and drama, to comedy. We will use scripts, example and experience with an emphasis on rehearsal and performance to inform our work. Students will become familiar with technical work and terms as they relate to filming, editing, set, and costume, and will practice these skills themselves. They will be expected to respond in writing to TV and film styles and techniques and to demonstrate knowledge of film and TV history and development.

LEARNING STANDARDS

CREATING AND MAKING
Students learn the technical and performance requirements for producing works for the screen and producing their own work.

EXPLORING AND RESPONDING
Students will examine their own work, the history of film and television in the 20th and 21st Century, and will discover and respond to the technical workings of a film/TV production.

ASSESSMENT

• Creation and filming of a script for film.
• History of film or television assignment.
• Film/TV technical concepts test.
• Creation and filming of a script for television.
• 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, which this course provides.
ARCHITECTURE

DESCRIPTION

Year 10 Architecture provides an introduction to the world of architectural design. Architecture focuses on the planning and designing of public or domestic space, structures and developments. Students will investigate and analyse architecture movements throughout history. Students will create a design proposal for the 'City of Melbourne' and propose a new development in the CBD. Using a range of technical drawing elements students will plan and design original works exploring a variety of design options. These designs will then be realised in three dimension by creating a small scale model of the design.

LEARNING STANDARDS

CREATING AND MAKING

• Students will engage in the whole architectural design process.
• They will create a design brief proposing a new public or domestic space in Melbourne’s CBD.
• Students will be exposed to a range of historical and contemporary references and styles to inspire them to plan and create an original design.
• Students will refine their ideas through the use of technical drawing, using one and two-point perspective, isometric and multi-view drawings to create a final plan for a small scale model.
• Using various materials students will construct a three-dimensional model of their design.

EXPLORING AND RESPONDING

• Students will analyse an architectural movement and artist associated with this style.
• Students will explore a range of historical and contemporary architectural movements and analyse both aesthetic qualities and social and historical significance.

ASSESSMENT

• Design proposal.
• Technical drawing folio (technical drawings & plans for an architectural model).
• Architectural model (small scale model of an original design).
• Text analysis (analysis of architectural movement and artist).
• End of semester examination

PATHWAYS

• VCE Visual Communication and Design.
• VCE Design and Technology.
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 investigate printmaking techniques in order to produce an original work.
- Students explore a variety of sculpture and construction techniques and materials to produce a completed sculpture.

EXPLORING AND RESPONDING

- Students research the work of a selected painter and present their findings in a written report.
- Students investigate the images and symbols of a selected cultural/sub-cultural troupe. Their findings are then presented as an oral presentation in class.
- Students explore the distinct style of a selected artist, related to their sculpture production, and present their findings in a written report.

ASSESSMENT

- Visual diary.
- Painting.
- Printmaking.
- Sculpture.
- Art appreciation.
- Examination.

ASSESSMENT

VCE Studio Arts – Drawing, Painting and Sculpture.
MEDIA
GENRE - HORROR

DESCRIPTION

In this unit students learn how to analyse media texts and produce their own original media products. They will study the conventions of the genre of horror, production techniques and processes and use appropriate film terminology to analyse media texts. Students will learn and apply media production skills through a series of technical production exercises, culminating in the production of a short film. At this level, students work in groups and are involved in the pre production, production and post production phases. There is no set text book for the unit and all materials and resources are provided by the College.

LEARNING STANDARDS

CREATING AND MAKING
Students apply media processes and production techniques using a variety of technology and computer software, including digital video equipment, Macintosh computers and Adobe post production software. They will develop a creative treatment or brief, storyboards, a script, shot lists and location lists. They will also explore the use of lighting and sound equipment.

EXPLORING AND RESPONDING
Students will explore the media genre of horror 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 texts.
- Media production plan (folio).
- Media production.
- Written examination.

PATHWAYS

The unit is an excellent introduction to VCE Media Studies but not a pre requisite. Media studies skills are suited to a diverse range of career pathways, including advertising, journalism, communications, public relations and marketing.
MEDIA
INSIDE THE NEWSROOM

DESCRIPTION

Year 10 Media: Inside the Newsroom focuses on the world of news media. Students analyse and research what goes into creating a news report or documentary film from page to screen. Students explore the conventions and techniques of news reports and documentary media and apply these elements to create their own short video production.

Students will examine news reports in various styles like, 60 Minutes, Four Corners and The Project, analysing its construction and the conventions and production elements involved. In addition, students will explore the world of documentary film and analyse how story elements are constructed by piecing together interviews, archival footage, photographs, re-enactments and other elements.

In small groups students will create their own news or documentary style report. Students plan, research and investigate in the pre-production phase. They explore production roles throughout the filming of their report. During the post-production phase, students piece together all the elements to create an engaging and informative piece of media.

LEARNING STANDARDS

CREATING AND MAKING
Students learn about the various production roles required to create effective media products. Beginning with the research and investigating of their chosen topic or subject, students create a pre-production folio consisting of a synopsis, shooting plan, locations, interviewees, storyboards, production roles, etc. Students will then move to technical work with cameras, microphones, location work and lighting through to post-production which includes: editing, cutting and layering audio and video, using filters and effects and adding titles.

EXPLORING AND RESPONDING
Students will analyse news media through a series of short activities based around identifying the elements and conventions of a news report. They will also engage in an extended analysis of a documentary feature length film.

ASSESSMENT

• Pre-production folio (research and planning for production).
• Media production (a video journalism piece or news report).
• News report analysis (conventions of news based media).
• Text analysis (analysis of documentary film).
• End of semester examination.

PATHWAYS
VCE Media.
DESCRIPTION

Year 10 students develop a greater understanding of the music industry through researching and managing events from conception to completion. They gain an understanding of team work and explore roles including budget, 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. They will explore the workings of artists, venues and festivals. Students do not need to play a musical instrument to take this course.

LEARNING STANDARDS

DIMENSION

• Creating and Making.
• Exploring and Responding.

ASSESSMENT

• Event 1.
• Event 2.
• Research project.
**Music**  
**Music Performance**

**Description**

Year 10 students develop a greater understanding of music through study (analysis and music theory) and practise (group and solo performance). 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. Student must play an instrument to take this course.

**Learning Standards**

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

**Assessment**
- Solo and group performance.
- Event management.
- Analysis.
- Theory.
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
• Exploring images, ideas and various photographic styles
• Considers the presentation of completed art works

EXPLORING AND RESPONDING
• Documents ideas, techniques and plans.
• Researching, discussing and writing about photographs in an informed manner.
• Using appropriate art language and conventions.
• Demonstrating knowledge of characteristics of selected photographic styles.

ASSESSMENT
• Folio of work.
• Skills and techniques.
• Analysis of artwork.
• Research assignment.
• Semester examination.

PATHWAYS

VCE Studio Arts – Photography.
**Visual Communication Design**

**Description**

The Visual Communication Design course aims to develop decision making and creative skills to find the most effective way to implement ideas, and create design works. Students are introduced to designers in the fields of industrial, environmental and communication. They learn to create, research and analyse works influenced by the style of particular artists or cultures. They use appropriate language in analysing the art works they are exploring and creating.

Students develop their observation, technique and technical drawing skills. They learn the value of design elements and principles to create the desired aesthetic qualities in their art works. In the process they develop competence in the use of skills and techniques.

Students use a range of media, materials, equipment and technologies, and maintain a record of how ideas develop in the creating, making and presenting of their works. The course is an excellent introduction to Visual Communication Design, Units 1 & 2.

**Learning Standards**

**Creating and Making**
- In a visual diary, using a design process to show a range of design responses to feedback when developing, refining and producing specific visual communications.
- Exploring the 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.

**Course Length**

Elective – Single semester.
ASSESSMENT

- Workbook 10%
- Analysis designers and works 20%
- Completed Art works 40%
- Written examination 30%

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 design, architectural design and communication design to many of our students.
**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. This unit takes place in Semester 1 and involves all Year 10 students.

**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.
- Students 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.
• Multimodal presentation.

PATHWAYS

• Unit 1 and 2 English.
• Unit 1 and 2 Literature.
ALL LIT UP!

DESCRIPTION

In this study of Literature 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. Students undertaking this unit should have a high level of interest in the area, a willingness to read widely and be prepared to work independently and in small groups.

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.
• Analytical writing.
• Oral presentation.

PATHWAYS

• Unit 1 and 2 English.
• Unit 1 and 2 Literature.
SPIT IT OUT…

DESCRIPTION

‘Spit it out...’ is a linguistics, public speaking and debating unit. One term will focus on the development of public speaking and debating skills through the construction of prepared and impromptu tasks. Students will develop their persuasive writing and speaking skills whilst also developing their confidence to speak publically. The alternative term within this unit explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students come to understand how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions, and to create and disrupt social cohesion.

LEARNING STANDARDS

READING AND VIEWING

- Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
- Analyse and evaluate how individuals, groups, cultures, places, events, objects and concepts are represented in texts.
- Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response.
- Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.

WRITING

- Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts.
- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences.
- Create literary texts with a sustained ‘voice’.
- 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.
- Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people.
- Contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.
ASSESSMENT

- Persuasive writing.
- Analytical writing.
- Oral presentation.

PATHWAYS

- Unit 1 and 2 English.
- Unit 1 and 2 Literature.
RESPORTING THE NEWS

DESCRIPTION

Students explore contemporary media with a focus on sports journalism by positioning themselves in the role of active web journalists. Students will develop their research and analytical reading and language skills by studying the history of journalism and its changing role, including social media, and developing their own writing throughout the semester. Within this unit students will be encouraged to write in a variety of genres for a range of audiences and purposes; focusing on presenting through an online platform.

LEARNING STANDARDS

READING AND VIEWING

• Compare the purposes, text structures and language features of traditional and contemporary texts in different media.
• Evaluate the impact on audiences of different choices in the representation of still and moving images.
• Evaluate the social, moral and ethical positions represented in texts.
• Understand that people’s creation and evaluation of texts are influenced by their value systems, as well as the context, 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.
• Analyse and evaluate how individuals, groups, cultures, places, events, objects and concepts are represented in texts.

WRITING

• Understand conventions for citing others, and how to reference these in different ways.
• Demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.
• Develop an emerging sense of personal style and evaluate the effectiveness of these texts.
• Develop responses that evaluate an author’s use of stylistic features to create a text.
• Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues.

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**

- Persuasive writing.
- Creative writing.
- Expository writing.
- Report writing.
- Oral commentary.

**PATHWAYS**

- Unit 1 and 2 English.
- Unit 1 and 2 Literature.
ACT OF THE IMAGINATION

DESCRIPTION

Students engage with film and creative writing in this two-part unit. One term will focus on the exploration and analysis of a selection of different films through which students consider the various techniques employed by film-makers. Students will study a variety of films including adaptations from novels, original screen-plays, science fiction and ‘classical’ films. The first part of this unit will help students to develop their analytical skills whilst also continuing to sharpen their oral presentation skills. The other term within this unit will be dedicated to the development of creative writing skills. Students read and examine fiction, non-fiction and poetry as models; comment on each other’s work in peer critiquing sessions; and read their work orally in class.

LEARNING STANDARDS

READING AND VIEWING
• Understand that people’s creation and evaluation of texts are influenced by their value systems, as well as 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.
• Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience.
• 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.
• Reflection on, extend, endorse or refute others’ interpretations of and responses to literature.
ASSESSMENT

- Creative writing.
- Analytical writing.
- Oral presentation.

PATHWAYS

- Unit 1 and 2 English.
- Unit 1 and 2 Literature.
HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

BODY SYSTEMS AND CONDITIONING

DESCRIPTION

The Year 10 Physical Education curriculum supports students learning to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Year 10 Physical Education involves students selecting one (1) of two (2) elective units. Alongside this unit students will continue to participate in a range of sports, games, and fitness based activity.

LEARNING STANDARDS

HEALTH KNOWLEDGE AND PROMOTION

Body Systems and Conditioning is a unit that provides students with the knowledge to enhance their own health and the health of others. Students will look at the body systems and how they work together to produce movement. They will evaluate fitness components, training principles and training methods. Students work towards the design of a personalised training program.

In this course, students will develop:
- An understanding of the body’s musculoskeletal and cardio respiratory systems.
- Sporting skills and fitness levels, by participating in a range of physical activities.
- The ability to transfer movement concepts to new and challenging movement situations.
- Proficiency to evaluate fitness components, training principles and training methods.
- The ability to design a personalised training program.
- A wide range of motor skills in competitive and non-competitive contexts.

MOVEMENT AND PHYSICAL ACTIVITY

For both elective units 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

Body Systems and Conditioning

Fitness based assessment:
- Fitness testing.
- Water Safety Program.
- Involvement in units of work.
Theory based assessment:
- Coaching assignment.
- Exam.

**PATHWAYS**

- VCE Physical Education.
- VET Sport and Recreation.
PHYSICAL EDUCATION
SPORTS COACHING & RECREATION

DESCRIPTION

The Year 10 Physical Education curriculum supports students learning to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Year 10 Physical Education involves students selecting one (1) of two (2) elective units. Alongside this unit students will continue to participate in a range of sports, games, and fitness based activity.

LEARNING STANDARDS

HEALTH KNOWLEDGE AND PROMOTION

Sports Coaching and Recreation is a unit that will provide students with the theoretical and practical experience imperative to the fitness industry. Students will explore successful coaching principles and techniques and discuss sporting conduct and fair play. Students will participate in a range of both team and individual sports, analysing their own and team performance. They will acquire skills required to achieve a Surf Lifesaving Certificate in water safety including basic first aid techniques.

In this course, students will develop:

- Sporting skills and fitness levels by participating in a range of physical activities.
- Leadership, fair play and cooperation across a range of movement and health contexts.
- The ability to apply and transfer movement concepts to new and challenging movement situations.
- An understanding of sports coaching, exploring sports coaching methods and communication strategies.
- Skills required to satisfy the competencies required to obtain a Surf Life Saving Certificate.

MOVEMENT AND PHYSICAL ACTIVITY

For both elective units 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

Sports Coaching and Recreation

Fitness based assessment:

- Fitness testing.
- Fitness class design.
- Water Safety Program.
- Involvement in units of work.
Theory based assessment:
- Laboratory tasks
- Coaching case study.
- Exam.

PATHWAYS
- VCE Physical Education.
- VET Sport and Recreation.
HUMANITIES

CIVICS & CITIZENSHIP
MAKING & BREAKING THE LAW

DESCRIPTION

Making & Breaking the Law explores who has power to make laws and how laws are made. Students examine how we elect our law-makers and what role we can play in influencing the laws they make. Students also evaluate the enforcement of criminal law and the ability of the system to deal with conflicting influences.

LEARNING STANDARDS

CIVIC KNOWLEDGE AND UNDERSTANDING
- Identification of the law-making institutions in Australia.
- Understanding of the concept of democracy.
- Discussion of the ways citizens participate in and seek to influence the law-making process.
- Identification of the role of the courts in enforcement of criminal law.
- Investigation of an issue relating to the responsiveness of law-makers in an area of conflicting social values.

COMMUNITY ENGAGEMENT
- A point of view on a national or global issue, presented with a recognition of alternative viewpoints, and supported by appropriate evidence from a range of sources including the media.
- Responsible participation in citizenship activities within the College community.

ASSESSMENT

- Assignment.
- Oral presentation.
- Case study report.
- Semester examination.

PATHWAYS

The unit provides strong support for students in developing awareness of the extent to which citizens can participate in and influence law-making. This unit also provides a strong pathway to VCE subjects Legal Studies and Politics as well as the general skills of English and Humanities subjects.
ECONOMICS & BUSINESS
PRICES, MARKETS & FINANCE

DESCRIPTION

This unit develops student understanding of the factors affecting economic decision-making by consumers, businesses and government.

In particular it examines the factors that affect the pricing of goods and services within Australia as part of a global economic environment.

The prime focus will use a practical case study of consumer decision-making and financing of a car purchase.

Factors to be considered include:
- Identifying influences on consumer financial decision-making.
- Evaluating the outcomes in terms of loan financing and disposable income, depreciation, maintenance and insurance, compared with the benefits of independence, convenience and social status.
- Business and government role in determining price setting (in a global economy).

LEARNING STANDARDS

ECONOMIC KNOWLEDGE AND UNDERSTANDING
- Analyse how goods and services are produced and how markets work.
- Identification of possible direct economic consequences of proposed government policies on consumers, producers and the society (in a global economy).
- Basic understanding of how demand and supply set prices and the possible influences of changing prices on consumers and producers.
- Justification of strategies selected for managing personal finances in given contexts.

ECONOMIC REASONING AND INTERPRETATION
- Use economic reasoning, including cost-benefit analysis, to research and plan a major consumer purchase.
- Interpret reports about current economic conditions, both national and global, and explain how these conditions can influence decisions made by consumers, producers and government policymakers.
- Demonstrate an awareness of the impact of values and beliefs on economic issues, and how differences may be identified, negotiated, explained and possibly resolved.

ASSESSMENT

- Assignment.
- Oral presentation.
- Major consumer purchase plan.
- Semester examination.
PATHWAYS

The unit provides strong support for students in developing skills in consumer and financial literacy.

This unit also provides a strong pathway to VCE subjects Economics, Business Management and Accounting which may in turn lead to tertiary study in the field of commerce, business, finance or economics.
GEOGRAPHY
WORLD CHALLENGES

DESCRIPTION

There are two units of study in the Year 10 curriculum for Geography. *Environmental Change and Management* draws on the concepts of how we use our environment and manage it for the future. Students will investigate a range of changes at a local and global scale, with particular focus on coastal management. This investigation will include fieldwork to Brighton and Hampton beaches. *Geographies of Human Wellbeing* draws on the concepts of what makes a good life for populations within a country and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied. Students will investigate a range of factors affecting the wellbeing of individuals, including case studies of conflict in Ethiopia and Sudan, Africa, slum dwellers in Mumbai India and corruption in Papua New Guinea.

The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*.

LEARNING STANDARDS

**GEOGRAPHIC KNOWLEDGE AND UNDERSTANDING**

- Students compare the different world views of people and their implications for environmental change.
- They investigate a range of environmental changes, selected from Australia and overseas.
- Students complete a case study of how coasts have changed at a local and regional scale.
- Students investigate the coastal problems of Hampton and Brighton beaches and evaluate strategies that are used to manage these problems.
- Students identify different ways of measuring human wellbeing and how they can be applied to measure differences between places.
- Students discuss the reasons for differences in human wellbeing in regions of Africa, Asia and the Pacific Islands.
- They analyse the role of government and non-government organisation initiatives in improving human wellbeing.

**GEOGRAPHIC INQUIRY/SKILLS**

- Students identify and locate a range of information sources from primary and secondary data, including from fieldwork.
- Students process and synthesise information and data to identify and explain an issue.
- Students form conclusions in response to their inquiry, including evaluating alternatives using criteria and recommending a course of action.
- Using key findings from their inquiries, they plan action and devise useful strategies.
ASSESSMENT

• Research report.
• Practical activities.
• Fieldwork activity.
• Semester examination.

PATHWAYS

Unit 1 & 2 Geography.
**HISTORY**

**WORLD WAR TWO**

**DESCRIPTION**

This unit provides a study of the history of the modern world and Australia from 1918 to the end of World War Two, 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 changing Australian identity. Students will undertake a depth study of World War Two and the Holocaust.

**LEARNING STANDARDS**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**
- Overview.
- Rise of Nazism.
- World War Two.
- The Holocaust, war crimes and human rights.

**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.
**DESCRIPTION**

This unit provides a study of the history of the modern world and Australia from 1945 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. Their depth studies will focus on struggles for human rights since 1945, migration, and how technology, work and culture have changed modern Australia.

**LEARNING STANDARDS**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**
- The Cold War.
- Post war migration
- Struggles for human rights.
- Australian popular culture.
- The globalising world.

**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.
DESCRIPTION

This course prepares students for effective workplace participation. Their exploration of work-related skills is integral to this unit. Students develop work-related skills by actively exploring their individual career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students build work-related skills that assist in dealing with issues affecting participants in the workplace.

Students investigate job tasks and processes in work settings as well as entry level requirements associated with work in selected industries. Students research a work-related issue and consider strategies related to the development of interpersonal skills and effective communication to deal with the selected issue.

After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning (work experience).

Students are not required to submit an Accelerated Learning Program application.

AREAS OF STUDY

• Building a career pathway.
• Developing work-related skills.
• Workplace effectiveness.

LEARNING OUTCOMES

• Investigate career pathways and analyse current and future work options.
• Explain the entry level requirements for obtaining work in a selected industry and discuss the importance of developing personal work-related skills.
• Explain a work-related issue for a selected occupation in a specific workplace, and discuss ways that work-related skills may be used to deal with the issue.

ASSESSMENT

• Career investigation.
• Workplace learning report.
• Work-related issue investigation.
• Semester examination.

PATHWAYS

Successful completion of the unit goes towards VCE unit totals and is reported by VCAA. The unit is offered at Year 10 as a means for any student to investigate possible future career and study pathways. As such, it does not directly lead to any particular VCE/VCAL study but helps students plan for their pathway.
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 tasks.
- Presentations / Interviews / Role Plays.
- Reading comprehension tasks.
- Writing folio.
- 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. 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 (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

Students are required to:
• 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

Students are required to:
• 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

Students are required to:
• 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 assessment tasks 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.
CORE MATHEMATICS

DESCRIPTION

Year 10 Core Mathematics is designed for students who wish to explore the applications of Mathematics in solving real world problems. This covers the Year 10 course but not the Year 10 advanced course. 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

Students are required to:
• 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

Students are required to:
• 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

Students are required to:
• 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 Core Mathematics and teacher recommendation.
PRE-METHODS MATHEMATICS

DESCRIPTION

Year 10 Pre Methods is designed for students who are able to apply more abstract ideas in Mathematics to prepare them for VCE Mathematical Methods. The course covers content from the Australian curriculum Year 10 and Year 10 advanced course. 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

Students are required to:
• 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 are required to:
• 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

Students are required to:
• 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.
- Probability.
- Algebra and non-linear modeling.
- Simultaneous equations.
- Trigonometry and the unit circle.

Students will 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 Pre-Methods and teacher recommendation.
**MATHEMATICS BEYOND BOUNDARIES (ELECTIVE UNIT)**

**DESCRIPTION**

Mathematics Beyond Boundaries gives students the opportunity to explore real world applications of mathematics that are of interest to them. The course challenges students to become confident, creative users and communicators of mathematics and to appreciate the elegance and power of mathematical reasoning while developing strong algebraic, geometrical, statistical and problem solving skills.

Students will actively participate in challenging and engaging experiences such as exploring the mathematics behind the work of Aidan Dwyer the teenager who developed a breakthrough in utilising solar technologies through his knowledge of the Fibonacci sequence; Fermi problems, such as mathematical prediction of the number of car sales each year in Australia; and Vi Hart’s ‘Doodling in Math Class’ videos and literature that explores Mathematics in everyday contexts.

**LEARNING STANDARDS**

Students will cover work from the areas of:
- Number and algebra.
- Measurement and geometry.
- Statistics and Probability.

**ASSESSMENT**

Students will complete a project on their chosen interest as well as some continuous common assessment throughout the course.

**PATHWAYS**

This unit does not satisfy the prerequisites for VCE Mathematics but is recommended for students who wish to pursue Specialist Mathematics.
**Mathematics Pathways**

**YEAR 10**
- Unit 1 and 2 Maths Methods
- Year 10 Maths Pre Methods
- Year 10 Core Maths
- Maths Gold

**YEAR 11**
- Unit 3 and 4 Maths Methods
- General Maths (Specialist)
- Maths Methods
- General Maths (Further)
- VCAL Numeracy

**YEAR 12**
- University Mathematics
- Specialist Maths
- Maths Methods
- Further Maths
- VCAL Numeracy

**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.
SCIENCE

SCIENCE (OVERVIEW)

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.

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 unit**:

- **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 90 minute examination comprising multi-choice, short and extended questions testing knowledge of all content covered in the semester.

**PATHWAYS**

The Australian curriculum: Science is studied as a compulsory subject in Years 7 to 10. However, Year 10 allows students greater choice in the amount and fields of Science they can study. At Year 10 the three strands of the Australian curriculum: Science are incorporated into the four semester units offered over the year. Year 10 students have the option of choosing from a selection of semester based Year 10 units and/or year long accelerated studies in VCE Units 1 and 2 Biology and Psychology.

The overall pathway for the Sciences is:

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<tr>
<th>Year</th>
<th>Standard Science Course</th>
<th>Acceleration Opportunities</th>
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<tbody>
<tr>
<td>9</td>
<td>9 Science</td>
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<tr>
<td>10</td>
<td>Biological Sciences¹</td>
<td>Unit 1 &amp; 2 Psychology*</td>
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<td></td>
<td>Chemical Sciences²</td>
<td>Unit 1 &amp; 2 Biology*</td>
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<td></td>
<td>Physical Sciences³</td>
<td>Unit 3 &amp; 4 Biology</td>
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<td>Science for the World</td>
<td>Unit 3 &amp; 4 Psychology</td>
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<tr>
<td>11</td>
<td>Unit 1 &amp; 2 Biology</td>
<td>Unit 3 &amp; 4 Physics</td>
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<td>Unit 1 &amp; 2 Chemistry</td>
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<td>Unit 3 &amp; 4 Psychology</td>
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For Year 10 Science, the minimum number of units required to be undertaken is 1. The maximum number of units that can be taken is 4. A VCE Unit 1 & 2 Biology or VCE Unit 1 & 2 Psychology, since they are year-long courses, would make up 2 units.

**Please note:**
1, 2, 3 - Recommended preparation for Unit 1 & 2 studies in Science at Year 11.

* Acceptance into Unit 1 & 2 accelerated subjects are subject to students meeting College and Science Department pre-requisites.

Details for each of the Year 10 units offered follow overleaf. For details regarding VCE Unit 1 & 2 Biology or Psychology see their individual pages.
**BIOLOGICAL SCIENCE**

**DESCRIPTION**

**THEME**
- DNA.
- Evolution.

**DURATION**
- 1 Semester

**CONSTRUCTION**
- 3 topics of 5 weeks duration.

**LEARNING STANDARDS**

**OVERVIEW**

As a Biology based unit, this topic will investigate the main areas of the Australian curriculum related to Biological Sciences while also addressing the strands of Science as a Human Endeavour and Science Inquiry Skills Learning.

Beginning with the basic unit of inheritance, students will investigate the transmission of heritable characteristics from one generation to the next. They will see how models and theories of how humans have changed over time have brought us to our current understanding of genetics and how biotechnology plays a huge role in our world today. They will explore the Theory of Evolution by natural selection and see how it explains the diversity of living things and scrutinise the scientific evidence that exists in its support. Finally, students will observe where evolution has taken the human body – to a near perfect machine made up of many systems including circulation, respiration, excretion and digestion.
**CHEMICAL SCIENCE**

**DESCRIPTION**

**THEME**
- What is the World Made Of?

**DURATION**
- 1 Semester

**CONSTRUCTION**
- 3 topics of 5 weeks duration.

**LEARNING STANDARDS**

**OVERVIEW**

As a Chemistry based unit, this topic will investigate the main areas of the Australian curriculum related to Chemical Sciences while also addressing the strands of Science as a Human Endeavour and Science Inquiry Skills Learning.

After investigating the basic building blocks of all matter in the universe, atoms, students investigate how science has arranged them into one of the most incredible achievements of science; the periodic table. What allows these atoms to make up the materials we use in everyday life is examined next by exploring the types of bonding that can occur between atoms and molecules. Finally, students will consider the types of reactions that can occur between chemicals and how these specialised materials make up the substances that play an integral part in the everyday lives of Humans and the Environment.
PHYSICAL SCIENCE

DESCRIPTION

THEME
• From the Earth to the Stars

DURATION
• 1 Semester

CONSTRUCTION
• 3 topics of 5 weeks duration.

LEARNING STANDARDS

OVERVIEW

As a Physics based unit, this topic will investigate the main areas of the Australian curriculum related to Chemical Science while also addressing the strands of Science as a Human Endeavour and Science Inquiry Skills Learning.

Starting with an investigation of the impact of the motor vehicle upon society and the environment, students explore the classical concepts of motion including distance, speeding and acceleration. Continuing their investigations into the forces that govern motion, students develop their understanding of how man has been able to get into space and begin exploring the solar system. Finally, students will expand their knowledge of the universe and how, through the theory of the Big Bang, the universe and all it contains has managed to come into existence.
GENERAL SCIENCE FOR THE WORLD

DESCRIPTION

THEME
• A World Full of Science

DURATION
• 1 Semester

CONSTRUCTION
• 4 topics of 4 weeks duration.

LEARNING STANDARDS

OVERVIEW

As a General Science based unit, this topic will touch upon all the areas of the Australian curriculum: Science Understanding while also addressing the strands of Science as a Human Endeavour and Science Inquiry Skills Learning.

This unit draws on elements of all other units offered and is designed for students who are looking for a more general Science course that does not lead to the study of the classical sciences of Biology, Chemistry for Physics at VCE. However, it does allow an opportunity to further their knowledge of VCE Psychology. It will introduce students to many of the scientific skills and concepts that are considered important to have in the world we live in today and will inhabit in the future. The mandate of this unit will be to create scientifically literate citizens for the world into which they will enter. Students will investigate the role DNA plays in inheritance and how the theory of evolution explains the great diversity of life on Earth. They will explore the chemicals that are common to society and their effect on the planet. The impact of the motor car will be investigated as will our place in space. Finally, students will discover more about themselves through an exploration of the brain, memory and other body systems.
TECHNOLOGY

MATERIALS 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 or Systems Engineering 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 dimension.

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 and 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.
- Semester examination.

**PATHWAYS**

- VCE Product Design and Technology.
- VET/VCAL Building Construction.
- University.
- TAFE.
- Apprenticeships.
- Traineeships / employment.
SYSTEMS TECHNOLOGY

DESCRIPTION

Systems Engineering is a practical based subject that seeks to develop an understanding of electronics, circuit manufacturing, and mechanical systems. Students follow the design process to investigate, design, construct and evaluate products. Students integrate electronics and mechanics to create an amazing range of products.

Students who are considering taking VCE Systems Engineering 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 and 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.
• Semester examination.

PATHWAYS

• VCE Product Design and Technology.
• VCE Systems Engineering.
• VET/VCAL Building and Construction.
• VET/VCAL Engineering Electrotechnology
• University.
• TAFE.
• Apprenticeships.
• Traineeships / employment.
Victorian Certificate Of Education (Units 1 & 2)
RELIGION

RELIGIOUS EDUCATION

RELIGION & SOCIETY (UNIT 1)

DESCRIPTION

The year-long study proposes that 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 eight-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 2 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 3 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 successfully pass Unit 1 Religion and Society in Year 11, can study Religion and Society Unit 3 & 4 as a Year 12 subject.
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.

Students who successfully pass Unit 2 *Religion and Society* can study *Religion and Society* Unit 3 & 4 as a Year 12 subject.
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 construct media representations in two or more media forms and compare the application of different media technologies to create these representations.
• 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 organisations operate.
Music Performance

Description

Units 1 and 2 Music Performance focuses on developing students’ performance and musicianship skills. They present performances of selected group and solo music works using one or more instrument(s). They study other performers’ works and explore strategies to optimise their own approach to performance. Students also explore musical concepts through listening and composing music. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Areas of Study

- Performance.
- Performance technique.
- Musicianship.
- Organisation of sound.

Learning Outcomes

- Performance.
- Technical SAC.
- Theory.
- Composition folio.

Assessment

- Performance.
- Technical SAC.
- Theory.
- Composition folio.

Pathways

- Music Performance.
- Music Investigation.
- VET Music.
STUDIO ARTS
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; students research a selected topic and then design and produce artworks based on this personal theme. They 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: Drawing, Painting and Sculpture Units 3 & 4.
STUDIO ARTS PHOTOGRAPHY

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; students research a selected topic and then design and produce artworks based on this personal theme. They 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

- Design explorations.
- Studio work.
- 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

In VCE Theatre Studies students interpret playscripts and produce theatre for audiences. They work with playscripts in both their written form and in performance; studying various areas of stagecraft that can be used to interpret these playscripts. They work collaboratively and individually to interpret playscripts and their theatrical possibilities. VCE Theatre Studies develops, refines and enhances students’ analytical, evaluative and critical thinking skills, as well as their expression, problem solving skills and design skills.

AREAS OF STUDY

UNIT ONE – PRE-MODERN THEATRE
Students focus on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

UNIT TWO – MODERN THEATRE
Students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance, with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play on performance.

LEARNING OUTCOMES

UNIT ONE – PRE-MODERN THEATRE
• Identify and describe the distinguishing features of pre-modern theatre playscripts.
• Apply acting and other stagecraft to interpret playscripts from the pre-modern era.
• Analyse a performance of a play script.

UNIT TWO – MODERN THEATRE
• Identify and describe the distinguishing features of modern era theatre playscripts.
• Apply stagecraft to interpret playscripts from the modern era.
• Analyse and evaluate stagecraft in a performance of a playscript.

ASSESSMENT

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

- Unit 3 - Playscript interpretation.
- Unit 4 – Performance interpretation.

Students must undertake Unit 3 prior to undertaking Unit 4.

Prerequisites for entry into this subject are the successful completion of Unit 1 and/or Unit 2 in Theatre Studies 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 to complete an audition and present a design brief.
**Visual Communication Design**

**Description**

*Unit 1 - Introduction to Visual Communication Design* focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Through exploration of design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

*Unit 2 - Applications of Visual Communication Design* focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

**Areas of Study**

**Unit One**

*Outcome 1: Drawing as a Means of Communication*
On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

*Outcome 2: Design Elements and Design Principles*
On completion of this unit the students should be able to select and apply elements and design.

*Outcome 3: Visual Communication Design in Context*
On completion of this unit the student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

**Unit 2**

*Outcome 1: Technical Drawing in Context*
On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.
Outcome 2: Type and Imagery
On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Outcome 3: Applying the Design Process
On completion of this unit the student should be able to engage in stages of the design process to create a visual communication appropriate to a given brief.

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 allow see the student entry 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.
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**
- *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.
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.
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. Ability to 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 especially Accounting, Economics and Legal Studies as well as Politics.
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.

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 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 especially Economics as well as Politics.
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, characterisation 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.
ASSSESSMENT

- 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 and 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.

• Analyse 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.

• Analyse 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.
- Examination.

PATHWAYS

- VCE Geography Unit 3: Regional Resources.
- VCE 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 History Revolutions.
- Unit 3 and 4 National and Global Political Studies.
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.
- Social movements.
- The growth of internationalism.

Learning Outcomes
- Analyse and discuss how post-war 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 and conflict instability in relation to selected case studies.
ASSESSMENT

• Essays.
• Document analysis
• Research activities on political systems.
• Oral presentations.
• Semester examination.

PATHWAYS

• Unit 3 & 4 Australian Politics.
• Unit 3 & 4 History: Revolutions.
LANGUAGES

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. French is one of the official languages of the European Union and Italian is 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.
- Reorganisation 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.
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, modelling 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 General Mathematics (Specialist) and teacher recommendation.
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 to 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 be devoted to student laboratory/practical work. Assessment tasks include: an extended experimental investigation; a summary report of practical activities; a response to stimulus material; and 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
Students look at 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 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; and summary reports 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 and 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.
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 (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 trialng activities, industry visits and 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.
SYSTEMS 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.
Victorian Certificate Of Education (Units 3 & 4)
RELIGION

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 organizations.
- Tertiary lecturing.
THE ARTS

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 students 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.
• 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.
• 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 students should be able to:

• Produce a media product for an identified audience from the media production design plan prepared in Unit 3.
• Discuss and analyse the construction, distribution and interpretation of society’s values as represented in media texts.
• 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**

**Description**
Unit 3 and 4 students refine their performance skills to present a final recital of either solo or group works. They develop and refine instrumental techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, music theory, analysis and unprepared performance. Australian music continues to be the focus for analysis in the *Musicianship* area of study.

**Areas of Study**
- Performance.
- Performance technique.
- Musicianship.

**Learning Outcomes**
- Performance.
- Technical work.
- Theory and analysis.

**Assessment**
- Performance recital.
- Technical performance.
- Theory exam.

**Pathways**
- Music performance.
- Music industry.
- Music therapy.
- Music education.
STUDIO ARTS
PHOTOGRAPHY

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

- Design proposal.
- A developmental folio of work including a detailed design proposal.
- Folio of work and focus statement.
- Reports and essays discussing the unique qualities of selected artists as well as issues surrounding professional practices.
- 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 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

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

In VCE Theatre Studies students interpret playscripts and produce theatre for audiences. They work with playscripts in both their written form and in performance; studying various areas of stagecraft that can be used to interpret these playscripts.

AREAS OF STUDY

UNIT THREE – PLAYSCRIPT INTERPRETATION

Students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 playlist and analyse and evaluate the interpretation of the playscript in the performance.

UNIT FOUR - PERFORMANCE INTERPRETATION

Students study a scene and associated monologue from the Theatre Studies Stagecraft Examination Specification published annually by VCAA and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within the specified scene using selected areas of stagecraft to realise their interpretation. Students’ work is supported through analysis of a performance they attend.

LEARNING OUTCOMES

UNIT THREE

Outcome 1
Apply stagecraft to interpret a playscript for performance to an audience.

Outcome 2
Document an interpretation of excerpts from a playscript and explain how stagecraft can be applied in the interpretation.

Outcome 3
Analyse and evaluate the interpretation of a written playscript in production to an audience.
UNIT FOUR

Outcome 1
Interpret a monologue from a playscript and justify interpretive decisions.

Outcome 2
Develop a theatrical treatment that presents an interpretation of a monologue and its prescribed scene.

Outcome 3
Analyse and evaluate acting in a production.

ASSESSMENT

- The level of achievement for Units 3 and 4 is also assessed by an end of year stagecraft examination, which will contribute 25% and an end of year examination which will contribute 30%.
- Stagecraft examination – students will interpret a monologue from a scene from a play set annually by VCAA. Students will use selected stagecraft to present an interpretation of the monologue and explain their interpretive decisions.
- The examination will be up to seven minutes and will contribute 25%.
- The interpretation is marked by assessors appointed by VCAA.
- End of year written examination will be completed in 1½ hours.

PATHWAYS

- Students can study Arts at Monash, Deakin, La Trobe Universities and TAFE.
- Apply for courses at the National Theatre, VCA, NIDA and WAAPA and overseas institutions.
- Careers – actor, theatre industry technician and practitioner, 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 Design

Description

Unit 3: Design, Thinking and Practice
In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how they can create effective visual communications for specific audiences and purposes.

Students use their research and analysis of visual communication designers to support the development of their own work. They use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. Students establish a brief and apply design thinking skills through the design process. The brief and investigation work underpin the developmental and refinement work undertaken in Unit 4.

Unit 4: Design, Development and Presentation
In this unit the student should be able to apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief. The focus of this unit is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. They utilise a range of digital and manual two and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience.

Students refine and present two visual communications within the parameters of the brief. They reflect on the design process and the design decisions they took in the realisation of their ideas. They evaluate their visual communications and devise a pitch to communicate their design thinking and decision making to the client.

Areas of Study

Unit 3
• Analysis and practice in context.
• Design industry practice.
• Developing a brief and generating ideas.

Unit 4
• Development of design concepts.
• Final presentations.
• Evaluation and explanation.
LEARNING OUTCOMES

UNIT 3
On completion of this unit students should be able to:

• **Outcome 1**
  Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.

• **Outcome 2**
  Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.

• **Outcome 3**
  Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

UNIT 4
On completion of this unit students should be able to:

• **Outcome 1**
  Develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.

• **Outcome 2**
  Produce final visual communication presentations that satisfy the requirements of the brief.

• **Outcome 3**
  Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

ASSESSMENT

• School-assessed coursework for Unit 3 will contribute 20%.
• School-assessed task 4 will contribute 40%.
• School-assessed coursework for Unit 4 will contribute 5%.
• End-of-year examination, which will contribute 35%.

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.
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.

Unit 4 provides an extension of the recording and reporting processes from Unit 3. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets. 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 1** – Structured questions / tests (two tasks)
- **Outcome 2** – Structured questions / test

UNIT 4

- **Outcome 1** – Structured questions / tests
- **Outcome 2**
  - 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.
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 1 and 2:*
  - Case study
  - Structured questions / test
  - Analysis / test.
- *Outcome 3 –* Case study analysis and test.
UNIT 4

- *Outcome 1* - structured questions / test
- *Outcome 2* - 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.
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 1: structured questions / test
• Outcome 2: 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.
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 alternative methods of dispute resolution: the processes and procedures followed in courtrooms, the adversary system of trial and the jury system and pre-trial and post-trial procedures in Victoria.

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.
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.
- Public Relations
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.
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.
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 utilisation 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 and the impacts of these phenomena on people and places.

• Area of Study 2: Global Responses – the ways in which people and organisations 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

• Analyse 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 / 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 and 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.

**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.

**Learning Outcomes**

- Evaluate the role of ideas, leaders, movements and events in the development of the revolution.
- Analyse the challenges facing the emerging new order and the nature of the society created by the revolution.

**Assessment**

- Analysis of historians’ views.
- 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, organisations 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 three 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
  - Oral component 12.5%
  - 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, modelling 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 mathematics 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 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 and 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 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 and university.
- Engineering.
- Teaching.
- Business and commerce.
- Computer sciences.
- Information technology.
- Sciences.
- Statistics.
SCIENCE

BIOLOGY

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 catalysing 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.

For more details see the Australian Government’s, Job Outlook website: http://joboutlook.gov.au/pages/default.aspx
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%

PATHWAYS

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.

For more details see the Australian Government’s, Job Outlook website:
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.

For more details see the Australian Government’s, Job Outlook website: http://joboutlook.gov.au/pages/default.aspx
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:
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 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 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.
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

- Considering 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).
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
- Use an approved programming language in a mobile environment with 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 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 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.
**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 and renewable 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.
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:
INTERNATIONAL VCAL – YEAR 11

LITERACY

DESCRIPTION

The Intermediate Literacy unit will enable students to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level students, once they have identified the audience and purpose of the text, use the writing process to produce texts that link several ideas or pieces of information. In reading, students identify how, and if, the writer has achieved his or her purpose and express an opinion on the text taking into account its effectiveness. At the end of the Intermediate Reading and Writing unit students will be able to read, comprehend and write a range of texts within a variety of contexts. In the Intermediate Oral Communication unit students will learn how the communication process focuses firstly on the purpose of the communication and the intended audience, and develop an understanding of how language use will vary with audience and purpose. At the end of Intermediate Oral Communication unit students will be able to use and respond to spoken language including some unfamiliar material within a variety of contexts.

AREAS OF STUDY

• Literacy skills intermediate reading and writing.
• Literacy skills intermediate oral communication.

LEARNING OUTCOMES

• Writing for Self Expression: Write a recount, narrative or expressive text.
• Writing for Practical Purposes: Write an instructional or transactional text.
• Writing for Knowledge: Write a report, explanatory or expository text.
• Writing for Public Debate: Write a persuasive, argumentative or discursive text.
• Reading for Self Expression: Demonstrate that meaning has been gained from reading a narrative, recount or expressive text.
• Reading for Practical Purposes: Demonstrate that meaning has been gained from reading an instructional or transactional text.
• Reading for Knowledge: Demonstrate that meaning has been gained from reading an explanatory, expository or informative text.
• Reading for Public Debate: Demonstrate that meaning has been gained from reading a persuasive, discursive or argumentative text.
• Oracy for Self Expression: Use and respond to spoken language to communicate to others story and life experience.
• Oracy for Knowledge: Use and respond to spoken language in informative talks.
• Oracy for Practical Purposes: Use and respond to spoken language in instructions and transactions.
ASSESSMENT

To be credited with Intermediate VCAL Literacy units, students must demonstrate competence in all learning outcomes. The tasks accompanying the learning outcomes above indicate the types of assessment that will be required of students in order to satisfactorily complete learning outcomes. Learning outcomes are grouped together for assessment with more than one learning outcome assessed in any assessment task/activity.

PATHWAYS
Senior VCAL.
Numeracy

Description

The Intermediate Numeracy Unit provides students with an introduction to mathematical ideas which can be applied in the workplace and as an introduction to further study. Topics incorporate the practical application of concepts, and they involve some computer and graphics calculator technology. Students are able to apply mathematical skills in a range of applied settings during class time, often in an integrated manner.

Areas of Study

- Data analysis.
- Geometry and trigonometry.
- Number patterns and applications.
- Business related mathematics.

Learning Outcomes

- Numeracy for Practical Purposes: Design and Measuring.
- Numeracy for Personal Organisation: Money, Time and Location.
- Numeracy for Interpreting Society: Statistics and Data Analysis.

Assessment

- Assignments.
- Skills work.
- Folio of summary notes.
- Projects.
- Short written response.
- Problem-solving tasks.
- Modelling tasks.

Pathways

Senior VCAL.
RELIGIOUS EDUCATION

DESCRIPTION

The Intermediate VCAL Religious Education unit is integrated into the other VCAL subjects, in particular the Personal Development Skills Strand. By following the principles of the VCAL program and integrating these goals and content throughout all subjects, teachers aim to encourage students to relate to their faith as a part of their everyday life as they prepare to leave the school environment and enter further training and work. Typically students work on social justice projects which are underpinned by the principle teachings of the Lasallian ethos.

AREAS OF STUDY

- Demonstrate an awareness of social diversity within a complex project.
- Demonstrate leadership skills for group and team work.
- Plan and organise to completion a complex project in an autonomous manner.
- Use decision-making skills in a group or team context.
- Apply strategies to improve communication.

ASSESSMENT

- Report on an area of social need in the community.
- Develop a project which will benefit the needs of a community.

PATHWAYS

Senior VCAL.
WORK RELATED SKILLS

DESCRIPTION

The Intermediate Work Related Skills Unit provides students with the basic skills for work preparation, in particular with a focus on Occupational Health and Safety requirements of the work place. Typically students learn how to recognise health and safety issues, understand the legislation around these issues, and how to apply this knowledge in an applied manner.

LEARNING OUTCOMES

- Learn about conditions and entitlements of a specific industry.
- Obtain and communicate information in response to a work-related OHS issue.
- Develop knowledge and understanding of OHS in a work-related context.
- Identify workplace safety hazards.
- Work in a team to follow safe work procedures within a work-related activity.
- Use information and communications technology and other technology in relation to a work related activity.

ASSESSMENT

- Complete work logbook.
- Conduct OH & S audits.

PATHWAYS

Senior VCAL.
LITERACY

DESCRIPTION

The Senior VCAL Literacy unit should enable students to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. At this level, students produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the student identifies the views shaping the text and the devices used to present that view and express an opinion on the effectiveness and content of the text. At the end of the unit students will be able to read, comprehend and write a range of complex texts across a broad range of contexts. In the Senior Oral Communication unit students will learn how the communication process focuses firstly on the purpose of the communication and the intended audience, and develop an understanding of how language use will vary with audience and purpose. At the end of Senior Oral Communication unit will be able to use and respond to spoken language with complex and abstract content across a broad range of contexts.

AREAS OF STUDY

- Literacy skills senior reading and writing.
- Literacy skills senior oral communication.

LEARNING OUTCOMES

- Writing for Self Expression: Write a recount, narrative or expressive text.
- Writing for Self Expression: Write a complex recount, narrative or expressive text.
- Writing for Practical Purposes: Write a complex instructional or transactional text.
- Writing for Knowledge: Write a complex report, explanatory or expository text.
- Writing for Public Debate: Write a complex persuasive, argumentative or discursive text.
- Reading for Self Expression: Demonstrate that meaning has been gained from reading a complex, sustained narrative, recount or expressive text.
- Reading for Practical Purposes: Demonstrate that meaning has been gained from reading a complex, sustained instructional or transactional text.
- Reading for Knowledge: Demonstrate that meaning has been gained from reading a complex, sustained report, explanatory, expository or informative text.
- Reading for Public Debate: Demonstrate that meaning has been gained from reading a complex, sustained argumentative or discursive text.
- Oracy for Self Expression: Use and respond to spoken language to effectively communicate to others story and life experience, in different contexts.
- Oracy for Knowledge: Use and respond to spoken language in sustained informative presentations in different contexts.
- Oracy for Practical Purposes: Use and respond to spoken language in sustained and complex transactions in different contexts.
- Oracy for Exploring Issues and Problem Solving: Use and respond to spoken language in sustained discussions for the purpose of exploring issues or problem solving in different contexts.
**ASSESSMENT**

To be credited with Senior VCAL Literacy units, students must demonstrate competence in all learning outcomes. The tasks accompanying the learning outcomes above indicate the types of assessment that will be required of students in order to satisfactorily complete learning outcomes.

**PATHWAYS**

- Trade Apprenticeships.
- Vocational Education and Training (VET) qualifications.
**Numeracy**

**Description**

The Senior VCAL Numeracy Unit provides students with a range of mathematical skills in preparation for apprenticeships or further vocational study. Each topic is chosen to provide a further development of the mathematical ideas studied in the Intermediate VCAL Numeracy course, which can be applied in the workplace and with a view to further study. Topics incorporate the practical application of concepts, and they involve some computer and graphics calculator technology.

**Areas of Study**

- Data analysis.
- Geometry, spatial relations and trigonometry.
- Number patterns and applications.
- Measurement applications.
- Business related mathematics.

**Learning Outcomes**

- Numeracy for Practical Purposes: Design, Measuring and Modelling.
- Numeracy for Personal Organisation: Money, Time and Location.
- Numeracy for Interpreting Society: Statistics and Data Analysis.

**Assessment**

- Assignments.
- Skills work.
- Folio of summary notes.
- Projects.
- Short written response.
- Problem-solving tasks.
- Modelling tasks.

**Pathways**

- Apprenticeships.
- Further Vocational Education & Training.
**RELIGIOUS EDUCATION**

**DESCRIPTION**

The Senior VCAL Religious education unit is integrated into the other VCAL subjects covered, in particular the Personal Development Skills Strand. By following the principles of the VCAL program and integrating these goals and content throughout all subjects, teachers aim to encourage students to relate to their faith as a part of their everyday life as they prepare to leave the school environment and enter further training and work. Typically students work on social justice projects which are underpinned by the principle teachings of the Lasallian ethos.

**AREAS OF STUDY**

- Research a community problem or issue that affects citizens/members in a community.
- Establish or build on an external partnership to address and/or promote awareness of a community problem or issue.
- Plan, organise and complete a complex community project, utilising project management skills in an autonomous manner.
- Demonstrate effective teamwork skills in relation to a complex community project.
- Present and communicate ideas and information relating to the complex community project.

**ASSESSMENT**

- Community project.

**PATHWAYS**

- Apprenticeships.
- Vocational Education and Training.
VET

DUCE
INTERACTIVE DIGITAL MEDIA - CERTIFICATE III

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.
- CUFIND301A 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.
SPORT & RECREATION (FITNESS FOCUS) – CERTIFICATE III

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.
- SRS AFL001A: Perform intermediate skills of Australian Football.
- SRS AFL002A: Perform intermediate tactics of Australian Football.
- SRS AFL003A: 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.
BUILDING & CONSTRUCTION - CERTIFICATE II
(PARTIAL COMPLETION: CARPENTRY)

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

- VU20955 Workplace safety and industry induction.
- VU20958 Prepare for work in the construction industry.
- VU20959 Communication skills for the construction.
- VU20960 Introduction to scaffolding and working platforms.
- VU20961 Leveling.
- VU20962 Quality principles for the construction.
- VU20963 Safe handling of plant and selected.
- VU20971

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 para-professional careers through vocational or higher education into roles such as a building project manager, surveyor or site manager.
INTERACTIVE DIGITAL MEDIA - CERTIFICATE III

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.
SPORT & RECREATION (FITNESS FOCUS) - CERTIFICATE III

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.
- SRS AFL001A: Perform intermediate skills of Australian Football.
- SRS AFL002A: Perform intermediate tactics of Australian Football.
- SRS AFL003A: 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.
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

- VU20956 Building structures.
- VU20957 Calculations for the construction industry.
- VU20964 Workplace documents and plans.
- VU20973 Basic setting out.
- VU20971 Sub-floor framing.
- VU20976 Roof framing
- VU20977 External cladding.

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.
SPORT & RECREATION (FITNESS FOCUS) - CERTIFICATE III

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.