DE LA SALLE
COLLEGE

Curriculum
Handbook 2024

LEARNLIVELEAD

Introduction

Message from the Assistant Principal – Learning & Teaching

Reflected in the content of the following pages are the mission and values of Lasallian education, supporting a comprehensive education which attends to the needs of students with a range of abilities and talents.

The mandated curriculum in Victorian schools, the Victorian Curriculum, describes the essential entitlement of students from Foundation to Year 10. Adoption of this framework has led to the progressive review of arrangements related to organisational structures, subject offerings, pedagogical practices and assessment and reporting.

Similarly, the adoption and increasing assimilation of digital learning tools 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 College's electronic learning management system, OLLIE, 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 Victorian Curriculum and the Archdiocese of Melbourne's Religious Education Curriculum frameworks in the compulsory years, and the VCE, VM and VET in the post-compulsory years, the 2024 Handbook describes arrangements for the learning and teaching program for years 5 to 12 at De La Salle College, for the coming academic year. It is designed to provide information for students and parents to help make informed choices about selecting courses of study. 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 2024 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 Directors of Learning & Development, Justin Bourke (Digital Learning), James Gigacz (Student Progression) Jodie McLaren (Experiential Learning) and Ben Williamson (Curricular Programs).

The College's Learning Area Team Leaders, Jess Stevenson (Science), Rana Brogan (Religious Education), Ryan Hayward (Visual Arts), Ashleigh Hoogendoorn (Commerce), Thomas Le (Mathematics), Alexander Yep (Languages), Warren Walker (Technology), Melissa Walsh (English), Olivia Wenczel (Humanities) and Matthew Whitty (Health and Physical Education).

Also, Jessica Alger (Assistant Principal – Students), Stephen Brick (Gifted and Talented Education Coordinator), Tom Murphy (Learning & Teaching Leader – Holy Eucharist), Jon Edgar (VET Coordinator), Tim Hogan (Vocational Major Coordinator), Jen Bonnici (Drama Coordinator), Michael Shmerling (VCE Coordinator), Luke Serrano (Music Coordinator) and Georgie Skinner (Education Support Coordinator).

Finally, special thanks to Madalaine Jaskiewicz for assembly and production of the publication, with support from Dee Houlihan and Bindi Houghton (Marketing).

Rob Bonnici
Assistant Principal – Learning & Teaching

Contents

Mission

De La Salle College is a Catholic boys' College based on the teachings of Jesus Christ, in the tradition of St John Baptist de La Salle. We are committed to inspiring a life of faith, learning, leadership and service.

Vision and Philosophy

To be an outstanding school striving for excellence and innovative academic achievement in a supportive community, to best prepare young men for our world. A Lasallian school offers a human and Christian education which enables our students to discover their potential and their mission in a community of faith. A Lasallian education prioritises service to the poor and the marginalised, and emphasises respect for all.

Values

At De La Salle College we are committed to our faith, our educational community and our spirit of service and compassion. Our Lasallian charism guides, nurtures, challenges and encourages all our endeavours. We value our role in the international Lasallian network and strive for meaning, relevance and creativity to deliver a quality education for our young men in a 21st century environment. We practice the five core principles as set forth by St John Baptist de La Salle:

1. Respect for all people:
   We honour and respect the dignity of all individuals.
2. Quality education:
   We engage in quality education together as Students and staff by thinking critically and striving for personal best.
3. Inclusive community:
   We celebrate diversity and welcome all members to our community.
4. Concern for the poor and social justice:
   We are in solidarity with the poor and advocate for those without a voice.
5. Faith in the presence of God:
   We believe in the living presence of God in our Students, in our community and in our world.

A Statement on Australian Democratic Principles

At De La Salle College we recognize that the school plays a vital role in advancing democratic ideals and principles. For democracy to continue to thrive, children must be taught democratic ideals and principles and to value its way of life. De La Salle College will explicitly and implicitly support and promote the principles of Australian democracy, including 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.

Through our curriculum and extracurricular programs, De La Salle College will prepare our children to become citizens who will preserve and shape democracy in the future. Democratic values will be taught explicitly in the curriculum and implicitly in the child's experience of the school, from classroom practice, and from what is taught to how it is taught.

Curriculum
OVERVIEW

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

Year 7

Religious Education (5)

English (8)

Mathematics (8)

Science (7)

History & Geography (7)

Health & Physical Education (5)

French & Italian (5)

Drama & Music (4)

Art, Design & STEM (4)

Literacy Support* (5)

Immersion & Sport (4)
- Active Citizenship
- Chess
- Choconomics
- Crime & Punishment
- Exercise & Movement
- Film Scoring
- Funny About That
- Game Development
- RoboCode
- Taking Off!
- Urban Impact

- ACC Representative Sport*

Years 5 - 12
60 periods over a 10 day cycle

Years 5 - 6
Religious Education (4)
English (18)
Mathematics (12)
Inquiry (Economics, History, Geography, Civics & Citizenship) (8)
Health & Physical Education (2)
Sport (2)
Italian (2)
Drama, Music (4)
Visual Arts (2)
Science & Technology (4)

Years 7 - 9
*By recommendation

Year 8

Religious Education (5)

English (8)

Mathematics (8)

Science (7)

History & Geography (7)

Health & Physical Education (5)

French & Italian (5)

Drama & Music (4)

Art, Design & STEM (4)

Literacy Support* (5)

Immersion & Sport (4)
- Active Citizenship
- Chess
- Choconomics
- Crime & Punishment
- Exercise & Movement
- Film Scoring
- Funny About That
- Game Development
- RoboCode
- Taking Off!
- Urban Impact

-ACC Representative Sport*

Years 5 - 12
GROW (2)

Year 11
Religious Education, GROW, plus 6 VCE/VET subjects, or Intermediate Vocational Major program

Year 12
Religious Education Seminar Program, GROW, plus 5 VCE/VET subjects, or
Senior Vocational Major program

Numbers in brackets ( ) denotes periods per 10 day cycle

Year 9

Encounter (5)

Alliance (14)

Ingenuity (14)

Discovery (5)

Conversation (5)

Literacy Support* (5)

Immersion & Sport (4)
- Crime & Punishment
- Film Scoring
- Funny About That
- Lasallian Service
- Real Life Robotics
- RoboCode
- Urban Impact

-ACC Representative Sport*

Semester Units (5)
The Arts:
Art Drama
Media
Music
Photography

Additional English
Literature

Additional Mathematics
Statistics in Sport

Additional Science
Forensic Science

Technology
Design & Technology
Healthy Wealthy & Wise

Year 10

Religious Education (4)
Religion & Society (Unit 1)

Mathematics (8)
Foundation Mathematics*
Core Mathematics*
Advanced Mathematics*

Health & PE (6)

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

English
English (required)
Literature
Speak Up: Debating and Public Speaking
ReSporting the News
Act of the Imagination

Languages
French 1 & 2
Italian 1 & 2
(*Must be chosen as a sequence*)

Science
Living Scientifically
Biological Sciences
Chemical Sciences
Physical Sciences

Humanities & Commerce
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 Inside the Newsroom
Live Music Industry Skills
Sound and Lighting Production
Photography
Visual Communication Design

Technology
Design & Technology
STEM
Engineering Systems Technology

Additional Mathematics
Applied Mathematics

Additional Health & Physical Education
Health & Human Development

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

Year 11

Units 1 & 2 (8)

Accounting
Applied Computing
Art Making and Exhibiting
Biology
Business Management
Chemistry
Drama Economics
English
General Mathematics
Geography
Health & Human Development

History
Twentieth Century History 1918- 2000

Australian Global Politics
Legal Studies
Literature

Languages
French
Italian

Mathematical Methods
Media
Physical Education
Physics
Product Design & Technology
Psychology
Specialist Mathematics
Systems Engineering
VET Building & Construction (Certificate II)
VET Sport & Recreation - Fitness Focus (Certificate III)
VCE Music
Visual Communication Design

Religious Education (4)
Religion & Society (Unit 2)

Sport
Kinnoull Sport (2)

By Recommendation:
- Intermediate Vocational Major Program
- Accelerated Learning Program
- ACC Representative Sport

Year 12

Units 3 & 4 (9)

Accounting
Applied Computing
Software Development
Art Making and Exhibiting
Biology
Business Management
Chemistry
Drama
Economics
English
Further Mathematics
Geography
Health & Human Development
History (Revolutions)
Legal Studies
Literature

Languages
French
Italian

Mathematical Methods
Media
Music
Physical Education
Physics
Political Studies (Global Politics)
Product Design & Technology
Psychology
Religion & Society (Units 3 & 4)
Specialist Mathematics
Systems Engineering
VET Building & Construction (Certificate II)
VET Sport & Recreation - Fitness Focus (Certificate III)
Visual Communication Design

Religion
Seminar Day Program

By Recommendation:
- Senior Vocational Major Program
- ACC Representative Sport

Numbers in brackets ( ) denotes periods per 10 day cycle

GROW Program

De La Salle College recognises that as our students progress through the College, their social and emotional wellbeing is vital to their success and growth as capable and confident young people. The GROW (Growing Responsibility for my Own Wellbeing) program is designed to equip students with the skills and knowledge to develop their own wellbeing across a number of areas. As a school community, De La Salle College embraces the opportunity to empower students to meet any challenges they may face, both inside and outside of the classroom.

Aims

Through the use of the Resilience, Rights and Respectful Relationships curriculum material and the College's partnerships with external organisations, such as The Black Dog Institute, Elephant Ed, Braingrow and Headspace, the GROW Program aims to expose students to a range of real life situations within a supportive and caring environment so that they may develop into confident and resilient young men who are prepared for life's challenges.

GROW is:

- A wellbeing program that is targeted at each Year Level specifically.
- Aligned with the five Lasallian Core Principals.
- A program that is meaningful and engaging.
- A program that encompasses Positive Psychology and Respectful Relationships.
- A program that has been shaped by student input and voice.

More specifically, the program aims to:

- Create and celebrate a sense of connection, community and brotherhood amongst students, and staff.
- Promote and develop the qualities of resilience, openness, reflectiveness, growth mindset, positivity and purpose.
- Assist students to recognise and express emotions appropriately.
- Allow students to acknowledge their personal qualities and achievements.
- Foster an understanding in students of themselves as learners, with the self-discipline to work independently and show initiative.
- Help students to develop the skills to communicate effectively and work collaboratively, making decisions, and negotiating and resolving conflict.
- Create opportunities for students to be mentored by, and mentor, fellow students.
- Allow students to develop leadership skills.

Topics

The Resilience, Rights and Respectful Relationships program embedded within GROW covers eight topics of Social and Emotional Learning across all levels of secondary education.

1. Emotional Literacy
2. Personal Strengths
3. Positive Coping
4. Problem Solving
5. Stress Management
6. Help Seeking
7. Gender and Identity
8. Positive Gender Relations

Primary

Description

The De La Salle Primary School (Year 5 and Year 6) challenges students in a range of specifically designed programs intended to engage and reward our students. Year 5 and 6 at the College is dedicated to cutting-edge pedagogy and flexible learning spaces where students engage in the full range of subjects and units from the Victorian Curriculum. Students access a variety of online learning tools that allow staff to monitor student performance and development, and each students progress is tracked through data and regular teacher feedback. Literacy and Numeracy classes are conducted in multi-age groups where flexible and differentiated teaching and learning can occur, assisting students to gain more confidence in these subject areas. Science and Technology is taught in the state-of-the art Rheims centre, while other specialised subjects such as Sport, PE, Music and Art all have access to Senior School spaces and equipment. Wellbeing plays a considerable role in the Primary School, with students undertaking an evidence-based wellbeing and positive psychology program called GROW. Students also engage in a wide range of co-curricular activities including: Dendy Sports competition, camps, excursions, incursions and a range of other opportunities to develop young boys as learners and individuals.

Subjects Undertaken in Primary

- Literacy
- Numeracy
- Religion
- GROW (Wellbeing)
- Science and Technology
- Inquiry
- Physical Education
- Sport
- Art
- Drama
- Music

Gifted and Talented Education Program

At De La Salle College, our specialised programs ensure our students are appropriately challenged and supported throughout their school years. We recognise that gifted and talented students have specific education needs and that it is imperative they are challenged, extended and inspired in ways tailored to their individual needs.

Aims:
To enhance the education of our gifted and talented students, by:

- Developing structures that will allow the college to accurately assess the range and level of exceptional abilities in students.
- Developing and running individualised pastoral and curricular support programs for students identified.
- Offer internal and external avenues for students to showcase their abilities at local, national and international levels.

Description of the Program

A range of curricular, co-curricular and mentoring opportunities are available that are tailored to match the distinctive needs of the individual student. This allows the development of talents in specific domains while pursuing mainstream curricula in other subjects. The opportunities that may be offered include:

- Differentiated content, processes and/or tasks to challenge gifted and talented students
- STEM-based electives offering hands-on learning such as Robotics and Computer Programming
- Mentorship opportunities via the CSIRO Scientists in Schools Program
- Subject acceleration across specific key learning areas in Year 9, 10 and 11
- Diverse co-curricular options that provide further avenues for gifted and talented students to be challenged through music, drama, art, debating, immersion programs, lunch clubs, as well as sport.

As well as preparation for external competitions such as:

- Oxford University Computing Challenge
- Da Vinci Decathlon
- Australian Mathematics Trust competition
- Mathematics Enrichment Competition
- Big Science Competition
- Australian History Competition
- Computational Algorithmic Thinking Competition
- STEM Olympiads
- Somerset Writing Programs

And external support programs such as:

- The Victorian Association for Gifted and Talented Children Activities
- CSIRO Student Research Scheme

Through this program, De La Salle College aims to enable exceptionally able students in a community of faith and excellence to achieve their full potential with integrity and distinction.

Identification and Eligibility

Giftedness is defined as the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers. Domains may be verbal/linguistic, mathematical/spatial, musical, kinaesthetic or creative. Talent is defined as the outstanding mastery of systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field.

A comprehensive points based assessment criteria will be used to ascertain a student's eligibility for this program. Evidences such as Grade 5 Reports, Grade 5 NAPLAN, Grade 6 Academic Assessment Services (ALLWELL), Teacher, Student and Parent Questionnaires, Cognitive Assessments and Psychological profiles (when available) will be collected and assessed by a teacher panel to establish individualised support structures for students who have been identified as gifted in one or more learning domains.

Reporting and Assessment

Student attendance in and completion of enrichment programs will be reported upon by the GATE Coordinator through an end of year reflection exercise that will be forwarded to the parents and subject teachers in the following year.

Literacy Support Program

The Literacy Support Program provides an opportunity for students to improve and enhance their literacy skills through participation in a targeted small group setting with Special Education/Specialist English teachers.

Aims

The Literacy Support Program aims to:

- Improve students' decoding and fluency skills
- Develop the students' individual levels of comprehension
- Develop the students' ability to write in the different genres
- Improve the students' punctuation and grammar skills

Description of Program

- The Primary Literacy Support Program is an explicit and systematic reading intervention program for small groups of older low-progress readers. Groups consist of a maximum six students and sessions are timetabled over 8 periods per cycle.
- The Literacy Support Classes in Years 7 and 8 consist of 5 periods per fortnight and take the place of Language subjects. The program is one of intervention, focusing on strengthening the students' word knowledge and literacy skills.
- In Years 9 and 10, teachers focus on developing students' reading comprehension skills and written expression. Skills such as summarising, note-taking, identifying main ideas, character studies, analysing themes and answering comprehension questions are taught. Structured paragraph planning and writing is also facilitated.

Identification and Eligibility

- Incoming Year 5 and 7 students attend an assessment morning conducted by Academic Assessment Services. The data from their results is used, in conjunction with past NAPLAN results, school reports, and other information 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 considered for a position in the Literacy Support Groups.
- Learning progress of students in the program at Year 5 and 6 is monitored and, where appropriate, involvement in the Literacy Support Program is either continued or students are returned to the mainstream classroom.
- During the school year, teachers may refer students to the Education Support Team for testing with a view to entering the Literacy Support Program. If students meet the criteria of functioning at a Below Average level in Comprehension and/or Reading, they will be considered for a position in the Literacy Support class, if one is available.
- Some students in the Year 8 Literacy Support Program may be identified for continued support into Year 9. These Students will be offered a position in the Literacy Support Program in Year 9.

Reporting and Assessment

- Through observation, anecdotal evidence, work samples and formal testing, the students' progress is tracked, and improvements noted.
- Formal testing materials regularly used are: PAT-R Spelling, Vocabulary, Comprehension, Grammar and Punctuation.
- 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 numeracy skills. This is timetabled at the same time as mainstream Mathematics, so students do Numeracy Support instead of Mathematics. At Year 7 and 8 the class will be following the Mathematics curriculum whilst focusing on recapping work from previous years' as necessary, with the aim of reintegrating students back into the mainstream class where possible. At Year 9 the content delivered within Numeracy Support diverges from mainstream Mathematics and continues to emphasis numeracy skills.

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 throughout the year, ongoing enrolment in the program is reviewed at the conclusion of each term at Year 7, and at the end of each semester at Years 8 and 9. These reviews will be based on teacher judgement and performance in assessment tasks.

Assessment

Students will complete assessment tasks similar to those in the mainstream Mathematics course while being adapted to match the level of the work covered in the Numeracy Support Classes.

Academic Assessment Services tests – Robert ALLWELL and Associates testing

WISE Program

Description

The Year 9 WISE Program provides recognition for commitment, challenge and progressive improvement of self. The program is founded in research, suitably applied at Year 9 level for a unique and enriching experience with the intention of extending students in real world skills. The acronym WISE stands for: Wellness, Independence, Service and Expedition. The WISE Program is an exciting experiential initiative tailored to Year 9s, suitably embedded within Discovery.

Course Aims

At the end of the course, students should achieve personal growth, a greater self-awareness and confidence to take on challenges in the four areas:

Wellness

This component will involve a goal-orientated task that challenges students to complete a personal stock take of their health. Students will be asked to develop a Health and Wellness goal that is Specific, Measurable, Actionable, Realistic and Timely (SMART). Then, set about devising a plan of action to achieve a sustained improvement in their health. Students will chart improvement within a Wellness Log including reflections and validations of their progress to authenticate their work.

Independence

An 8-week intensive course carried out in Term 1 (Tuesday Immersion Period 5/6). Throughout Independence students will complete a series of short rotational classes learning life-skills that are relevant to a 14 year old living in the 21st century.

Service

The Service component of the WISE Award encourages students to put into action the Catholic charism and encapsulates the mission to 'walk along God's path'. Voluntary service is a most noteworthy learning experience. As such community service will exist within the WISE structure outside timetabled school hours. Students will be challenged to think creatively about how they might be able to make a difference within the community.

Expedition

Students will be challenged via an overnight expedition that will see students hike along a peninsula or rural space. This trek will be suitably challenging and look to foster cooperation, teamwork and resilience. Students will camp and cook for themselves. The WISE award will have one expedition with a series of entry points, varying distance or terrain for students wishing to challenge themselves. Year 9s are challenged to look at their endurance, adaptability and mindset.

Interdisciplinary Domains

Design, Creativity and Technology

- Reasoning, processing and inquiry
- Creativity
- Reflection, evaluation and metacognition

Interpersonal Development

- Building social relationships
- Working in teams
- Devise, implement and refine strategies demonstrating leadership and collaboration skills

Thinking Processes

- Reasoning, processing and inquiry
- Creativity
- Reflection, processing and metacognition

The STRIVE Program

The STRIVE Program is a Year 10 program unique to De La Salle College.

STRIVE stands for:
Skills
Training
Resilience
Independence
Vigour
Engagement

The STRIVE Program is a vocational and applied learning program drawing from the Victorian Pathways Certificate and the Victorian Curriculum, and is designed to be completed over the period of one year. The STRIVE Program provides Year 10 students with flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It will also provide students the opportunity to build resilience, independence and vigour whilst completing engaging 'real life' learning experiences.

The STRIVE Program is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and students at risk of disengaging from their education. It is also suitable for those students with a clear vocational pathway planned for their future. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification (VCE Vocational Major) or an entry level vocational education and training (VET) course.

The program has been structured in a way that places a high importance in developing student's personal strengths, resilience, confidence and self-worth. The development of these personal strengths will be integral to their overall positive experiences, thus keeping the student motivated and engaged in his learning and progression.

Independence is a key component of the culture and curriculum of the STRIVE Program.

STRIVE students need to be able to navigate class sizes of 12-18 with one teacher. This requires students to be able to work independently within a classroom, with each student having equal access to teacher support
Entry into the STRIVE Program is by invitation only.

Program Structure

The STRIVE Program consists of:

RE
2 semester-based units

GROW
1 year long subject

HPE/Sport
1 year long subject

Units 1 and 2 Industry and Enterprise
2 semester-based units

Year 10 units
Choice of 2 units from the Arts or Technology
2 semester-based units

Literacy
1 year long subject

Numeracy
1 year long subject

Personal Development Skills
1 semester-based unit

Work Related Skills
1 semester-based unit

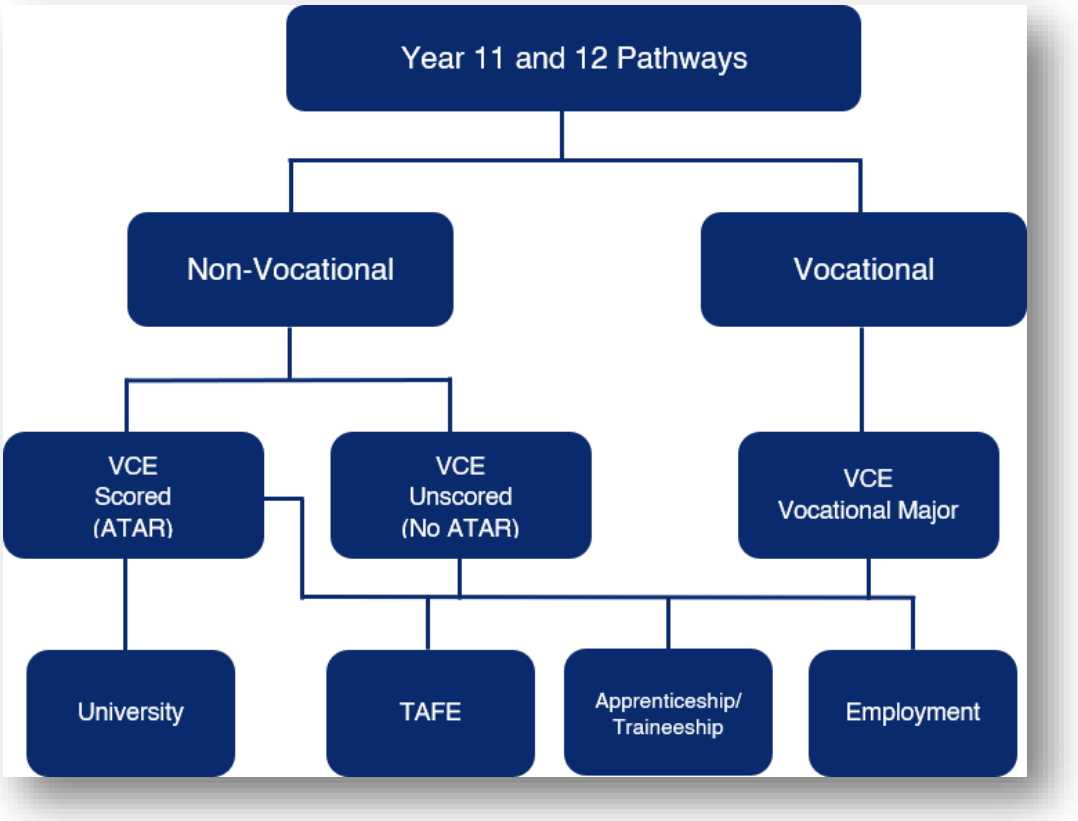
Students involved in the STRIVE Program will continue to be part of the College community through participation in the House Mentor system and will study RE, GROW, HPE/Sport and their Arts, Music or Technology units with the Year 10 Cohort. They will study Literacy, Numeracy, Personal Development Skills and Work Related Skills as the STRIVE Program group.

Years 11 & 12

Victorian Certificate of Education (VCE)

Most students in Victoria will complete the Victorian Certificate of Education (VCE) which, upon completion, shows that a student has finished their secondary education.

Year 11 students will select a pathway under the VCE: the VCE or the VCE Vocational Major.



Acceleration Options for VCE and VET (Vocational Education and Training)

As part of the Gifted and Talented Education Program, students who are excelling in their academic studies in either Year 9 or Year 10 are offered the opportunity to take up the challenge of accelerating in a VCE or VET subject. These students will be students who have shown that they are working above the level expected of their current year and so will be able to perform at the highest level. We expect students who accelerate to place within the top 16% of students of those in the year above equating to a study score of 37 or above.

Students who accelerate are expected to be able to cope with both the demands of their accelerated subject as well as maintaining a high level of achievement and attitude in their other subjects. Acceleration can have a negative impact on a student's achievement and some students may not perform as well as they could do if studying the subject in the same year as their peers. Therefore, acceleration will only be on an invitational basis. Several sources of student data will be triangulated to ensure that we identify students who will benefit most from acceleration by meeting both the academic and social/emotional demands of their acceleration subject and the rest of their program.

Students will be offered the opportunity to accelerate if they meet the criteria below

1. Student achievement across all subjects is of a high standard. (Rubrics should show a student as exceeding the expected standard, Graded Assessments are over 85%)
2. Student aptitude as shown by their Academic Assessment Services Testing. Performing well in an accelerated subject requires students to be able to grasp knowledge/skills quickly and in more depth.
3. Student has demonstrated an excellent attitude towards their studies in all subjects. This will be based on their Semester One Reports and no concerns being raised throughout the year.

Students who meet all three criteria will be invited to accelerate. Students who meet two out of three of these criteria will be allowed to accelerate if at least half of their teachers support the application to acceleration. Students who meet only one of these criteria will not be allowed to accelerate. In addition, the student's wellbeing will be taken into account to make sure they are able to cope emotionally with the extra pressures involved in accelerating.

Students who have been studying Year 11 Mathematics as their Year 9 Mathematics program by working in the Extension Mathematics group may be eligible to undertake Unit 1 and 2 Mathematical Methods and an additional accelerated subject. This will be an extra challenge for students, and they will need to demonstrate that they have the maturity, attitude, ability and social/emotional capability to balance their workload. Any request to do so will require support from their current teachers and students will be provided with extra support throughout Year 10 and 11. If any concerns arise regarding the student's wellbeing or progression, he may be advised to drop one of the accelerated subjects.

All students who are currently accelerating will have their progress reviewed at the end of Semester One. They will be monitored by the progression team (Director of Learning & Development, Director of Students, VCE Coordinator). If a student is not progressing as expected in either his accelerated subject or other subjects, he will not be permitted to continue with Unit 3 and 4 in that subject.

All students who accelerate are to complete a full complement of Year 12 subjects in Year 12. The following subjects along with any additional prerequisites are listed below.

Commerce

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Business Management	Yes	Yes
Accounting	Graded assessments in Mathematics and English to be significantly higher than 80% Must be enrolled in at least Year 10 Advanced Maths	No

Health and PE

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Health and Human Development	No	Yes – must have done Year 10 Health and Human Development with exceptional results
Physical Education	Yes	Yes – need to demonstrate exceptional achievement across the Year 10 program.

Humanities

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Geography	Graded assessments in History/Geography and English to be significantly higher than 80%	Yes – need to demonstrate exceptional achievement in Year 10 Humanities and English.
History	Graded assessments in History/Geography and English to be significantly higher than 80%	Yes – need to demonstrate exceptional achievement in Year 10 Humanities and English.
Legal Studies	Graded assessments in English to be significantly higher than 80%	Yes – need to demonstrate exceptional achievement in Year 10 English.
Global Politics	Graded assessments in History/Geography and English to be significantly higher than 80%	Yes – need to demonstrate exceptional achievement in Year 10 Humanities and English.

Mathematics

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Mathematical Methods	Yes – Entrance Exam	No
General Mathematics	No	Yes - need to be studying Mathematical Methods

Religious Education

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Religion & Society	No	Yes

Technology

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Computing	Yes	N/A
Software Development	Yes	Yes
Systems Engineering	Yes	Yes – must have done Year 10 Systems with exceptional results

Science

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Psychology	Yes	Yes
Biology	Graded assessments in Science to be significantly higher than 80%	No

VET

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
Sport & Recreation	Yes – need to be a strong PE student	No
External VET Subject	Yes	No

Acceleration is not offered in Languages*, English, Arts, Music or Drama

* Some students with exceptional individual circumstances may apply for acceleration in Languages, for example native speakers.

VCE: The Victorian Certificate of Education (Scored and Unscored)

The VCE is a single certificate that recognises the successful completion of Years 11 and 12. The VCE is designed to be completed over a minimum of two years and includes VCE studies and Vocational Education and Training (VET) qualifications. The VCE provides pathways to further study at University or Technical and Further Education (TAFE) as well as to employment.

The 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 internal testing and examinations. It should be noted that a VCE course does not have to lead to tertiary studies. A variety of pathways are available.

VCE subjects provide the opportunity for detailed study across the whole of the curriculum from Arts/Humanities to Business, Science, Mathematics and Technology as well as Languages other than English and VET subjects. The only compulsory subject in VCE is a subject within the English Learning Area. (Although De La Salle College, like many other Catholic secondary colleges, requires all VCE Students to undertake one VCE Unit of Religious Education.) Each Unit involves 50 hours of classroom instruction and up to 50 hours of self-directed learning.

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

At Year 12, a student may be eligible for the award of the VCE as an Unscored student. This occurs when they have submitted a range of tasks that include School-based Assessments for satisfactory completion of Units but have not been assessed for levels of achievement in the study and have not completed examinations. In these cases, the student will receive their VCE certificate, however they will not receive a study score for the subjects or an ATAR.

VCE VM: The Victorian Certificate of Education Vocational Major

The VCE VM is a 2-year vocational and applied learning program within the VCE for students in years 11 and 12.

The VCE VM prepares students to move into apprenticeships, traineeships, further education and training, or directly into employment.

When students have completed the VCE VM, they will receive the Victorian Certificate of Education with the additional words ‘Vocational Major’.

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

The VCE VM can be tailored to the needs and interests of students. It focuses on the application of knowledge and skills in practical settings. De La Salle College VCE VM students will study a VET Certificate and will participate in Structured Workplace Learning (SWL) or school-based apprenticeship or traineeship (SBAT).

Minimum Standards for Selection of Post Compulsory Courses

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

1.1. VCE Entry

1.1.1. 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 Progression Review. The outcomes of this review can involve changing the intended subjects or pathway.

1.1.2. Subject entry requirements: each VCE subject will require teacher endorsement for selection at Unit 1 and 2 level and Unit 3 and 4 level.

1.1.3. Course requirements: VCAA requirements for VCE completion specify a minimum of sixteen Units completed including three Units of an English subject (two of which must be Units 3-4) and three other Unit 3-4 sequences. A full course of study at De La Salle College includes the following which give all students the opportunity to satisfy the minimum sixteen Units required by VCAA for the award of the VCE certificate. All VET subjects count towards the VCE as the Unit 1-2 and 3-4 sequences. In order to study at 3-4 level, students must have completed a VET at Unit 1 and 2 to gain entry into the Unit 3 and 4 level VET.

Unit 1-2 level

- English and/or Literature (2 Units)
- Religious Education (1 Unit)
- 5 other Unit 1-2 sequences

Unit 3-4 level

- English and/or Literature (2 Units)
- 4 other Unit 3-4 sequences

These Units can be acquired over more than two years and can be mixed.
A student needs to meet the ongoing progression requirements to assemble a full VCE course.

1.2. VCE VM Entry

To be eligible for the VCE VM pathway, students must demonstrate a commitment to a learning pathway that includes school-based studies, work placements, and a VET Study in their chosen area of interest. To enter the VCE VM pathway students must meet the necessary entry requirements as specified by the College.

1.2.1. Units 1-2 VCE VM

For entry into the Year 11 VCE VM pathway 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 VCE VM Coordinator and the Director of Learning and Development – Student Progression.
- Evidence of student's commitment to commencing an applied learning program.
- Parental consent.

1.2.2. Units 3-4 VCE VM

For entry into the Year 12 VCE VM pathway, students need to have either:

- Successfully undertaken Year 11 VCE VM or VCE, completed a minimum of 90 hours VET Study and have an Industry Work Placement (one day per week).
- Evidence of student's commitment to continuing or commencing an applied learning program.
- Parental consent.

VCE – Structure of a Program

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 each VCE and VCE VM Study Design in detail.

VCE – Studies and Units

The VCE is awarded based on the 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 Unit 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

Some Year 10 Students may apply to do one VCE Study in addition to their 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.

In Year 11 students will normally undertake seven Unit 1-2 studies, including one English study (English or Literature) and one Unit of Religion Education. Year 12 students will normally take five Unit 3-4 Studies including one English study (English or Literature).

Satisfactory Completion of a Program – Award of the VCE Certificate

To gain their VCE, students are required to satisfactorily complete a minimum of 16 Units over two years. This must include:

- At least three Units of English. This requirement can be met by gaining an "S" for at least one Unit from English Units 1 and 2, and both Units 3 and 4 of either English or Literature.
- An additional three Unit 3-4 sequences of studies other than English, which may include other English sequences once the English requirement has been met.

[NB: The VCE/VET Studies count for four Units if taken in Years 11 and 12 (like any other VCE Study).]

To gain their VCE VM, students are required to satisfactorily complete a minimum of 16 Units over two years including:

- 3 VCE Vocational Major Literacy or VCE English Units (including a Unit 3-4 sequence).
- 2 VCE Vocational Major Numeracy or VCE Mathematics Units.
- 2 VCE Vocational Major Work-Related Skills Units.
- 2 VCE Vocational Major Personal Development Skills Units.
- 2 VET credits at Certificate II level or above (180 nominal hours).

Students must complete a minimum of three Unit 3–4 sequences (other than VCE VM Literacy) as part of their program.

VCE Assessment

Assessment in the VCE

Satisfactory Completion of VCE and VCE VM 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 work 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 to achieve this minimum standard if necessary).
- Submit work on time.
- Submit work that is clearly their own.
- Observe the VCAA and school rules.

If one or more learning outcome is awarded an "N" (Not Satisfactory) then the overall result for the Unit will be "N". Attendance in class is critical to the completion of the VCE.

Students who receive an "S" for a minimum of 16 Units that include 3 Units of an English subject and a Unit 3- 4 sequence in an English subject as well as at least three other Unit 3-4 sequences will receive their VCE.

Students who receive an "S" for a minimum of 16 Units that include 3 Units of VCE VM Literacy, and a Unit 3- 4 sequence in VCE VM Literacy as well as at least three other Unit 3-4 sequences will receive their VCE Vocational Major.

Attendance
VCAA requires that a student attend sufficient class time to complete work. They expect the school to set minimum levels of attendance for satisfactory completion of VCE Units. Breach of these rules may result in the awarding of an "N" for the Unit.

De La Salle College requires a minimum attendance of 90% of classes in each subject in each Unit. That is, no more than 10% of classes can be missed without an Approved Absence.

Approved Absence
An approved absence would include events such as excursions, sport and community service. Examples of approved absences are:

- Absence due to a medical reason supported by a medical certificate from a health professional (issued on the day of absence);
- ACC Sport;
- Appointments with staff members e.g. Year Level/House Coordinator or Counsellors;
- College Community Service;
- Excursions or incursions;
- Preparation for College events e.g. Liturgies, the Musical and Instrumental program;
- Seminar or Reflection Days;
- State or National Sport Representation;
- Student Leadership Meetings;
- VET;
- Work Placements.

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.

Assessment of Levels of Performance Units 1- 4

Units 3 and 4 VCE
In each Study at Units 3 and 4 level there will be ungraded School Assessed Coursework, graded School Assessed Coursework and an external examination. Graded assessment may consist of School-Assessed Tasks (SATs) and School-Assessed Coursework (SACs).

- School-Assessed Coursework (SACs) apply in most VCE Studies. Graded SACs may be tests, essays, practical work or extended analysis tasks over a number of periods. These tasks will contribute to a study score in each study. Ungraded School-Assessed Coursework (Work Tasks) do not contribute to the final grade, however, are critically important as students need to complete each of the Work Tasks to provide evidence of meeting the outcomes to achieve an “S” in each Unit.
- School Assessed Tasks (SATs) apply in the following studies: Visual Communication Design, Product Design & Technology, Studio Arts, Systems Engineering and Media.
- The graded assessments are used to produce a Study Score out of 50 for each Study.

*VCE VM Studies do not have graded assessments and do not attract a Study Score.

All students enrolled in Units 3 and 4 Studies (both VCE and VCE VM) are expected to sit all or a section of the General Achievement Test (GAT).

Units 1 and 2
In Units 1 and 2 the graded and ungraded School Assessment Coursework 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 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 each Unit.

VCE Vocational Major Pathway

The VCE Vocational Major (VM) pathway structure and details of Study Designs 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 each VCE VM Study Design in detail.

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

It prepares students to move into apprenticeships, traineeships, further education and training, university or directly into the workforce.

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

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

New curriculum has been developed for the VCE VM and VCE VM students will complete Units 1-4 in Literacy, Numeracy, Personal Development Skills and Work Related Skills. This new curriculum is engaging, based in real life and gives students in-demand skills needed for the future world of work.

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

Satisfactory Completion of VCE VM

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 Units, including:

- 3 VCE VM Literacy Units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy Units
- 2 VCE VM Work Related Skills Units
- 2 VCE VM Personal Development Skills Units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three Unit 3–4 sequences other than VM Literacy as part of their program.

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

At De La Salle College the VCE VM pathway is based on fulltime enrolment and includes their participation in VCE VM classroom learning, VET and Structured Workplace Learning (SWL) or school-based apprenticeship or traineeship (SBAT).

VCE VM at De La Salle College

The VCE VM's flexibility enables the College to structure this pathway in a way that suits the interests and learning needs of individual students. Students will select an accredited Vocational Education and Training (VET) Study supported by Structured Workplace Learning (SWL) or Australian School-based Apprenticeship Training (SBAT). Students will also complete Units 1-4 in VCE VM Literacy, Numeracy, Personal Development Skills and Work Related Skills.

	VCE VM Literacy	VCE VM Numeracy	VCE VM Personal Development Skills	VCE VM Work Related Skills	VET SWL/SBAT
Year 11 (Units 1 & 2)	VCE VM Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.	VCE VM Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.	VCE VM Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community	VCE VM Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.	Any VET Study at Certificate II level or higher. SWL or SBAT (one fixed day per week with an approved employer).
Year 12 (Units 3 & 4)					

VCE VM students will be part of the College's House Mentor system, GROW program and Year 12 Seminar program.

Religious Education and Physical Education will be integrated into the four Studies of the VCE VM.

Assessment in VCE VM

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

Students' results for each VCE VM Unit will be reported as S (Satisfactory) or N (Not Satisfactory). The award of satisfactory completion for a Unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the Unit.

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

The VCE VM studies do not contribute to the ATAR.

Curriculum

YEAR 5

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

Religion

Religious Education

Description

Religion is an essential characteristic of many societies and religious knowledge is fundamental to an understanding of self, others, the world and God. Religious Education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in people's lives.

Religious Education invites students to appreciate the value of Catholic faith and to respect the other faiths and worldviews that permeate Australia's diverse society. This knowledge and understanding are essential for a rich spiritual life and for informed and committed participation in a global Church, working for the common good.

Religious Education in a Catholic school aims to develop:

- appreciation and deep understanding of the richness of the Catholic Tradition
- religious self-understanding and spiritual awareness
- openness to religious questions and to a religious interpretation of the world
- awareness of the diversity of voices in society and within the school
- discernment and participation informed by the Catholic Tradition

Religious Education is also a specific learning area with its own integrity. It seeks to animate learners through powerful teaching which develops a capacity to go deeper into their learning. Religious Education as a discipline is interpretative by nature, using dialogue to develop students' self-understanding in light of the teachings of the Church and the scriptural account of the human person as made in the image of God. It stimulates students' inner resources of hope, meaning and love, equipping them to grapple with the questions of ultimacy and opening their hearts and minds to the beauty, mystery and wonder of God revealed in creation and others. It creates a context in which each student is invited to look at life in a way that encourages appreciation and gratitude, inquiry and critical thinking, where the Catholic Tradition holds an explicit, preferred and robust place.

Learning Structure

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and students' self- understanding. A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth. Student conversations, learning journals, observations or feedback all provide opportunities to gather rich evidence.

Horizons of Hope and RESource documents on the Catholic Education Melbourne (MACS) website provide materials to plan, teach and assess Religious Education. To Know, Worship and Love (KWL) units are also used in conjunction with the new Religious Education Curriculum.

Information from Melbourne Archdiocese Catholic Schools (MACS Website).

The Arts

Art

Description

In Art students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.

Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make, and view can be displayed to express and enhance meaning.

Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

Learning Standards

Exploring and Expressing Ideas
Students investigate a variety of materials and techniques in order to create original artworks.

Visual Arts Practices
Students investigate the work of differing artists and cultures and discuss their observations and opinions.

Presenting and performing
Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks.

Responding and Interpretation
Create and display art work considering how ideas can be expressed to an audience.

Assessment

- Folio of artworks
- Responses to artworks

Drama

Description

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

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

Learning Standards

Students investigate a variety of performance and Drama processes to develop and refine their skills in order to 'present to an audience'.

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 Students commence their studies in the Primary String Program, learning the fundamentals of playing the violin or ukulele in both solo and group contexts. They explore instrument care, assembly and posture. Students develop skills and knowledge in the areas of sound production, note reading, technique and rhythmic accuracy. Students develop skills in rehearsal and informal in-class performance.

Learning Standards

- Explore and express ideas: students explore improvisation through call and response activities.
- Music practices: students develop their technical skills and understanding of performance conventions.
- Present and perform: students participate in group music making, in preparation for a public performance in Year 6.
- Respond and interpret: students develop their listening and observational skills to determine how to respond to musical direction from a conductor, and how to reflect these instructions in their playing.

Assessment

- Solo and group performance
- Aural and theory tests

English

Description

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

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

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Students will have the opportunity to develop understanding about the ways Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Learning Standards

Reading and Viewing

Students will:

- Explain how text structures assist in understanding the text.
- Understand how language features, images and vocabulary influence interpretations of characters, settings and events.
- Analyse and explain literal and implied information from a variety of texts.
- Describe how events, characters and settings in texts are depicted and explain their own responses to them.
- Confidently encounter and decode less familiar words when reading.

Writing

Students will:

- Use language features to show how ideas can be extended.
- Develop and explain a point of view about a text.
- Create imaginative, informative and persuasive texts for different purposes and audiences.
- Demonstrate understanding of grammar and sentence types, and select specific vocabulary and use accurate spelling and punctuation when writing.
- Edit their work for cohesive structure and meaning.

Speaking and Listening

Students will:

- Listen and ask questions to clarify content.
- Use language features to show how ideas can be extended.
- Develop and explain a point of view about a text selecting information, ideas and images from a range of resources.
- Create a variety of sequenced texts for different purposes and audiences.
- Make presentations for defined purposes using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.

Assessment

- Individual tasks
- Group tasks
- Writing demonstrating understanding of different genres
- Oral presentations
- Spelling tests
- Standardised testing

(Information is taken from the Victorian Curriculum website)

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 knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. They also explore a range of factors and behaviours that can influence health, safety and wellbeing.

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 harm, 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 refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations in a range of settings, including indoor, outdoor and aquatic. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students are introduced to the concepts of attack and defence, 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
- Anaerobic fitness testing
- Sun smart or water safety information task
- Sport survey project
- Physical activity training plan
- Health benefits project

Languages

Italian

Description

Through learning another language, 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 5 - 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.
In Year 5, students cover topics such as self-descriptions and family, days, months and seasons, sports and festivities in Italy and around the world.

Learning Standards

Communicating

Substrands: Socialising, Informing, Creating, Translating, Reflecting
Students use language for communicative purposes. They learn the knowledge, skills and behaviours relevant to the Italian language by various means, such as socialising, informing, creating and translating within the language as well as reflecting on what they have achieved.

Understanding

Substrands: Systems of language, Language variation and change, role of language and culture Students develop knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. They identify and use key features of the language, such as grammatical gender, and compare and contrast like events in cultures which use different languages.

Assessment

- Write simple sentences based on modelled examples
- Listen to short, simple texts and show understanding
- Use basic structures in Italian to ask and respond to simple questions

Mathematics

Description

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

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

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing Mathematics to make informed decisions and solve problems efficiently.

Learning Standards

Number and Algebra

Students will:

- Solve simple problems involving the four operations using a range of strategies including digital technology.
- Estimate to check the reasonableness of answers and approximate answers by rounding.
- Identify and describe factors and multiples.
- Explain plans for simple budgets.
- Order decimals and unit fractions and locate them on a number line.
- Add and subtract fractions with the same denominator.
- Find unknown quantities in number sentences and continue patterns by adding or subtracting fractions and decimals.

Measurement and Geometry

Students will:

- Use appropriate units of measurement for length, area, volume, capacity and mass.
- Calculate perimeter and area of rectangles and volume, and capacity of rectangular prisms.
- 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 their two-dimensional representations.
- Describe transformations of two-dimensional shapes and identify line and rotational symmetry.

Statistics and Probability

Students will:

- Pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology.
- Compare and interpret different data sets.
- List outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1.

Assessment

- Concept development, understanding and mastery
- Informal and formal

(Information is taken from the Victorian Curriculum website)

Science & Technologies

Description

The Science & Technologies subject will draw on the Year 5 and 6 Science and Technologies: Digital Technologies Victorian Curriculum Learning Areas, which are focused on:

- Recognising questions that can be investigated scientifically and undertaken via investigations;
- The use of technologies to create innovative solutions that meet current and future needs.

Students will be provided opportunities to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Students will be encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

Learning Standards

Scientific Understanding

Students will:

- Explain how scientific knowledge is used in decision making and develops from many people's contributions.
- Discuss how scientific understandings, discoveries and inventions affect peoples' lives.
- Learn about:
  - Solids, liquids and gases
  - Observable changes: reversible or irreversible
  - Absorption, reflection and refraction of light
  - Key features of our Solar System
  - Adaptations of living things

Scientific Skills

Students will follow the scientific inquiry process when conducting investigations, which includes:

- Questioning and predicting
- Planning and conducting
- Recording and measuring
- Analysing and evaluating
- Communicating

Digital Systems

Students will:

- Explain the functions of digital system components and how digital systems are connected to form networks that transmit data.

Data and Information

Students will

- Explain how digital systems use whole numbers as a basis for representing a variety of data types.
- Manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols.

Creating Digital Solutions
Students will:

- Define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.
- Incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program.
- Explain how information systems and their developed solutions meet current and future needs taking sustainability into account.

Assessment

Students will be assessed in a variety of ways including, but not limited to:

- Individual tasks
- Group tasks
- Oral presentations
- Conducting experiments
- Report writing
- Design, creation and evaluation of products

Curriculum

YEAR 6

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

Religion

Religious Education

Description

Religion is an essential characteristic of many societies and religious knowledge is fundamental to an understanding of self, others, the world and God. Religious Education promotes an understanding of story, ethics, ritual and symbol that have shaped humanity from the earliest times. It helps students appreciate the role of prayer, beliefs, sacraments and sacred texts in people's lives.

Religious Education invites students to appreciate the value of Catholic faith and to respect the other faiths and worldviews that permeate Australia's diverse society. This knowledge and understanding are essential for a rich spiritual life and for informed and committed participation in a global Church, working for the common good.

Religious Education in a Catholic school aims to develop:

- appreciation and deep understanding of the richness of the Catholic Tradition
- religious self-understanding and spiritual awareness
- openness to religious questions and to a religious interpretation of the world
- awareness of the diversity of voices in society and within the school
- discernment and participation informed by the Catholic Tradition

Religious Education is also a specific learning area with its own integrity. It seeks to animate learners through powerful teaching which develops a capacity to go deeper into their learning. Religious Education as a discipline is interpretative by nature, using dialogue to develop students' self-understanding in light of the teachings of the Church and the scriptural account of the human person as made in the image of God. It stimulates students' inner resources of hope, meaning and love, equipping them to grapple with the questions of ultimacy and opening their hearts and minds to the beauty, mystery and wonder of God revealed in creation and others. It creates a context in which each student is invited to look at life in a way that encourages appreciation and gratitude, inquiry and critical thinking, where the Catholic Tradition holds an explicit, preferred and robust place.

Learning Structure

In the Religious Education Curriculum Framework, the learning structure has three integrated components that work together to build the foundations for a Pedagogy of Encounter:

- Three strands of learning in Religious Education: Knowledge and Understanding – seeking truth; Reasoning and Responding – making meaning; Personal and Communal Engagement – living story
- Five content areas: Jesus and Scripture; Church and Community; God, Religion and Life; Prayer, Liturgy and Sacraments; Morality and Justice. These each have learning descriptors in levels
- Achievement standards in progression points.

Scope and Sequence Year 5 – Year 6

Students bring to the school a wide range of faith and spiritual experiences. These experiences are built upon in the curriculum as rich sources for further learning about God, religion and life.

Students:

- Extend their learning about the background and person of Jesus and his relationships with the Father, his disciples and the people he came to serve.
- Explore old and new testament text, learning skills of interpretation by drawing on growing knowledge of context and genre.
- Learn about the structures of the Church, its foundations in community and its mission of service in the world.
- Consider the actions of God in the world and begin to explore ways other religious traditions celebrate this.
- Learn about and may receive the sacraments of Penance, Eucharist and Confirmation, as well as learning about the seven sacraments and their significance for today.
- Engage with the liturgical celebrations of the church year and the life of the faith community, past and present, exploring ways they can participate in and contribute to the church.

- Continue to develop their personal prayer life, spirituality and appreciation for the sacred.
- Develop their understanding of Catholic teaching on the dignity of the human person and its implications for their choices personally and in community, learning to build just and compassionate relationships based on love and respect for self and others.

Assessment

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and students' self- understanding. A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth. Student conversations, learning journals, observations or feedback all provide opportunities to gather rich evidence.

Horizons of Hope and RESource documents on the Catholic Education Melbourne (MACS) website provide materials to plan, teach and assess Religious Education. To Know, Worship and Love (KWL) units are also used in conjunction with the new Religious Education Curriculum.

Information taken from Melbourne Archdiocese Catholic Schools (MACS Website).

The Arts

Art

Description

In Art students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks. They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.

Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make, and view can be displayed to express and enhance meaning.

Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts.

Learning Standards

Exploring and Expressing Ideas
Students investigate a variety of materials and techniques in order to create original artworks.

Visual Arts Practices
Students investigate the work of differing artists and cultures and discuss their observations and opinions.

Presenting and performing
Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks.

Responding and Interpretation
Create and display artwork considering how ideas can be expressed to an audience.

Assessment

- Folio of artworks
- Responses to artworks

Drama

Description

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

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

Learning Standards

Students investigate a variety of performance and Drama processes to develop and refine their skills in order to 'present to an audience'.

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 6 students continue their studies in the Primary String Program, learning the fundamentals of playing the violin or ukulele in both solo and group contexts. They explore instrument care, assembly and posture. Students develop skills and knowledge in the areas of sound production, note reading, technique and rhythmic accuracy. Students demonstrate skills in rehearsal and a final public performance.

Learning Standards

Dimension

- Explore and express ideas: students explore improvisation through call and response activities.
- Music practices: students develop their technical skills and understanding of performance conventions.
- Present and perform: students participate in rehearsals and deliver a public group performance.
- Respond and interpret: students develop their listening and observational skills to determine how to respond to musical direction from a conductor, and how to reflect these instructions in their playing.

Assessment

- Solo and group performance
- Aural and theory tests

English

Description

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

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

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Students will have the opportunity to develop understanding about the ways Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

Learning Standards

Reading and Viewing

Students will:

- Understand how to use knowledge of phonics when decoding unfamiliar words and the technical or derived words in increasingly complex texts.
- Understand how the use of text structures can achieve particular effects.
- Analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.
- Compare and analyse information in different texts, explaining literal and implied meaning.
- Select and use evidence from a text to explain responses to it.

Writing

Students will:

- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how their choices of language features and images are used.
- Use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences.
- Demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing.
- Use accurate spelling and punctuation for clarity, provide feedback on the work of their peers.
- Make and explain editorial choices based on agreed criteria.

Speaking and Listening

Students will:

- Listen to discussions, clarifying content and challenging others' ideas.
- Understand how language features and language patterns can be used for emphasis.
- Show how specific details can be used to support a point of view.
- Explain how their choices of language features and images are used.
- Create detailed texts, elaborating on key ideas for a range of purposes and audiences.
- Make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.

Assessment

- Individual tasks
- Group tasks
- Writing demonstrating understanding of different genres
- Oral presentations
- Spelling tests
- Standardised testing

(Information is taken from the Victorian Curriculum website)

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.

Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and propose and combine concepts and strategies to achieve movement outcomes and solve challenges.

Learning Standards

Health Knowledge and Promotion

Students develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time. They also explore a range of factors and behaviours that can influence health, safety and wellbeing. They explore the importance of safety, 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 defence; 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
- Anaerobic fitness testing
- Sun smart and safety information task
- High performance sport project
- Physical activity training plan
- Mental health project

Languages

Italian

Through learning an additional language, 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

In Year 6, students learn to introduce themselves and describe their feelings. They begin to read longer texts and answer basic questions based on it. They also investigate and report on a famous Italian family.

Learning Standards

Communicating

Socialising, Informing, Creating, Translating, Reflecting

Students use language for communicative purposes. They learn the knowledge, skills and behaviours relevant to the Italian language by various means, such as socialising, informing, creating and translating within the language as well as reflecting on what they have achieved.

Understanding

Systems of language, Language variation and change, role of language and culture

Students develop knowledge of the connections between language and culture, and how culture is embedded throughout the communication system. They identify and use key features of the language, such as grammatical gender, and compare and contrast like events in cultures which use different languages.

Assessment

- Complete very simple exercises in word recognition through listening to spoken Italian
- Read aloud effectively and apply knowledge of pronunciation and letter sound variations in particular context
- Read very simple 2-3 line paragraphs and answer questions in Italian and/or English

Mathematics

Description

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

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

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable Students to respond to familiar and unfamiliar situations by employing Mathematics to make informed decisions and solve problems efficiently.

Learning Standards

Number and Algebra

Students will:

- Recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers.
- Solve problems that involve all four operations with whole numbers and describe the use of integers in everyday contexts.
- Locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number.
- Solve problems involving the addition and subtraction of related fractions.
- Calculate a simple fraction of a quantity and calculate common percentage discounts on sale items, with and without the use of digital technology.
- Make connections between the powers of 10 and the multiplication and division of decimals.
- Add, subtract and multiply decimals and divide decimals where the result is rational.
- Write number sentences using brackets and order of operations, and specify rules used to generate sequences involving whole numbers, fractions and decimals.
- 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 will:

- Compare areas of regular and irregular shapes, using informal units.
- Relate decimals to the metric system and choose appropriate units of measurement to perform a calculation.
- Solve problems involving time, length and area, and make connections between capacity and volume.
- Interpret a variety of everyday timetables.
- Solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology.
- Construct simple prisms and pyramids.

Statistics and Probability

Students will:

- Interpret and compare a variety of data displays, including displays for two categorical variables.
- Analyse and evaluate data from secondary sources.
- Compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. Construct data displays from given or collected data, with and without the use of digital technology.
- Specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages.

Assessment

- Concept development, understanding and mastery
- Informal and formal
- (Information is taken from the Victorian Curriculum website)

Science & Technologies

Description

The Science & Technologies subject will draw on the Year 5 and 6 Science and Technologies: Digital Technologies Victorian Curriculum Learning Areas, which are focused on:

- Recognising questions that can be investigated scientifically and undertaken via investigations;
- The use of technologies to create innovative solutions that meet current and future needs.

Students will be provided opportunities to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

Students will be encouraged to make decisions about the development and use of technologies, considering the impacts of technological change and how technologies may contribute to a sustainable future. The curriculum provides practical opportunities for students to be users, designers and producers of new technologies.

Learning Standards

Scientific Understanding

Students will:

- Explain how scientific knowledge is used in decision making and develops from many people's contributions.
- Discuss how scientific understandings, discoveries and inventions affect peoples' lives.
- Learn about:
- Observable changes: reversible or irreversible
- Energy transformation to generate electricity
- Natural events causing rapid change to Earth's surface
- Key features of our Solar System
- Growth and survival of living things

Scientific Skills

Students will follow the scientific inquiry process when conducting investigations, which includes:

- Questioning and predicting
- Planning and conducting
- Recording and measuring
- Analysing and evaluating
- Communicating

Digital Systems

Students will:

- Explain the functions of digital system components and how digital systems are connected to form networks that transmit data.

Data and Information

Students will:

- Explain how digital systems use whole numbers as a basis for representing a variety of data types.
- Manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols.

Creating Digital Solutions

Students will:

- Define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems.
- Incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program.
- Explain how information systems and their developed solutions meet current and future needs taking sustainability into account.

Assessment

Students will be assessed in a variety of ways including, but not limited to:

- Individual tasks
- Group tasks
- Oral presentations
- Conducting experiments
- Report writing
- Design, creation and evaluation of products

Curriculum

YEAR 7

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

Religion

Religious Education

Students investigate the idea of Community throughout the year. Each term they delve into a challenging question or statement connected to the theme of the year and are jointly led to some discoveries while also being able to explore their own questions. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

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 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 spiritual life and the importance of belonging to the faith community. It embraces student articulation and application of learned religious truths and values in their own personal lives and broader communities.

- Unit assignments and class work

Assessment

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth and learning. Student dialogue, discussion, observations and/or feedback all provide opportunities to gather rich evidence.

RESource documents on the Melbourne Archdiocese Catholic Schools (MACS) website provide materials to plan, teach, and assess Religious Education. To Know, Worship and Love (KWL) text units are also used with the Religious Education Curriculum.

The Arts

Art

Description

Students explore traditional arts forms and styles to develop understanding of the concept of style. Students apply their art knowledge and, with guidance, produce a folio of finished artworks, selecting and using a range of contemporary and traditional media, materials, equipment and technologies.

Students experiment with imaginative and innovative ways of generating ideas and manipulating arts elements, principles to explore the potential of ideas, gaining inspiration from a broad range of sources, including artworks from different cultures, styles and historical contexts.

Learning Standards

Explore and Express Ideas

Students explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. They explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.

Visual Arts Practices

Students experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing art works and documenting artistic practice.

Present and Perform

Students create and display artworks, describing how ideas are expressed to an audience.

Respond and Interpret

Students analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences. They identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

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 artwork

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.

Drama

Description

In Year 7, Drama students undertake an intensive study of skills. These include: storytelling, improvisation, character, voice and movement. Students respond to their work in verbal and written forms and create performance work using various stimuli. They also gain experience performing in front of their peers and use props and costumes appropriately. Throughout the year, students learn to be articulate and empathetic and work in groups to negotiate outcomes and explore their own creativity and personality.

Learning Standards

By the end of Year 7, students identify and analyse how the elements of drama are used, combined and manipulated in different styles. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama. Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills and design elements to shape and focus theatrical effect for an audience.

Assessment

- Commedia Dell'Arte Performance
- Commedia Dell'Arte Written Reflection
- Indigenous Creation Story Performance
- Analysis of a Viewed Performance

Music
Band Program

Description

Year 7 students learn to play a musical instrument (one of flute, clarinet, saxophone, trumpet, trombone, bass guitar or percussion) in small tutorial groups before combining to form a Mentor Group 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

- Explore and express ideas: students experiment with elements of music using instruments in the band setting.
- Respond and interpret: students develop listening skills, theoretical understanding of musical notation and musical concepts, and technical performance skills on their instruments.
- Present and perform: students rehearsal and perform in solo and group contexts.

Assessment

- Solo Performance
- Theory

English

Description

The Year 7 English course is structured around three language modes: reading and viewing, writing, and speaking and listening.

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Students develop an understanding of how texts are influenced by context, purpose and audience. Literary texts are drawn from a range of realistic, fantasy, speculative fiction and historical genres. They involve some challenging and unpredictable plot sequences and a range of non- stereotypical characters. These texts explore a range of themes and represent a variety of perspectives. Students engage with these texts independently and through group discussion. Students develop knowledge about a range of strategies for reading through teacher guided interpretation, as well as in peer led literature circles.

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. In Year 7 English, students will develop competence in the writing of analytical text response essays, as well as producing a folio of creative works in different forms and genres. This mode involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a capacity to discuss language conventions and use.

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. Students will have the opportunity to present their own research and opinion on a contemporary social issue.

Learning Standards

Reading and Viewing

- Understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context.
- Understand 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 and accurate spelling and punctuation when creating and editing texts.

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

- Writing of creative, persuasive, informative, analytical, evaluative, and descriptive responses to texts
- Oral and multimodal presentations
- Language and literacy tests
- Individual and group tasks

Health & Physical Education

Health and 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 harm 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 learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Focus areas addressed in Year 7 include:

- Health Benefits of Physical activity
- Safety
- Introduction to fitness components
- Games and sport

Movement and Physical Activity

Students refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities. Students use strategic thinking, communication and ICT to enhance performance.

Focus areas addressed in Year 7 include:

- Games Sense
- Lifelong physical activities
- Rhythmic and expressive movement activities in gymnastics
- Swimming

Assessment

Practical-based assessment:

- Net/Wall games
- Invasion games
- Striking/fielding games
- Target games

Theory based assessment:
Semester 1
Safety assignment

Semester 2
Benefits of physical activity assignment

Humanities

Geography

Description

Year 7 Geography involves the study of processes that influence the characteristics of places around the world.

Water in the World

This 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 and other parts of the world.

Place and Liveability

This draws on the key geographic ideas to examine different types and functions of communities and the liveability of places in Australia and overseas.

Geographical Concept

This introduces students to the key geographic ideas of space, place, interconnection, change, environment, sustainability and change.

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

Achievement Standards

Geographic Concepts and Skills Place, Space and Interconnection

Students will:

- Explain processes that influence the characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.
- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections.

Data and Information

Students will:

- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols.
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Geographic Knowledge Water in the World

Students will investigate:

- The environmental resources and the forms that water takes as a resource.
- The ways that flows of water connect places as they move through the environment and the ways this affects places.
- The quantity and variability of Australia's water resources compared with those in other continents and how water balance can be used to explain these differences.
- The nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa.
- The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of place.
- The causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future.

Place and Liveability

Students will investigate:

- Factors that influence the decisions people make about where to live and their perceptions of the liveability of places.
- Influence of services and facilities; and environmental quality, on the liveability of places.
- Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places.
- Influence of social connectedness and community identity on the liveability of places.
- Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe.

Assessment

- SPICESS Project
- Water in the World Fieldwork Report
- Liveability Project
- Semester Test

Pathways

- Year 8 Geography

History

Description

Year 7 History involves the study of how people lived in the past, and the events they experienced. The study focusses on the societies that existed from the earliest known human communities (60,000BC) to the end of ancient times (650AD). Questions are asked about the ancient past, why and where the earliest societies developed, how people lived in ancient, and what have been the legacies for our time. The course is structured around a study of our First Nation Peoples and the civilisations of Ancient Rome and Ancient China.
The content of this year level is organised into two strands: *Historical Knowledge* and *Historical Concepts and Skills.* These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Achievement Standards

Historical Concepts and Skills

Chronology, Terms and Concepts

Students will:

- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.
- Describe and explain the broad patterns of change in the period of the Ancient World.

Historical Sources as Evidence

Students will:

- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past.
- Explain different historical interpretations and contested debates about the past.

Continuity and Change

Students will:

- Identify and explain patterns of continuity and change in society to the way of life.

Cause and Effect

Students will:

- Analyse the causes and effects of significant events that caused change and/or a decline over the period.

Historical Significance

Students will:

- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.

Historical Knowledge and Understanding

Aboriginal and Torres Strait Islander Peoples and Cultures

Students will investigate:

- The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs
- The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources
- The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples

Ancient World and Early Civilisations

Students will investigate:

- How physical features influenced the development of the civilisation
- Changes in society and the perspectives of key groups effected by change including the influence of law and religion
- Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs

- Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs
- The role and achievements of a significant individual in an ancient society
- The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery

Assessment

- Document Analysis- Otzi the Iceman
- Ancient Rome Project
- Ancient China Research
- Ancient Australia Test

Pathways

- Year 8 History

Languages
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. They start to gain 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 read a range of texts about aspects of French and Italian culture and draw comparisons with our own Australian culture. They 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

Socialising, Informing, Creating, Translating, Reflecting

Students learn the knowledge, skills and behaviours relevant to the specific language. They become familiar with pronunciation and are able to exchange simple information on aspects of their immediate world. They introduce and talk about themselves and family members, and greet and farewell others. They create their own texts using simple sentence structures and develop language to interact with their peers. Students begin to use different communication modes and different text genres to convey their message in the language.

Understanding

Systems of Language, Language Variation and Change, Role of Language and Culture

Students learn to recognise patterns within the language and are able to discuss and describe features of the language. They learn how to make simple observations about the relationship between language and culture, particularly through comparing what they learn with the English language. They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the processes involved in using different languages and developing their capability as learners of a language.

Assessment

- Speaking in Italian/French
- Writing in Italian/French
- Understanding the spoken Italian/French
- Cultural research

Mathematics

Description

The Year 7 Mathematics course focuses on enhancing students' skills across all the mathematics achievement standards (Number and Algebra, Measurement and Geometry, Statistics and Probability). A priority is to improve student abilities in numbers and fractions, decimals and percentages. Students are also introduced to the language of algebra and developing their algebraic skills. In addition, the course has a focus on helping students to understand how to learn Mathematics, develop a growth mindset, enabling students to become life-long learners and to create an environment to enjoy their mathematics classes. Students are taught how to apply mathematical computations to solve problems and how the mathematics they learn is related to real life scenarios.

Learning Standards

Number and Algebra

- Number and Place Value
- Real Numbers
- Patterns and Algebra
- Linear Relations and Equations

Students will also be working on mastering a wide range of different skills and knowledge from the Victorian Curriculum's other two strands, Measurement and Geometry, and Statistics and Probability.

Assessment

- Whole Numbers
- Data Assignment
- Number Properties
- Fractions
- Algebra
- Decimals
- Probability
- Geometry
- Equations
- Measurement

Numeracy Support

Description

The Numeracy Support program serves as a targeted intervention that allows students the opportunity to achieve minimum standards in Mathematics. Students work in a small class (maximum 15 students) where there is an emphasis on improving their mathematical skills. This is timetabled at the same time as Year 7 Mathematics, so students do Numeracy Support instead of Mathematics, with the aim of reintegrating students back into the standard Year 7 Mathematics class where possible. The Year 7 Numeracy Support Course focuses on enhancing students' skills in number and fractions, decimals and percentages as well as introducing students to the language of algebra. The Numeracy Support program follows the same format as the standard class, with additional opportunity for more one on one support and hands-on activities.

Student Selection

Students will initially be offered a place in Numeracy Support based on the ALLWELL test undertaken prior to starting at De La Salle College. Movement from the program back to standard Mathematics classes will be reviewed at the end of each term following teacher recommendations. These reviews will consist of teacher judgement (based on available data and professional judgement), formal assessment and parental consent.

Learning Standards

Number and Algebra

- Number and Place Value
- Fractions and Decimals
- Patterns and Algebra

Students will also be working on mastering a wide range of different skills and knowledge from the Victorian Curriculum's other two strands, Measurement and Geometry, and Statistics and Probability.

Assessment

- Whole Numbers
- Data Assignment
- Number Properties
- Fractions
- Algebra
- Decimals
- Probability
- Geometry
- Equations
- Measurement

Science

Description

The Science Curriculum at De La Salle College is based on the Victorian Curriculum: Science which has two interrelated strands: Science Understanding and Science Inquiry Skills.

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

At Year 7 these two strands are incorporated into five topics taught over the year:
Firing Up - which introduces students to the field of Science, basic equipment and the laboratory.
Model of Matter - which introduces students to the particle view of matter and how to separate substances.
The Physical World - which introduces the forces that govern our world and how they can be controlled. Sorting Out Living Things - which introduces living things and how they are part of a larger living system. Our Place in Space - which investigates the position and motions of Earth in space.

Learning Standards

Science Understanding:

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

Students also investigate 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. Students are encouraged to recognise 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 t
  topic being studied.
- Practical work: where students produce a variety of different written reports on experimental investigations conducte
  throughout a topic.
- Topic tests: where students are expected to recall topic knowledge under test conditions.

Technology
STEM

Description
In Levels 7 and 8, students investigate and select from a range of technologies. They consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.

Students generate and clarify ideas through sketching, modelling, perspective and orthogonal drawings. With greater autonomy, students identify the sequences and steps involved in design tasks and develop plans to manage design tasks, including safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks.

Learning Standards
Science – inquiry based approach that include:
- Science Understanding
- Physical sciences
- Planning and Conducting
- Analysing and Evaluating

Technology – ICT, CNC machinery that include:
- Investigating
- Generating
- Planning and Management
- Production
- Evaluating

Engineering – that includes:
- Principles and Systems

Mathematics – logical reasoning, problem solving skills that include:
- Geometric reasoning
- Measurements and Geometry
- Statistics and Probability
- Data representation and Interpretation
- Linear and nonlinear relationships

Assessment
Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM Elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

Semester based project that covers the following:
- Investigating
- Generating
- Planning and Management
- Producing
- Evaluating

Pathways
- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment

Curriculum

YEAR 8

Religion

Religious Education

Description

Students investigate the evolution of religion from a worldwide perspective through to its place within Melbourne. Each term they delve into a challenging question or statement connected to the theme of the year and are jointly led
to some discoveries while also being able to explore their own questions. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

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 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 spiritual life and the importance of belonging to the faith community. It embraces student articulation and application of learned religious truths and values in their own personal lives and broader communities.

- Unit assignments and class work

Assessment

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth and learning. Student dialogue, discussion, observations and/or feedback all provide opportunities to gather rich evidence.

RESource documents on the Melbourne Archdiocese Catholic Schools (MACS) website provide materials to plan, teach, and assess Religious Education. To Know, Worship and Love (KWL) text units are also used with the Religious Education Curriculum.

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 Visual Art practices 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

Explore and Express Ideas

Students explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks. They explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.

Visual Arts Practices

Students experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing art works and documenting artistic practice.

Present and Perform

Students create and display artworks, describing how ideas are expressed to an audience.

Respond and Interpret

Students analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences. They identify and connect specific features of visual artworks from different cultures, historical and contemporary times.

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 including a perspective drawing, linocut print and sculpture piece which demonstrates understanding a selected element or principle of art.

Analysis of Artworks

Students explore and discuss how artists have used Art elements and principles such as colour and texture in the construction of their work. They also investigate how 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 created by two selected artists from different art periods.

Pathways

- Year 9 Art
- Year 9 Photography
- Year 9 Visual Communication Design

Drama

Description

In Year 8, Drama students undertake an intensive, intermediate level study of skills and begin to understand how script relates to the actor's craft. The skills covered include: improvisation, character drawn from the written word, voice and movement. In Year 8 Drama, students build on what they learnt in Year 7. Using experiential methods such as improvisation, activities and Drama games, they explore character, Motivation, Object and Action, and Status all from a working actor's stand point. Then, they will actively examine vocal work through soundscape and the use of an object as a symbol and through transformation.

By the end of Year 8, students will have further formalised the skills and knowledge learnt in Year 7 by increasing their understanding of storytelling through improvisation and character creation through voice, movement and imagination. They will have a framework for this knowledge through the prism of Elements of Drama. Their knowledge of scriptwriting techniques will be developed with a view to Year 9 Monologue work. General capabilities will be experienced and explored including critical and creative thinking, personal and social capability, intercultural understanding and ethical understanding.

Learning Standards

- Explore and Express Ideas
- Drama Practices
- Present and Perform
- Students learn to tell the stories embedded in scripts through analysis, discussion, invention, negotiation and performance. They use these skills to explore the disciplines of movement and character creation especially as it relates to script.
- Respond and Interpret
- Students examine their own work and investigate the work of theatre practitioners in discussion, research and written responses. They also explore a variety of script types including stage, film and TV, through discussion and performance.

Assessment

- Stagecraft Assignment
- Scripted Performance Assessment
- Scripted Performance Analysis
- Greek Theatre Monologue task

Music

Description

Students develop their instrumental performance skills in learning to play and perform a variety of songs on the drumkit, the keyboard and acoustic guitar. They broaden their musical horizons through the focused listening analysis of a wide survey of music from diverse musical cultures and eras. Students also develop their understanding of music theory and aural skills, and develop confidence in their voice through group singing activities.

Learning Standards

Explore and Express Ideas

Students deliver their creative and expressive response to a film scene through the use of music technology.

Present and Perform

Students deliver in-class performances on each of 1, drum kit 2, electronic keyboard 3, acoustic guitar.

Music Practices

Students decode and apply music notation, perform set pieces and experiment with improvisation and composition.

Respond and Interpret

Students listen and respond in written form to a wide range of music videos of the featured year 8 instruments (drums, keyboard/piano and guitar).

Assessment

- Solo performances on drumkit, keyboard and acoustic guitar
- Music technology film sound design composition
- Aural and theory written tests

English

Description

The Year 8 English course is structured around three language modes: reading and viewing, writing, and speaking and listening.

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts produced by Australian authors, and writers working in other times and contexts. Students also develop the skills to analyse persuasive texts, with a focus on advertising strategies and techniques.

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. In Year 8 English, students will develop competence in the writing of analytical text response essays, as well as producing creative works exploring the gothic genre. This mode involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a capacity to discuss language conventions and use.

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. Students will have the opportunity to persuade their audience in formal presentations and engage in structured debates around issues raised by the literary texts studied.

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 the selection of language features can be used for particular purposes and effects.
- Explain the effectiveness of language choices they use to influence the audience.
- Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways.
- Create texts for different purposes selecting language to influence audience response.
- When creating and editing texts for specific effects, they take 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 understanding to elaborate upon discussions.
- Make presentations and contribute to class and group discussions, using language patterns for effect.

Assessment

- Writing of creative, persuasive, informative, analytical, evaluative, and descriptive responses to texts
- Oral and multimodal presentations
- Language and literacy tests
- Individual and group tasks

Health & Physical Education

Health and Physical Education

Description

The Personal, Social and Community Health 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 harm 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

Personal, Social and Community Health

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. Students reflect on how they can be used to assist in decisions about food choices and complete an in depth-study of the following units.

Focus areas addressed in Year 8 are:

- Food and nutrition
- Mental health and wellbeing
- Health benefits of physical activity
- Fitness components

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. They 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 and begin to set personal goals to improve performance by reflecting on their skill development needs.

Focus areas addressed in Year 8 are:

- Games Sense
- Transferring movement concepts across different sports
- Lifelong physical activities

Assessment

Practical-based assessment:

- Net/Wall games
- Invasion games
- Striking/fielding games
- Target games

Theory-based assessment:

Semester 1

- Nutrition assignment

Semester 2

- Mental Health assignment
- Health Benefits of Physical Activity assignment

Humanities

Geography

Description

There are two units of study in the Year 8 Geography. Landforms and Landscapes draws on the concepts of change, environment, scale and sustainability to investigate key geomorphological processes and their resulting landforms, hazards and soils, threats posed by human activities and proposed future use of environments. Changing Nations 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 Geographical Concepts and Skills*. These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Achievement Standards

Geographic Concepts and Skills Place, Space and Interconnection

Students will:

- Explain processes that influence the characteristics of places.
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications.
- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections.

Data and Information

Students will:

- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols.
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Geographic Knowledge Landforms and Landscapes

Students will investigate:

- Different types of landscapes and their distinctive landform features.
- Geomorphic processes that produce landforms, including a case study of at least one landform.
- The differences in at least one landform in Australia compared to other places and the geomorphic processes involved.
- Human causes of landscape degradation, the effects on landscape quality and the implications for places.
- Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples that influence the significance of places, and ways of protecting significant landscapes.
- Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future.

Changing Nations

The Students will investigate:

- The causes and consequences of urbanization
- The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences.
- The reasons for and effects of international migration to Australia.
- The reasons for and effects of internal migration in Australia and China.
- The challenges of managing and planning Australia's urban future.

Assessment

- Overlay Map
- Fieldwork Report
- Geographic Inquiry

Pathways

- Year 9 Geography

History

Description

This unit develops the skills and knowledge involved in the study of History. Students learn to describe and analyse key events in medieval societies. They explain features in community life including myths, legends, religious beliefs and culture. They analyse how medieval societies were ruled and describe the contributions of key individuals. Students compare selected aspects of medieval societies in both Asia and Europe.

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

Achievement Standards

Historical Concepts and Skills Chronology, Terms and Concepts

Students will:

- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes.
- Describe and explain the broad patterns of change in the period from the Ancient World to the Modern World.

Historical Sources as Evidence

Students will:

- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past.
- Explain different historical interpretations and contested debates about the past.

Continuity and Change

Students will:

- Identify and explain patterns of continuity and change in society to the way of life.

Cause and Effect

Students will:

- Analyse the causes and effects of significant events that caused change and/or a decline over the period.

Historical Significance

Students will:

- Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress.

Historical Knowledge

Students will investigate the following:

- Medieval Europe
- The Ottoman Empire
- Japan under the Shoguns
- The Spanish Conquest of the Americas

Assessment

- Medieval Annotated Timeline
- Document Analysis- The Black Death
- Document Analysis- Samurai and the Three Unifers

Pathways

- Year 9 History

Languages

French & Italian

Description

Students choose one language (from the Year 7 course) to be studied over two semesters - Italian or French.
In the units covered throughout the year, students develop and enhance basic grammar and oral skills in the chosen language.
Furthermore, all language skills – reading, writing, speaking and listening - are presented in a contextualised setting relevant to the experience of the students.
Students understand and use the language on topics related to events of general interest, 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 their knowledge and skills, as well as broadening their understanding of the language.

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

Socialising, Informing, Creating, Translating, Reflecting
Students learn the knowledge, skills and behaviours relevant to the specific language. They build on their pronunciation and are able to exchange simple information on aspects of their immediate world. They introduce and talk about themselves, including family members, pets and sports. They create their own texts using simple sentence structures and develop language to interact with their peers. They gradually build more extended text using cohesive devices and are able to use different communication modes and text genres to convey their message in the language.

Understanding

Systems of Language, Language Variation and Change, Role of Language and Culture
Students learn to recognize patterns within the language and discuss and describe features of the language. They learn how to make simple observations about the relationship between language and culture, particularly through comparing what they learn in the language to the English language. They identify cultural references in texts and consider how language reflects practices, perspectives and values. Students reflect on the processes involved in using different languages and developing their capability as learners of a language.

Assessment

- Understanding the written French/Italian
- Writing in French/Italian
- Listening to spoken French/Italian
- Speaking in French/Italian

Mathematics

Description

The Year 8 Mathematics course focuses on developing students' algebraic and number skills and then applying these into the areas of Measurement, Statistics and Probability. This course also focuses on helping students to develop problem-solving skills, developing a growth mindset, enabling students to become life-long learners and to enjoy their mathematics classes. Students are taught how to approach mathematical problems and how the mathematics that they learn is related to real life scenarios. There is a dedicated approach to revision and study skills to prepare for assessments and success in Mathematics.

Learning Standards

Content will be drawn from the three strands of the Victorian Curriculum

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

Assessment

- Integers
- Data Analysis
- Fractions and Percentages
- Algebra
- Decimals
- Geometry
- Measurement
- Rates and Ratios
- Equations
- Probability
- Straight line graphs
- Transformation and Congruent

Numeracy Support

Description

The Year 8 Numeracy Support Program serves as a targeted intervention that allows students the opportunity to achieve minimum standards in mathematics. Students work in a small class (maximum 15 students) where there is an emphasis on improving their mathematical skills. This is timetabled at the same time as Year 8 Mathematics, so students do Numeracy Support instead of Mathematics, with the aim of reintegrating students back into the standard Year 8 mathematics class where possible. The Year 8 Numeracy Support course focuses on improving students' numeracy skills as well as developing their use of fractions, decimals and percentages, and algebra. They then apply these skills to practical situations relating to Measurement, Statistics, and Probability. The Numeracy Support Program follows the same format as the standard class, with additional opportunity for more one on one support and hands-on activities.

Student Selection

Year 7 Mathematics Teachers will recommend students to join the Year 8 Numeracy Support Program; This recommendation will be based upon work completed in class throughout the year. Movement from the program back to standard mathematics classes will be reviewed at the end of semester one following teacher recommendations. These reviews will consist of teacher judgement (based on available data and professional judgement), formal assessment and parental consent.

Learning Standards

Content will be drawn from the three strands of the Victorian Curriculum:

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

Assessment

- Integers
- Statistics
- Fractions and Percentages
- Algebra
- Decimals
- Geometry
- Measurement
- Rates and Ratios
- Equations
- Probability
- Straight line graphs
- Transformation and Congruent

Science

Description

The Science Curriculum at De La Salle College is based on the Victorian Curriculum: Science which has two interrelated strands: Science Understanding and Science Inquiry Skills.

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

At Year 8 these two strands are incorporated into five topics taught over the year:
Elements and Compounds - which introduces students to the basic building blocks of matter
Energy in Our Lives - which investigates the true nature of energy and in particular the energy of heat
Cells and the Microscope - which uses the microscope to investigate the basic building blocks of life
Light and Sound - which develops an understanding of light and sound as forms of energy
Beneath Our Feet - which investigates the structure of the Earth.

Learning Standards

Science Understanding

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

Students also investigate 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. Students are encouraged to recognise 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.

Technology

STEM

Description

In Levels 7 and 8, students investigate and consider the ways characteristics and properties of technologies can be combined to create designed solutions to problems.
Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and clarify ideas through sketching, modelling, Story boards, brainstorming and mindmaps.
They use a range of symbols and technical terms in a range of contexts to produce patterns, annotated concept sketches and drawings that employ scale, pictorial and aerial views to draw environments.

Learning Standards

Science – inquiry based approach that include:

- Science Understanding
- Physical sciences
- Planning and Conducting
- Analysing and Evaluating

Technology – ICT, CNC machinery that include:

- Investigating
- Generating
- Planning and Management
- Production
- Evaluating

Engineering – that includes:

- Principles and Systems
- Mathematics – logical reasoning, problem solving skills that include:
- Geometric reasoning
- Measurements and Geometry
- Statistics and Probability
- Data representation and Interpretation
- Linear and nonlinear relationships
-

Assessment

Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM Elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

Semester based project that covers the following:

- Investigating
- Generating
- Planning and Management
- Producing
- Evaluating

Pathways

- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment

Curriculum

YEAR 9

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

Encounter

Religion

Description

Students investigate the ideas of identity, stewardship, futures, and legacies through a Catholic lens. They examine their lives by exploring scripture themes and ideas such as sustainability, masculinity, the writings of the Pope, the history of the Church in Australia and changes to the Catholic Church over time. Catholic traditions are explored in depth and connections to other religions are also made.

Learning Standards

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 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 and the importance of belonging to the faith community. It embraces student articulation and application of learned religious truths and values in their own personal lives and broader communities.

Assessment

- Unit assignments and class work.
- A mid-year and an end-of-year examination.

A student's personal faith is not the subject of assessment or reporting in Religious Education.

Effective assessment design ensures a variety of ways to gather evidence of student growth and learning. Student dialogue, discussion, observations and/or feedback all provide opportunities to gather rich evidence.

RESource documents on the Melbourne Archdiocese Catholic Schools (MACS) website provide materials to plan, teach, and assess Religious Education. To Know, Worship and Love (KWL) text units are also used with the Religious Education Curriculum.

Alliance

English & Humanities

Description

Alliance combines traditional English, Geography and History. Students interpret, create, evaluate and discuss a wide range of literary texts that are designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, and text transformations.

Responses are developed in relation to geographical concepts such as food security and sustainable tourism as well as analysing perspectives around the Industrial Revolution, colonisation of Australia and World War One. Students consider both local and international contexts in their exploration of key ideas around interconnections of human environments and events. A focus on students developing their own interpretations of Nationalism and Legacy is maintained through class activities and project-based learning, allowing for an individualised program where areas of the course content can be further investigated through student and teacher negotiation.

Learning Standards

Reading and Viewing

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

Writing

- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- Demonstrate 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.

Geographic Concepts and Skills Place, Space and Interconnection

Students will:

- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology

Geographic Knowledge Biomes and Food Security

Students will investigate:

- Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
- Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations.
- Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time.
- Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges.

Geographies of Inter-Connection

Students will investigate:

- Perceptions people have of place, and how this influences their connections to different places.
- Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places.
- Effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

Historical Skills and Concepts

Students will:

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1750–1918.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.

Historical Knowledge

The Industrial Revolution

- Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia.
- Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people.
- Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution.
- Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication.

Australia and Asia - Making a Nation

- Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples.
- Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates.
- Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values.

Australia at War (1914 – 1918) World War One

- Causes of World War I, the reasons why men enlisted to go to war and how women contributed in the war effort.
- Significant places where Australians fought and explore their perspectives and experiences in these places.
- Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society.
- Significance of World War I to Australia's international relationships in the twentieth century, with particular reference to the Britain, the USA and Asia.

Assessment

- Creative Writing
- Autobiographical reflections
- Analytical text response essays
- Biomes and Food Security News Media Broadcast
- Geographic Data Analysis
- Fieldwork Report
- Historical Source Analysis
- Essays
- Semester Examinations

Pathways

- Year 10 English/Literature
- Year 10 History – World War Two
- Year 10 History – The Modern World and Australia
- Civics and Citizenship - Making and Breaking the Law
- Year 10 Geography – World Challenges

Literature

Description

At Year 9, Literature is offered to students interested in taking a 'deep dive' into texts, both classic and contemporary. By completing close study of different genres, students develop their understanding of the way in which authors use characters, themes, symbols and setting to construct a text. Through their analyses, 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. They build upon inferential, analytical, evaluative and creative thinking skills.

Learning Standards

Reading and Viewing

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

Writing

- Understand how to use a variety of language features to create different levels of meaning.
- Understand how interpretations can vary by comparing their responses to texts to the responses of others.
- Demonstrate 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

- Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

Assessment

- Close passage analysis
- Creative responses
- Analytical essays
- Semester Examination

Conversation

French & Italian

Description

Students continue with the language they studied in Year 8 (French or Italian). They further develop their competency in the language by working on speaking, listening, reading and writing skills. Students deepen their understanding of their chosen language through the study of various topics aligned with the themes set for each term: Identity (Term 1), Stewardship (Term 2), Futures (Term 3) and Legacy (Term 4). Students gain an appreciation of Italian/French culture through various means such as print and electronic media. In developing their communication skills, students are able to demonstrate comprehension of written and spoken material and communicate ideas through conversation and writing.
The ability to use a second language and move between cultures is crucial in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

Learning Standards

Communicating

Socialising, Informing, Creating, Translating, Reflecting

Students continue to extend their knowledge, skills and behaviours relevant to the specific language. Their vocabulary and grammar usage expands as they investigate different forms of communication. Students begin to experiment with intonation and supporting gestures used to convey emotions or create emphasis in texts, and they learn to construct extended texts by using more complex language structures.

Understanding

Systems of language, Language variation and change, Role of language and culture

Students demonstrate understanding of cultural influences on the way people behave and use language, through accurate and context-sensitive language use. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Students investigate links between language and culture and begin to analyse and reflect on different viewpoints and experiences, including their own cultural stances, actions and responses.

Assessment

- Understanding spoken French/Italian
- Speaking in French/Italian
- Understanding written French/Italian
- Writing in French/Italian
- End of Semester Examinations

Discovery

Health and Physical Education, WISE, Personal Development

Description

Discovery encompasses Health and Physical Education, Personal Development and WISE. Discovery focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.

The Discovery curriculum provides students with the avenue to strengthen their sense of self and build and manage satisfying relationships. The curriculum helps them to be resilient, to make decisions and take actions to promote their health. The curriculum is student-centered and allows students to use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health. The Discovery curriculum is set across four themes - consistent across the entire Year 9 Curriculum.

Learning Standards

Health Knowledge and Promotion

Students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They evaluate the outcomes of emotional responses to different situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

Movement and Physical Activity

Students explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They work collaboratively to design and apply solutions to movement challenges.

Assessment

Semester 1

Collective Consciousness Task
Striking & Fielding Skills
Invasion Games Skills
WISE Wellness Report
WISE Immersion Life Skills

Semester 2

Drug Education
Net/Wall Skills
Target Games
WISE Service Reflection
WISE Expedition Reflection

Experience

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 using a range of materials and approaches.

Learning Standards

Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Respond and Interpret

Students analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

Assessment Year 9 Art

- Painting
- Sculpture
- Art Appreciation
- Examination

Pathways

- Year 10 Art
- Year 10 Photography
- 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

By the end of Year 9, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Assessment

- Comedy performance
- Vaudeville assignment
- Practitioners and theatres assignment
- Monologue performance
- Semester Examination

Pathways

- Year 10 Drama

Visual Communication & Design

Description

Visual Communication Design practices involve students investigating, making, analysing and evaluating how the designer generates, develops and presents their intended ideas. The students' own visual communications are informed by the research into the practice of designers from different historical periods and cultures.

Students develop an understanding of visualisation and communication by using drawing conventions. They communicate and present concepts and ideas using a range of materials, media, methods and technologies in two-dimensional (2D) and three-dimensional (3D) formats.

Learning Standards

Explore and Express Ideas

Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.

Visual Communication Design Practices

Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design.

Present and Perform

Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief.

Respond and Interpret

Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts. Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples.

Assessment

- Folio of visual communications
- Elements and principles of design
- Semester Examination

Pathways

- Year 10 Architecture
- Year 10 Art
- Year 10 Visual Communication & Design

Healthy Wealthy & Wise

Description

With the food industry now a multi-million dollar business, students are offered the opportunity through this subject to develop their own small business hospitality ideas in a design and theoretical sense whilst trialing safe food practices and proposed menu items in the campus kitchen. Students will learn the multi-faceted roles of small business owners; from budgeting, marketing and human resources, to the basics of food handling, menu design and safe food preparation.

Learning Standards

Planning and Managing

Develop ideas around managing small business projects individually and collaboratively taking into consideration time, cost, risk and food production.

Producing

Working to produce food items using appropriate and safe technologies and considering costing, intolerances and presentation.

Evaluating

Evaluating ideas, both personally and collaboratively and offering suggested refinements and suitable improvements to small business and hospitality practices.

Assessment

Assessment is based on the following or similar tasks:

- A folio of work that includes design briefs within open-ended resolutions/solutions.
- Safely and efficiently constructing food products and closely following food health guidelines.
- Developing ideas around best practice for small business including investigating human resources, budgeting and marketing ideas.
- Students are required to sit a semester examination.

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

Explore and Express Ideas

Students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. They manipulate media representations to identify and examine social and cultural values and beliefs.

Media Arts Practices

Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Present and Perform

Students plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.

Respond and Interpret

Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts. They analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making.

Assessment

- Media production planning (for a radio advertisement and a music video).
- Media production (short audio advertisement and music video).
- Text analysis (written response to a situation comedy text, advertising analysis).
- End of Semester Examination.

Pathways

- Year 10 Media

Music

Description

Year 9 students explore musical genres and learn how to manipulate articulation and tone colour to differentiate performing in one genre as opposed to another. Through analysing recordings, they explore how composers use melody, harmony, rhythm and structure when creating music. Students use music software to visually manipulate and aurally combine the elements of music. They learn to follow a composition brief to deliver an original electronic music composition to specification for a client. Students develop the skill of working in an ensemble and gain practical experience of structuring and leading rehearsals whilst improving their collaborative musical skills. During theory work, they explore notation, chord structures, scales and rhythms to assist in reading music and in notating their creative ideas.

Students undertaking this course should:

- be learning how to play an instrument and/or sing
- have their own instrument or access to one for the duration of the course

Learning Standards

- Explore and express ideas: students compose and arrange music using aural awareness and technical skills
- Music practices: students create, practice and rehearse compositions, developing technical skills on their instruments
- Present and perform: students perform compositions as part of the class ensemble
- Respond and interpret: students analyse recordings form other composers to inform oral responses and their own musical interpretations.

Assessment

- FL Studio Task 1
- FL Studio Ringtone Composition
- Music Genres group performance
- Theory Exam

Pathways

- Year 10 Music Performance

Photography

Description

The Year 9 Photography unit explores the elements and principles of sound photography practice. The function and purpose of photography is examined, and students explore a variety of approaches to photography, styles and techniques. The students are encouraged to investigate themes and develop personal images. Students will develop their own style through an examination of other artworks and experimenting with post-production techniques.

Learning Standards

Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Respond and Interpret

Students Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

Assessment

- Folio of work
- Elements and principles of design
- Image Manipulation
- Semester Examination

Pathways

- Year 10 Photography

STEM

Description

Science, Technology, Engineering and Mathematics (STEM) covers a wide range of knowledge and skills, which are increasingly in demand in a rapidly changing world. This subject addresses several key learning areas and involves students in an engineering, design, science and mathematics related classroom activity.

Learning Standards

Science – inquiry based approach that include:

- Science Understanding
- Physical sciences
- Planning and Conducting
- Analysing and Evaluating

Technology – ICT, CNC machinery that include:

- Investigating
- Generating
- Planning and Management
- Production
- Evaluating

Engineering – that includes:

- Principles and Systems

Mathematics – logical reasoning, problem solving skills that include:

- Geometric reasoning
- Measurements and Geometry
- Statistics and Probability
- Data representation and Interpretation
- Linear and nonlinear relationships

Assessment

Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM Elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

Semester based project that covers the following:

- Investigating
- Generating
- Planning and Management
- Producing
- Evaluating

Pathways

- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment

Ingenuity

Mathematics & Science

Description

Ingenuity encompasses the areas of Mathematics and Science. It provides students with an avenue in strengthening their knowledge, skills, understanding and application of mathematical and scientific concepts. Students will engage in Inquiry Based Learning with the aim to increase their capacity to plan, apply and reflect on their learning as well as make meaningful connections of the content taught. Students will apply content related strategies, skill building, questioning, reasoning, problem-solving, and collaboration to complete project work. Students will utilise an online learning system called MathSpace and OneNote for this subject. The curriculum to be examined at the end of the semester with an examination.

Learning Standards

Semester One:

- Solve problems using ratio and scale factors in similar figures
- Investigate Pythagoras' Theorem and its application to solving problems involving right angled triangles
- Apply Trigonometry to solve right-angled triangle problems
- Sketch linear graphs and solve linear equations
- Expand and simplify algebraic expressions
- Apply index laws to numerical expressions with integer indices
- Define a variable and identify the independent and dependent variable
- Use, perform and explain the steps involved in a scientific method/investigation
- Deduce conclusions from evidence provided and data collected.
- Understand how to construct a series and parallel circuit.
- Identify the different components of an electrical circuit.
- Explain the relationship between current and voltage in reference to Ohm's Law.
- Express how magnets are used in the generation of electricity.
- Explain both magnetic fields and magnetic forces.
- Understand how to make an electromagnet.

Semester Two:

- Solve problems using ratio and scale factors
- Choose appropriate units of measurement for area and volume and convert from one unit to another
- Investigate reports of surveys estimating population means and medians
- Identify complementary events and the sum of probabilities to solve the problems.
- Compare, describe and interpret data displays
- List all outcomes for two-step chance experiments and determine event probability.
- Calculate the surface areas and volumes of figures.
- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems.
- The theory of plate tectonics explains global patterns of geological activity and continental movement.
- Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations.

Assessment

Semester 1	*Semester 2*
Theory Assessments	Theory Assessments
Ingenuity Exam	Ingenuity Exam

Numeracy Support

Description

The Year 9 Numeracy Support Program provides support in class with students working on tasks designed for a wide range of abilities. As a result, students are encouraged to go further and deeper with their teacher and participate in discussions which are stimulating and rewarding. At times students do tutorials separate from the larger class on a need basis determined by the teacher. In class, students have a wide range of opportunities to discuss work, teach each other and lead. Students utilise an online program called MathSpace for home learning aligned with the curriculum to be examined at the end of the semester. The Year 9 Numeracy Support Program concurrently provides students with the opportunity to apply their learning to authentic mathematical problems through Inquiry and Problem Based Learning. Students regularly investigate meaningful problems in small groups allowing them to make connections and develop solutions with the structured support of the teacher.
Working on outcomes designed for Inquiry Based curriculum, and MathSpace, students will work on mastering a wide range of different skills and knowledge from the Victorian Curriculum's three strands; Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Assessment

Formative assessment is gathered regularly from students and feedback given during the Inquiry Learning Tasks. Assessment is based on consolidation of formative and Inquiry Based Learning. After each summative assessment, students will complete a test reflection to review and learn from any errors made and have a one-on-one feedback interview with their teacher, with a focus on goal setting and discussing strategies to improve. Students are assessed on Inquiry Based Learning tasks, an overarching task based on a theme and an Examination which covers a semester's work. Rubrics are used to assess both the task and the learning process.

Statistics in Sports

Description

In this Year 9 mathematics course, we will delve into the exciting world of statistics and probability, with a specific focus on their applications in the context of sports. From analysing player performance to predicting outcomes, this course will provide a comprehensive understanding of how data and mathematical models can be utilized to gain insights into the world of sports.

Throughout the course, we will explore fundamental statistical concepts, such as measures of central tendency, variation, and probability, and examine their relevance in the sporting domain. Students will engage in hands-on activities, data analysis projects, and problem-solving exercises, allowing them to apply their knowledge in a practical manner. We will also introduce the concept of algorithms and how they can be employed to determine essential statistical measures, including the median, in a set of numbers. Explore how data analysis and algorithms can enhance our understanding and enjoyment of sports.

Learning Standards

- Understand the fundamental concepts of statistics and probability.
- Apply statistical techniques to analyse and interpret sports data.
- Investigate and explore the role of probability in making predictions and decisions in sports.
- Develop critical thinking skills in evaluating and interpreting statistical information related to sports.
- Enhance data literacy skills by utilising appropriate statistical tools and software.
- Algorithms for Determining the Median: Students will learn about algorithms and how they can be used to find the median of a set of numbers efficiently.

Assessments

- Homework assignments and problem-solving exercises
- Quizzes and in-class tests
- Group projects and presentations
- Data analysis projects using statistical software
- Semester Examination

Forensic Science

Description

In Forensic Science, students will use the Scientific Method to approach a crime scene investigation in a systematic and objective manner. They will gather evidence, analyze it, and draw conclusions based on their findings. This process involves careful observation, documentation, collection, preservation, and analysis of various types of evidence such as fingerprints, DNA samples, fibers, bloodstains, and more.

Students will also learn about different forensic techniques, such as fingerprint analysis, ballistics, toxicology, and forensic chemistry. They will gain practical experience in using specialized equipment and technologies commonly employed in forensic investigations.

To enhance their understanding, audiovisual inputs such as videos and case studies can be beneficial. These resources provide real-life examples of crime scenes and investigations, illustrating the application of forensic techniques and the real world challenges faced by forensic scientists.

Learning Standards

By the end of Level 10, students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people's lives.
Students are also able to develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.

Assessment

- Forensic Methods Topic Test
- Crime Scene Investigation Booklet
- Semester Examination

Pathways

- Year 10 Biology
- Year 10 Chemistry
- Year 10 Physics
- Year 10 Psychology

Curriculum IMMERSION

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

Active Citizenship

Description

This Immersion subject will look at some of the key reasons and benefits surrounding the need for sustainability focusing on recycling. It will briefly consider how the world changed with industrialisation and its lasting impact on resource. By the end of the course, students will have developed an understanding of sustainability and why or why it isn't important drawing on knowledge from previous years. Finally, the students will be asked to consider how they act sustainably in their own lives and show evidence of this.

Course Aims

By the end of the course, students will have developed an understanding of sustainability and why or why it isn't important drawing on knowledge from previous years.

The students will be asked to consider how they act sustainably in their own lives and show evidence of this.

Throughout the course, students will:

- Undertake an audit of their use of resources at home
- Undertake a sustainability audit of the school and suggest ways to make De La Salle more sustainable.
- They will develop a rationale and costing for one sustainable project at the College with the best project as decided by the De La community being carried through to fruition.

By the end of the course, students will have developed a broad range of skills, including:

- Research
- Collaboration/ Communication
- Interviewing
- Critical analysis of evidence
- Statistical analysis of a range of data sources

Assessment

- De La Salle Sustainability Project

Chess

Description

The 'Immersion Chess' is designed to use chess as a tool for teaching problem-solving, creative thinking, and abstract reasoning in a classroom setting, be it in a public or private school, home school or other institution, or for personal use. Chess provides the opportunity to teach students how to think their way through solving complex problems, and it is a terrific way to introduce STEM, STEAM, and Common Core criteria. Children enjoy chess as a game. Yet, chess offers the means of teaching mental abilities used throughout life: concentration, critical thinking, abstract reasoning, strategic planning, problem solving, visualisation skills, creativity, and patience to name just a few. Studies have shown that routine chess instruction has a positive influence on both numerical and verbal aptitudes.

Course Aims

This Immersion subject aims to cater for Students who seek to cultivate an interest in analytical & technological fields. It will allow Students to pursue all round excellence, offering avenues where brains are further exercised and intellectual risk taking is both promoted and celebrated. Chess will help students to expand their social, intellectual and problem solving skills, helping them to develop their Foresight, Circumspection, Caution, and the habit of perseverance. Its rigorous nature will allow Students to truly immerse themselves on their quest to personal excellence.

Interdisciplinary Domains

The structure of this subject incorporates multiple disciplinary and inter disciplinary domains such as:

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Foresight
- Pattern recognition
- Humanities
- Humanities

Assessment

- Self-reflection of strategies & History of Chess.
- Skill demonstration via the completion of the task to a competency.

Choconomics

Description

This unit provides students with an introduction into Economics and the problems that relate to scarcity, opportunity cost and choices as a result of limited access to resources. This unit requires students to apply key economic concepts to real life events pertaining to the chocolate industry. Students will also investigate the cross-curricular nature of how the chocolate industry impacts on our health, the ethical dilemmas that plague this industry. Students will learn to apply specific application of economic theories to illustrate consumer choice, producer choice and how these economic agents cause resources to be reallocated in the market.

Course Aims

- Develop students' ethical capabilities through making decisions about consumer and business choices.
- Apply a range of economic terms and theories to consumer and business choices and how markets operate to reallocate resources in the economy.
- Evaluate the impact that the chocolate consumption on health & wellbeing, the environment and business' profit margin.
- Develop research skills and work collaboratively in group settings to devise solutions to problems from an economic and social responsibility perspective.

Interdisciplinary Domains

Ethical capability

- explore the contested meaning of concepts including freedom, justice, and rights and responsibilities
- investigate why ethical principles may differ between groups of people including cultural influences
- explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making
- discuss the role of context and experience in ethical decision-making

Health and Physical Education

- investigate and select strategies to promote health, safety and wellbeing
- develop skills to evaluate health information and express health concerns

Assessment

- Market Diagram exercise and explanation
- Group poster – production process of chocolate making

Crime and Punishment

Description

Crime and Punishment aims to inform students about the origins of the Criminal Justice System. We will look at the concepts of crime and punishment through the ages arriving at our modern-day Justice System. Students will gain an understanding of how laws are made and the role of Parliament and Courts in this process. They will gain an understanding of key terms that underpin the Criminal Justice System and the role of enforcement agencies. They will explore the various sanctions used in both modern and historical contexts in both Australia and overseas and what the purpose of these sanctions are.

Course Aims

By the end of the course, students will have developed an understanding of the historical development of crime and punishment and the reason behind current sanctions. They will have considered some of the current thinking surrounding punishment and the developing landscape around sanctions.

Throughout the course, students will:

- Study the British foundations of (some key elements of) Australian democracy.
- Consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. They evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial, research issues and events of importance to the community, recognise a range of perspectives, and propose possible solutions and actions.

By the end of the course, Students will have developed a broad range of skills, including:

- Collaboration/Communication
- Surveys
- Critical analysis of a range of historical and contemporary sources
- Fieldwork
- Time management and teamwork
- Public speaking/debating

Assessment

- Capital Punishment Debate
- Old Melbourne Gaol fieldwork
- Crime Survey
- Research Journal

Exercise & Movement

Description

What value do you place on Exercise and Movement in your lifestyle?
This immersion subject will focus explicitly on having students develop a specific component of fitness through increasing their exercise and movement.

Using a project-based learning model student will create an individualised fitness goal. Examples might include: *"I'd like to run a 4 minute kilometre*" or, "I'd like to be able to complete 100 consecutive pushups" or perhaps, "*I'd like to lose 5 kgs*."

Students would then create an exercise and movement roadmap to see if they can reach their fitness goal (or demonstrate some improvement) over the course of the unit.

Course Aims

The knowledge, understanding, skills and dispositions students develop through movement encourage ongoing participation across their lifespan and should in turn lead to positive health outcomes. This subject will allow students to create a fitness profile of themselves and in turn develop a specific area of their health. They will be asked to make adaptations to their lifestyle both in and outside school life.

By the end of the course, students will have developed a broad range of skills, including:

- Fitness Profiling
- Pre and Post-testing
- Collaboration
- Training Program Scaffolding
- Evaluation

Assessment

Students will complete a comprehensive evaluation of their progress throughout the term including any limitations to success.

Be a Sound Producer

Description

Being a Sound Producer in the 21st century requires the capacity to understand the function and techniques of music technology, and how they can be applied to achieve expressive outcomes. During this Immersion course, students will utilise equipment such as microphones, an audio interface, software and musical instruments to develop an understanding of concepts such as signal flow, recording techniques, editing audio and adding audio effects. Students will develop their aural acuity and understanding of how to achieve an effective audio mix, using such techniques as volume and panning automation. Student will also become familiar with various digital audio file types.

Learning Standards

- Explore and express ideas: students devise their own radio play.
- Music practices: create, practice, rehearse, record, edit and refine in group and individual settings.
- Present and perform: students will present their finished work to the class audience.
- Respond and interpret: students respond to works performed in the class, and other exemplars of target outcomes.

Assessment

- Composition of script for an original radio play
- Organisation of sound: Presentation of the final edited recording

Funny About That

Description

Using workshops, exercises and hands on techniques, we will explore the world of Theatre Sports and some Circus skills, especially juggling. We will also investigate the history of each area to some level and cover some scientific concepts that apply to working in a theatre and Circus skills. We will create our own internal competition, possibly House based, to test our knowledge and skill in these areas, particularly Theatre Sports.

Logistical and organisational skills in planning the competition/performance will be part of the work of some Students and budgeting will also be included. Community involvement will be important as some students look for performance opportunities in and outside the school including competitions in which we could enter our performances.

Course Aims

- Analyse and create comedic work with various parameters and starting points
- Understand some scientific concepts behind circus skills
- Show some circus skills to a degree
- Understand the history of clowning or stand-up comedy or skit comedy
- Understand the business workings of a circus or theatre in a general way

Interdisciplinary Domains

- Interpersonal learning
- Communication
- Teamwork and negotiation
- Drama
- English
- Science
- History

Assessment

- Skill demonstration to a competent or not yet competent level
- Depth of investigation of science or history using a general rubric
- Participation in performance, level and competency

Game Development

Description

Got a game idea and don't know where to start? This course will take you through the highs and lows of developing your first game. In this course students are taught some of the processes that professionals rely upon when developing a new program whilst furthering their knowledge of a science or mathematics topic that interests them. Students don't need any prior skills in developing programs, this course will them develop their technology, science and mathematics knowledge.

Course Aims

By the end of the course, students will have developed an understanding of the development process for new games and programs. They will have developed knowledge of development environments and some basic coding skills.

Throughout this course, students will:

- Develop their understanding of a STEM topic by making it a key feature of their game/program.
- Develop their knowledge of how to code/develop a program.
- Research a specific development environment and use that knowledge to further their understanding of coding and program development.

Interdisciplinary Domains

- Communication
- Personal Learning
- Interpersonal Learning
- Teamwork
- Presentation Skills
- Problem Solving Skills
- Project management
- Creativity, Design and Technology

Assessment

Students work in collaborative groups to develop a game demonstrating an aspect of STEM. Students will design, code, create sounds effects, artwork and story as a part of the project. Students will also peer assess the games from other groups providing feedback for further development.

Real Life Robotics

Description

Students will be given a challenge to be solved by designing, building, testing and re-designing an electro-mechanical device. The learning will focus on team based challenges with three students per group that involve solving a problem initially using readily available materials then adding automation by using a micro-controller which requires coding and mechatronics. The focus is on critical thinking and problem solving within a team. Part of the course will be devoted to coding and how microcontrollers work.

Course Aims

- To develop critical thinking and problem solving skills
- To work cooperatively within a team
- To explore mechatronics through team based challenges
- To learn how to create simple microcontroller code to solve problems
- To brainstorm ideas and evaluate solution alternatives

Interdisciplinary Domains

- Information and Communications Technology
- Systems Technology
- Thinking Processes
- Science
- Mathematics

Assessment

- Team based challenges
- Individual evaluation

Taking Off!

Description

Taking Off challenges students to plan some travel within set parameters. This experience provides students with the opportunity to explore the geography and cultures of other countries, whilst developing their ability to plan and manage a budget, and establish and adhere to a working timeline. Using the challenge of planning some travel as a platform, Students will be introduced to the capabilities of Excel in managing projects and time, explore global economic factors and develop their ability to source and evaluate online information.

Course Aims

By the conclusion of this subject, students will be able to:

- Use software such as word processors and spreadsheets, and using techniques such as tables and shading, to develop project plans that sequence tasks, estimate timelines and record task responsibilities.
- Work independently and as part of a team.
- Set short-term and long-term goals; prioritising their available time and developing strategies for monitoring their progress towards goal achievement.
- Evaluate the credibility, accuracy, reliability and comprehensiveness of internet resources.
- Undertake a range of tasks and monitor, evaluate and refine their management strategies.
- Initiate and undertake some tasks independently, within negotiated timeframes.
- Apply a range of discipline-based methodologies to conduct inquiries and gather, analyse and synthesise information.
- Develop personal financial literacy skills and an understanding of the importance of being an informed consumer.

Interdisciplinary Domains

- Mathematics
- Humanities- Geography
- Information and Communications Technology
- Personal Learning
- Thinking Processes
- English
- Economics

Assessment

Unit project and/or other assigned work

Urban Impact

Description

Students plan produce and display constructions of various mediums to be displayed around the College grounds permanently or semi-permanently. This includes, but is not limited to; murals, mosaics, sculptures, ceramics and possibly an organic or living component.

Students choose a theme for their construction and research that theme (e.g. a moment in history, environmentalism, scientific discoveries, key individuals in the College's history, etc.). This would draw on knowledge from Humanities, Science, English and RE. In the planning process there would also be the application of Mathematics skills, specifically geometry, ratio and scaling.

Course Aims

At the end of the course, groups of students will have constructed artwork that will be displayed around the College, internally and externally. Students will not be assessed on the final product but will be assessed on the process and skills acquired in the construction. Students will develop research, planning, collaboration and evaluative skills as well as working on their technical skills as listed:

- Research (Topic, materials/medium, suitability).
- Planning (Resourcing material, budgeting, creating a timeline, scale model/drawing, written proposal, seek approval).
- Collaboration/Communication (Consultation with adults, communication with peers, negotiation skills).
- Technical competence (working with equipment, materials, techniques).
- Reflection/Evaluation (on individual and group performance.

Interdisciplinary Domains

Design, Creativity and Technology

- Reasoning, processing and inquiry
- Creativity
- Reflection, evaluation and metacognition

Interpersonal Development

- Building social relationships
- Working in teams

Thinking Processes

- Reasoning, processing and inquiry
- Creativity
- Reflection, processing and metacognition

Assessment

- Research
- Planning
- Collaboration/Communication
- Technical competence
- Reflection/Evaluation

Year 8 Physical Immersion

Description

Physical Immersion provides students with opportunities to participate in activities which complement the Physical Education curriculum, whilst maintaining a focus on the important role that physical activity plays in the lives of Australians. An experiential curriculum that is contemporary, relevant, challenging enjoyable and physically active. An active cohort improves productivity and personal satisfaction, promotes pro-social behaviour and reduces absenteeism.

Learning Outcomes

- Fundamental movement skills focus on the development of movement skills that provides the foundation for competent and confident participation.
- Practice and apply personal and social skills when undertaking a range of physical activities.
- Practice, apply and transfer movement concepts and strategies.
- Use feedback to improve coordination when performing specialized movement skills.

Assessment

Is based on demonstrating the following to a satisfactory standard:

- Effort
- Participation
- Behaviour

Crime and Punishment

Description

Crime and Punishment aims to inform students about the origins of our Criminal Justice System, by exploring the history of crime, Criminology and the administration of Criminal Justice. The course will look at theories of crime causation; definitions and classifications of crime; and popular and legal responses to crime in society. The course will also allow for in-depth critical analyses of officially recorded levels and patterns of crime and contrasts these against popular (media driven) perceptions of crime and crime rates.

Course Aims

By the end of the course, students will have developed an understanding of the historical development of crime and punishment and the reason behind current sanctions. They will have considered some of the current thinking surrounding punishment and the developing landscape around sanctions.

Throughout the course, students will:

- Study the British foundations of (some key elements of) Australian democracy. Consider the English origins of Australia's legal system and the origins of common and statute law. They learn about the purposes of laws and consider examples of the process of making and changing them. They evaluate the merits and successes of the principles in Australia's legal system such as justice, the presumption of innocence and equality before the law. They identify the requisite conditions for a fair trial.
- Examine the processes for bringing about change in Australia's legal and political systems including the role of open debate in a democracy. They evaluate the effectiveness of democratic processes in bringing about changes in the law.

By the end of the course, students will have developed a broad range of skills, including:

- Researching and planning the role of a stakeholder in the Criminal Justice System (Skills executed through roleplay/dramatisation)
- Collaboration/ Communication
- Interviewing
- Critical analysis of a range of historical and contemporary texts
- Statistical analysis of a range of data sources

Assessment

- Courtroom Re-enactment
- Classwork

Live Music Industry Skills

Description

In this course, students acquire the key skills and knowledge that prepare them for work in live sound contexts, such as music concerts, theatre productions and other contexts in which live public address systems are utilised for communicative purposes. Students will develop a broad understanding of and hands on familiarity with the key elements in live sound signal flow (microphones, mixers, amplifiers, speakers), OHS in live sound, techniques of cable rolling, microphone stand adjustment and PA system implementation for a concert. Students will develop their aural acuity in identifying, establishing and maintaining a balanced live mix, and in solving common live audio problems. This course caters for students interested in multiple areas of the performing arts, including music and drama, and does not require practical instrumental skills.

Learning Standards

- Music practices: Create live sound audio pathways
- Present and perform: students mix a live band
- Respond and interpret: students respond to and analyse prerecorded mixes.

Assessment

- A range of practical tasks assessing competency of understanding and practical skills in application
- Digital mix and live sound mixing activities

Funny About That

Description

Using workshops, exercises and hands on techniques, we will explore the world of Skit Comedy and Acrobatics. We will also investigate the history of each area to some level and cover some scientific concepts that apply to Acrobatics and writing skills that apply to Skit Comedy. We will create our own internal performance to test our knowledge and skill in these areas.

Logistical and organisational skills in planning the competition/performance will be part of the work of some students and budgeting will also be included. Community involvement will be important as some students look for performance opportunities in and outside the school including competitions in which we could enter our performances.

Course Aims

- Analyse and create comedic work with various parameters and starting points
- Understand some historic concepts behind Skit Comedy
- Show some Acrobatic skills to a degree
- Understand the Science of Acrobatics
- Understand the business workings of a performance in a general way

Interdisciplinary Domains

- Interpersonal learning
- Communication
- Teamwork and negotiation
- Drama
- English
- Science
- History

Assessment

- Skill demonstration to a competent or not yet competent level
- Depth of investigation of science or history using a general rubric
- Participation in performance, level and competency

Real Life Robotics

Description

Students will be given a challenge to be solved by designing, building, testing and re-designing an electro-mechanical device. The learning will focus on team based challenges with three students per group that involve solving a problem initially using readily available materials then adding automation by using a micro-controller which requires coding and mechatronics. The focus is on critical thinking and problem solving within a team. Part of the course will be devoted to coding and how microcontrollers work.

Course Aims

- To develop critical thinking and problem solving skills
- To work cooperatively within a team
- To explore mechatronics through team based challenges
- To learn how to create simple microcontroller code to solve problems
- To brainstorm ideas and evaluate solution alternatives

Interdisciplinary Domains

- Information and Communications Technology
- Systems Technology
- Thinking Processes
- Science
- Mathematics

Assessment

- Team based challenges
- Individual evaluation

RoboCode

Description

RoboCode is a project-oriented Immersion subject that introduces Robotics and Coding. Students work in teams to design, program and run a robot for a rescue simulation exercise. It aims to cultivate and develop key skills such as resource management, problem solving and logical reasoning. This subject will encourage students to take an interest in scientific and technological fields through a hands on robotics challenge.

Course Aims

This Immersion subject aims to cater for Students who seek to cultivate an interest in scientific and technological fields of robotics and coding. It will allow Students to pursue all round excellence, offering avenues where brains are further exercised and intellectual risk taking is both promoted and celebrated. RoboCode will help students to expand their social, intellectual and problem solving skills, helping them to develop into creative and independent adults. Its rigorous nature will allow Students to truly immerse themselves on their quest to personal excellence.

Looking beyond academic achievement, this subject aims to teach Students:

- The pursuit of excellence knows no boundaries
- Talent is often 'Perseverance' in disguise

Interdisciplinary Domains

The structure of this subject incorporates multiple disciplinary and inter disciplinary domains such as:

- Interpersonal Learning
- Personal Learning
- Communication
- Thinking Processes
- Design, Creativity and Technology
- Mathematics
- Science
- English

Assessment

- Self-reflection during the project to a competent or not yet competent level.
- Skill demonstration via the completion of the task to a competent or not yet competent level.

Urban Impact

Description

Students plan produce and display constructions of various mediums to be displayed around the College grounds permanently or semi-permanently. This includes, but is not limited to; murals, mosaics, sculptures, ceramics and possibly an organic or living component.

Students choose a theme for their construction and research that theme (e.g. a moment in history, environmentalism, scientific discoveries, key individuals in the College's history, etc.) This would draw on knowledge from Humanities, Science, English and RE. In the planning process there would also be the application of Mathematics skills, specifically geometry, ratio and scaling.

Course Aims

At the end of the course, groups of students will have constructed artwork that will be displayed around the College, internally and externally. Students will not be assessed on the final product but will be assessed on the process and skills acquired in the construction. Students will develop research, planning, collaboration and evaluative skills as well as working on their technical skills as listed:

- Research (Topic, materials/medium, suitability).
- Planning (Resourcing material, budgeting, creating a timeline, scale model/drawing, written proposal, seek approval).
- Collaboration/Communication (Consultation with adults, communication with peers, negotiation skills).
- Technical competence (working with equipment, materials, techniques).
- Reflection/Evaluation (on individual and group performance.

Interdisciplinary Domains

Design, Creativity and Technology

- Reasoning, processing and inquiry
- Creativity
- Reflection, evaluation and metacognition

Interpersonal Development

- Building social relationships
- Working in teams

Thinking Processes

- Reasoning, processing and inquiry
- Creativity
- Reflection, processing and metacognition

Assessment

- Research
- Planning
- Collaboration/Communication
- Technical competence
- Reflection/Evaluation

Curriculum

YEAR 10

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

Religion

Religion and Society - The role of Religion in Society (Unit 1)

Description

In this unit, students study the nature and purpose of Religion, Religion through the ages, broadly and in the Australian society in which they live. Students examine how individuals, groups and new ideas have affected over time, and continue to affect religious traditions, and the complex relationships that exist between individuals, groups, new ideas and religious traditions.

Areas of Study & Learning Outcomes

Outcome 1: Key explorations

- The nature and purpose of religion, past and present, considering:
- The questions and life experiences which shape religion and religious identity
- Other needs to which religion responds
- The extent to which religion can satisfy these needs
- The role of religion generally in shaping and giving expression to spiritual experiences through the aspects of religion
- The varying importance of the aspects across different religious traditions

Outcome 2: Key explorations

- How spiritual and religious ideas in Prehistory and religion have played a major role in some key events in history
- How developments in technology, philosophy and science from both within and outside religious traditions have affected the roles of religion in society
- Other ideas and movements that have influenced and are influencing the roles of religion in society

Outcome 3: Key explorations

- The distribution of and adherence to major religious traditions in Australia, past and present
- The influences of recent religious and non-religious trends on Australian religious composition
- The influences of government policies on the religious composition of Australian society over time
- The way collective identity is expressed by religious traditions in Australia through relevant aspects of religion
- Interactions between different religious traditions and within the wider Australian society and reasons for these, in particular:
- The role of religion in providing social infrastructure in Australian society
- The role of interfaith and ecumenical interaction in Australia.

Assessment

A student satisfactorily completes Unit 1 when they demonstrate achievement of the set of outcomes specified for the unit, based on the student's overall performance on assessment tasks designated for the unit.

The Arts

Year 10 Drama

Description

Students develop more sophisticated approaches to making and responding to drama independently, in small groups, and with their teachers and communities. They explore drama through improvisation, scripted drama, rehearsal, and performance. Students continue to apply and refine a variety of performance styles and ways of presenting drama. They explore drama from a range of cultures, times, and locations used as a source of ideas for their practice. They evaluate the drama they view and perform to identify characteristics of performance and theatrical styles.

Learning Standards

Students will work from set stimulus to create drama works through improvisation and Playmaking techniques to perform to an audience. They will engage with a variety of different Performance Styles and explore the scope for character, plot, and ability to communicate meaning through drama. Students will record the development process to help evaluate the final performance.

Students examine the Performance Styles and conventions of selected practitioners to further enhance their own ability to construct meaning and communicate to a selected audience. This is done through discussion, research, and written responses. They will explore historical aspects of Theatre and respond to questions about their own achievements.

Assessment

- Creation of an Ensemble Performance
- Performance of a self-devised Ensemble
- Performance of a self-devised Solo
- Analysis of a Solo Performance
- Performance Styles Assignment
- Semester Examination

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 spaces, structures and developments. Students will investigate and analyse architecture movements throughout history. They 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 create original works exploring a variety of design options. These drawings will then be realised in three dimensions by producing a small-scale model of the design.

Learning Standards

Explore and Express Ideas

Students develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience. They generate, develop and refine visual communication presentations in response to the brief.

Visual Communication & Design Practices

Students use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design.

Present and Perform

They develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief.

Respond and Interpret

Students analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts. They analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts.

Assessment

- Design proposal
- Technical drawing folio (technical drawings and plans for an architectural model)
- Architectural model (small scale model of an original design)
- Text analysis (analysis of architectural movement and architect)
- End of Semester Examination

Pathways

- VCE Visual Communication and Design
- VCE Studio Arts

Art

Description

The Year 10 Art course provides students with the opportunity to explore how and why selected artists have been inspired to produce artworks. They 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 visual diaries.

Learning Standards

Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Respond and Interpret

Students Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

Assessment

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

Pathways

- VCE Studio Arts

Art: Revolutions

Description

In Year 10 Art: Revolutions, students delve into the study of modern art history, exploring various artistic movements from Impressionism to Pop Art and everything in between. Students broaden their horizons by experiencing visual arts from diverse cultures, time periods, and geographical locations. They reflect upon the evolution of both traditional and contemporary art styles. They gain a deeper understanding of how artists bring their ideas to life through different visual arts practices. Through their artistic endeavours, students refine their personal aesthetic by working as artists or engaging as an audience. They also learn to identify and explain how artists and audiences interpret artworks by exploring different perspectives.

In addition to studying art movements, students actively engage in creating artworks inspired by the art movements they have explored. They are encouraged to experiment with a diverse range of mediums and styles, allowing them to explore their creativity and develop their artistic skills. In their own creative process, students critically reflect on the contributions of visual arts practitioners using conceptual explanations. They adapt ideas, visual images, and techniques from renowned artists, incorporating them into their own artwork to inform their unique aesthetic when presenting to an audience.

Learning Standards

Explore and Express Ideas

Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works

Visual Arts Practices

Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. Conceptualise, plan and design art works that express ideas, concepts and artistic intentions

Present and Perform

Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience

Respond and Interpret

Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints

Assessment

- Visual Journal
- Artwork based on art movement 1
- Artwork based on art movement 2
- Analysis and investigation of art movements
- End of Semester Examination

Pathways

- VCE Art Making & Exhibiting

Media

Description

In year 10 Media, students enhance their understanding and application of various elements in their media productions, including structure, intent, character, settings, viewpoints, and genre conventions. They also explore the use of media technologies, expanding their knowledge of elements such as time, space, sound, movement, and lighting. Furthermore, they analyse how audiences interpret and engage with media artworks and learn about media products from different cultures, historical periods, and locations. Students develop an understanding of the evolution of traditional and contemporary styles in media arts over time. They also examine the social, cultural, and global contexts that influence the production of media artworks and evaluate the ethical implications associated with media arts. Students learn to use media technologies responsibly, adhering to ethical practices and considering regulatory issues. Finally, they develop a nuanced understanding of their roles as both artists and audiences, as they interact with diverse media artworks.

Learning Standards

Explore and Express Ideas
Students experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text. They manipulate media representations to identify and examine social and cultural values and beliefs.

Media Arts Practices
Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Present and Perform
Students plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.

Respond and Interpret
Students analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts. They analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making.

Assessment

- Film Analysis
- Production Design Plan
- Film Production
- Written examination

Pathways

- VCE Media

Music Performance

Description

Year 10 students develop a greater understanding of Music through study (analysis and music theory) and practice (group and solo performance). They explore existing skills as an instrumentalist or singer, in solo and group contexts, developing tone control, technique, repertoire and performance skills. They study practical theory and analysis skills and expand their knowledge of key elements of music. They develop music technology skills through composing a musical arrangement and leadership skills in band leading. Students must play an instrument (or be a voice student) to select this course. It is highly recommended that students take private music lessons to support their progress in Year 10 Music Performance.

Learning Standards

- Explore and express: students develop aural and written skills along with technical skills on their instruments. They also critique recordings of their own performances in class in order to identify ways to improve their performance skills.
- Music practices: students create, practice and rehearse for performance, developing technical skills on their instruments. Students prepare a musical arrangement using music notation software, and lead their small group in the performance preparation of their arrangement.
- Present and perform: students perform in a small group at a lunchtime concert. Students present a Solo Recital of between 5-8 minutes duration.
- Respond and interpret: Students make written responses to interpretations of musical performances by other musicians, and research the music they intend to perform in their Solo Recital.

Assessment

- Group performance
- Solo performance
- Arrangement
- Research essay
- Theory and Aural Skills

Sound and Lighting Production

Description

In Year 10 Sound and Lighting Production, students develop a basic technical understanding of and practical familiarity with the range of activities within the fields of audio and lighting. Theory studies in a range of topics lead to live sound and studio applications, using the latest in audio technology. Students develop skills in using moving and fixed lights in a theatrical context. Further generic music listening skills are developed alongside specific analytical/technical listening skills.

Learning Standards

- Develop their practical understanding of audio signal flow for a typical rock band, using essential audio equipment. Music practices: students create, practice and rehearse for performance, developing technical skills on their instruments.
- Investigate the suitability of materials, systems, components, tools and equipment for a range of sound and lighting purposes.
- Select and use materials, components, tools and equipment using safe work practices to produce designed solutions.
- Plan a sequence of production steps when making designed solutions.
- Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques.

Assessment

- Class Topic Tests
- Live Sound P.A. System Setup
- Theatrical Lighting Skills
- DAW Audio Editing and Mixing Skills
- Semester Examination

Photography

Description

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

Learning Standards

Explore and Express Ideas

Students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works. They explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.

Visual Arts Practices

Students select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. They conceptualise, plan and design art works that express ideas, concepts and artistic intentions.

Present and Perform

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.

Respond and Interpret

Students Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. They analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore differing viewpoints.

Assessment

- Folio of work
- Digital photography alphabet
- Art elements and principles
- Research assignment
- Semester Examination

Pathways

- VCE Studio Arts – Photography

Visual Communication & Design

Description

Visual Communication Design 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 artists or cultures. They use appropriate language, in analysing the arts work they are exploring and creating.

Students develop observation and technical drawing skills. They learn the value of design elements and principles to create the desired aesthetic qualities in their art works, developing 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.

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

Learning Standards

Explore and Express Ideas
Students develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience. They generate, develop and refine visual communication presentations in response to the brief.

Visual Communication & Design Practices
Students use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design.

Present and Perform
They develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief.

Respond and Interpret
Students analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts. They analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts.

Assessment

- Design journal
- Analysis of designers and works
- Completed art works
- Written Examination

Pathways

- VCE Visual Communication Design

Commerce

Economics & Business Prices, Markets & Finance

Description

This unit develops students' understanding of key processes and issues concerned with basic economic management and the practicalities in operating a small business. In particular, the economic topic is split into microeconomics and macroeconomics. Microeconomics examines key economic concepts as well as the price (market) mechanism with a specific focus on how demand and supply side factors impact on equilibrium price and quantity traded for specific markets. Macroeconomics examines key indicators of economic performance, trends in Australian economic data and strategies to improve economic performance as well as a comparison between Australia and other economies around the world. The small business topic focuses on students establishing and operating a business. Students apply enterprising behaviours necessary for small business success and are required to prepare a business plan and respond to scenarios that impact the operation of their business venture.

Learning Standards

Economic knowledge and understanding:

- Analyse how goods and services are produced and how markets work.
- Identify possible direct economic consequences of proposed government policies on consumers, producers and the society (in a global economy).
- Understand how demand and supply set prices and the possible influences of changing prices on consumers and producers.
- Understand how key business functions contribute to the success of a small business.

Economic reasoning and interpretation:

- 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.
- Analyse the impact of key business functions on the success of a small business.
- Interpretation of financial data and reports to offer advice to business owners.

Assessment

Assessment for this unit includes:

- Price Mechanism and Economic Performance Assignment
- Business Venture Business Plan assignment
- Semester Examination

Pathways

This Unit provides strong support for students in developing skills in consumer and financial literacy and provides a strong pathway to VCE subjects of Economics, Business Management and Accounting. This may lead to tertiary study in the field of Commerce, Business, Finance or Economics.

VCE Industry & Enterprise (Unit 1)

Description

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

Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings. They investigate job tasks and processes in work settings, as well as entry-level requirements for work in selected industries.

Students research work-related issues, and consider strategies to develop interpersonal skills and effective communication to deal with a 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).

Areas of Study

- Contributing to the workforce: ability to explain the importance to Australia of having a skilled workforce, investigate career pathways and analyse current and future work options.
- Developing work-related skills: ability to explain entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self assessment to gauge personal work performance.
- Workplace effectiveness: ability to explain the OH&S requirements and one other work-related issue for a selected occupation in a specific workplace, and discuss ways in which work-related skills may be used to deal with that issue.

Learning Outcomes

- Explain the importance to Australia of having a skilled workforce, investigate career pathways and analyse current and future work options.
- Explain entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self-assessment to gauge personal work performance.
- 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

Assessment will take a variety of forms, including, but not limited to:

- 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.

This 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/Vocational Major study but helps students plan for their pathway.

English

Description

The Year 10 English course is structured around three language modes: reading and viewing, writing, and speaking and listening.

Reading and Viewing involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of increasingly sophisticated texts and media, including literary texts produced by Australian authors, and writers working in other times and contexts. Students also develop the skills to analyse persuasive texts, with a focus on documentary film.

Writing involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. In Year 10 English, students will develop competence in the writing of analytical text response essays, as well as producing creative works in response to mentor texts. This mode involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a capacity to discuss language conventions and use.

Speaking and Listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice.

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 individual 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 individual 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.
- 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 text response essays
- Semester Examination

Pathways

- Year 11 English
- Year 11 Literature

Literature

Description

Literature is a unit designed to deepen students' enjoyment and appreciation of the of a range of classic and contemporary texts. They develop an understanding of how authorial choices regarding narrative viewpoint, structure, characterisation and devices, shape different interpretations and responses to a text. They analyse and explain how the context in which texts are experienced may influence audience responses. Students compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses. They evaluate the social, moral and ethical positions represented in texts. This knowledge is extended where students identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences.

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 individual 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 individual and personal 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.
- Make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Assessment

- Close passage analysis
- Creative responses
- Essay analysing author's views and values.
- Semester Examination

Pathways

- Year 11 English
- Year 11 Literature

Speak Up: Debating and Public Speaking

Description

Speak Up is a linguistics, public speaking and debating unit. Students will focus on public speaking, reciting and debating skills through the development of prepared and impromptu tasks. They will refine their persuasive writing and speaking skills whilst developing confidence to speak publicly. Students will draw on significant speeches from a variety of cultural and historical perspectives and scales (local, national, regional, global) for analysis. They will understand the way in which spoken and cinematic texts are arranged for a specific context, purpose and audience. They will reflect on, extend, endorse or refute others' interpretations of and responses to literature. Students will explore the ways in which language is used by individuals and groups and reflect their thinking and values. The discipline of linguistics will inform students of the metalinguistic tools to understand and analyse language use, variation and change. They will come to understand how people use spoken and written English to communicate, think and innovate, construct identities, build and interrogate attitudes and assumptions, and create and disrupt social cohesion.

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 individual 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 individual and personal 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.
- Make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Assessment

- Presentation of point of view on a contemporary issue
- Debate
- Film text analysis
- Analytical interpretation of speech
- Semester Examination.

Pathways

- Year 11 English
- Year 11 Literature

ReSporting the News

Description

ReSporting the News explores contemporary media with a focus on the way in which socio-cultural, moral and political issues are, have been and can be represented within sports journalism. Students will be asked to critically evaluate the way in which individuals, groups and events are portrayed and represented historically and across social and cultural contexts within this field. They will develop their research, analytical reading and language skills by studying the history of journalism and its changing role due to the influence of technology and social media. Students will be encouraged to write in a variety of genres for a range of audiences and purposes. Students will produce analytical responses that assess and evaluate the way in which a point of view is presented through the structure and use of language within media texts. Students will also study a contemporary biographical text.

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 individual 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 individual and personal 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.
- Make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Assessment

- Presentation analysing reporting of a contemporary issue
- Creative responses
- Analytical interpretation of text
- Semester Examination.

Pathways

- Year 11 English
- Year 11 Literature

Act of the Imagination

Description

Students study genre and apply it to an investigation of classic short stories and iconic films. They will learn to evaluate how text structures can be used in innovative ways and explain how the choice of language, as well as cinematic features, images and dialogue contribute to the development of individual style. They will read/view and deconstruct a range of stories from literary texts and different film genres. Students will build appropriate metalanguage in order to discuss and enhance description, analysis and evaluation of texts, including their own. Students will show how the selection of language features can achieve precision and stylistic effect and develop skills in explaining different viewpoints, attitudes and perspectives through cohesive and logical arguments. Students will compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts. They will demonstrate an understanding of grammar, be able to vary vocabulary choices for impact and accurately use spelling and punctuation when creating and editing texts.

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 individual 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 individual and personal 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.
- 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 responses and writing
- Analytical interpretation of text
- Semester Examination

Pathways

- Year 11 English
- Year 11 Literature

Health & Physical Education

Health and Physical Education

Description

Health and Physical Education provides students with the knowledge to enhance their own health and the health of others. They will evaluate fitness components, training principles and training methods. Students work towards the design of a personalised training program. Students will develop their knowledge and skills in the areas of First Aid, anaphylaxis and CPR. At Year 10 level, all students will participate in a range of both team and individual sports, analysing their own and team performance and the concept of fair play.

Learning Standards

Personal, Social and Community Health

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

Movement and Physical Activity

- Moving the body
- Understanding movement
- Learning through movement

Areas of Focus

- Fitness components, training methods and training principles
- Games and sport
- Health benefits of physical activity
- Active play and minor games
- Lifelong physical activities

Assessment

Outcomes are assessed by means of a variety of assessment tasks such as:

- Fitness application assignment
- Performance analysis
- Fitness training program and design
- Semester 1 exam
- Semester 2 exam

Pathways

- VCE Physical Education
- VCE Health and Human Development
- VET Sport and Recreation

Health and Human Development

Description

Through the study of Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environment that are supportive of health and development and an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

Areas of Focus

- What is Health and Wellbeing
- Within Australia
- In Developing countries
- Food and Nutrition

Assessment

Outcomes are assessed by means of a variety of assessment tasks such as:

- Health and wellbeing assignment
- Nutrition smoothie assignment
- Examination

Pathways

- VCE Health and Human Development
- VCE Health and 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 law-makers are elected and what role society has 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

Government and Democracy
Students will investigate:

- The role of political parties and independent representatives in Australia's system of government, including the formation of governments, and explain the process through which government policy is shaped and developed.
- The values and key features of Australia's system of government compared with at least one other system of government in the Asia region.
- That citizens' political choices are shaped, including the influence of the media.
- The Australian Government's roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations.

Laws and Citizens
Students will investigate:

- Australia's international legal obligations to shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples.
- The key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution.
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal.

Citizenship, Diversity and Identity
Students will investigate:

- Contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society.
- Challenges, and ways of sustaining a resilient democracy and cohesive society.
- How and why groups, including religious groups, participate in civic life.
- The influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events.

Assessment

- Run Your Own Political Campaign
- Jury System Review
- Semester Examination

Pathways

The unit provides strong support for students in developing awareness of the extent to which citizens can participate and influence law-making. It provides a strong pathway to VCE subjects Legal Studies and Politics as well as the general skills of English and Humanities subjects.

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 urban management. This investigation will include fieldwork to the Docklands to examine how this urban environment has changed and how it is being managed.

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, drawing on a study from a developing country in Africa.

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

Achievement Standards

Geographical Concepts and Skills
Place, Space and Interconnection
Students will:

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales.
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.

Data and Information
Students will:

- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources.
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Geographical Knowledge
Environmental Change and Management
Students will investigate:

- Different types and distribution of environmental changes and the forms it takes in different places.
- Environmental, economic and technological factors that influence crop yields in Australia and across the world.
- Environmental worldviews of people and their implications for environmental management.
- Causes and consequences of an environmental change, comparing examples from Australia and at least one other country.
- Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia.
- Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country.

Geographies of Human Wellbeing
Students will investigate:

- Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing.
- Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia.
- Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places.
- Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa.
- The role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries.

Assessment

- Environmental Change Management
- Urban Fieldwork Investigation
- Inquiry Task Human Wellbeing
- Semester Examination

Pathways

- Unit 1 & 2 Geography

History World War II

Description

This unit provides a study of the history of the modern world and Australia from 1918 to the end of World War II, 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 II and the Holocaust.

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

Achievement Standards

Historical Skills and Concepts

Chronology

Students will:

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about
- Analyse and evaluate the broad patterns of change over the period 1918–1945

Historical Sources as Evidence

Students will:

- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
- Evaluate different historical interpretations and contested debates

Continuity and Change

Students will:

- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia

Cause and Effect

Students will:

- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments

Historical Significance

Students will:

- Evaluate the historical significance of an event, idea, individual or place

Historical Knowledge

Students will investigate:

- Causes of World War II and the reasons why Australians enlisted to go to war.
- Significant places where Australians fought and their perspectives and experiences in these places.
- Significant events, turning points of World War II and the nature of warfare.
- Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society.
- Significance of World War II to Australia's international relationships in the twentieth century with particular reference to the Britain, the USA, Asia and United Nations.
- Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war.

Assessment

- Document analysis
- Essay
- Investigation of World War Two Battles
- Semester Examination

Pathways

- Unit 1 & 2 History
- Unit 1 & 2 Australian Global Politics

History
The Modern World & Australia

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. The depth studies will focus on struggles for human rights since 1945 and in particular the civil rights struggle of our Indigenous Australians, and migration to Australia 1945-2022.

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

Achievement Standards

Historical Skills and Concepts
Chronology
Students will:

- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and evaluate the broad patterns of change over the period 1945-2016.

Historical Sources as Evidence
Students will:

- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.

Continuity and Change
Students will:

- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia

Cause and Effect
Students will:

- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments

Historical Significance
Students will:

- Evaluate the historical significance of an event, idea, individual or place

Historical Knowledge
Rights and Freedoms
Students will investigate:

- Significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.
- Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965.
- Effects of the US civil rights movement and its influence on Australia.
- Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), Closing the Gap Report, the Apology and the negotiations for the nation's first Treaty as well as the different perspectives of these events.

- Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle.
- Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia.

The Globalising World
Students will investigate:
- Effects of significant post-World War II world events and developments on migration
- Causes and developments of migration on Australia
- The perspectives of people and different historical interpretations and debates from the period

Assessment

- Freedom Rides Media Campaign
- Land Rights Document Analysis
- Extended Response on Migration 1945 – The Present
- Semester Examination

Pathways

- Unit 1 & 2 History
- Unit 1 & 2 Australian Global Politics

Languages
French & Italian

Description

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 study of a language in Year 10 is a full year elective; therefore, students' language study will count as two semester activities.
The ability to use a Foreign language 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

Communicating
Socialising, Informing, Creating, Translating, Reflecting
Students continue to extend their knowledge, skills and behaviours relevant to the specific language. Their vocabulary and grammar usage is increased and they experiment with different forms of communication. They learn to construct more extended texts by using relative clauses and by relating episodes in time. Students begin to experiment with intonation and supporting gestures to convey emotions or create emphasis in texts. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in the language.

Understanding
Systems of language, Language variation and change, role of language and culture
Students demonstrate understanding of cultural influences on the ways people behave and use language, through accurate and context-sensitive language use. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation, influence language use and forms of communication. Students investigate links between the language and culture. They analyse and reflect on different viewpoints and experiences including their own cultural stances, actions and responses.

Assessment

- Understanding the spoken French/Italian
- Speaking in French/Italian
- Understanding the written French/Italian
- Writing in French/Italian
- 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

Core Mathematics

Description

Year 10 Core Mathematics is designed for students who wish to explore the applications of Mathematics in solving real world problems. Core Mathematics covers the Year 10 Course but not the Year 10 Advanced Course and aims to provide students with essential mathematical skills and knowledge that they will need in their personal, work and civic lives. It provides the fundamentals on which professional applications of Mathematics are built and 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 student's learning.

Learning Standards

Number and Algebra
Students will:

- Solve problems involving linear functions, simultaneous linear equations and related graphs.
- Find unknown values after substitution into a formula.
- 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 will:

- 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.

Statistics and Probability
Students will:

- Compare univariate data sets by referring to summary statistics and the shape of their displays.
- Describe bivariate data and use scatterplots to investigate relationships between two variables.

Assessment

Students will:

- Complete assessment tasks on Algebra and Indices, Linear Graphs, Measurement, Geometry, Statistics, Simultaneous equations, Trigonometry, Money and Financial matters.
- Semester Examination.

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

Pathways

- Units 1 and 2 General Mathematics

Entry into Units 1 and 2 General Mathematics is dependent on successfully completing Year 10 Core Mathematics and teacher recommendation.

Advanced Mathematics

Description

Year 10 Advanced Mathematics prepares students for Unit 1 & 2 Maths Methods. The course covers key concepts from Level 10 and Level 10A in the Victorian Curriculum and is organised around the interaction of content and proficiency strands. Through key activities such as the exploration, recognition and application of patterns, students develop the capacity for abstract thoughts.

Entry requirements:

- Teacher's recommendation
- Class assessment data
- Work ethics
- Advanced Maths Entrance Examination (greater than 70%)

Learning Standards

In Number and Algebra
Students will:

- Solve problems involving linear equations, quadratic functions and systems of linear equations.
- Describe, interpret and sketch linear graphs, quadratic graphs, and their transformations.
- Solve unknown variables and apply substitution into equations.
- Manipulate linear and quadratic algebraic expressions.
- Understand the number system of rational and irrational numbers.

In Measurement and Geometry
Students will:

- Solve and explain surface area and volume problems relating to composite solids.
- Use parallel and perpendicular lines, understand properties of triangles and angles, apply the Pythagoras theorem, identify similarity of shapes, use trigonometry and congruence to solve practical problems and develop proofs.

In Statistics and Probability
Students will:

- List outcomes for multi-step chance experiments involving independent and dependent events and assign probabilities for these events.
- Use the language of 'if', 'then', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language.

Assessment

Students will:

- Complete assessment tasks on Linear Equations, Coordinate Geometry, Simultaneous Equations, Trigonometry, Indices and Surds, Probability, Quadratic Equations, Quadratic Graphs and Measurement.
- Complete semester exams.

Pathways

- Units 1 and 2 General Mathematics
- Units 1 and 2 Mathematical Methods
- Units 1 and 2 Specialist Mathematics
- Units 3 and 4 General Mathematics

Applied Mathematics (Elective Unit)

Description

Applied Mathematics is an elective subject recommended for students undertaking Advanced Mathematics in Year 10. The subject explores content from the Victorian Curriculum in conjunction with VCE Mathematics and looks to develop student's problem- solving skills, theoretical work and practical applications. It is designed for students who enjoy the challenge of mathematics and have demonstrated an ability for abstract thoughts and mathematical reasoning. The usage of digital technology including the CAS calculator is aimed to enhance student learning. As part of the course, students will spend a day in the city to investigate the mathematics behind the construction of significant Melbourne landmarks such as Federation Square and The Shrine of Remembrance.

Learning Standards

Students will cover work from the areas of:

- Number and algebra
- Measurement and geometry

The subject is separated into the following units of work:

- Real and Complex Numbers
- Kinematics
- Geometry (Circle Theorems)
- Algebra
- Problem-solving task (Federation Square and/or The Shrine of Remembrance)
- Programming with CAS

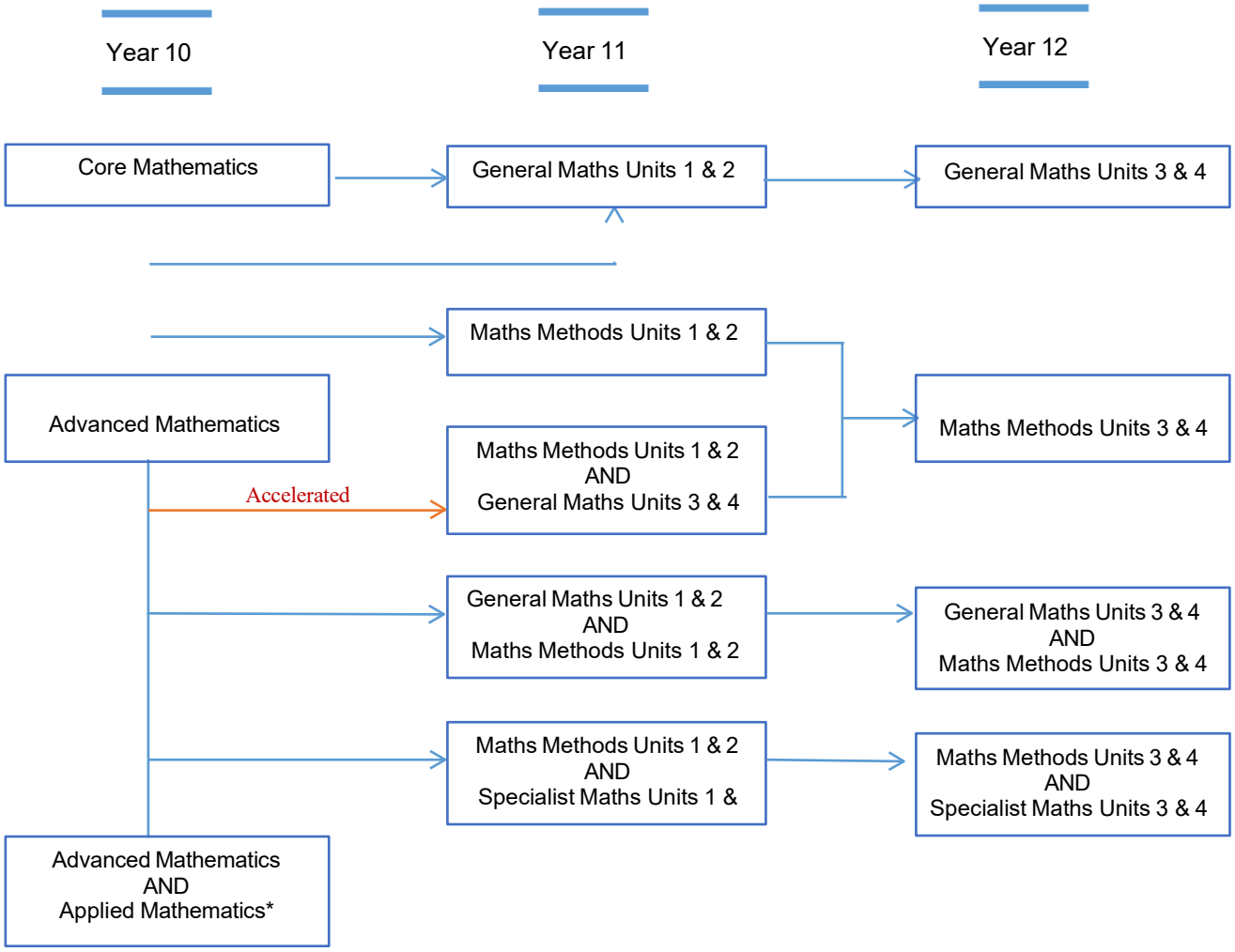
Assessment

Complete all assessment tasks on Real Complex Numbers, Kinematics, Geometry, Algebra and a Problem-solving Task.

Pathways

Recommended for students intending to study Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2.

Mathematics Pathways



*Note: It is recommended (but not compulsory) that students intending to study Unit 1 & 2 Specialist Mathematics select Year 10 Applied Mathematics.
*There are more options, please speak to your teacher regarding these options.

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

Students undertaking Unit 1 and 2 Mathematical Methods are advised to consider Unit 1 (and Unit 2) Specialist Mathematics to enhance their mathematical skills in preparation for Units 3 and 4 Mathematical Methods.

Science

Science (Overview)

Description

The Science Curriculum at De La Salle College is based on the The Victorian Curriculum: Science which has two interrelated strands: Science Understanding and Science Inquiry Skills. Together, the two 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.

The development of science as a unique way of knowing and doing, and the role of science in contemporary decision-making and problem solving is also investigated. 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.

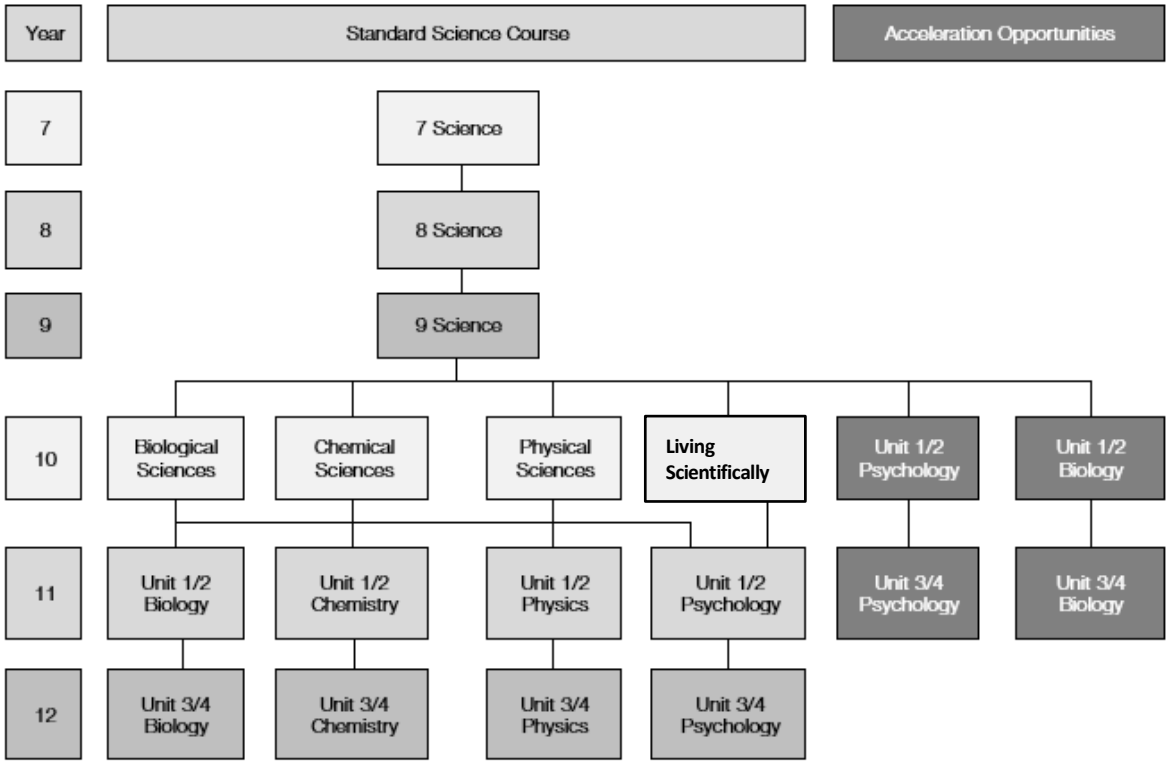
Science Inquiry Skills

Science inquiry involves identifying and posing questions; planning, conducting and reflecting on investigations; processing, analysing and interpreting evidence; and communicating findings. This strand evaluates claims, investigates ideas, solves problems, draws valid conclusions and develops evidence-based arguments.

Course Selection Information

The Victorian 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 two strands of The Victorian 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:



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. 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, and 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 and Us
Duration: 1 Semester
Construction: 2 topics of 7 weeks duration

Overview

As a Biology based unit, students will investigate the main scientific areas of the Victorian Curriculum, which relate to Biological Sciences while also addressing the themes of Science as a Human Endeavour and Science Inquiry Skills.

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 Darwin's 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.

Chemical Science

Description

Theme: What is the World Made of?
Duration: 1 Semester
Construction: 2 topics of 7 weeks duration

Overview

This Chemistry based Unit will investigate the main areas of the Victorian Curriculum related to Chemical Sciences while also addressing the themes of Science as a Human Endeavour and Science Inquiry Skills.

After investigating atoms, the basic building blocks of all matter in the Universe, 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.

Living Scientifically

Description

Theme: Science, Technology and Society?
Duration: 1 Semester
Construction: 2 topics of 7 weeks duration

Overview

This Unit will investigate the Victorian Curriculum theme related to Science as a Human Endeavour while also addressing Science Inquiry Skills, under the context of Psychology.

Students will investigate why living in the 21st Century requires much more than general intelligence to remember scientific information. It also requires the ability to collect, analyse and think about this so called 'scientific information' which is present everywhere and constantly trying to influence how we think and how we live. Using Psychology as a context, students will investigate why and how psychological theories have evolved and how the values and needs of contemporary society can influence the focus of scientific research in Psychology. Technological advances which have improved our understanding of the human brain will be explored and the validity of claims made by institutions will be investigated using a rigorous scientific process. Students will design and run a first-hand quantitative investigation into claims made by brain training program to determine whether brain games really work.

Physical Science

Description

Theme: From the Earth to the Stars
Duration: 1 Semester
Construction: 2 topics of 7 weeks duration

Overview

As a Physics based Unit, this topic will investigate the main areas of the Victorian Curriculum related to Physical Sciences while also addressing the themes of Science as a Human Endeavour and Science Inquiry Skills.

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, speed 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.

STRIVE *Program*

The STRIVE Program is a Year 10 program unique to De La Salle College. It is a vocational and applied learning program drawing from the Victorian Pathways Certificate (VPC) and the Victorian Curriculum. Students will complete the STRIVE Program in place of the traditional Year 10 Program. Entry into the STRIVE Program is by invitation only.

A STRIVE student's learning program will include a modified version of each of the four VPC subjects – Literacy, Numeracy, Personal Development Skills and Work Related Skills as well as Units 1 and 2 VCE Industry and Enterprise. Details for each of these subjects can be found on the following pages.

STRIVE Program students will also complete, with the rest of the Year 10 cohort, GROW, HPE/Sport, 2 Year 10 RE units, and 2 Year 10 Units from the Arts or Music or Technology. Details on each of these subjects can be found in the Year 10 section of this Handbook.

The structure of the STRIVE Program will support students to transition to the VCE Vocational Major or entry level VET.

Independence is a key component of the culture and curriculum of the STRIVE Program.

STRIVE students need to be able to navigate class sizes of 12-18 with one teacher. This requires students to be able to work independently within a classroom, with each student having equal access to teacher support

Literacy

Description

Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

This subject provides students with the key skills and knowledge to interpret and create texts with appropriateness, accuracy, confidence and fluency, as well as for learning in and out of school, and for participating in the workplace and community.

Modules

Unit 1

- Module 1: Literacy for personal use
- Module 2: Understanding and creating digital texts

Unit 2

- Module 1: Exploring and understanding issues and voices
- Module 2: Informed discussion

Learning Goals

Unit 1

- Identify and describe the structures and features of a range of different text types such as short narratives, informative and instructional texts, letters, emails, media and social media posts and film
- Develop and demonstrate an understanding that texts are created for different purposes and audiences
- Create a range of material for specific audiences and purposes
- Engage with, understand and create a range of digital texts for different audiences and purposes
- Explain the layout of different digital platforms and applications, identifying key features and trustworthiness in relation to audience and purpose
- Recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world.

Unit 2

- Identify the main ideas and arguments in persuasive and influential content, noting the differences between fact and opinion
- Explain how language and visuals are used to influence an audience
- Identify how bias and perspective influence a speaker, author and audience
- Influence a specific audience through a variety of language devices
- Lead a discussion where they respond to the opinions of others in oral form using active listening and questioning techniques
- Use body language, eye-contact, gestures, pace and intonation deliberately when discussing opinions

Assessment

- Reflective journal
- Response to structured questions
- Record and reflection of the presentations of guest speaker/s
- Video, podcast, vlog or oral presentation
- Visual presentation, such as a graphic organiser, concept/mind map or annotated poster
- Advertisement

Pathways

- VCE Vocational Major Literacy

Numeracy

Description

The purpose of Numeracy is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

Numeracy focuses on providing students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real life contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Modules

Unit 1

- Module 1: Personal numeracy
- Module 2: Financial numeracy

Unit 2

- Module 3: Health and recreational numeracy
- Module 4: Civic numeracy

Each Module covers two focus areas that describe the spread of mathematical content knowledge that is required to engage with that specific numeracy. The eight focus areas are: Number, Data, Location, Shape, Quantity and measures, Change, Likelihood and Systematics.

Learning Goals

Numeracy in context

- Students should be able to apply the mathematical knowledge and skills from the relevant focus areas, across the four specified numeracy contexts (Personal, Financial, Health and Recreational, and Civic).

Problem-solving cycle

- students should be able to use the problem-solving cycle (identify the mathematics, act on and use mathematics, evaluate and reflect, and communicate and report) in an applied learning context, relevant to the key skills and knowledge reflected in the focus areas and across the four numeracies (Personal, Financial, Health and Recreational, and Civic).

Mathematical toolkit

- Students should be able to use a variety of tools and appropriate technologies to solve mathematical problems set in practical contexts. Students should become familiar with analogue and digital tools and be confident in knowing the purpose of everyday tools

Assessment

- Investigations and projects
- Multimedia presentation, poster or report
- Interview, blog or vlog
- Problem solving report
- Create an experiment
- Design a game to play

Pathways

- VCE Vocational Major Numeracy

Personal Development Skills

Description

Personal Development Skills (PDS) takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community.

The foundational pillars of this subject are physical, social and emotional health and wellbeing, which are realised by self-reflection of the students. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing.

Modules

- Module 1: Understanding and developing self
- Module 2: Exploring and connecting with community

Learning Goals

- Develop and demonstrate an understanding of self through positive, active reflection
- Use a range of teamwork, communication, time management and problem-solving skills
- Understand and apply the skills required for setting and achieving personal goals
- Describe the principles of health and wellbeing and the key indicators of self-care
- Explain how personal attributes can be enhanced through experience in teamwork, communication, time management and problem-solving
- Create tools and/or strategies for practicing self-care
- Discuss the concepts of equity and access for young adults, describing the features of respectful, positive relationships and the concept of sexual coercion and consent
- Practise the strategies for building skills in online safety, personal assertiveness and effective self-expression
- Understand and discuss the concepts of community
- Identify ways to connect with both local and global communities
- Explain the rights and responsibilities of being an effective member of a community

Assessment

- Reflective journal
- Case study
- Video, podcast or oral presentation
- Visual, oral, pictorial, digital presentation
- Evaluation of a team activity
- Reflection/analysis of visit/s community project/organisation
- Reflective journal of participation in practical tasks
- Create structured questions to pose to community group, program coordinator/guest speaker
- Performance or role play
- Research task

Pathways

- VCE Vocational Major Personal Development Skills

Work Related Skills

Description

Work Related Skills (WRS) enables the development of knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills.

WRS has a major focus on the relationship between personal interests and skills, employment and education opportunities and pathway planning. Students apply their knowledge and understanding to practical and collaborative activities to prepare for the process of applying for jobs and being a valued and productive employee in the workplace.

Modules

- Module 1: Interests, skills and capabilities in the workplace
- Module 2: Applying for an employment opportunity
- Module 3: Identifying, planning for, implementing and evaluating a work-related activity

Learning Goals

- Differentiate between interests, personal attributes and capabilities
- Discuss the application of a range of employability skills
- Describe how different technical skills, capabilities and personal attributes are applied in different industry groups
- Identify the elements of a successful resume and cover letter that is relevant to an employment opportunity and provide a draft
- Use reflection and feedback to improve the resume and cover letter
- Utilise the identified skills of collaboratively planning by establishing a small-scale work-related activity
- Identify the employability skills that align to the activity
- Implement planned small-scale work-related activity
- Utilise the skills of communication, problem-solving, using technology, delegation and time management to complete the activity
- Create and present a report on a small-scale work-related activity that demonstrates appropriate structure and conventions of a report and describes the planning, implementation and evaluation of the small-scale work-related activity

Assessment

- Skills audit
- Development of career action plan
- Development of cover letter/resume
- Participation in a mock job interview
- Project plan
- Digital, oral or visual presentation
- Report
- Plan of action/response to feedback

Pathways

- VCE Vocational Major Work Related Skills

VCE Industry and Enterprise (STRIVE)

Description

VCE Industry and Enterprise investigates work and its place in work settings, industries and society. The study explores the vocational, economic, social and cultural aspects of work and incorporates theoretical and practical investigations of these functions. Students examine trends and patterns in Australian workplaces and industries as well as significant issues affecting Australian industries and analyse industry responses to these issues.
A key feature of VCE Industry and Enterprise is the structured workplace learning that students are required to undertake. The range of personal, community and work settings which students experience, supports the development of work-related skills, which are integral to the study and seen as essential for entry-level employees and for life in general.

Areas of Study

Unit 1: Workplace participation

- Contributing to the workforce
- Developing work-related skills
- Workplace effectiveness

Unit 2: Being enterprising

- Enterprising individuals and leadership
- Enterprise and innovation in industry
- Industry issues

Learning Outcomes

Unit 1

- Explain the importance to Australia of having a skilled workforce, investigate career pathways and analyse current and future work options.
- Explain entry-level requirements for obtaining work in two selected industries, discuss the importance of developing personal work-related skills, and conduct a self-assessment to gauge personal work performance.
- Explain the OH&S requirements and one other work-related issue for a selected occupation in a specific workplace, and discuss ways in which work-related skills may be used to deal with that issue.

Unit 2

- Identify and discuss enterprising behaviour in individuals and explain the relationship between enterprising behaviour and leadership.
- Explain what innovation is, describe the characteristics of a selected industry, evaluate the extent to which enterprising behaviour is applied in selected work settings within the selected industry, and explain the role of work-related skills in supporting innovation in the selected industry.
- Analyse the impact of two significant issues on an Australian industry within the last four years and discuss how the industry has responded to the issues in an enterprising way

Assessment

- Workplace journal or report based on participation in structured workplace learning
- Career investigation and profile
- Work-related skills portfolio including a critically reflective self-assessment
- Short written report (media analysis, research inquiry, case study analysis)
- Video or podcast
- Written blog
- ICT-based presentation

Pathways

- VCE Vocational Major, Employment

Technology

Design & Technology

Description

In Levels 9 and 10, students use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs or opportunities of relevance to individuals, local, national, regional and global communities.

Learning Standards

Investigating

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.

Generating

Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.

Planning and Managing

Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.

Producing

Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.

Evaluating

Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment

Assessment is based on the following or similar tasks:

- 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.

Pathways

- VCE Product Design and Technology
- VET/Vocational Major Building and Construction
- University
- TAFE
- Apprenticeships
- Traineeships / employment

STEM – Engineering

Description

Science, Technology, Engineering and Mathematics (STEM) covers a wide range of knowledge and skills, which are increasingly in demand in a rapidly changing world. This subject addresses several key learning areas and involves students in an engineering, design, science and math related classroom activity.

Learning Standards

Science – inquiry based approach that include:

- Science Understanding
- Physical sciences
- Planning and Conducting
- Analysing and Evaluating

Technology – ICT, CNC machinery that include:

- Investigating
- Generating
- Planning and Management
- Production
- Evaluating

Engineering – that includes:

- Principles and Systems

Mathematics – logical reasoning, problem solving skills that include:

- Geometric reasoning
- Measurements and Geometry
- Statistics and Probability
- Data representation and Interpretation
- Linear and nonlinear relationships

Assessment

Even though the three curriculum strands are listed separately in the Victorian Curriculum, key knowledge and skills across all the three strands show significant overlapping. This allows the reporting for the STEM Elective to incorporate key knowledge and learning skills seamlessly from all the 3 strands.

Semester based project that covers the following:

- Investigating
- Generating
- Planning and Management
- Producing
- Evaluating

Pathways

- Further study in Product Design and Technology, Science and Mathematics
- University
- TAFE
- Traineeships/Apprenticeships/Employment

Systems Technology

Description

Systems Technology 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, plan, 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
Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.

Generating
Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.

Planning and Managing
Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.

Producing
Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions.

Evaluating
Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment

Assessment is based on the following or similar tasks:

- 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.

Pathways

- VCE Systems Engineering
- VET/Vocational Major Engineering Electrotechnology
- University
- TAFE
- Apprenticeships
- Traineeships / employment

Curriculum

VCE UNITS 1 & 2

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

Religion

Religion and Society – Religion and Ethics (Unit 2)

Description

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

Areas of Study & Learning Outcomes

Outcome 1: Ethical decision-making and moral judgement

The key skills students should obtain by the completion of Outcome 1 are:

- Define concepts used in ethical decision-making.
- Explain a variety of methods of ethical decision-making and the theories that support them.
- Identify a variety of principles derived from concepts and theories found in ethical methods.
- Explain the role of various influences involved in the process of forming practical moral judgments.
- Interpret, synthesise and apply primary and secondary source material.

Outcome 2: Religion and Ethics

The key skills students should obtain by the completion of Outcome 2 are:

- Identifying the authorities, principles, values, norms and ideas informing ethical perspectives of religious traditions.
- Explaining the ethical decision-making methods that have informed the ethical perspectives and moral judgments of religious traditions.
- Interpret, synthesise and apply primary and secondary source material.

Outcome 3: Ethical Issues in Society

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

- Justify in what sense issues are ‘ethical’
- Identify contributors to debates about ethical issues
- Explain various ethical perspectives, moral judgments and ethical decision- making methods involved in ethical debates
- Explain the influence of the various participants’ contributions to the debates
- Interpret, synthesise and apply primary and secondary source material.

Assessment

A student satisfactorily completes Unit 2 when they demonstrate achievement of the set of outcomes specified for the unit, based on the student’s overall performance on assessment tasks designated for the unit.

The Arts

Drama

Description

The study of Drama focuses on the creation and performance of characters and stories in self-devised theatre pieces. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. They analyse the development of their own work and performances by other drama practitioners.

Areas of Study

Unit 1: Dramatic Storytelling

Dramatic Storytelling focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit Students use performance styles from a range of contexts associated with naturalism and a representation of life beyond how it is lived.

Unit 2: Australian Drama

Australian Drama focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses performance styles that depict life beyond the reality in which it is lived. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Learning Outcomes

- Demonstrate the use of play-making techniques to devise and rehearse a solo and/or ensemble drama work/s based on stories and/or characters as a non-naturalistic theatre piece.
- Perform a solo and/or ensemble devised drama work/s that features stories and characters.
- Create and perform a solo or ensemble drama work based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.
- Document use of processes to create and develop stories and characters in drama.
- Write analyses of the drama works created and performed.
- Analyse the professional performance/s they have seen.

Assessment

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

Pathway

Prerequisites for entry into this subject are a successful completion of Year 10 Acting for Film and TV and/or participation in College productions and/or successful completion of Year 9 Drama. Entry may also be allowed by interview and through consultation as the subject is not considered cumulative.

Media

Description

VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

Learning Standards

Unit 1: Media forms, representations and Australian stories

In this Unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 1: Learning Outcomes

- On completion of the unit the student should be able to:
- explain the construction of media representations in different products, forms and contexts, including how audiences engage with, consume and read these representations.
- use the media production process to design, produce and evaluate media representations for specified audiences in a range of media forms.
- analyse how the structural features of Australian fictional and non-fictional narratives in two or more media forms engage, and are consumed and read by, audiences.

Unit 2: Narrative, style and genre

In this Unit students further develop an understanding of narrative in media products and forms, including film, television, sound, news, print, photography, games, and interactive digital forms. They analyse the influence of developments in media technologies on individuals and society, examining a range of media forms, the effects of media convergence and hybridisation on the design, production and distribution of media narratives and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 2: Learning Outcomes

- On completion of the unit the student should be able to:
- analyse the style of media creators and producers and the influences of narratives on the audience in different media forms.
- apply the media production process to create, develop and construct narratives.
- discuss the influence of new media technologies on society, audiences, the individual, media industries and institutions.

Pathways

- Units 3 & 4 Media Studies

VCE Music

Description

Unit 1: Organisation of Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

Areas of Study

- Performing
- Creating
- Analysing and responding

Outcomes

- Outcome 1: On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.
- Outcome 2: On completion of this unit the student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.
- Outcome 3: On completion of this unit the student should be able to describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

Assessment

- Performance recital
- 'Analysing for performance' documentation and demonstration
- Music language aural and written exam
- Musical composition and analysis assignment

Pathways

- Unit 2 – Effect in music

Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created. Through creating their own music, they reflect this exploration and understanding.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied.

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

Areas of Study

- Performing
- Creating
- Analysing and responding

Outcomes

- Outcome 1: On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).
- Outcome 2: On completion of this unit students should be able to create short music works/responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.
- Outcome 3: On completion of this unit the student should be able to identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

Assessment

- Performance recital
- 'Analysing for performance' documentation and demonstration
- Music language aural and written exam
- Musical composition and analysis assignment

Pathways

- Music contemporary performance or Music repertoire performance

Art Making and Exhibiting

Description

Unit 1

In this unit, students produce at least 2 final artworks. They investigate various art forms, learning about materials, techniques, and processes. They enhance their knowledge of the properties and applications of art-making materials. Through exploration, they discover how different materials relate to specific art forms and how they can be utilised in creating artworks. Additionally, students examine the historical development of art forms, exploring how materials, techniques, and their use have evolved over time. Safety protocols for handling materials are also emphasised. By exploring the ways artists employ materials and techniques, students gain inspiration, generate ideas, and develop a comprehensive understanding of art forms. They document their exploration and experimentation in a Visual Arts journal through visual and written means.

Unit 2

In Unit 2, students explore the process of creating artworks and how artists use aesthetic qualities to convey ideas. They also learn about displaying artworks and communicating meaning through representation. They respond to a set theme and develop their own ideas, using materials, techniques, art elements, and principles. They reflect on their knowledge and understanding of aesthetic qualities while planning and creating finished artworks. Students investigate how artists use art elements and principles to express emotions and create visual language in their own and others' artworks. They also learn about exhibition planning, design, roles, and the selection and display of artworks in various spaces.

Areas of Study

Unit 1

- Explore – materials, techniques and art forms
- Expand – make, present and reflect
- Investigate – research and present

Unit 2

- Understand – ideas, artworks and exhibition
- Develop – theme, aesthetic qualities and style
- Resolve – ideas, subject matter and style

Assessment

Unit 1

- Abstract artwork
- Artwork based on a theme
- Written SAC – Information for an Exhibition
- Visual Journal
- End of Semester Examination

Unit 2

- Two works of art that explore ideas and themes generated by the student
- Artworks based on a theme
- Written SAC – Design a thematic exhibition
- Visual Journal
- End of Semester Examination

Pathways

- Art Making & Exhibiting: Units 3 & 4

Visual Communication & Design

Description

Unit 1: Finding, reframing and resolving design problems

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centered design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. Students learn the value of human-centered research methods, working collaboratively to discover design problems and understand the perspectives of stakeholders. They draw on these new insights to determine communication needs and prepare design criteria in the form of a brief.

Unit 2: Design contexts and connections

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centered research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs.

Areas of Study

Unit 1

- Reframing design problems
- Solving communication design problems
- Design's influence and influences on design

Unit 2

- Design, Place and Time
- Cultural ownership and design
- Designing interactive experiences

Assessment

Unit 1

- SAC 1: Research and Drawing conventions
- SAC 2: Design process
- SAC 3: Folio
- EXAM

Unit 2

- SAC 1: Design process
- SAC 2: Research and design
- SAC3: Folio
- EXAM

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 examinationat the end of each unit.

Pathways

Unit 3-4 Visual Communication Design

Commerce

Accounting

Description

In Unit 1, students explore the establishment of a business and the role of accounting in the determination of business success or failure. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students record financial data and prepare reports for service businesses owned by sole proprietors. They use these evaluations to make recommendations regarding the suitability of a business as an investment.

In Unit 2, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

Areas of Study & Outcome

Unit 1: The role of accounting in business

- The role of accounting: Describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
- Recording financial data and reporting accounting information for a service business: Identify and record financial data, report and explain accounting information for a service business, and suggest and apply appropriate financial and non-financial indicators to measure business performance.

Unit 2: Accounting and decision-making for a trading business

- Accounting for inventory: Record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
- Accounting for and managing accounts receivable and accounts payable: Record and report for accounts receivable and accounts payable, and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.
- Accounting for and managing non-current assets: Record and report for non-current assets and depreciation.

Assessment

Assessment will take a variety of forms, including, but not limited to:

- Case study
- Folio of tests and exercises
- ICT recording and reporting
- Semester Examination

Pathway

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

Business Management

Description

VCE Business Management examines the ways businesses manage resources to achieve objectives. The *VCE Business Management Study Design* follows the process from the initial idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing businesses and their resources.

In Unit 1, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

In Unit 2, students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

Areas of Study & Learning Outcomes

Unit 1: Planning a Business

- The business idea: Ability to describe how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
- Internal business environment and planning: Ability to describe the internal business environment and explain how the factors within it may affect business planning.
- External business environment and planning: Ability to describe the external business environment and explain how the macro and operating factors within it may affect business planning.

Unit 2: Establishing a business

- Legal requirements and financial considerations: Ability to explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
- Marketing a business: Ability to explain the importance of establishing a customer base and a marketing presence to achieve the objectives of the business, analyse effective marketing and public relations strategies and apply these strategies to business-related case studies.
- Staffing a business: Ability to discuss the staffing needs for a business and evaluate the benefits and limitations of management strategies in this area from both an employer and employee perspective.

Assessment

Assessment will take a variety of forms, which may include, but not limited to:

- a case study analysis
- a business research report
- development of a business plan and/or feasibility study
- an interview and a report on contact with business
- a school-based, short-term business activity
- a business simulation exercise
- Semester Examination

Pathways

- Leads directly to Business Management Unit 3 & 4 (although not a prerequisite)
- Complements other Business subjects especially Accounting and Economics

Economics

Description

The study of economics examines the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services and the effect that these decisions may have on material and non-material living standards.
In Unit 1, students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour.
In Unit 2, Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards.

Area of Study & Learning Outcomes

Unit 1: Economic decision-making

- Thinking like an economist: Ability to describe the basic economic problem, discuss the role of consumers and businesses in the economy and analyse the factors that influence decision making.
- Decision making in markets: Ability to explain the role of relative prices and other non-price factors in the allocation of resources in a market –based economy.
- Behavioural economics: ability to explain how behavioural economics complements traditional understandings of decision-making, and analyse the effects of behavioural economics insights on consumers and other economic agents.

Unit 2: Economic issues and living standards

- Economic activity: able to explain the purpose of economic activity, the distinction between material and non-material living standards and the factors that may affect levels of economic activity and growth, discuss the costs and benefits of economic growth and examine the impact of economic activity on living standards using alternative measures.
- Applied economic analysis of local, national and international economic issues: ability to explain the factors that affect two economic issues at a local, national and international level and evaluate actions to address the issues.

Assessment

Assessment will take a variety of forms, which may include, but not limited to:

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- a blog of media commentaries using print or electronic materials
- a report of an investigation or an inquiry
- a debate
- an essay/a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- a web page
- media analyses
- case studies or economic simulation activities
- fieldwork

Pathways

- Leads directly to Economics 3 & 4 (although not a pre-requisite)
- Complements other Business subjects especially Accounting and Business Management as well as Legal Studies and/or Politics

English

Description

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

Areas of Study

Unit 1:

- Reading and Exploring Texts: In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text's vocabulary, text structures and language features can create meaning on several levels and in different ways. For this outcome, students will read and explore one set text, or extracts from the set text (EAL).
- Crafting Texts: In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience. Students read and engage imaginatively and critically with mentor texts that model effective writing. Through guided reading of mentor texts, students develop an understanding of the diverse ways that vocabulary, text structures, language features and ideas can interweave to craft compelling texts. They consider these texts through knowledge of the ways purpose, context (including mode) and audience influence and shape writing.

  The mentor texts can include short stories, speeches or monologues (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog or social media postings) and memoirs and biography and can be entire texts or extracts. Students explore and revisit the mentor texts as inspiration for developing their own writing processes, for generation of ideas, and as models for effective writing. They demonstrate their understanding of ideas and application of effective writing strategies in their crafted texts, and can articulate their writing processes in their commentaries.

Unit 2:

- Reading and Exploring Texts: In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing. Students read and explore one set text, or extracts from a set text (EAL). The set text for this area of study will be of a different text type from that studied in Unit 1. Students read or view a text, engaging with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions of a text work together to create meaning. Through discussions about representations in a text, they examine the ways readers understand text considering its historical context, and social and cultural values. They also explore the text through the prism of their own cultural knowledge, experiences and understanding of the world, and extend their observations into analytical and abstracted explorations.
  Students are provided with opportunities to practise and extend their writing about texts. They are given time and support to extend their writing through reflection, editing and feedback.

Developing analytical writing about a text provides students with opportunities to build skills to discuss ideas, apply appropriate metalanguage, integrate evidence from a text to support key points, and explore organisational structures such as formal essays.

- Exploring Argument: In this area of study, students consider the way arguments are developed and delivered in many forms of media. Through the prism of a contemporary and substantial local and/or national issue, students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. They explore the structure of these texts, including contention, sequence of arguments, use of supporting evidence and persuasive strategies. They closely examine the language and the visuals employed by the author and offer analysis of the intended effect on the audience. Students apply their knowledge of argument to create a point of view text for oral presentation.

Learning Outcomes

Unit 1:

- On completion of this unit the student should be able to make personal connections with, and explore the vocabulary, text structures, language features and ideas in, a text.
- On completion of this unit the student should be able to demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose; and to describe individual decisions made about the vocabulary, text structures, language features and conventions used during writing processes.

Unit 2:

- On completion of this unit the student should be able to explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning.
- On completion of this unit the student should be able to explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and to construct a point of view text for oral presentation.

Assessment

Unit 1:

- A personal response to a set text
- Two creative responses to mentor texts such as two student-created texts such as: short stories, speeches (with transcripts), essays (comment, opinion, reflective, personal), podcasts (with transcripts), poetry/songs, feature articles (including a series of blog postings) and memoirs

Unit 2:

- an analytical response to a set text
- a set of annotated persuasive texts (including visual texts) that identify arguments, vocabulary, text structures and language features
- an analysis of the use of argument and persuasive language and techniques in text(s)
- an oral presentation of a point of view text.

Pathways

- Unit 3 & 4 English
- Unit 3 & 4 Literature

Possible unit combinations from the English group

	English group Units 1 and 2 satisfactorily completed	English group Units 3 and 4 satisfactorily completed	Is the English requirement met?	Sequences other than English	Units contributing to minimum 16-unit count	Notes
1	English Units 1 and 2	English Units 3 and 4	Yes	0	4	
2	English Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
3	English Units 1 and 2	Literature Unit 3	Yes	0	3	Because there is no S for Literature Unit 4, there will be no study score and no ATAR.*
4	Literature Units 1 and 2	Literature Units 3 and 4	Yes	0	4	

Source: http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Literature

Description

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Areas of Study

Unit 1

- Reading Practices: In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.
- Students closely examine the literary forms, features and language of texts. They begin to identify and explore textual details, including language and features, to develop a close analysis response to a text.
- Exploration of literary movements and genres: In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping. Students engage with the ideas and concerns shared by the texts through language, settings, narrative structures and characterisation, and they experiment with the assumptions and representations embedded in the texts.

Unit 2

- Voices of Country: In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.
- Students examine representations of culture and identity in Aboriginal and Torres Strait Islander peoples' texts and the ways in which these texts present voices and perspectives that explore and challenge assumptions and stereotypes arising from colonisation.
- Students acknowledge and reflect on a range of Australian views and values (including their own) through a text(s). Within that exploration, students consider stories about the Australian landscape and culture.
- The Text in its Context: In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. Students develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance. Students develop the ability to analyse language closely, recognising that words have historical and cultural import.

Learning Outcomes

Unit 1

On completion of this unit the student should be able to:

- respond to a range of texts through close analysis;
- explore conventions common to a selected movement or genre, and engage with the ideas, concerns and representations from at least one complete text alongside multiple samples of other texts considered characteristic of the selected movement or genre.

Unit 2

On completion of this unit the student should be able to:

- explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators;
- On completion of this unit the student should be able to analyse and respond to the representation of a specific time period and/or culture explored in a text and reflect or comment on the ideas and concerns of individuals and groups in that context.

Assessment

Unit 1 and 2 assessment tasks may take the form of:

- An essay (comparative, interpretive, analytical or discursive)
- A debate
- Reading journal entries
- A close analysis of selected passages
- A creative response to texts studies
- An oral or a written review
- A multimedia presentation
- Participation in an online discussion
- Performance and commentary

Pathways

- Unit 3 & 4 English
- Unit 3 & 4 Literature

Possible unit combinations from the English group

	English group Units 1 and 2 satisfactorily completed	English group Units 3 and 4 satisfactorily completed	Is the English requirement met?	Sequences other than English	Units contributing to minimum 16-unit count	Notes
1	English Units 1 and 2	English Units 3 and 4	Yes	0	4	
2	English Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
3	English Units 1 and 2	Literature Unit 3	Yes	0	3	Because there is no S for Literature Unit 4, there will be no study score and no ATAR.*
4	Literature Units 1 and 2	Literature Units 3 and 4	Yes	0	4	

Source: http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Health & Physical Education

Physical Education

Description

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices evaluating perceived benefits and describing potential harms. Students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students select and explore one issue from a social-ecological perspective to evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity.

Areas of Study

Unit 1: The human body in motion

AOS 1: How does the musculoskeletal system work to produce movement?
AOS 2: How does the cardiorespiratory system function at rest and during physical activity?

Unit 2: Physical activity, sport and society
AOS 1: What are the relationships between physical activity, sport, health and society?
AOS 2: What are the contemporary issues associated with physical activity and sport?

Learning Outcomes

Unit 1
Outcome 1: On completion of this unit Students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal system functions and its limiting conditions, and evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Outcome 2: On completion of this unit Students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the cardiovascular and respiratory systems function and the limiting conditions of each system, and discuss the ethical and performance implications of the use of practices and substances to enhance the performance of these two systems.

Unit 2
Outcome 1: On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour to create, undertake and evaluate an activity plan that meets the physical activity and sedentary behaviour guidelines for an individual or a specific group.

Outcome 2: On completion of this unit the student should be able to apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Assessment

The award of satisfactory completion for Unit 1 and 2 is based on students demonstrating achievement of the set outcomes specified for the unit. This consist of:

- Written reports
- Laboratory reports
- Topic tests
- Exams

Pathways

- VCE Health and Human Development
- VCE Health and Physical Education

Health and Human Development

Description

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by health care and other interventions. Students consider the interaction of these factors, with particular focus on the social factors that influence health and wellbeing; that is, on how health and wellbeing, and development, may be influenced by the conditions into which people are born, grow, live, work and age.

Areas of Study

Unit 1 – Understanding Health and Wellbeing
AOS 1: Health Perspectives and Influences AOS
2: Health and Nutrition
AOS 3: Youth Health and Wellbeing

Unit 2 – Managing health and development
AOS 1: Developmental transitions AOS 2: Health care in Australia

Learning Outcomes

Unit 1
Outcome 1: Student should be able to explain multiple dimensions of health and wellbeing, explain indicators used to measure health status and analyse factors that contribute to variations in health status of youth.

Outcome 2: Student should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Outcome 3: Student should be able to interpret data to identify key areas for improving youth health and wellbeing, and plan for action by analysing one particular area in detail.

Unit 2
Outcome 1: Student should be able to explain developmental changes in the transition from youth to adulthood, analyse factors that contribute to healthy development during prenatal and early childhood stages of the lifespan and explain health and wellbeing as an intergenerational concept.

Outcome 2: Student should be able to describe how to access Australia's health system, explain how it promotes health and wellbeing in their local community, and analyse a range of issues associated with the use of new and emerging health procedures and technologies.

Assessment

The award of satisfactory completion for Unit 1 and 2 is based on students demonstrating achievement of the set outcomes specified for the unit. This consist of:

- Written reports
- Presentations
- Data Analysis
- Structured Questions
- Exams

Pathways

- VCE Health and Human Development
- VCE Health and Physical Education

Humanities

Geography

Description

Unit 1
Investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.
Fieldwork will be conducted investigating the Black Saturday Bushfires in the Kinglake Region.

Unit 2
Investigates the social and economic phenomenon that is tourism; one of the fastest growing economic sectors in the world. This investigation will consider the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments.
Fieldwork will be conducted investigating Melbourne's Sport and Entertainment Precinct.

Year 10 Geography is not required to complete Units 1 and 2 Geography.

Area of Study

Unit 1: Hazards and Disasters
Area of Study 1 - Characteristics of hazards
An examination of hazards and hazard events is undertaken before a detailed study of two specific hazards at a range of scales: Technological and Hydro- meteorological hazards will be investigated. Case studies will include a comparative investigation of the Chernobyl and Fukushima Nuclear Disasters and The Black Saturday Bushfires.

- Outcome One: On completion of this unit students should be able to analyse, describe and explain the nature of hazards and the impact of hazard events at a range of scales.

Area of Study 2 – Response to hazards and disasters
Students explore the nature and effectiveness of different measures, as well as action taken after hazards become harmful and destructive disasters.

- Outcome Two: On completion of this unit students should be able to analyse and explain the nature, purpose and effectiveness of a range of responses to selected hazards and disasters.

Unit 2: Tourism
Area of Study 1 - Characteristics of tourism
Students will examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism will be examined. Two locations will be investigated, Vietnam and the Melbourne Sporting Precinct and Laneways. The latter will form the fieldwork site.

- Outcome One: On completion of this unit students should be able to analyse, describe and explain the nature of tourism at a range of scales

Area of Study 2 – Impacts of tourism: Issues and challenges
Students explore the environmental, economic and cultural impacts of different types of tourism. Further, they evaluate the effectiveness of measures taken to enhance tourism in this area and minimize impacts.

- Outcome Two: On completion of this unit students should be able to analyse and explain the impacts of tourism on people, places and environments and evaluate the effectiveness of strategies for managing tourism.

Assessment

Unit 1 Hazards and Disasters Assessment

- Analysing Geographic Data
- Mapping Activity and Structured Questions: Comparison of a technological disasters
- Fieldwork Report
- Semester Examination

Unit 2 Tourism Assessment

- Tourism Data Analysis
- Investigation of a tourist issue in Vietnam
- Fieldwork Report
- Semester Examination

Pathways

- VCE Geography Unit 3 and 4

Modern History

Description

Unit 1: Change and Conflict

This unit explores significant social and cultural change in the contrasting decades of the 1920s and 1930s. Students investigate ideology and conflict while dealing with Communism and Socialism as one of the dominant ideologies of the Inter- War period. Students investigate the rise of Socialism with a focus on Lenin and Stalin. Students will look at how new Fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism.

Major emphasis will be placed on the different strategies used by individuals and groups to gain freedom and equality. Students will explore how in the USSR, millions of people were forced to work in state- owned factories and farms and had limited personal freedom under the reigns of both Lenin and Stalin. The work of writers, artists, musicians, choreographers and filmmakers reflected, promoted as well as resisted political, economic and social changes.

Area of Study One: Ideology and conflict

The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New Ideologies emerged to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In the USSR, Communism became the prevailing ideology.

- Outcome One: On completion of this unit the student should be able to explain how significant events, ideologies and individuals contributed to political and economic changes in the first half of the 20th century, and analyse how these contributed to the causes of World War Two.

Area of Study Two: Social and cultural change

This study will focus on how the millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Lenin and Stalin ruled this country with such force that the lives of the people were affected for generations to come. As ever, regimes used certain writers, artists, musicians, choreographers and filmmakers to reflect and promote the way in which the leaders wished to run the country, yet there were some who at great personal risk resisted political, economic and social change by showing the regime as it was in reality.

- Outcome Two: On completion of this unit students should be able to explain patterns of social life and cultural change in one or more contexts, and analyse the factors which influenced changes to social life and culture in the inter-war years

Unit 2: The Changing world order

In this unit, students will investigate the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people. In particular, the students will relation study the Vietnam War, including the background to the conflict, the domino theory, reasons for international involvement, the anti-war movement, outcomes and consequences.

Students will also investigate the rise of terrorism and focus on terrorist groups such as the IRA. Social and political movements such as civil rights campaigns in the USA, feminism, environmentalism and the peace movement will also be part of this unit.

Area of Study One: Causes, course and consequences of the Cold War

Students will analyse the causes of the Cold War by exploring the key characteristics of the ideologies of Communism in the USSR and capitalism in the USA. They will investigate significant events and developments and the consequences for nations and people in the period 1945-1991.

- Outcome One: On completion of this unit students should be able to be able to explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people, in relation to the Vietnam War conflict.

Area of Study Two: Challenge and Change
Students explore the significant causes of challenge to and change in existing political and social orders. Following on from this, they determine the actions and ideas of popular movements and individuals who contribute to change and finally, establish what impacts challenge and change have on nations and people. The students will undertake a study of both Terrorism and the Black Civil Rights Movement in the USA.

- Outcome Two: On completion of this unit students should be able to explain the causes and nature of challenge and change in relation to two selected contexts in the second half of the twentieth century and evaluate the extent to which continuity and change occurred.

Assessment for Units 1 and 2 include:

- Essay
- Analysis of Primary Sources
- Analysis of Historical Interpretations
- Research activity
- Semester Examination

Pathways

- Unit 3 and 4 History Revolutions
- Unit 3 and 4 Global Politics

Australian 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.

Unit 1: Ideas, Actors and Power

Introduces students to the key ideas relating to the exercise of political power. This explores these ideas shape political systems and the characteristics of liberalism. They consider the nature of power in Australian democracy and in a non-democratic political system. They also explore the nature and influence of key political actors in Australian political parties, interest groups and the media.

Area of Study One: Power and Ideas

Students are introduced to the concept and significance of politics, power, authority and legitimacy. They explore the characteristics of the Australian political system and compare this to a non-democratic system.

- Outcome One: On completion of this unit students should be able to identify and explain key ideas relating to the exercise of political power and analyse and evaluate different approaches to governmental power by comparing Australian democracy and with a non-democratic political system.

Area of StudyTwo: Politics, Actors and Power

Students explore the roles and functions of key political actors in the Australian system as well as the role and influence of political parties. The role of the media in reporting and interpreting Australian politics is considered and the way in which the 24- hour news cycle influences political debate.

- Outcome Two: On completion of this unit students should be able to explain and analyse the roles and functions of political parties, interest groups and the media in Australian politics.

Unit 2: The Global Connections

This unit 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 One: Global links

Students consider how citizens and global actors in the 21st century interact and connect with the world. They investigate key political, economic and social links throughout the global community and explore and apply two key theories about global politics: realism and cosmopolitanism. Students will also investigate Australia's involvement in an issue affecting the global community and assess the response.

- Outcome One: On completion of this unit students should be able to identify and analyse the social, political and economic interconnections created by globalisation and evaluate Australia's participation in the global community.

Area of Study Two: Global cooperation and Conflict

Students investigate the concept of a global community through considering contemporary case studies of global cooperation and conflict. They also consider examples of contemporary global conflict and instability.

- Outcome Two: On completion of this unit students should be able to describe and analyse the extent to which global actors can effectively manage cooperation, conflict and instability in relation to selected case studies.

Assessment for Units 1 and 2 include:

- Essays
- Document analysis
- Research activities on political systems
- Oral presentations
- Semester Examination

Pathways

- Unit 3 & 4 Global Politics
- Unit 3 & 4 History : Revolutions

Legal Studies

Description

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system.

Unit 1: Presumption of Innocence

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

Area of Study One: Legal foundations

Students are provided with foundation knowledge of laws and the Australian legal system. They explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals

- Outcome One: On completion of this unit students should be able to describe the main sources and types of law, and assess the effectiveness of laws.

Area of Study Two: Proving Guilt

Students develop an understanding of the purposes of and key concepts in criminal law, as well as the types of crime. They also investigate two criminal offences in detail.

- Outcome Two: On completion of this unit the student should be able to explain the purposes and key concepts of criminal law, and use legal reasoning to argue the criminal culpability of an accused based on actual and/or hypothetical scenarios.

Area of Study Three: Sanctions

Students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, the purposes and types of sanctions, and alternative approaches to sentencing such as the Drug Court, Koori Courts and diversion programs. Students compare approaches to sentencing in Victoria to one other Australian jurisdiction.

- Outcome Three: On completion of this unit the student should be able to explain the key concepts in the determination of a criminal case, discuss the principles of justice in relation to experiences of the criminal justice system, and discuss the ability of sanctions to achieve their purposes.

Unit 2: Wrongs and Rights

In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

Area of Study One: Civil Liability

Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail.

- Outcome One: On completion of this unit students should be able to explain the purposes and key concepts of civil law, and apply legal reasoning to argue the liability of a party in civil law based on actual and/or hypothetical scenarios.

Area of Study Two: Remedies
Students develop an appreciation of key concepts in the resolution of a civil case including the methods used and the institutions available to resolve disputes and the purposes and types of remedies.

- Outcome Two: On completion of this unit students should be able to explain the key concepts in the resolution of a civil dispute, discuss the principles of justice in relation to experiences of the civil justice system, and discuss the ability of remedies to achieve their purposes.

Area of Study Three: Human Rights

Students examine the ways in which human rights are protected in Australia and consider possible reforms to the protection of human rights. Students investigate one human rights issue in Australia, such as in relation to the right to vote, the right to freedom of religion, or the rights of First Nations peoples.

- Outcome Three: On completion of this unit students should be to explain one contemporary human rights issue in Australia, and evaluate the ways in which rights are protected in Australia.

Assessment

Assessment in this unit may be selected from the following:

- a folio of exercises
- an oral or digital presentation, such as a podcast or video
- a Wiki, website or blog
- structured questions
- a mock trial or role play
- a debate
- a research report or media analysis
- an essay
- a question-and-answer session.

Pathways

- Leads directly to Legal Studies 3 & 4 (although not a pre-requisite)
- Complements other Business subjects especially Economics, as well as Politics.

Languages

French & Italian

Description

Units 1 & 2 French and Italian focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French or Italian on a range of prescribed themes and topics and suggested subtopics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French or Italian in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

Learning Outcomes

Unit 1

- Exchange meaning in a spoken interaction in French/Italian.
- Interpret information from two texts on the same subtopic presented in French/Italian and respond in writing in French/Italian and English.
- Present information, concepts and ideas in writing in French/Italian on the selected subtopic and for a specific audience and purpose.

Unit 2

- Respond in writing in French/Italian to spoken, written or visual texts presented in French/Italian and English.
- Analyse and use information from written, spoken or visual texts to produce an extended written response in French/Italian.
- Explain information, ideas and concepts orally in French/Italian to a specific audience about an aspect of culture within communities where French/Italian is spoken.

Assessment

Unit 1

- Participate in a conversation, interview or role-play OR give a talk to the class about the selected subtopic, asking and answering questions.
- Write a descriptive summary of a film including information from a review of the film OR listen to a conversation and view a map to write directions OR read an article and listen to an announcement to write instructions.
- Create a written presentation which may include pictures: this may be supported by media such as Photo Story or PowerPoint OR write an imaginative children's story.
- Semester Examination.

Unit 2

- Write a personal answer to an email OR write an informative blog in response to texts OR Respond in a written letter to a radio announcement or editorial.
- Describe in writing an experience seen from different perspectives OR write a reflective article on a cultural insight, such as the attitudes of French/Italian speaking people in Australia and elsewhere to traditional customs OR evaluate opposing arguments put forward on an issue, such as attitudes to health or the long-term impact of social media on society.

- Narrate a life story, event or incident that highlights an aspect of culture OR Tell the class a personal or reflective story about a cultural event OR Present and explain an aspect of culture, referring to a portfolio or a PowerPoint presentation
- Semester Examination

Pathways

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

Mathematics

General Mathematics

Description

General Mathematics 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 General Mathematics Units 3 and 4. The areas of study are all related to using Mathematics and its applications in students' personal, work and civic lives 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

- Investigating and comparing data distributions
- Algebra, number and structure
- Linear functions, graphs, equations and models
- Matrices
- Investigating relationships between two numerical variables
- Graphs and Networks
- Variation
- Space, measurement and applications of trigonometry

Learning Outcomes

On completion of this unit students should be able to:

- Define and explain key concepts as specified in the selected areas of study, and apply a range of related mathematical routines and procedures.
- Select and apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts.
- Select and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

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 student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

Students will also complete tests, tasks and the end of unit examinations on the following topics:

- Computation and practical arithmetic
- Investigating and comparing data distributions
- Graphs and networks
- Linear graphs and models
- Linear relations and equations
- Investigating relationships between two numerical variables
- Matrices
- Number patterns and recursion

Pathways

- Units 3 and 4 General Mathematics

Entry into Units 3 and 4 General Mathematics is dependent on successfully completing Units 1 and 2 General Mathematics and teacher recommendation.

Mathematical Methods

Description

Mathematical Methods is a course designed for students who can 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 irrational and real arithmetic, algebraic manipulation, equation solving, graph sketching, and 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. Digital technologies, including the CAS calculator, are used extensively to enhance students' learning in each topic.

Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

Learning Outcomes

On completion of this unit students should be able to:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analysis and discuss these applications of Mathematics.
- Use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment

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 student completion of work requirements as specified in the Course Outline document, which is provided to students at the commencement of each unit.

Students will also complete tests and the end of unit examinations on the following topics:

- Polynomials
- Gallery of Graphs
- Relations and Functions
- Circular Functions
- Rates of change and introductory to calculus
- Applications of calculus
- Logarithms and exponentials
- Integration techniques
- Probability
- Pseudocode and Algorithms

Pathways

- Units 3 and 4 Mathematical Methods
- Units 3 and 4 General Mathematics

Specialist Mathematics

Description

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

Areas of Study

- Algebra, number and structure
- Discrete mathematics
- Data analysis, probability and statistics
- Space and measurement
- Functions, relations and graphs

Learning Outcomes

On completion of this unit 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 student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

Students will also complete tests and the end of unit examinations on the following topics:

- Proof and number
- Graph theory
- Logic and algorithms
- Pseudocode
- Sequences and series
- Combinatorics
- Matrices
- Simulation, sampling and sampling distributions
- Trigonometry
- Transformations
- Vectors in the plane
- Complex numbers
- Functions, relations and graphs

Pathways

- Units 3 and 4 Specialist Mathematics (alongside Units 3 and 4 Mathematical Methods)
- Units 3 and 4 Mathematical Methods
- Units 3 and 4 General Mathematics

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

Science

Biology

Description

Unit 1: How Do Organisms regulate their functions?
In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the function and/or the regulation of cells or systems. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

Unit 2: Organisms and their environment
In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Learning Standards

- How do Cells function? In this area of study Students examine the structure and functioning of cells.
- How do plant and animal systems function? Students examine how homeostatic mechanisms in animals help maintain their internal environment within a narrow range of tolerance levels, and consider malfunctions in homeostatic mechanisms.
- How do scientific investigations develop understanding of how organisms regulate their function? Survival of organisms requires control and regulation of factors within an organism and often outside an organism. Different types of cells and adaptations enhance an organism's survival in a particular environment, while homeostatic mechanisms maintain the internal environment.
- How is inheritance explained? In this area of study students describe the production of gametes in sexual reproduction through the key events in meiosis. They explore the nature of chromosomes and the use of genetic language to read and interpret patterns of inheritance and predict outcomes of genetic crosses.
- How do inherited adaptations impact on diversity? Students explore the biological importance of genetic diversity and the structural, physiological and behavioural adaptations that enable species to survive in an ecosystem.
- How do humans use science to explore and communicate contemporary bioethical issues? In this area of study students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.

Learning Outcomes

- Investigate and explain how cellular structures and systems function to sustain life.
- Explain how various adaptations enhance the survival of an individual organism, investigate the relationships between organisms that form a living community and their habitat, and analyse the impacts of factors that affect population growth.
- Design and undertake an investigation related to the survival of an organism or species, and draw conclusions based on evidence from collected data.

- Compare the advantages and disadvantages of asexual and sexual reproduction, explain how changes within the cell cycle may have an impact on cellular or tissue system function and identify the role of stem cells in cell growth and cell differentiation and in medical therapies.
- Apply an understanding of genetics to describe patterns of inheritance, analyse pedigree charts, predict outcomes of genetic crosses and identify the implications of the uses of genetic screening and decision making related to inheritance.
- Investigate and communicate a substantiated response to a question related to an issue in genetics and/or reproductive science.

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 a variety of assessment tasks designated for the unit. Assessment tasks for this unit include student note books, 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. For Outcome 3 a report of a student-designed or adapted using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

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: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers. A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment.

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.

Areas of Study

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?
- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

Learning Outcomes

- Explain how elements form carbon compounds, metallic lattices and ionic compounds, experimentally investigate and model the properties of different materials, and use chromatography to separate the components of mixtures.

- Calculate mole quantities, use systematic nomenclature to name organic compounds, explain how polymers can be designed for a purpose, and evaluate the consequences for human health and the environment of the production of organic materials and polymers.

- Undertake an investigation involving the selection and evaluation of a recent discovery, innovation, advance, case study, issue or challenge, including consideration of sustainability concepts (green chemistry principles, sustainable development and the transition towards a circular economy).

- Explain the properties of water in terms of structure and bonding, and experimentally investigate and analyse applications of acid-base and redox reactions in society.

- Calculate solution concentrations and predict solubilities, use volumetric analysis and instrumental techniques to analyse for acids, bases and salts, and apply stoichiometry to calculate chemical quantities.

- Design and then conduct a scientific investigation related to chemical equations and/or analysis, which must include the generation of primary data. They develop a research question related to the production of gases, acid-base or redox reactions or the analysis of substances in water, and adapt or design and then conduct a scientific investigation to generate appropriate quantitative data. Students organise and interpret the data and reach a conclusion in response to their research question.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. To determine satisfactory completion a variety of learning activities and assessment tasks are undertaken so as to provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The areas of study, including the key knowledge and key skills listed for the outcomes in the Chemistry Study Design, should be used for reference. All assessments at Units 1 and 2 are school-based.

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 has not been completed is not recommended.

Physics

Description

Unit 1 - What ideas explain the physical world?
In this unit, students examine some of the fundamental ideas and models used by physicists to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes, and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2 - What do experiments reveal about the physical world?
In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology, and local physics research. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and

Areas of Study

- How are light and heat explained? In this area of study, students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction, and dispersion.
- How is energy from the nucleus utilised? In this area of study, students build on their understanding of energy to explore energy that derives from the nuclei of atoms.
- How can electricity be used to transfer energy? In this area of study, students develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components.
- How is motion understood? In this area of study, students describe and analyse graphically, numerically, and algebraically the energy and motion of an object, using specific physics terminology and conventions.
- Options: How does physics inform contemporary issues and applications in society? Eighteen options are available for selection. Each option is based on a different observation of the physical world.
- How do physicists investigate questions? In this area of study, students adapt or design and then conduct a scientific investigation to generate appropriate primary qualitative and/or quantitative data, organise and interpret the data, and reach and evaluate a conclusion in response to the research question.

Learning Outcomes

- Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- Explore energy that derives from the nuclei of atoms, learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy.
- Investigate and apply a basic DC (Direct Current) circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.
- Investigate, analyse, mathematically model, and apply force, energy, and motion.
- Investigate and apply physics knowledge to develop and communicate an informed response to a contemporary societal issue or application related to a selected option.
- Draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to a selected physics question.

Assessment

The award of satisfactory completion for a unit is based on the student's 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 a variety of assessment tasks designated for the unit.

Practical work is a vital component of learning and assessment. Assessment tasks for this unit include student notebooks, student-designed practical investigations; practical activities; multimedia presentations; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response. For Outcome 3 of Unit 2 a report of a student-designed or adapted investigation using an appropriate format, for example a scientific poster, practical report, oral communication, or digital presentation.

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 Units 1 and 2 have not been completed is possible but not recommended.

Psychology

Description

Unit 1: How are behaviour and mental processes shaped?
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours. A student-directed research investigation related to brain function and/or development is undertaken in this unit. The research investigation draws on content from Area of Study 1 and/or Area of Study 2.

Unit 2: How do external factors influence behaviour and mental processes?
A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Areas of Study

- How does the brain function? - Advances in brain research methods have led to new ways of understanding the relationship between the mind, brain and behaviour.
- What influences psychological development? - The psychological development of an individual involves complex interactions between biological, psychological and social factors.
- Student-directed research investigation - In this area of study students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development.

Learning Outcomes

- Describe how understanding of brain structure and function has changed over time, explain how different areas of the brain coordinate different functions, and explain how brain plasticity and brain damage can change psychological functioning.
- Identify the varying influences of nature and nurture on a person's psychological development, and explain different factors that may lead to typical or atypical psychological development.
- Investigate and communicate a substantiated response to a question related to brain function and/or development, including reference to at least two contemporary psychological studies and/or research techniques.

Assessment

Practical work is a central component of learning and assessment. Assessment tasks include: an extended experimental investigation; a summary report of practical activities; a response to stimulus material; analysis of first and/or second-hand data using structured questions. Assessment tasks for this unit include student note books, 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. For Outcome 3 a report of a student-designed or adapted investigation using an appropriate format, for example a scientific poster, practical report, oral communication or digital presentation.

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 has not been completed is possible and Students must meet pre-requisites outlined in the VCE Handbook.

Technology

Applied Computing

Description

In VCE Applied Computing (formally Information Technology) students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students examine the technical underpinnings of wireless and mobile networks and how the application of Computational, design and systems thinking skills support the creation of solutions that automate the processing of data.

Areas of Study & Learning Outcomes

- Use software tools to extract relevant data and create a data visualisation that meets a specified user's needs.
- Students develop and apply a detailed understanding of data.
- Use a programming language to design and develop software solutions.
- Research and design a prototype/product that is based upon emergent technologies
- Design a network with wireless capability that meets an identified need or opportunity.

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
- An electronic learning journal
-

Pathways

- This course is typically chosen by students who wish to continue with the study of Computing in Units 3 & 4 (normally Software Development). Units 1 to 4 are designed to be equivalent of the final two years of secondary education.
- VCE Applied Computing provides an excellent basis for further studies in the Arts, Engineering, Computer Science, Science, Resource Management, Information Systems and Business. Students of VCE Computing have gone on to careers in project management, E-Commerce, mechatronics, computer science, systems analysis and engineering.

Product Design & 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: Sustainable Product Redevelopment

- Sustainable redevelopment of a product
- Producing and evaluating a re-designed product

Unit 2: Collaborative design

- Designing within a team
- Producing and evaluating within a team

Assessment

Assessment tasks for these units 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 trialing 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 electro technology 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 electrotechnical system design.
- Producing and evaluating electrotechnical 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.

Curriculum
VCE UNITS 3 & 4

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

Religion

Year 12 Seminar Program

Description

The Year 12 Seminar Program is an integral part of Year 12 Religious Education it is a Program for the Faith Development and Formation of the students; in conjunction with the holistic development of their lives into manhood. The XII Seminar Program is an opportunity to develop, nurture and form the students' faith, as well as, prepare the students for the real world by providing an opportunity for personal growth.

Seminar Days

Seminar Days are run over eight distinct days throughout Terms 1 to 3. Each day is run at school from periods 1 to 3. Each day is a compulsory full school day, and Seminar sessions, alternative to religious education classes. Invited specialist guest speakers present and break open topics that consider the needs and interests of the students. Small group discussion/ reflection sessions on the day's topics provide the Year 12 students space to integrate these topics on the day.

Rationale

The overarching theme of the Year 12 Seminar Program is the Search for Meaning.
The eight Year 12 Seminar Days link in with and complement the retreat experience at this level. This program provides an opportunity for personal growth by developing activities which reflect the needs and interests of the students.

- Students are encouraged to look critically at their own generation, its world and its meaning within the context of a Catholic/Lasallian perspective.
- Students are challenged to consider their own place in the world, their values and beliefs and how these will shape their actions and attitudes in the wider (post school) society.
- Students are challenged to be involved in ministry through their chosen ministry option.

Aims

Seminar days are to be recognised as the Year 12 Religious Education curriculum. However, its structure is slightly abstract in that it aims to do different things. These aims are:

- To foster a sense of spirituality in time that is set aside for prayer, reflection, discernment and discussion.
- To increase awareness of the world and how to act and respond in the face of challenge.
- To reinforce our role as a College, educating in the Catholic and Lasallian traditions.
- To culminate and continue to nurture their faith journey at the College in a positive and engaging environment.

The Arts

Drama

Description

In VCE Drama, students tell stories, explore ideas, make sense of their worlds and communicate meaning through the practice of performance-making. VCE Drama connects students to multiple traditions of drama practice across a range of social, historical and cultural contexts. Through the processes of devising and performing drama, students investigate self and others by exploring and responding to the contexts, the narratives and the stories that shape their worlds.

The study of drama introduces students to theories and processes for the creative development of new work and allows them to develop skills as creative and critical thinkers. They develop skills of communication, criticism, aesthetic understanding and aesthetic control.

Areas of Study

Unit 3

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. They work collaboratively to devise, develop and present an ensemble performance. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students also analyse and evaluate a professional drama performance.

Unit 4

This unit focuses on the development and the presentation of devised solo performances. Students draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance and a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

Learning Outcomes

- Use play-making techniques to devise and rehearse a solo and ensemble drama work.
- Perform a solo and/or ensemble devised drama work/s that features stories and characters.
- Create and perform a solo or ensemble drama work based on a stimulus.
- Document use of processes to create and develop stories and characters in drama.
- Write analyses of the drama works created and performed.
- Analyse the professional performance/s they have seen.

Assessment

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

Pathway

The study of drama may provide pathways to training and tertiary study in acting, dramaturgy, theatre-making, script writing, communication and drama criticism.

Media

Description

Unit 3: Media narratives, contexts and pre-production
In this unit students explore stories that circulate in society through a media narrative. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, historical, cultural, institutional, economic and political context. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production; agency and control in and of the media
In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

Learning Standards

Unit 3: Learning Outcomes

- On completion of this unit the student should be able to:
- analyse the construction of media narratives; discuss audience engagement, consumption and reading of narratives; and analyse the relationship between narratives and the contexts in which they are produced.
- research and document aspects of a media form, codes, narrative conventions, style, genre, story and plot to inform the plan for a media production.
- develop and document a media pre-production plan demonstrating the student's concepts and intentions in a selected media form for a specified audience.

Unit 4: Learning Outcomes

- On completion of this unit the student should be able to:
- produce, refine, resolve and distribute to a specified audience a media product designed in Unit 3.
- use evidence, arguments and ideas to discuss audience agency, media influence, media regulation and ethical and legal issues in the media

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

Description

These units focus on building and refining performance and musicianship skills. Students focus on either group of solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performances and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to work they are preparing for performance and endeavor to address the challenges. Student develop their listening, aural, theoretical and analytical musicianship skill and apply this knowledge when preparing and presenting performances.

Areas of Study

- Performance
- Preparing for performance
- Music Language

Outcomes

- Outcome 1: Performance - on completion of these units the student should be able to prepare and perform a program of group and solo works, and demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions.
- Outcome 2: Preparing for performance – on completion of this unit the students should be able to demonstrate and discuss techniques relevant to performance of selected works.
- Outcome 3: Music language – on completion of this unit the student should be able to identify, re-create, notate and transcribe short excerpts of music, and discuss the interpretation of expressive elements of music in pre-recorded works.

Assessment

- School Assessed Coursework (SACs): Unit 3 – 20%, Unit 4 – 10%
- End of year performance Examination: Unit 4 – 50%
- End of year music language written Examination: Unit 4 – 20%

Pathways

- Music performance and composition
- Music industry (technical, production, legal)
- Music therapy
- Music education

Art Making & Exhibiting

Description

Unit 3

In unit 3, students actively engage in art making using various materials, techniques, and processes. They explore different contexts, subject matter, and ideas to develop imaginative and creative artworks. The unit also focuses on understanding how artists use visual language to convey ideas and meaning in their artworks. Students record their art making process, research artists and ideas, and document their exploration of materials and techniques in their Visual Arts journal. They plan and develop their own artworks based on their documented ideas and developing style. Students present their artworks to their peers for critique, receive feedback, and refine their work. They also visit exhibitions to gain inspiration and insight into curatorial roles and exhibition planning.

Unit 4

In Unit 4, students build upon their artwork from Unit 3, refining and extending their ideas and techniques to create resolved artworks in specific art forms. They document their progress in their Visual Arts journal, showcasing their technical skills, refinement of subject matter, ideas, visual language, aesthetic qualities, and style. The journal includes ongoing art making, evaluation, visual documentation, annotations, research on artists and artworks, exhibition presentation, conservation and care of artworks, and selection and planning of exhibitions. Students communicate about their artworks, reflecting on their development and incorporating feedback. They also organise the presentation of their finished artworks and visit exhibitions to further their understanding of presentation and conservation practices.

Areas of study

Unit 3

- Collect – inspirations, influences and images
- Extend – make, critique and reflect
- Connect – curate, design and propose

Unit 4

- Consolidate – refine and resolve
- Present – plan and critique
- Conserve – present and care

Assessment

Unit 3

SAT 1: Visual Journal
SAT 2: Artworks and Critique
SAC 1: Creating a thematic exhibition

Unit 4

SAT 3: Final Artwork
SAT 4: Display and critique
SAC 2: Conservation of artworks
Examination

Pathways

- Advertising
- Art curator
- Art conservator
- Art gallery manager
- Art registrar
- Architecture
- Commercial Art
- Commercial photography
- Fashion design
- Freelance photography
- Illustration
- Graphic Arts/Design

Visual Communication Design

Description

Unit 3: Visual communication in design practice

In this unit, students explore and experience the ways designers work while analyzing their work. Through a study of contemporary designers practicing in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices.

Unit 4: Delivering design solutions

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined, and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups, or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

Areas of Study

Unit 3

- Professional design practice
- Design analysis
- Design process: defining problems and developing ideas

Unit 4

- Design process: refining and resolving design concepts
- Presenting Design solutions

Assessment

Unit 3

- SAC 1: Design Analysis
- SAC 2: Design practice
- SAT 1: Design process

Unit 4

- SAT 2: Design process
- SAT 3: Design solutions
- Examination

Pathways

- Advertising
- Game designer
- Architecture
- Landscape Architect
- Interior Designer
- Industrial designer
- Furniture designer
- Automotive designer
- Fashion designer
- Web designer

- Graphic Arts/Design

Unit 4: Visual communication design development, evaluation and presentation

- Development, refinement and evaluation
- Final presentations

Outcome 1

On completion of this unit the student should be able to develop distinctly different concepts for each communication need and devise a pitch to present concepts to an audience, evaluating the extent to which these concepts meet the requirements of the brief.

Outcome 2

On completion of this unit the student should be able to produce a final visual communication presentation for each communication need that satisfies the requirements of the brief.

Assessment

- School-assessed coursework for Unit 3 will contribute 25%
- School-assessed task 4 is also assessed by a school-assessed task, which will contribute 40%
- 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, environmental/architectural design, web design, game/computer animation, marketing, fashion design, and communication design.

Commerce

Accounting

Description

Unit 3 focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

In Unit 4 students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision- making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework, financial indicators to measure business performance, as well as the ethical considerations of business owners when making decisions, including financial, social and environmental.

Areas of Study & Learning Outcomes

Unit 3: Financial accounting for a trading business

- Recording and analysing financial data: Record financial data using a double entry system; explain the role of the General Journal, General Ledger and inventory cards in the recording process; and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.
- Preparing and interpreting accounting reports: Record transactions and prepare, interpret and analyse accounting reports for a trading business.

Unit 4: Recording, reporting, budgeting and decision-making

- Extension of recording and reporting: Record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.
- Budgeting and decision-making: Prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

Assessment

School Assessed Course Work (50% of final study score)
The student's performance in each Unit Outcome will be assessed using one or more of the following:

- structured questions (manual and ICT-based)
- folio of exercises (manual and ICT-based)
- a case study (manual and ICT-based)
- a report (written, oral or ICT-based)

Pathways

- Accounting is a core study in most Business & Finance degrees and certificates
- Accounting skills are highly transferable in both public and private sectors

Business Management

Description

In Unit 3, students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

In Unit 4, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

Areas of Study & Learning Outcomes

Unit 3: Managing a Business

- Business Foundations: Ability to discuss the key characteristics of businesses and stakeholders and analyse the relationship between corporate culture, management styles and management skills.
- Human Resource Management: Ability to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
- Operations management: Ability to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 4: Transforming a business

- Reviewing performance – the need for change: Ability to explain the way business change may come about, use key performance indicators to analyse performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
- Implementing change: Ability to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effects of the change on the stakeholders of the business.

Assessment

School Assessed Course Work (50% of final study score)
The student's performance will be assessed using two or more of the following:

- a case study
- structured questions
- an essay
- a report
- a media analysis

Pathways

- Business Management is a core study in most Business degrees and certificates
- Management styles, skills and the application of motivational and change theories are highly relevant and applicable in all business types in both public and private sectors

Economics

Description

In Unit 3, students focus on develop an understanding of the price (market mechanism) and how this assist to achieve allocative efficiency through an application to contemporary markets. Students explore Australia's current economic climate (both domestically and internationally) through the interpretation of graphical representations of data as well as media publications and evaluate the extent to which Australia's economy is achieving its domestic macroeconomic goals.
In Unit 4, students focus on the role of aggregate demand and aggregate supply policies in stabilising the business cycle to achieve the domestic macroeconomic goals.

Areas of Study & Learning Outcomes

Unit 3: Australia's living standards

- An introduction to microeconomics: the market system, resource allocation and government intervention: ability to analyse how markets operate to allocate resources and evaluate the role of markets and government intervention in achieving efficient outcomes.
- Domestic macroeconomic goals: ability to analyse key contemporary factors that may have influenced the Australian Government's domestic macroeconomic goals over the past two years and discuss how achievement of these goals may affect living standards.
- Australia and the international economy: ablility to analyse the factors that may affect the exchange rate, terms of trade and Australia's international competitiveness, and discuss their impact on Australia's international transactions and the achievement of the domestic macroeconomic goals and living standards.

Unit 4: Managing the economy

- Aggregate demand policies and domestic economic stability: ability to discuss the operation of aggregate demand policies and analyse their intended effects on the achievement of the domestic macroeconomic goals and living standards.
- Aggregate supply policies: be able to discuss the operation of aggregate supply policies and analyse the effect of these policies on the domestic macroeconomic goals and living standards.

Assessment

The student's performance will be assessed using two or more of the following:

- a case study
- structured questions
- an essay
- a report
- a media analysis

Pathways

- Economics is a core study in most Business or Economics degrees and certificates
- Economic analytic skills are highly supportive for both public and private sector professions

English

Description

VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence. In Unit 3 students read and respond to texts analytically and creatively. In Unit 4 students also analyse the way and issue has been debated in the media and then present their own point of view on a contemporary topic.

Areas of study

- Unit 3: Reading and Responding to Texts - In this area of study students identify, discuss and analyse how the features of a selected text creates meaning and how this influences interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers respond to them. Students prepare sustained analytical interpretations of the selected text, discussing how their features create meaning, using textual evidence to support their responses.

- Unit 3: Creating Texts – In this area of study, students work with mentor texts in order to inspire their own creative processes and generate ideas for writing. Students will use and experiment with vocabulary, text structures and language features. In doing so, they will deepen their engagement in the writing process and understand how writing can move, provoke and inspire specific audiences.

- Unit 4: Reading and Responding to Texts - In this area of study students will sharpen their skills developed in the corresponding area of study in Unit 3.

- Unit 4: Analysing Argument - In this area of study students analyse and compare the use of argument and language in texts that debate a contemporary issue of national or international significance. Students read and view media texts in written and spoken forms and develop their understanding of the way in which language and argument complement one another in positioning the reader. Students then apply their understanding of argument and language to create an oral presentation sharing their point of view.

Learning Outcomes

- Unit 3: On completion of this unit the student should be able to analyse ideas, concerns and values presented in a text.
- Unit 3: On completion of this unit the student should be able to demonstrate effective writing skills by producing their own texts and explaining their decisions made through writing processes.
- Unit 4: On completion of this unit the student should be able to analyse implicit and explicit ideas, concerns and values presented in a text.
- Unit 4: On completion of this unit the student should be able to (i) analyse the use of argument and language in persuasive texts, including one written text and one text in an audio/visual format (ii) develop and present a point of view in an oral presentation.

Assessment

Unit 3

- Analytical essay
- Creative response and written statement of intention/explanation
- An analysis and comparison of two or more texts, including images that present a point of view
- Unit 4
- Comparative response
- Point of view oral presentation and written statement of intention/explanation

Prerequisites

- Students must have completed one of the possible Unit 1 and 2 combinations from the English group, as outlined below, in order to be eligible to study Unit 3 English.

Possible unit combinations from the English group

	English group Units 1 and 2 satisfactorily completed	English group Units 3 and 4 satisfactorily completed	Is the English requirement met?	Sequences other than English	Units contributing to minimum 16-unit count	Notes
1	English Units 1 and 2	English Units 3 and 4	Yes	0	4	
2	English Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
3	English Units 1 and 2	Literature Unit 3	Yes	0	3	Because there is no S for Literature Unit 4, there will be no study score and no ATAR.*
4	Literature Units 1 and 2	Literature Units 3 and 4	Yes	0	4	

Source: http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Pathways

- Arts
- Journalism
- Teaching
- Proof-reader / Editor
- Author
- Public Relations
- Columnist
- Copywriter
- Broadcaster
- Critic
- Government services officer
- Librarian
- Marketing
- Press secretary
- Speech writer
- Singer/Song writer

Literature

Description

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

Areas of study

Unit 3

- Adaptations and transformations: In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text.
- Developing interpretations: In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.
  Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. These student interpretations should consider the historical, social and cultural context in which a text is written and set. Students also consider their own views and values as readers.
  Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding. Examples of a supplementary reading can include writing by a teacher, a scholarly article or an explication of a literary theory. A supplementary reading that provides only opinion or evaluation of the relative merits of the text is not considered appropriate for this task.
  Informed by the supplementary reading, students develop a second interpretation of the same text, reflecting an enhanced appreciation and understanding of the text. They then apply this understanding to key moments from the text, supporting their work with considered textual evidence.

Unit 4

- Creative responses to texts: In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing. In their adaptation of the tone and the style of the original text, students develop an understanding of the views and values explored.
- Students develop an understanding of the various ways in which authors craft texts. They reflect critically on the literary form, features and language of a text, and discuss their own responses as they relate to the text, including the purpose and context of their creations.
- Close analysis of texts: In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

Learning Outcomes

Unit 3

On completion of this unit the student should be able to:

- analyse aspects of a text, drawing on close analysis of textual detail, and then discuss the extent to which meaning changes when that text is adapted to a different form;
- develop interpretations of a set text informed by the ideas, views and values of the set text and a supplementary reading.

Unit 4

- On completion of this unit the student should be able to:
- respond creatively to a text and comment critically on both the original text and the creative response;
- analyse literary forms, features and language to present a coherent view of a whole text.

Assessment

Unit 3

- A written interpretation of a text, supported by close textual analysis, using a key passage compare a print text with the text's adaptation into another form;
- An interpretation of the text's views and values within its historical, social and cultural context;
- A written response that compares/interweaves and analyses an initial interpretation with a subsequent interpretation, using a key moment from the text.

Unit 4

- Respond creatively to a text either by reworking the text or producing an original piece of writing consistent with the text;
- A close analysis of a key passage from the original text, which includes reflections on connections between the creative response and the original text;
- A close analysis of a text, supported by an examination of textual details, based on a selection of passages.

Prerequisites

- Students must have completed one of the possible Unit 1 and 2 combinations from the English group, as outlined below, in order to be eligible to study Unit 3 Literature.
- Students must have completed Unit 3 Literature prior to undertaking Unit 4.
- It is recommended that students considering Literature at Unit 3 and 4 will have a strong interest in reading and analysing texts for meaning.

Possible unit combinations from the English group

	English group Units 1 and 2 satisfactorily completed	English group Units 3 and 4 satisfactorily completed	Is the English requirement met?	Sequences other than English	Units contributing to minimum 16-unit count	Notes
1	English Units 1 and 2	English Units 3 and 4	Yes	0	4	
2	English Units 1 and 2	Literature Units 3 and 4	Yes	0	4	
3	English Units 1 and 2	Literature Unit 3	Yes	0	3	Because there is no S for Literature Unit 4, there will be no study score and no ATAR.*
4	Literature Units 1 and 2	Literature Units 3 and 4	Yes	0	4	

Source: http://www.vcaa.vic.edu.au/Documents/handbook/2017/adhb17_full.pdf

Pathways

- Arts
- Journalism
- Teaching
- Proof-reader / Editor
- Author
- Public relations
- Columnist
- Copywriter
- Broadcaster
- Critic
- Government services officer
- Librarian
- Marketing
- Press secretary
- Speech writer
- Singer/Song writer

Health & Physical Education

Physical Education

Description

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Areas of Study

Unit 3 – Physical activity participation and physiological performance
AOS 1: How are movement skills improved? AOS
2: How does the body produce energy?

Unit 4 – Enhancing Performance
AOS 1: What are the foundations of an effective training program? AOS
2: How is training implemented effectively to improve fitness?

Learning Outcomes

Unit 3

- On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles.
- On completion of this unit the student should be able to 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 factors causing fatigue and suitable recovery strategies.

Unit 4

- On completion of this unit the student should be able to analyse data from an activity analysis and fitness tests to determine and assess the fitness components and energy system requirements of the activity.
- On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

Assessment

Percentage contributions to the study score in VCE Unit 3 & 4 Physical Education are as follows:

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- 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

Health and Human Development

Description

The study of VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students consider Australian and global contexts as they investigate variations in health status between populations and nations. They look at the Australian healthcare system and research what is being done to address inequalities in health and development outcomes. They examine and evaluate the work of global organisations such as the United Nations and the World Health Organization, as well as non-government organisations and the Australian government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and the lifespan. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Areas of Study

Unit 3 – Australia's health in a globalized world
AOS 1: Understanding health and wellbeing AOS
2: Promoting health and wellbeing

Unit 4 – Health and human development in a global context
AOS 1: Health and wellbeing in a global context
AOS 2: Health and the Sustainable Development Goals

Learning Outcomes

Unit 3
Outcome 1: Student should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status.

Outcome 2: Student should be able to explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4
Outcome 1: Student t should be able to analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing.

Outcome 2: Student should be able to analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Assessment

Percentage contributions to the study score in VCE Unit 3 & 4 Health and Human Development are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Pathways

- Further formal study in areas such as health promotion, community health research and policy development
- Humanitarian aid work
- Allied health practices
- Education
- Health profession

Humanities

Geography

Description

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

Students explore these questions through fieldwork and investigation of a wide range of secondary sources. These methods underpin the development of a unique framework for understanding the world, enabling students to appreciate its complexity, the diversity and interactions of its environments, economies and cultures, and the processes that helped form and transform them.

Students explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Year 11 Geography is not required to complete Units 3 and 4 Geography.

Area of Study

Unit 3: Changing the Land

Focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world:
Deforestation, and melting glaciers and ice sheets.

Students investigate the distribution and causes of these two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. Students use fieldwork to study the phenomenon at a local scale. They investigate the scale of change, the reasons for change and the impacts of change.

One - Land cover change: Students undertake an overview of global land cover and changes that have occurred over time. Students investigate two major processes that are changing land cover: melting glaciers and ice sheets, and deforestation. They analyse these processes, explain their impacts on land cover and discuss responses to these land cover changes in two different locations in the world – one location for each process. Students evaluate two different global responses to the impacts of land cover change, one global response for each process.
Outcome One: On completion of this unit the student should be able to analyse processes that result in changes to land cover and evaluate the impacts and responses resulting from these changes.

Two – Land use change: Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the nature, processes and impacts of land use change. This change may have recently occurred, be underway or be planned for the near future.
Outcome Two: On completion of this unit the student should be able to analyse land use change and evaluate its impacts.

Area of Study

Unit 4: Human Populations: Trends and Issues

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

Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

One – Population Dynamics
Students undertake an overview of world population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics students investigate growth and decline in fertility and mortality, together with population movements. Students study forced and voluntary, and internal and external, population movements and how they can be long term or short term. Students develop understanding of the Demographic Transition Model and its applications, and the Malthusian theory of population.
Outcome One: On completion of this unit students should be able to analyse and discuss population dynamics on a global scale.

Two – Population Issues and Challenges
Students undertake investigations into two significant population trends that have developed in different parts of the world: a growing population of one country and an ageing population of another country. Students place these trends and resulting issues and challenges in their world regional context. Students investigate issues arising from each population trend, the challenges that arise in coping with the issues, and their interconnection with population dynamics. They evaluate and compare the effectiveness of strategies in response to these issues and challenges.
Outcome Two: On completion of this unit students should be able to analyse, describe and explain the nature of significant population issues and challenges in selected countries and evaluate strategies in response to these.

Assessment- chosen from

Unit 3
- Structured Questions (Compulsory)
- Fieldwork Report (Compulsory)
- Analysis of Geographic Data (Compulsory)
- Research Report
- Case Study

Unit 4
- Analysis of Geographic Data (Compulsory)
- Structured Questions
- Research Report
- Case Study
- Multimedia presentation

Pathways

Various Bachelor courses such as: Bachelor of Arts, Bachelor of Science, Bachelor of Environments, Bachelor of Environmental Science (see relevant Universities for details).

- Climatologist
- Architect
- Diplomat
- Environmental Impact Analyst
- Engineer
- Geologist
- Geomorphologist
- Hazardous Waste Planner
- Hydrologist
- Meteorologist
- Military Planner
- Natural Resource Manager
- Tourism Developer
- Urban/City Planner

History: Revolutions

Description

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. They consider the interplay of major ideas, events, individuals and popular movements in the lead up to the revolution.
The consequences have a profound effect on the political and social structures of the post-revolutionary society and the students consider how continuity and change were experienced by those who lived through revolutionary movements. Students evaluate historical interpretations about the causes and consequences of revolution and the effects of change instigated by the new order.

The students will focus on the French Revolution in Unit Three and the Chinese Revolution in Unit Four.

Areas of Study

One: Causes of the Revolution
Students analyse the long-term causes and short-term triggers of the revolution and evaluate how significant ideas, events, individuals and popular movements contributed to the outbreak of revolution.
Outcome One: On completion of this unit students should be able to analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Two: Consequences of the Revolution
Students analyse how the consequences of the revolution resulted in dramatic and wide reaching social, political, economic and cultural change, progress or decline. The students also consider the challenges experienced by the New Society and how this sometimes resulted in a compromise of revolutionary ideologies as the leaders became more authoritarian.
Outcome Two: On completion of this unit students should be able to analyse the consequence of the revolution and evaluate the extent of continuity and change in the post-revolutionary society.

Assessment

- Analysis of historians' views
- Analysis of Historians' Interpretations
- Extended Response
- Historical Inquiry

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.

Global Politics

Description

Global Politics is the study of the political, social, cultural and economic forces that shape interactions between states and other global actors in the contemporary world. It examines the interconnectedness of the contemporary global political arena and the impact of globalisation on culture, sovereignty, human rights and the environment.

It examines the nature and power of key global actors and the types of power used by an Asia-Pacific state to achieve its national interests. It considers global ethical issues including human rights, people movement, development and arms control and explores the nature and effectiveness of global responses to crises such as climate change, armed conflict, terrorism and economic instability.

Area of Study

Unit 3: Global Actors

In this unit students investigate the key global actors of contemporary global politics through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia- Pacific state uses power to achieve its objectives.

One: Global actors

In this area of study students investigate the key global actors of contemporary politics. They analyse the aims, roles and power of such global actors and the way in which ONE Asia- Pacific state uses its power.

Outcome One: On completion of this unit students should be able to evaluate the power of key global actors and assess the extent to which they achieve their aims and are able to challenge state sovereignty.

Two: Power in the Asia - Pacific

In this area of study students examine the way in which a specific Asia- Pacific sate uses its power to pursue its national interests, and explore the factors that have shaped that state's national interests in the last 10 years.

Outcome Two: On completion of this unit students should be able to analyse and evaluate the effectiveness of the use of various types of power by a specific Asia- Pacific state in pursuit of its national goals.

Unit 4: Global Challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding TWO ethical issues that are underpinned by international law. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises and consider the varying effectiveness of responses and challenges to resolving them.

One: Ethical Issues and Debates

In this area of study students examine debates about TWO global ethical issues including human rights, people movement, development and arms control.

Outcome One: On completion of this unit students should be able to analyse the debates relating to the chosen global ethical issues and evaluate the effectiveness of the global actors' responses to these issues.

Two: Global crises

In this area of study the students investigate the causes of TWO global crises including climate change, armed conflict, terrorism and economic instability.

Students discover that the causes of these crises may be cyclical and the responses at times exacerbate the original crises.

Outcome Two: On completion of this unit students should be able to analyse TWO contemporary global crises and evaluate the effectiveness of global actor's responses to these.

Assessment

- Short answer responses
- Essays
- A case study
- An extended response

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.

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%

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.

Legal Studies

Description

In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Area of Study One: The Victorian criminal justice system
Students explore the criminal justice system, key personnel, and the use of plea negotiations to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. They consider the impact of time, costs and cultural differences on the ability of the criminal justice system to achieve the principles of justice.

Outcome One: On completion of this unit students should be able to explain the key principles in the criminal justice system, discuss the ability of sanctions to achieve their purposes and evaluate the ability of the criminal justice system to achieve the principles of justice during a criminal case.

Area of Study Two: The Victorian civil justice system
Students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider the impact of time and costs on the ability of the civil justice system to achieve the principles of justice.

Outcome Two: On completion of this unit students should be able to explain the key principles in the civil justice system, discuss the ability of remedies to achieve their purposes and evaluate the ability of the civil justice system to achieve the principles of justice during a civil dispute.

Unit 4: The people and the Law
In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform.

Area of Study One: The people and the law makers

In this area of study, the students examine the ways in which the Australian Constitution acts as a check on parliament in law-making, and factors that affect the ability of parliament and courts to make law. They explore the relationship between parliament and courts in law-making and consider the capacity of both institutions to make law.

Outcome One: On completion of this unit students should be able to discuss the ability of parliament and courts to make law and evaluate the means by which the Australian Constitution acts as a check on parliament in law-making.

Area of Study Two: The people, the parliament and the courts

In this area of study, the students investigate the need for law reform and the means by which individuals and groups can influence change in the law. Students draw on examples of individuals, groups and the media influencing law reform, as well as examples from the past four years of inquiries of law reform bodies. Students examine the relationship between the Australian people and the Australian Constitution, the reasons for and processes of constitutional reform, the successful 1967 referendum and calls for future constitutional reform, such as that articulated by the 2017 Uluru Statement from the Heart.

Outcome Two: On completion of this unit students should be able to explain the reasons for law reform and constitutional reform, discuss the ability of individuals to change the Australian Constitution and influence a change in the law, and evaluate the ability of law reform bodies to influence a change in the law.

Assessment

School Assessed Course Work (50% of final study score).

Unit 3

- Case Studies
- Structured questions

Unit 4

- Structured questions
- Case Studies

Pathways

- Legal Studies provides an excellent base for degrees, diplomas and certificates together with that involve any study of law, together with careers in law enforcement, corrections and various legal administrative roles
- Legal Studies also links well with further studies in social sciences, political studies, and criminology.

Languages

French & Italian

Description

Units 3 & 4 French and Italian further enhance student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Italian or French on a range of prescribed themes and topics and suggested subtopics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French and Italian in a range of contexts and develop cultural understanding in interpreting and creating language.

Students develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities.

Throughout the study students are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

Learning Outcomes

Unit 3

- Participate in a spoken exchange in Italian/French to resolve a personal issue
- Interpret information from texts and write responses in Italian/French
- Express ideas in a personal, informative or imaginative piece of writing in Italian/French

Unit 4

- Share information, ideas and opinions in a spoken exchange in Italian or French
- Analyse information from written, spoken and viewed texts for use in a written response in Italian or French
- Present information, concepts and ideas in evaluative or persuasive writing on an issue in Italian/French

Assessment

Unit 3

- Participate in a three- to four-minute role-play with the teacher in Italian or French, focusing on negotiating a solution to a personal issue.
- Write responses in Italian or French to specific questions or instructions in Italian or French using information extracted from written, spoken and viewed texts on the selected subtopic.
- Create an approximately 250-word personal, informative or imaginative piece of writing.

School-assessed Coursework for Unit 3 will contribute 25 per cent (30 per cent for 2020 ONLY) to the study score.

Unit 4

- Participate in a three- to four-minute interview providing information and responding to questions about a cultural product or practice.
- Write an approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.
- An approximately 300-word evaluative or persuasive piece of writing.

School-assessed Coursework for Unit 4 will contribute 25 per cent (20 per cent for 2020 ONLY) to the study score.

Pathways

Students must undertake Unit 3 (or equivalent) prior to undertaking Unit 4

Future Study/Career Choices

The study of a language provides students with a direct means of access to the rich and varied cultures of the many communities around the world for whom the studied language is a means of communication.

The study of a specific language exposes students to different experiences and perspectives at a personal level.

It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language.

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. Possible employment opportunities include interpreting, foreign affairs, social services, international finance/law, the arts, commerce, technology, science, education, tourism and hospitality.

VCE – Baccalaureate

The VCE – Baccalaureate is an additional form of recognition for students who choose to undertake the demands of studying both a language and a higher level mathematics in their VCE program of study. (See https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/sections/Pages/01QualificationsVCE.aspx for further information).

Mathematics

General Mathematics

Description

General 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 the following areas of study: 'Data analysis', 'Recursion and financial modelling', 'Matrices' and 'Networks and decision mathematics'. Digital technologies, including the CAS calculator, are used extensively to enhance students' learning in each topic.

Areas of study

- Data analysis
- Recursion and financial modelling
- Matrices
- Networks and decision mathematics

Learning Outcomes

On completion of these units 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 nonroutine context, including situations with some open-ended aspects requiring investigative, modelling or problem-solving techniques or approaches, and analyse and discuss these applications of mathematics.
- Apply computational thinking and use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring investigative, modelling or problem-solving 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 student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

The student's level of achievement in Units 3 and 4 will be determined by school-assessed coursework tasks and two one and a half hour end of year examinations as follows:

- Unit 3 School-assessed coursework (24% of final grade)
- Unit 4 School-assessed coursework (16% of final grade)
- Semester Examination1 (Multiple Choice) (30% of final grade)
- Semester Examination2 (Short Answer) (30% 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
- Health Science and 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 algebraic approaches in simple cases.

Satisfactory completion of Units 1 and 2 Mathematical Methods is a prerequisite for this course.

Areas of Study

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

Learning Outcomes

On completion of this unit, students should be able to:

- Define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modelling or investigative techniques or approaches, and analysis and discuss these applications of Mathematics.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem- solving, modelling or investigative techniques or approaches.

Assessment

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 student completion of work requirements as specified in the Work Requirements document, which is provided to students at the commencement of each unit.

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework tasks and two end-of-year examinations as follows:

- Unit 3 School-assessed coursework (20% of final grade)
- Unit 4 School-assessed coursework (20% of final grade)
- Semester Examination1 (1 hour Technology Free) (20% of final grade)
- Semester Examination2 (2 hours Technology Active) (40% of final grade)

Semester Examination1 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. Semester Examination2 assesses students' ability to understand and communicate mathematical ideas, and to interpret, analysis and solve both routine and non-routine problems using technology.

Pathways

- TAFE & University
- Agriculture, Environmental and Related Studies
- Architecture and Building
- Creative Arts
- Education
- Engineering and Related Technologies
- Food, Hospitality and Personal Services
- Health
- Information Technology
- Management and Commerce
- Mixed Field Programs
- Natural and Physical Sciences
- Society and Culture

Specialist Mathematics

Description

Specialist Mathematics is a challenging and interesting course designed to target 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, 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 Specialist Mathematics is a required prerequisite for this course.

Areas of Study

- Discrete mathematics
- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Space and measurement
- Data analysis, probability and statistics

Learning Outcomes

On completion of this unit 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 with an emphasis on general cases, in non-routine contexts, and analysis and discuss these applications of Mathematics.
- Select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem- solving, modelling or investigative techniques or approaches.

Assessment

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 student completion of work requirements as specified in the Course Outline document, which is provided to students at the commencement of each unit.

The student's level of achievement for Units 3 and 4 will be determined by school-assessed coursework tasks and two end-of-year examinations as follows:

- Unit 3 School-assessed coursework (20% of final grade)
- Unit 4 School-assessed coursework (20% of final grade)
- Semester Examination1 (1 hour Technology Free) (20% of final grade)
- Semester Examination2 (2 hours Technology Active) (40% of final grade)

Semester Examination1 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. Semester Examination2 assesses students' ability to understand and communicate mathematical ideas, and to interpret, analysis and solve both routine and non-routine problems using technology.

Pathways

- TAFE & University
- Agriculture, Environmental and Related Studies
- Architecture and Building
- Creative Arts
- Education
- Engineering and Related Technologies
- Food, Hospitality and Personal Services
- Health
- Information Technology
- Management and Commerce
- Mixed Field Programs
- Natural and Physical Sciences
- Society and Culture

Science

Biology

Description

Unit 3: How do cells maintain life?
In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

Unit 4: How does life change and respond to challenges over time?
In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Areas of Study

- What is the role of nucleic acids and proteins in maintaining life? In this area of study students explore the expression of the information encoded in a sequence of DNA to form a protein and outline the nature of the genetic code and the proteome.
- How are biochemical pathways regulated? In this area of study students focus on the structure and regulation of biochemical pathways.
- How do organisms respond to pathogens? In this area of study students focus on the immune response of organisms to specific pathogens. Students examine unique molecules called antigens and how they illicit an immune response, the nature of immunity and the role of vaccinations in providing immunity.
- How are species related over time? In this area of study students focus on changes to genetic material over time and the evidence for biological evolution.
- How is scientific inquiry used to investigate cellular processes and/or biological change? Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and
- The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges.

Learning Outcomes

- Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions.
- Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.
- Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution.
- Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society.
- Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. 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 will contribute 16 per cent to the study score
- School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score
- The end of year Unit 3 and 4 Examination will contribute 60 per cent to the study score

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: How can design and innovation help to optimise chemical processes?
The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. They evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

Unit 4: How are carbon-based compounds designed for purpose?
Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.
A student-designed scientific investigation involving the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3. The design, analysis and findings of the investigation are presented in a scientific poster format

Areas of Study

What are the current and future options for supplying energy?
In this area of study students focus on analysing and comparing a range of fossil fuels and biofuels as energy sources for society, and carbohydrates, proteins and lipids as fuel sources for the body. They write balanced thermochemical equations for the combustion of various fuels. The amounts of energy and gases produced in combustion reactions are quantified using stoichiometry. They explore how energy can be sustainably produced from chemicals to meet the needs of society while minimising negative impacts on the environment.
How can the rate and yield of chemical reactions be optimised?
In this area of study, students explore the factors that affect the rate and yield of equilibrium and electrolytic reactions involved in producing important materials for society. Reactants and products in chemical reactions are treated qualitatively through the application of Le Chatelier's principle and quantified using equilibrium expressions, reaction quotients and Faraday's Laws. Students explore the sustainability of different options for producing useful materials for society.
How are organic compounds categorised and synthesised?
In this area of study students focus on the structure, naming, properties and reactions of organic compounds, including the chemical reactions associated with the metabolism of food. They explore how synthetic organic compounds can be produced more sustainably for use in society.

How are organic compounds analysed and used?
In this area of study students focus on laboratory and instrumental analyses of organic compounds, and the function of some organic compounds as medicines. They use distillation to separate mixtures, use volumetric analysis to calculate redox quantities, and explore how instrumental analysis is used to ensure the quality of consumer products. Students explain how some medicines that bind to the active sites of enzymes function by inhibiting the enzymes' mode of action.
How is scientific inquiry used to investigate the sustainable production of energy and/or materials?
Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and should be inspired by a contemporary chemical challenge or issue. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or in the field.

Learning Outcomes

- Compare fuels quantitatively with reference to combustion products and energy outputs, apply knowledge of the electrochemical series to design, construct and test primary cells and fuel cells, and evaluate the sustainability of electrochemical cells in producing energy for society.
- Experimentally analyse chemical systems to predict how the rate and extent of chemical reactions can be optimised, explain how electrolysis is involved in the production of chemicals, and evaluate the sustainability of electrolytic processes in producing useful materials for society.
- Analyse the general structures and reactions of the major organic families of compounds, design reaction pathways for organic synthesis, and evaluate the sustainability of the manufacture of organic compounds used in society.
- Apply qualitative and quantitative tests to analyse organic compounds and their structural characteristics, deduce structures of organic compounds using instrumental analysis data, explain how some medicines function, and experimentally analyse how some natural medicines can be extracted and purified.
- Design and conduct a scientific investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds, and present an aim, methodology and method, results, discussion and conclusion in a scientific poster.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. 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 will contribute 20 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score.
- The end of year Unit 3 and 4 Examination will contribute 50 per cent to the study score.

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:
http://joboutlook.gov.au/pages/default.aspx

Physics

Description

Unit 3: How do fields explain motion and electricity?
In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

Unit 4: How have creative ideas and investigation revolutionised thinking in physics?
In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4.

Areas of Study

- How do physicists explain motion in two dimensions? Students use Newton's laws of motion to analyse linear motion, circular motion and projectile motion. They explore the motion of objects under the influence of a gravitational field on the surface of Earth, close to Earth and above Earth. They explore the relationships between force, energy and mass.
- How do things move without contact? Students examine the similarities and differences between three fields: gravitational, electric and magnetic. They investigate how concepts related to field models can be applied to construct motors, maintain satellite orbits and to accelerate particles including in a synchrotron.
- How are fields used in electricity generation? Students use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They explore the transformer as critical to the performance of electrical distribution systems in minimising power loss.
- How has understanding about the physical world changed? Students learn how understanding of light, matter and motion have changed over time. They explore how major experiments led to the development of theories to describe these fundamental aspects of the physical world. Students consider the limitations of classical mechanics as they explore Einstein's view of the Universe.
- How is scientific inquiry used to investigate fields, motion or light? Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to fields, motion or light.

Learning Outcomes

- Investigate motion and related energy transformations experimentally, and analyse motion using Newton's laws of motion in one and two dimensions.
- Analyse gravitational, electric and magnetic fields, and apply these to explain the operation of motors and particle accelerators, and the orbits of satellites.
- Analyse and evaluate an electricity generation and distribution system.
- Analyse and apply models that explain the nature of light and matter, and use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
- Design and conduct a scientific investigation related to fields, motion or light, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated 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 will contribute 30 per cent to the study score
- School-assessed Coursework for Unit 4 will contribute 20 er cent to the study score
- The end of year Unit 3 and 4 Examination will contribute 50 per cent to the study score

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

Psychology

Description

Unit 3: How does experience affect behaviour and mental processes?
The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours.

They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?
Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format

Areas of Study

- How does the nervous system enable psychological functioning? In this area of study, students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli.
- How do people learn and remember? Memory and learning are core components of human identity: they connect past experiences to the present and shape futures by enabling adaption to daily changes in the environment.
- What influences mental wellbeing? In this area of study, students examine what it means to be mentally healthy.
- How do levels of consciousness affect mental processes and behaviour? Differences in levels of awareness of sensations, thoughts and surroundings influence individuals' interactions with their environment and with other people.
- Practical investigation. The investigation requires the student to identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that takes into account safety and ethical guidelines

Learning Outcomes

- Explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning.
- Apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.
- Explain consciousness as a continuum, compare theories about the purpose and nature of sleep, and elaborate on the effects of sleep disruption on a person's functioning.
- Explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing.
- Design and undertake a practical investigation related to mental processes and psychological functioning, and present methodologies, findings and conclusions in a scientific poster.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. 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 will contribute 16 per cent to the study score.
- School-assessed Coursework for Unit 4 will contribute 24 per cent to the study score.
- The end of year Unit 3 and 4 Examination will contribute 60 per cent to the study score.

Pathways

Students who study the Psychology generally move into university courses based in the Psychological Sciences. Psychologists investigate, assess and provide treatment and counselling to foster optimal personal, social, educational and occupational adjustment and development. Psychiatrists diagnose, assess, treat and prevent human mental, emotional and behavioural disorders. There are also a diverse range of jobs that make use of the specialised skills a psychologist has learnt during their degree.

These studies can lead to job titles like:

- Psychiatrist
- Clinical, educational or organisational psychologist
- Psychotherapist
- Human services (direct care, administration): Examples – psychotherapy, advocacy, grant writing
- Research – like market research, experimental psychology
- Education
- Human resources

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

Technology

Product Design & 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

- Designing for end user/s
- 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 and 4 school-assessed coursework 20%
- 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 the skills to create solutions using C#. Students use a programming language to create working software modules. The second focus is on how the information needs of individuals and organisations are met through the creation of software solutions in a networked environment.

Areas of Study

- Using software design and development to create modules using C#. Students examine software design representations and interpret these when applying specific functions of a programming language.
- Analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.
- Student learn computational thinking skills by transforming their detailed designs into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities in conjunction with project planning.
- Students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Learning Standards

- Interpret designs and apply a range of functions and techniques using a programming language.
- Analyse and document a preferred solution design and formulate a project plan.
- Apply stages of the problem-solving methodology to create a solution using Python and use project planning.
- Analyse and explain the dependencies between two information systems and evaluate security measures.

Assessment

- Create a software solution to meet specific needs 10%
- A written report in response to a case study 10%
- School Assessed Task 30%
- End of year Examination 50%

Pathways

Computer Science, Information Systems, Business, Systems Engineering, Robotics, Linguistics, Logistics, Database Management and Software Development, Careers in Digital Technologies based in areas such as Information Architecture, Web Design, Business Analysis and Project Management.

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

- Integrated and controlled systems design
- Clean energy technologies

Unit 4: Systems Control and New and Emerging Technologies

- Producing, testing and evaluating integrated technological systems
- New and emerging technologies

Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In VCE Systems Engineering students' level of achievement will be determined by school- assessed coursework, a School-assessed Task and an end-of-year examination.

Percentage contributions to the study score in VCE Systems Engineering are as follows:

Unit 3 school-assessed coursework	10%
Unit 4 school-assessed coursework	10%
Unit 3 and Unit 4 School Assessed Task	50%
End of year Examination	30%

Pathways

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

VCE Systems Engineering prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

Study and pathways from Certificate to PhD courses include various Engineering courses from:

- Architectural and building engineering
- Civil engineering
- Electrical and electronic engineering
- Mechanical engineering

Curriculum

VCE VOCATIONAL MAJOR

CURRICULUM HANDBOOK 2024

LEARNLIVELEAD

VCE *Vocational Major*

The Victorian Certificate of Education Vocational Major (VCE VM) is an alternative to the Scored and Unscored VCE and is a hands-on option for Years 11 and 12 students at De La Salle College. Unlike Scored VCE, VCE VM does not provide students with an ATAR score which is commonly used by students to access university programs. Students who do the VCE VM are likely to be interested in going on to study a VET qualification at TAFE, doing an apprenticeship, traineeship or getting a job after completing school.

At De La Salle College the VCE VM pathway is based on fulltime enrolment and includes participation in VCE VM classroom learning, VET and Structured Workplace Learning (SWL) or School Based Apprenticeship (SBAT). A student's VCE VM learning program will include each of the four VCE VM Studies – Literacy, Numeracy, Personal Development Skills and Work Related Skills. The College will provide VCE VM students with the opportunity to enrol in a select number of Units of Competency within Certificate II in Hospitality as part of the Year 11 course. These units will count towards the 180 hours required for the successful completion of the VCE VM. VCE VM students must also select one other VET Study in their chosen area of interest to satisfy the VCE VM requirements. De La Salle 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 VCE VM

VCE VM Literacy

Description

VCE VM Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Areas of Study

Unit 1

- Literacy for personal use
- Understanding and creating digital texts

Unit 2

- Understanding issues and voices
- Responding to opinions

Learning Outcomes

Unit 1

- Demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses. Writing for Practical Purposes: Write an instructional or transactional text.
- Apply understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

Unit 2

- Explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses reflecting that reflect learning.
- Interpret the values and opinions of others and present in oral form points of view supported by evidence.

Assessment

- Reflective journal
- Narrative, expository or informative piece
- Digital presentation
- Online report, explanatory or expository piece or article
- Video, podcast or oral presentation
- Case study
- Response to structured questions
- Digital presentation that offers a point of view
- Oral report
- Recorded debate or discussion

Pathways

Units 3-4 VCE VM Literacy

VCE VM Numeracy

Description

VCE VM Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

Areas of Study

Unit 1

- Number
- Shape
- Quantity and measures
- Relationships

Unit 2

- Dimension and direction
- Data
- Uncertainty
- Systematics

Learning Outcomes

Numeracy in context

- On completion of this unit, the student should be able to use and apply the mathematical key knowledge and skills from the four areas of study, across the specified Numeracies (Personal, Civic, Financial, Health, Vocational and Recreational).

Problem-solving cycle

- On completion, the student should be able to use and apply the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies (Personal, Civic, Financial, Health, Vocational and Recreational).

Mathematical toolkit

- On completion, the student should be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study, and across the chosen range of Numeracies (Personal, Civic, Financial, Health, Vocational and Recreational).

Assessment

- Investigations and projects
- Multimedia presentation, poster or report
- Portfolio

Pathways

- Units 3-4 VCE VM Numeracy

VCE VM Personal Development Skills

Description

VCE VM Personal Development Skills (PDS) takes an active approach to personal development, self- realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

At De La Salle, PDS will also incorporate the study of Religious Education and Physical Education.

Areas of Study

Unit 1: Healthy individuals

- Personal identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life

Unit 2: Connecting with community

- What is community?
- Community cohesion
- Engaging and supporting community

Learning Outcomes

Unit 1

- Explain and discuss key concepts relating to personal identity and emotional intelligence, and apply learnt strategies when working independently or collaboratively on a relevant activity.
- Plan and implement an individual or group activity to improve health and wellbeing, and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.
- Analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

Unit 2

- Describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.
- Identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.
- Discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

Assessment

- Reflective journal
- Case study
- Research task
- Annotated photographs
- Critical evaluation of an activity or program
- Record and reflection of guest speaker/s or interview with community member/s
- Community engagement plan/ concept map
- Digital, oral, or written report or presentation

Pathways

- Units 3-4 VCE VM Personal Development Skills

VCE VM Work Related Skills

VCE VM Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

Areas of Study

Unit 1: Careers and learning for the future

- Future careers
- Presentation of career and education goals

Unit 2: Workplace skills and capabilities

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

Learning Outcomes

Unit 1

- Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.
- Forecast potential employment possibilities, and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area

Unit 2

- Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.
- Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

Assessment

- Record of data analysis
- Research task
- Career and education research task, report, presentation
- Career action plan
- Skills audit
- Participation in mock interview
- Further education and/or training plan
- Cover letter
- Resume
- Mock interview

Pathways

- Units 3-4 VCE VM Work Related Skills

Year 12 VCE VM

Literacy

Description

VCE VM Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

Areas of Study

Unit 3

- Accessing and understanding informational, organisational and procedural texts
- Creating and responding to organisational, informational or procedural texts

Unit 4

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

Learning Outcomes

Unit 3

- Demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.
- Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Unit 4

- Illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.
- Deliver an informative or instructional presentation on an area of civic participation that is of personal interest or deliver an informative or instructional presentation on an area of personal management that is of interest.

Assessment

- Research task
- Case study analysis
- Annotations and summaries
- Response to structured questions
- A set of instructions including visuals/diagrams
- A brochure or report including visuals/diagrams
- Blog or Vlog
- Video, podcast or oral presentation
- Reflective journal or diary

Pathways

- Employment, TAFE and other tertiary education.

Numeracy

Description

VCE VM Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

Areas of Study

Unit 3

- Number
- Shape
- Quantity and measures
- Relationships

Unit 4

- Dimension and direction
- Data
- Uncertainty
- Systematics

Learning Outcomes

Numeracy in context

- On completion of this unit, the student should be able to use and apply the mathematical key knowledge and skills from the four areas of study, across the specified Numeracies (Personal, Civic, Financial, Health, Vocational and Recreational).

Problem-solving cycle

- On completion, the student should be able to use and apply the mathematical problem-solving cycle in an applied learning context, relevant to the mathematical key skills and knowledge reflected in the areas of study and across the Numeracies (Personal, Civic, Financial, Health, Vocational and Recreational).

Mathematical toolkit

- On completion, the student should be able to select and effectively and accurately use the appropriate mathematical tools and applications chosen from a developing mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study, and across the chosen range of Numeracies (Personal, Civic, Financial, Health, Vocational and Recreational).

Assessment

- Investigations and projects
- Multimedia presentation, poster or report
- Portfolio

Pathways

- Employment, TAFE and other tertiary education.

VCE VM Personal Development Skills

Description

VCE VM Personal Development Skills (PDS) takes an active approach to personal development, self- realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

At De La Salle, PDS will also incorporate the study of Religious Education and Physical Education.

Areas of Study

Unit 3: Leadership and teamwork

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

Unit 4: Community project

- Planning a community project
- Implementing a community project
- Evaluating a community project

Learning Outcomes

Unit 3

- Apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills.
- Describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.
- Describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

Unit 4

- Investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.
- Use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.
- Evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

Assessment

- Critical reflection on the use of interpersonal skills
- Personal reflection of participation in practical tasks
- Critical evaluation of a team activity
- Digital, oral, or written report or presentation
- Case study
- Video or podcast
- Blog or vlog
- Research or investigation report
- Project plan
- Record of active implementation, participation and execution of a planned project
- Presentation regarding individual or team effectiveness in executing a planned project

Pathways

- Employment, TAFE and other tertiary education.

VCE VM Work Related Skills

Description

VCE VM Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

Areas of Study

Unit 3: Industrial relations, workplace environment and practice

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

Unit 4: Portfolio preparation and presentation

- Portfolio development
- Portfolio presentation

Learning Outcomes

Unit 3

- Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.
- Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.
- Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

Unit 4

- Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.
- Communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

Assessment

- Case study
- Research task
- Presentation
- Role play or performance
- Record of discussion or debate
- Digital presentation
- Mock hearing
- Record of interview
- Evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts
- Presentation and evaluation of a portfolio related to a target industry or target audience panel

Pathways

- Employment, TAFE and other tertiary education.

VET – Year 11

Certificate II Building & Construction (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

- CPCCOHS1001A: Work safely in the construction industry
- VU20955: Workplace safety and site induction
- HLTFA211A: Provide first aid.
- VU20958: Prepare for work in the construction industry
- VU20959: Communication skills for the construction industry
- VU20960: Introduction to scaffolding and working platforms
- VU20961: Leveling
- VU20962: Quality principles for the construction industry
- VU20963: Safe handling of plant and selected portable power tools
- VU20971: Carpentry hand tools

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.

Certificate III – Sport & Recreation (Fitness Focus)

Description

The VCE/VET Sport and Recreation program provided by De La Salle College and auspiced by IVET 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

- BSBWOR301: Organize personal work priorities and development
- HLTAID003: Provide first aid
- SISXCAI003: Conduct non-instructional sport, fitness and recreation sessions
- SISXEMR001: Respond to emergency situations
- HLTWHS001: Participate in work health & safety
- SISXCCS001: Provide quality service.
- ICTWEB201: Use social media tools for collaboration and engagement
- SISXIND006: Conduct sport, fitness and recreation events
- SISXCAI001: Provide equipment for activities

Assessment

- Students are required to satisfactorily complete a series of designated tasks linked to specific Outcomes and must be deemed Competent in each area.
- Exam

Pathways

Students must undertake Units 1 & 2 as a prerequisite for Sport & Recreation in Year 12.

With additional vocational training and experience, potential job outcomes may include coaching, teaching and sports administration. Higher education pathways can lead to employment opportunities into positions such as sports development manager, sports scientist or sports marketing manager.

VET – Year 12

Certificate II Building & Construction (Partial completion: Carpentry)

Description

The aim of VCE VET Certificate 12 in Building and Construction aims to provide participants with the knowledge and skills to achieve competencies which will enhance their employment prospects within the building industry: The program offers partial completion of the pre-apprenticeship and includes units such as safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans. The Carpentry units focus on providing the skills necessary to safely and competently operate various tools and equipment relevant to the building industry and to enable participants to gain industry recognised credentials.

Areas of Study

Carpentry

Learning Outcomes

- VU20956: Building structures
- CPCCCM1015A: Carry out measurements and calculations
- VU22015: Interpret and apply basic plans and drawings
- VU20973: Basic setting out
- VU22024: Construct basic sub-floor
- VU20975: Wall framing
- VU22026: Construct a basic roof frame
- 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.

Certificate III – Sport & Recreation (Fitness Focus)

Description

The VCE/VET Sport and Recreation program provided by De La Salle College and auspiced by IVET 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

- SISSSCO101: Develop and update knowledge of coaching practices
- BSBWHS303: Participate in WHS hazard identification, risk assessment and risk control
- SISXCAI006: Facilitate groups
- SISXCAI004: Plan and conduct programs
- SISSSPT303A: Conduct basic warm up and cool down programs
- SISXRES002: Educate user groups

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
- 2 Portfolios
- Work Performance (Off-site camp and the facilitation of junior Physical Education classes).

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.