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Years 10 - 12
Curriculum Handbook
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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 2026 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.

Rob Bonnici

Assistant Principal – Learning & Teaching



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.



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Curriculum Overview - Year 10

Year Long Subjects

Religious Education	Health and Physical Education	GROW
Maths	English (Elective plus Core)	

Compulsory Semester Electives (Minimum of one unit from each)

Science	Humanities	Arts, Music and Technology
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Elective Choices

Architecture	Art	Art Revolutions	Religious Education
Drama	Media	Music Performance	Photography
Sound and Lighting Production	Visual Communication & Design	Prices, Markets & Finance	VCE Industry & Enterprise
Act of the Imagination	ReSporting the News	Speak up: Debating and Public Speaking	Literature
Health and Human Development	Making and Breaking the Law	Geography: World Challenges	History: World War II
History: The Modern World and Australia	French or Italian	Advanced Mathematics	Core Mathematics
Applied Mathematics	Advanced Algebra	Chemical Science	Living Scientifically
Physical Science	STRIVE Program	Biological Science	STEM Engineering
Computing	Design and Technology	Food Technology	Literacy (Invitational Only)

Curriculum Overview - Year 11

Units 1 & 2 Compulsory Subject

English or Literature

Units 1 & 2 Subjects

Art Making & Exhibiting	Drama	Media	Music
Visual Communication & Design	Accounting	Business Management	Economics
Health and Human Development	Health and Physical Education	Politics	Geography
Legal Studies	Modern History	French or Italian	General Mathematics
Mathematical Methods	Specialist Mathematics	Religion and Society (Unit 2)	Biology
Chemistry	Physics	Psychology	Applied Computing
Product Design & Technology	Systems Engineering		

Year 11 Internal VET

Students can also study from a range of external VET courses offered. Students can contact the VET Coordinator for further information.

Certificate II
Building & Construction

Certificate III
Sport Aquatics & Recreation

Curriculum Overview - Year 12

Units 3 & 4 Compulsory Subject

English or Literature

Units 3 & 4 Subjects

Art Making & Exhibiting	Drama	Media	Music Performance
Visual Communication & Design	Accounting	Business Management	Economics
Health and Human Development	Health and Physical Education	Politics	Geography
Legal Studies	History: Revolutions	French or Italian	General Mathematics
Mathematical Methods	Specialist Mathematics	Year 12 Seminar Program	Biology
Chemistry	Physics	Psychology	Software Development
Product Design & Technology	Systems Engineering		

Year 12 Internal VET

Students can also study from a range of external VET courses offered. Students can contact the College VET Coordinator for further information.

Certificate II
Building & Construction

Certificate III
Sport Aquatics & Recreation

VCE Vocational Major

Literacy	Numeracy	Personal Development Skills	Work Related Skills
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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, Man Cave, 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.
- A program that utilizes the expertise and knowledge of De La Salle teachers.
- 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

Year 10

Respectful Relationships - Gender and Consent

Character Strengths, Emotional Literacy and Coping Skills

Futures - Careers, Driver Education and Safe Socializing

Year 11

Big Brother, Little Brother mentoring

Mental Health, Goal Setting and Stress Management

Gender and Respect

Careers and Life Choices

Year 12

Positive Legacy/Leadership

Safe Socializing and Gambling

Wellbeing, Respect and Mental Health

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. Research has found that gifted students have an increased chance of disengagement and marginalisation if they aren't provided enriching learning environments. Therefore, the aim of this program is to cater for the diverse range of gifted and talented students at the college to further develop and support their abilities. 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. The GATE Program is designed to respect the dignity of each student, and celebrate the diversity of their gifts.

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 by the above mentioned assessment structures
- 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 GATE Program encourages students to explore alternative ways of learning that may not occur in the mainstream classroom. It is individualized to ensure that the learning that occurs extends the students within the program in subjects they excel in and supports them to build confidence and capacity in others where required. It also provides high-achieving students to work in a group of like-minded peers on a series of exciting academic programs and challenges. 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:

- Tournament of Minds
- Da Vinci Decathlon
- AMT 3 week and 16 week Mathematics Enrichment Competition
- Big Science Competition
- Australian History Competition

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 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 a portfolio of evidence built by the students to reflect on their goals set for the academic year. This document will be forwarded to the parents and subject teachers in the following year.

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 supported

Entry into the STRIVE Program is by invitation only.

Program Structure

The STRIVE Program consists of:

RE	Literacy
2 semester-based units	1 year long subject
GROW	Numeracy
1 year long subject	1 year long subject
H&PE / Sport	Personal Development Skills
1 year long subject	1 year long subject
Units 1 & 2 Industry and Enterprise	Work Related Skills
2 semester-based units	1 semester-based unit
Year 10 units - choice of 2 units from the Arts or Technology	
2 semester- based units	

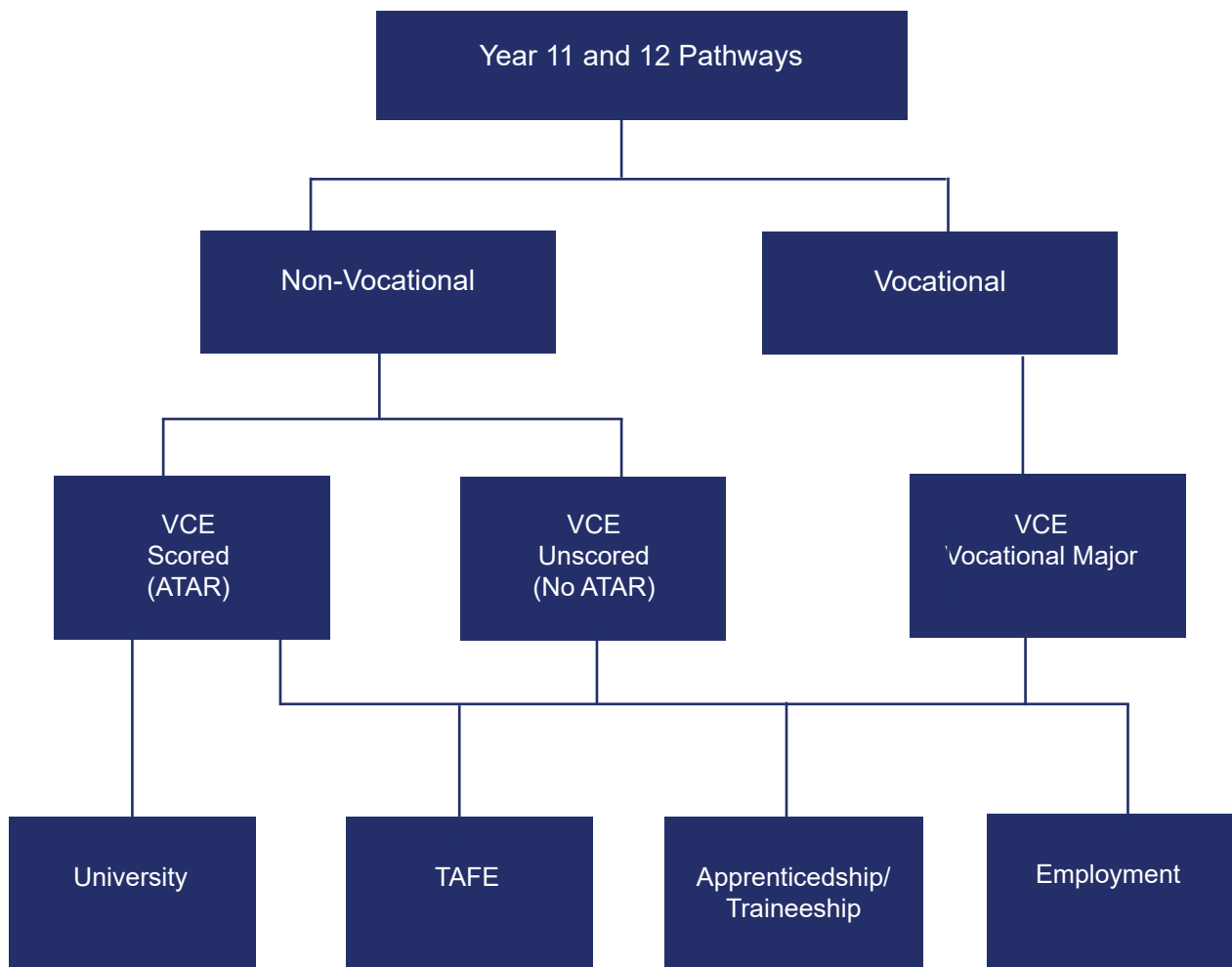
Students involved in the STRIVE Program will continue to be part of the College community through participation in the House Mentor system and will study RE, GROW, HPE/Sport and their Arts, Music or Technology units with the Year 10 Cohort. They will study Literacy, Numeracy, VCE Industry & Enterprise (Units 1&2), Personal Development Skills and Work-Related Skills as the STRIVE Program group.

Year 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 Physical Education

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

Subject	Acceleration into Unit 1 & 2	Direct Acceleration into Unit 3 & 4
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	Yes
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.

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

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 school-based apprenticeship or traineeship (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 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

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

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 Personal Development 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.

VCE VM Personal Development Skills

Any VET Study at Certificate II level or higher. SWL or SBAT (one fixed day per week with an approved employer).

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.



The Arts

Architecture

Description of Program

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 and architects throughout history. They will create a design proposal for the 'City of Melbourne', generating designs for a CBD skyscraper, inner-urban apartment complex, or suburban housing development. Using a range of technical drawing elements, students will explore architectural 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 Art Making and Presenting

Art

Description of Program

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 theory
- Examination

Pathways

- VCE Art Making and Exhibiting



Art: Revolutions

Description of Program

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

Music Performance

Description of Program

Students learn to work together in student-run ensembles and deliver a public performance. Students begin to make connections between essential theoretical, aural, and practical knowledge and apply it to diverse musical performance contexts. Students develop skills in reflecting upon their musical values and the process of musical creativity in preparation for and delivery of a solo recital comprised of a program of three separate works. 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
- Research essay
- Theory and Aural Skills

Drama

Description of Program

Students learn about the performance styles of poor theatre and epic theatre. Students are provided a stimulus for their performances and they work individually and collaboratively to research, brainstorm, improvise, script, edit, rehearse, and refine solo and group performances using conventions of both styles. Students learn to transform character, time, and place in front of the audience. They manipulate dramatic elements, performance style conventions, production areas, and expressive and performance skills to create original performances that engage the audience. They view and analyse a professional performance and experiment with using techniques from that performance in their own work. They critically evaluate their own performances.

Learning Standards

Explore and Express Ideas

Students use their skills to communicate both physical and psychological aspects of their characters. They improvise with a range of different dramatic elements in order to build drama, explore layers of meaning, and shape their drama effectively.

Drama Practices

Students manipulate performance style conventions and dramatic action to build an appropriate actor-audience relationship. They refine the expressive capacity of their voice and movement to communicate ideas and to effectively transform character, time and place in front of the audience.

Present and Perform Drama

Students perform devised and scripted drama to build an appropriate actor-audience relationship, making deliberate artistic choices to communicate meaning and impact the audience.

Respond and Interpret

Students evaluate how elements of drama have been used in their own and others' performances to convey different meanings and create specific effects. They explore how skills they have seen in a professional performance can inspire their own work.

Assessment

- Solo Performance Journal
- Solo Performance
- Ensemble Performance
- Performance Analysis
- Written Exam

Pathways

- VCE Drama

Media

Description of Program

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

Photography

Description of Program

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
- Two final photographic artworks
- Photographer Investigation
- Semester Examination

Pathways

- VCE Studio Arts – Photography



Visual Communication & Design

Description of Program

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 Folio
- Analysis of designers and works
- Completed Design works
- Written Examination

Pathways

- VCE Visual Communication Design

Sound and Lighting Production

Description of Program

- 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 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
- •
- Live Sound P.A. System Setup and Concert Management
- •
- Theatrical Lighting Skills Creative Task
- •
- Creative Sound Recording, Editing and Mixing Assignment
- •
- Fix the Mix Audio Mixing Skills
- •
- Semester Examination (Theory)

Commerce

Economics & Business: Prices, Markets and Finance

Description of Program

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.

Industry and Enterprise (Unit 1)

Description of Program

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/VCAL study but helps students plan for their pathway.

English

Act of the Imagination

Description of Program

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

ReSporting the News

Description of Program

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.

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 in the form of a podcast
- Analytical interpretation of text
- Semester Examination

Pathways

- Year 11 English
- Year 11 Literature

Literature

Description of Program

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 of Program

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

Description of Program

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 authors 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
- Analysis of Argument
- Analytical text response essays
- Semester Examination

Pathways

- Year 11 English
- Year 11 Literature

Health & Human Development

Description of Program

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

- Health and Wellbeing
- 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

Health & Physical Education

Description of Program

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

Focus Areas

- 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

Civics and Citizenship Making and Breaking the Law

Description of Program

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

Skills

Students will:

Investigating contemporary civics and citizen issues

- develop and evaluate questions to investigate contemporary political, legal and civic issues
- evaluate information, data, perspectives and ideas from a range of sources on contemporary issues

Evaluating democratic institutions and systems

- recommend changes to political, legal and/or civic institutions and justify these recommendations
- evaluate how the principles of justice (fairness, equality and access) are achieved through legal institutions and processes
- evaluate the power of Australian and international political actors with regard to contemporary issues, and these political actors' connections with institutions

Participating in civic processes

- evaluate the effectiveness of democratic decision-making
- participate in and evaluate the methods and strategies of civic participation with regard to contemporary issues, from local to global

Communicating

- construct evidence-based arguments using civics and citizenship knowledge, concepts and different perspectives, and determine the most effective method of communication

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

- Political Campaign
- Law Test
- Case Study
- Semester Examination

Pathways

- Unit 1/2 Politics
- Unit 1/2 Legal Studies

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 of Program

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.

Learning Standards

Geographical Skills

Geographical inquiry

- develop a range of questions for a geographical inquiry related to a phenomenon, issue or challenge
- collect, process and compare information and data from primary and secondary sources, including fieldwork and secondary research materials, using geospatial technologies and digital tools as appropriate
- represent and analyse information and data using a range of formats, including graphs and maps constructed with geospatial technologies
- interpret and evaluate information and data to make generalisations and predictions, analyse patterns and trends, infer relationships and make forecasts

Concluding and decision making

- consider ethical values and perspectives to justify conclusions related to a phenomenon, issue or challenge using geographical concepts
- justify responses and develop and evaluate strategies using environmental, economic or social criteria, recommend a strategy and explain the predicted impacts

Communicating

- explain and evaluate proposed actions, using geographical knowledge and concepts and appropriate methods, and incorporating and acknowledging research findings

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: The Modern World and Australia

Description of Program

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.

Learning Standards

Historical Skills and Concepts

Historical questions

- formulate, refine and use historical questions to inform historical investigations

Chronology

- sequence significant events, individuals, ideas, movements and developments chronologically to analyse continuity and change, and causes and consequences

Using historical sources

- analyse the purpose, features, content and context of historical sources
- evaluate the value of sources for use as evidence to interpret historical significance, continuity and change, and causes and consequences
- analyse the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources
- evaluate historical interpretations and debates

Continuity and change

- analyse continuity and change

Causes and consequences

- analyse short- and long-term causes and the intended and unintended consequences of significant events, individuals, ideas and developments and their contributions to continuity and change

Historical significance

- evaluate the significance of individuals, groups, movements, events, developments and ideas

Communicating

- construct sustained historical interpretations and arguments using appropriate historical concepts, terms, knowledge, conventions and evaluated evidence from a range of historical sources

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

History: World War II

Description of Program

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.

Learning Standards

Historical Skills and Concepts

Historical questions

- formulate, refine and use historical questions to inform historical investigations

Chronology

- sequence significant events, individuals, ideas, movements and developments chronologically to analyse continuity and change, and causes and consequences

Using historical sources

- analyse the purpose, features, content and context of historical sources
- evaluate the value of sources for use as evidence to interpret historical significance, continuity and change, and causes and consequences
- analyse the perspectives, beliefs, values and attitudes of people and groups based on evidence from a range of sources
- evaluate historical interpretations and debates

Continuity and change

- analyse continuity and change

Causes and consequences

- analyse short- and long-term causes and the intended and unintended consequences of significant events, individuals, ideas and developments and their contributions to continuity and change

Historical significance

- evaluate the significance of individuals, groups, movements, events, developments and ideas

Communicating

- construct sustained historical interpretations and arguments using appropriate historical concepts, terms, knowledge, conventions and evaluated evidence from a range of historical sources

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.
- the causes of the Holocaust
- significant events, individuals and developments of the Holocaust
- 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

Languages

French and Italian

Description of Program

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

- Listening and Responding in English/French/Italian
- Reading and Responding in English/French/Italian
- Speaking in Italian/French
- Writing in Italian/French
- End of Semester Examinations

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 Pathways

Year 10

STRIVE Numeracy
(Invitational)

VCE Vocational Major
Pathways
See page 99

Year 10

Core Mathematics

Year 11

General Mathematics
Units 1 and 2

Year 12

General Mathematics
Unit 3 and 4

Year 10

Advanced Mathematics

and

Applied Mathematics
(Elective)

and/or

Advanced Algebra
(Elective)

Year 11

Specialist Mathematics
Units 1 & 2

and/or

Mathematical Methods
Units 1 & 2

and/or

General Mathematics
Units 1 & 2

Year 12

Specialist Mathematics
Units 3 & 4

and/or

Mathematical Methods
Units 3 & 4

and/or

General Mathematics
Units 3 & 4

Advanced Mathematics

Description of Program

Year 10 Advanced Mathematics prepares students for Units 1 & 2 Mathematical Methods. The course covers key concepts from Level 10 and 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:

- Formative assessments (70% average)
- Teacher's recommendation
- Work ethics

Learning Strands

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

Topics

- Measurement
- Algebra
- Indices and Surds
- Trigonometry
- Quadratic expressions and equations
- Quadratic graphs
- Probability
- Polynomials, functions and graphs

Assessment

- Pre-tests
- Topic tests
- Problem-solving tasks
- Investigative tasks
- Modelling tasks
- Semester examinations

All assessment tasks including the examinations will be completed with the use of a CAS calculator and without.

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)

Description of Program

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 Specialist 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 Strands & Area of Study

- Number (Real and Complex Numbers)
- Algebra (Kinematics)
- Measurement (Circle Theorems)
- Space
- Programming with CAS

Assessment

- Tests
- Investigation tasks
- Problem-solving tasks
- Melbourne CBD Maths Trail
- Competitions

There is no examination for this subject

Pathways

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

Advanced Algebra (elective)

Description of Program

Advanced Algebra is an elective subject recommended for students undertaking Year 10 Advanced Mathematics or Year 11 Accelerated Mathematical Methods. The subject will focus on strengthening students' algebraic skills by providing targeted support and additional practice.

Key topics will include proofs, numbers, differentiation, integration, and pure mathematics.

This subject will prepare students for the mathematical focus of VCE studies, particularly in Mathematical Methods and Specialist Mathematics.

Assessment will consist of topic tests and summative tests to track students' progress, but there will be no final examination at the end of the semester.

Learning Strands & Area of Study

- Algebra (expansion, factorisation, simplification)
- Calculus (differentiation, integration)
- Programming with CAS

Assessment

- Tests
- Investigation tasks
- Problem-solving tasks
- Competitions

There is no examination for this subject

Pathways

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

Core Mathematics

Description of Program

Year 10 Core Mathematics is designed for students who wish to explore the applications of Mathematics in solving real world problems. Core Mathematics covers Level 10 of the Victorian Curriculum and aims to provide students with essential mathematical skills and knowledge that they will need in their personal, work and civic lives. The subject provides the fundamentals on which professional applications of Mathematics are built and is organised around the interaction of content and proficiency strands. Digital technologies, including CAS calculators, are used to enhance student's learning.

Learning Strands

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

Topics

- Algebra
- Trigonometry
- Measurement
- Finance
- Statistics
- Geometry

Assessment

- Pre-tests
- Topic tests
- Problem-solving tasks
- Investigative tasks
- Modelling tasks
- Semester examinations

All assessment tasks including examinations will 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.



Religious Education Religion and Society

Description of Program

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.

Science

Description of Program

The Science Curriculum at De La Salle College is based on the Victorian Curriculum: Science which comprises of 3 interrelated strands:

- Science as a Human Endeavour
- Science Understanding
- Science Inquiry.

Together, the 3 strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science and its concepts, nature and uses through clearly described inquiry practices.

Learning Standards

Students develop a more sophisticated understanding of scientific models and theories, recognising that scientific knowledge is contestable, and is validated, scrutinised and refined over time.

Various systems are studied at both macroscopic and microscopic levels, including how these systems respond to external changes to maintain stability. Students learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

They extend their understanding of the relationship between form and function through investigations and begin to consider how well a sample or model represents the phenomena under study.

They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

Students examine evidence for different theories.

Students analyse and synthesise data from systems at various scales to develop evidence-based explanations for phenomena. They evaluate investigations and use a range of evidence to support their conclusions.

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.
- Quizzes: completed regularly throughout each topic.
- 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.

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 three 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.



Biological Science

Description of Program

Description of Program Theme: DNA, Evolution and Us

Duration: 1 Semester

Construction: 2 topics of 7 weeks duration

Students explore how genetic inheritance involves the function of DNA, chromosomes, genes and alleles, and the roles of mitosis and meiosis in passing on genetic information to the next generation. Mendelian inheritance is used to predict ratios of genotypes and phenotypes in monohybrid crosses involving dominant and recessive traits. Students explore how the theory of evolution by natural selection includes the processes of variation, isolation and adaptation and is supported by evidence including the fossil record, biogeography and comparative embryology; the theory explains past and present biodiversity and demonstrates how all organisms have some degree of relatedness to each other.

Chemical Science

Description of Program

Theme: What is the World Made of?

Duration: 1 Semester

Construction: 2 topics of 7 weeks duration

Students explore how the model of the atom changed following the discovery of electrons, protons and neutrons; natural radioactive decay results in a change from unstable to stable atoms. Students investigate how chemical reactions include synthesis, decomposition and displacement reactions and can be classified as exothermic or endothermic; reaction rates are affected by factors including temperature, concentration, surface area of solid reactants, and catalysts.





Living Scientifically

Description of Program

Theme: Science, Technology and Society?

Duration: 1 Semester

Construction: 3 topics of 7 weeks duration

This Unit will address the two stands of Science as a Human Endeavour and Science Inquiry Skills, under the context of Psychology.

Students investigate why living in the 21st Century requires much more than general intelligence to remember scientific information. Using Psychology as a context, students 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. Students 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. Students critique the validity of claims made by institutions using a rigorous scientific process, and 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 of Program

Theme: From the Earth to the Stars

Duration: 1 Semester

Construction: 2 topics of 7 weeks duration

Students investigate the impact of the motor vehicle upon society and the environment and explore the classical concepts of motion including distance, speed and acceleration. Students explore how space exploration seeks to expand knowledge of the origins and structure of the universe and to resolve the challenges of humans travelling and living away from Earth's surface. Students explore how the universe contains features including galaxies, stars, solar systems and black holes; the big bang theory models the origin and evolution of the universe and is supported by evidence.

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

Technology

Design & Technology

Description of Program

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/VCAL Building and Construction
- University
- TAFE
- Apprenticeships
- Traineeships / employment

STEM *Engineering*

Description of Program

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 maths-related classroom activity.

Learning Standards

Science – Inquiry based approach that includes;

- Science understanding
- Physical sciences
- Planning and conducting
- Analysing and evaluating

Technology – ICT, CNC machinery that includes;

- Investigating
- Generating
- Planning and management
- Production
- Evaluating

Engineering – That includes;

- Principles and systems

Mathematics – Logical reasoning, problem solving skills that includes;

- 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

Food Technology

Description of Program

Students use design and technologies knowledge and understanding, processes and production skills, and apply design thinking – critical, creative and speculative thinking – to analyse and then produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, the study of Food Studies has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises.

Students specifically focus on ethical considerations including sustainability and worldviews, considering legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking. They use critical, creative and speculative thinking, and enterprise skills, with increasing confidence, independence and collaboration. Students analyse data, evaluate design ideas and technologies, respond to feedback, and evaluate design processes used to inform designed solutions for ethical considerations, including sustainability.

Assessment

Semester based project that covers the following:

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

Pathways

- VCE Food Studies
- VET Hospitality
- University
- TAFE

Computing

Students consolidate their systems thinking by exploring how the hardware and software components of digital systems interact to manage, control and secure access to data. They extend their knowledge of the importance of security by developing cyber security threat models and exploring an example of a supply chain vulnerability. Students can apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them, including in an object-oriented programming language.

They use techniques, including interviewing and surveying stakeholders to identify needs, to increase the precision of their problem definitions and solution specifications. Students apply design thinking using multiple techniques to generate design ideas for user experiences and solutions. They prototype these ideas, considering functional and non-functional requirements, and design criteria based on current and future needs, and revise and further develop their preferred ideas based on their analysis.

Students verify their solutions by validating their algorithms, represented as flowcharts and pseudocode, and using test cases to confirm the correctness of their solutions. They develop their object-oriented programming skills, and apply them to develop, modify and debug programs. Students use the functional and non-functional requirements to evaluate student solutions and their future impact as well as opportunities for enterprise and innovation.

Assessment

Semester based project that covers the following:

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

Pathways

- VCE Software design
- University
- TAFE



The Arts Art Making and Exhibiting

Description of Program

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

Drama

Description of Program

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 performance areas. 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: Performance Styles

- In this Unit, students explore a range of different non-naturalistic performance styles and devise their own ensemble (group) performance using conventions of these styles. They view and analyse the work of professional drama performers and evaluate their own creative work.

Unit 2: Australian Identity

- In this Unit, students study aspects of Australian identity that are evident in contemporary drama. They devise their own solo performance focused on exploring Australian identity. They view and analyse an Australian drama performance and evaluate their own creative work.

Learning Outcomes

- Document the use of play-making techniques to devise and rehearse solo and ensemble drama work.
- Perform an ensemble (group) and solo drama for an audience.
- Analyse professional drama performances.
- Evaluate your own drama performances.

Assessment

- Students need to satisfactorily complete all outcomes (above) in order to successfully complete each unit.

Assessment Tasks:

- Performance Journal
- Ensemble Performance
- Solo Performance
- Analysis of Professional Performance and Australian Performance
- Evaluation of Own Performances
- Exam

Pathways

Prerequisites for entry into this subject are:

- Successful completion of Year 9 and/or Year 10 Drama, AND/OR
- Performance in a significant role in College productions.

Entry may also be allowed by interview if the above prerequisites have not been met.





Media

Description of Program

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.

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

Description of Program

Unit 1: Organisation of Music

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

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 assignments

Pathways

- Unit 2 – Effect in Music

Unit 2: Effect in Music

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

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 the student should be able to create an extended composition which exhibits 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
- Major Composition

Pathways

- Music contemporary performance or Music repertoire performance

Visual Communication Design

Description of Program

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

Pathways

Unit 3-4 Visual Communication Design



Commerce

Accounting

Description of Program

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

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 and managing 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 of Program

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

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 of Program

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.

Areas of Study

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
- applied economic analysis
- problem-solving tasks
- a report of an investigation or an inquiry
- an essay/a structured report
- structured questions
- a presentation (oral, multimedia, visual)
- media analyses
- case studies or economic simulation activities

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

Description of Program

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
- 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

Description of Program

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

Health and Human Development

Description of Program

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: Concepts of Health

AOS 2: Youth Health and Wellbeing

AOS 3: Health and Nutrition

Unit 2 – Managing health and development

AOS 1: Developmental transitions

AOS 2: Youth Health Literacy

Learning Outcomes

Unit 1

Outcome 1: Students 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: Students should be able to apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Outcome 3: Students 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: Students 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: the students should be able to explain factors affecting access to Australia's health system that contribute to health literacy and promote the health and wellbeing of youth.

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 consists of:

- Written reports
- Presentations
- Data Analysis
- Structured Questions
- Exams

Pathways

- VCE Health and Human Development
- VCE Health and Physical Education

Health and Physical Education

Description of Program

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: What role does the cardiorespiratory system play in movement?

Unit 2 – Physical activity, sport, exercise and society

AOS 1: How do physical activity, sport and exercise contribute to healthy lifestyles?

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



Humanities

Politics

Description of Program

VCE 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: Politics, power and political actors

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate. Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use. Students examine how power may be used by political actors in various states to achieve their interests, and they focus on a close study of a contested political issue in Australia. Students then investigate the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

Area of Study One: Power and national political actors

Outcome One: On completion of this unit the student should be able to explain the sources of power and legitimacy of national political actors and analyse the political significance of Australian political actors' use of power in a contested domestic political issue.

Area of Study Two: Power and global political actors

Outcome Two: On completion of this unit the student should be able to analyse the power, interests and perspectives of global political actors and evaluate their political significance in at least one global issue.

Unit 2: Democracy: stability and change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally. They consider democratic principles in the Australian context and complete an in-depth study of a political issue or crisis that inherently challenges basic democratic ideas or practice. Students also investigate the degree to which global political actors and trends can challenge, inhibit or undermine democracy, and evaluate the political significance of these challenges. Each area of study focuses on concepts that form essential disciplinary knowledge, and which allow students to gradually build on their understanding of what it is to think politically.

Area of Study One: Issues for Australia's democracy

Outcome One: On completion of this unit the student should be able to analyse at least one Australian political issue and evaluate the extent to which Australian democracy and democratic principles are upheld.

Area of Study Two: Global challenges to democracy

Outcome Two: On completion of this unit the student should be able to analyse at least one global challenge to the legitimacy and spread of democracy and evaluate the political significance of this challenge to democratic principles.

Assessment for Units 1 and 2 include:

Assessment in this unit may be selected from the following:

- a political inquiry
- analysis and evaluation of sources
- a multimedia presentation
- a political debate
- a political simulation
- a political brief
- extended responses
- short-answer questions
- an essay.

Pathways

- Unit 3 & 4 Australian and Global Politics
- Unit 3 & 4 History: Revolutions

Description of Program

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.

Areas 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: issues and challenges

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

Description of Program

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 able 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.

Modern History

Description of Program

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 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

- 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

Languages

French and Italian

Description of Program

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 of Program

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 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.

Specialist Mathematics

Description of Program

Description of Program

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, modeling, problem-solving, reasoning, and proof. This study focuses on fostering an interest in the discipline of mathematics, investigating a broad range of applications, and developing a solid foundation for further studies in mathematics and related fields.

Mathematical Methods and Specialist Mathematics Units 1 and 2 are taken together to provide comprehensive preparation for Specialist Mathematics Units 3 and 4. The 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 or completion of 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 and 2 in conjunction with Specialist Mathematics 1 and 2, and teacher recommendation.

Mathematical Methods

Description of Program

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

Religious Education

Religion and Society Unit 2

Description of Program

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.



Description of Program

Description of Program

Unit 1: How do organisms regulate their functions? 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.

Unit 2: How does inheritance impact on diversity? Students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. 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.

Areas of Study

- How do Cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?
- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?
- Learning Outcomes
- Explain and compare cellular structure and function and analyse the cell cycle and cell growth, death and differentiation.
- Explain and compare how cells are specialised and organised in plants and animals and analyse how specific systems in plants and animals are regulated.

- Adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.
- Explain and compare chromosomes, genomes, genotypes and phenotypes, and analyse and predict patterns of inheritance.
- Analyse advantages and disadvantages of reproductive strategies, and evaluate how adaptations and interdependencies enhance survival of species within an ecosystem.
- Identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

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. Practical work is a central component of learning and assessment. Assessment tasks for this unit may include student notebooks, student-designed practical investigations; practical activities; multimedia presentations; media responses; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response.

Pathways

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

Description of Program

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

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.

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

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.

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.
- Investigate and explain how chemical knowledge is used to create a more sustainable future in relation to the production or use of a selected material.
- 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.

- draw an evidence-based conclusion from primary data generated from a student-adapted or student-designed scientific investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water.

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. Practical work is a central component of learning and assessment. Assessment tasks for this unit may include student notebooks, student-designed practical investigations; practical activities; multimedia presentations; media responses; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response.

Pathways

Unit 1 & 2 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.

Description of Program

Unit 1: How is energy useful to society?

Students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. 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: How does physics help us to understand the world?

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. 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. Students choose one of eighteen options to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

Areas of Study

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?
- How is motion understood?
- How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

Learning Outcomes

- Model, investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.
- Explain, apply and evaluate nuclear radiation, radioactive decay and nuclear energy.
- Investigate and apply a basic DC 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 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. Practical work is a central component of learning and assessment. Assessment tasks for this unit may include student notebooks, student-designed practical investigations; practical activities; multimedia presentations; media responses; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response.

Pathways

Unit 1 & 2 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.

Description of Program

Unit 1: How are behaviour and mental processes shaped?

Students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

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

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. 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.

Areas of Study

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?
- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

Learning Outcomes

- Discuss the complexity of psychological development over the life span, and evaluate ways of understanding and representing psychological development.
- Analyse the role of the brain in mental processes and behaviour and evaluate how brain plasticity and brain injury can change biopsychosocial functioning.
- Identify, analyse and evaluate the evidence available to answer a research question relating to contemporary psychology.
- Analyse how social cognition influences individuals to behave in specific ways and evaluate factors that influence individual and group behaviour.
- Explain the roles of attention and perception, compare gustatory and visual perception and analyse factors that may lead to perceptual distortions.
- Adapt or design and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

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. Practical work is a central component of learning and assessment. Assessment tasks for this unit may include student notebooks, student-designed practical investigations; practical activities; multimedia presentations; media responses; oral presentations; annotated posters; data analysis; problem solving and tests; multiple choice and/or short answer and/or extended response.

Pathways

Unit 1 & 2 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 of Program

In VCE Applied Computing (formerly 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 to 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 and Technology

Description of Program

In VCE Product Design and Technology, students assume the role of a designer. In adopting this role they acquire and apply knowledge of factors that influence design and 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 of Program

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

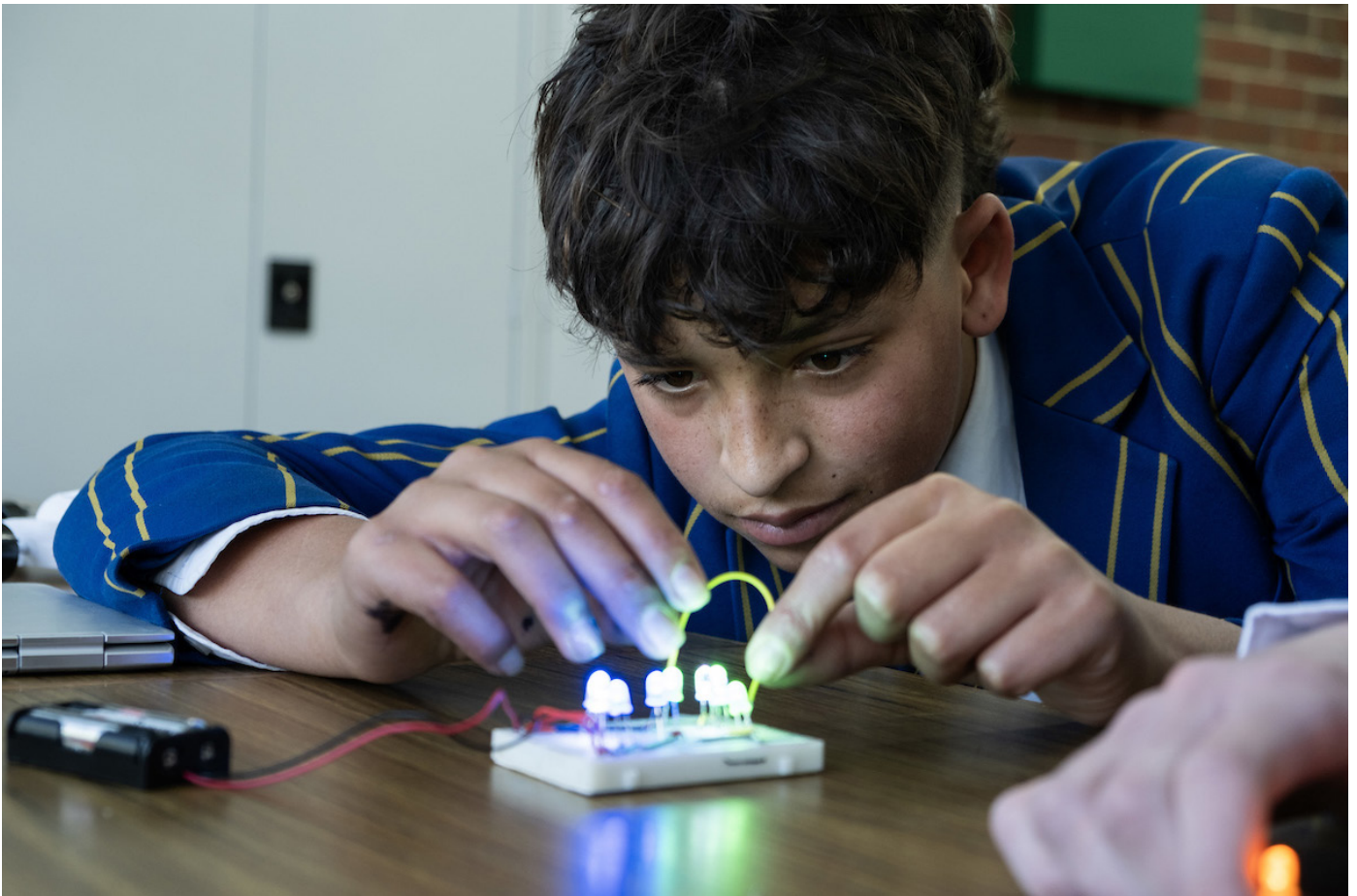
Assessment tasks for this unit are selected from the following:

- 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.





The Arts

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

EXAM

Pathways

- Advertising
- Art curator
- Art conservator
- Art gallery manager
- Art registrar
- Architecture
- Commercial Art
- Commercial photography
- Fashion design
- Freelance photography
- Illustration
- Graphic Arts/Design

Description

The study of Drama focuses on the creation and performance of characters and stories in self-devised theatre pieces. Students explore the work of drama practitioners across a range of non-naturalistic performance styles and use the conventions of these styles to devise their own ensemble (group) and solo performances. Students also analyse and manipulate a range of dramatic elements and performance areas. They use performance and expressive skills to impact the audience. They evaluate their own dramatic work and analyse the work of professional drama practitioners.

The study of drama introduces students to theories and processes of creating their own work. It allows them to develop skills as creative and critical thinkers. They develop skills of communication, critical reflection, and creative expression.

Areas of study

Unit 3: Devised Ensemble Performance

In this Unit, students research a given stimulus and work collaboratively to devise their own ensemble (group) performance that manipulates a range of conventions of non-naturalistic theatre styles including transformation and application of symbol. They view and analyse the work of professional drama performers to inform their own devising, and then evaluate their ensemble performance work.

Unit 4: Devised Solo Performance

In this Unit, students choose a character stimulus from a list provided by VCAA and develop a solo performance based on this. They develop skills in extracting the dramatic potential of the stimulus material and use play-making techniques to develop and present their performance. They consider how they will manipulate dramatic elements and production areas to build an appropriate actor-audience relationship. They also apply conventions of non-naturalistic performance styles including transformation of character, time, and place; and application of symbol. 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 an ensemble (group) and solo drama for an audience.
- Analyse a professional drama performance.
- Evaluate your own drama performances.

Assessment

Students need to satisfactorily complete all outcomes (above) in order to successfully complete each unit.

Assessment Tasks:

- Ensemble Performance
- Two-Minute Solo Performance
- Seven-Minute Solo Performance Exam
- Analysis of a Professional Performance
- Evaluation of Own Performances
- Written Exam

Pathway

Prerequisites for entry into this subject are:

- Successful completion of Year 10 and/or Year 11 Drama, AND/OR
- Performance in a significant role in college productions.

Entry may also be allowed by interview if the above prerequisites have not been met.

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 Performance

Description

Specialist Mathematics is a stimulating and interesting course designed to target students who wish to explore more abstract mathematical concepts. The development of course content should highlight mathematical structure, reasoning, and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. 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)
- Exam 1 (1 hour Technology Free) (20% of final grade)
- Exam 2 (2 hours Technology Active) (40% of final grade)

Exam 1 assesses students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways without the use of technology.

Exam 2 assesses students' ability to understand and communicate mathematical ideas, and to interpret, analysis and solve both routine and non-routine problems using technology.

Pathways

- Strong Foundation for Advanced Studies
- Mathematics and Engineering Degrees
- Science and Technology Disciplines
- Increased ATAR Adjustment



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
- EXAM

Pathways

- Advertising
- Game designer
- Architecture
- Landscape Architect
- Interior Designer
- Industrial designer
- Furniture designer
- Automotive designer
- Fashion designer
- Web designer
- Graphic Arts/Design

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.

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

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

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: ability 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

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

- 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

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 analysis of how textual form influences meaning.
- An initial 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 or Literature in order to be eligible to study Unit 3 Literature.
- Students who wish to study Units 3 and 4 Literature without having undertaken Units 1 and 2 Literature will need to obtain approval from the English Learning Area Team Leader at subject selection
- 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.

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 further build on their ability to analyse texts. They also analyse the way an 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. Student should also 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. The student should also 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 responses (x2) and written explanation of their authorial choices

Unit 4

- Analytical essay
- Argument Analysis
- Point of view oral presentation

Prerequisites

- Students at the College must have completed one of the possible Unit 1 and 2 combinations in English or Literature in order to be eligible to study Unit 3 English.

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 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 in Australia

Unit 4 – Health and human development in a global context

AOS 1: Global health and human development

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: Students 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

Health and 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 socio-cultural influences on performance and participation in physical activity.

Areas of Study

Unit 3 – Movement skills and energy for physical activity, sport and exercise

AOS 1: How are movement skills improved?

AOS 2: How does the body produce energy?

Unit 4 – Training to improve Performance

AOS 1: What are the foundations of an effective training program?

AOS 2: How is training implemented effectively to improve fitness?

AOS 3: Integrated movement experiences

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.
- On completion of this unit, the student should be able to integrate theory and practice that enables them to analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.

Assessment

- Percentage contributions to the study score in VCE Unit 3 & 4 Physical Education are as follows:
- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 30 per cent
- End-of-year examination: 50 per cent

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



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.

Areas 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

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.

Unit 3: Global cooperation and conflict

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an investigation into an issue of global scale, such as climate change, global economic instability, the issue of development or weapons of mass destruction. Students also examine the causes and consequences of a humanitarian crisis that may have begun in one state but which has crossed over into neighbouring states and requires an emergency response. This crisis must be chosen from the areas of human rights, armed conflict and the mass movement of people. They consider the causes of these issues and crises, and investigate their consequences on a global level and for a variety of global actors.

Area of Study One:

Global issues, global responses

In this area of study, students examine the causes, consequences and significance of a global issue that by its very nature transcends national and regional boundaries. Students consider the range of factors that may cause conflict, such as social, political, economic, environmental, ideological, cultural and/or technological factors. Global actors may involve themselves in a cooperative effort with other actors to attempt a resolution of the issue or they may pursue their own objectives in a way that brings them into conflict with other global actors.

Outcome One: On completion of this unit the student should be able to analyse the causes and consequences of a global issue and evaluate the effectiveness of global actors' responses in resolving the issue.

Area of Study Two:

Contemporary crises: conflict, stability and change

In this area of study, students examine a contemporary humanitarian crisis from the area of human rights, armed conflict or the mass movement of people. These are events or series of events that threaten the safety and wellbeing of communities or large numbers of people. Although these crises typically originate from within state borders, they often have significant consequences for other states and their populations. In extreme cases, the world is faced with the necessity of responding, and global and regional actors must therefore find ways to cooperate in the search for solutions.

Outcome Two: On completion of this unit the student should be able to analyse the causes and consequences of one contemporary crisis and discuss how global actors' responses have contributed to political stability and/or change.

Unit 4: Power in the Indo-Pacific

In this unit, students investigate the strategic competition for power and influence in the Indo-Pacific region. They consider the interests and perspectives of global actors within the region, including the challenges to regional cooperation and stability. Building on their study of global issues and contemporary crises in Unit 3, students develop their understanding of power and national interests through an in-depth examination of one state's perspectives, interests and actions. Students must choose one state from the People's Republic of China, Japan, the Republic of India, the Republic of Indonesia or the United States of America. Students also examine Australia's strategic interests and actions in the region and consider how Australia's responses to regional issues and crises may have contributed to political stability and/or change. They do this within the context of Australia's relationships with one Pacific Island state and two other regional states.

Area of Study One:

Power and the national interest

In this area of study, students explore power and politics in the Indo-Pacific. Through a detailed study of ONE state in the Indo-Pacific region (China, Japan, India, Indonesia or the United States of America), students analyse its sources of power, its national interests and the actions undertaken to achieve those interests.

Outcome One: On completion of this unit the student should be able to analyse the various sources and forms of power used by a state in the Indo-Pacific region and evaluate the extent to which it is able to achieve its national interests.

Area of Study Two:

Australia in the Indo-Pacific

In this area of study, students assess the impact of Australia's policies, actions and inactions in the region of the Indo-Pacific. They investigate contemporary Australian perspectives of the national interest in terms of security, economic prosperity and regional stability, and examine different perspectives on these interests, within Australia and outside Australia's borders. Students analyse Australia's foreign policy responses to regional issues and crises by investigating Australia's relations with three states, one from the Pacific Islands Forum and two other states from the wider Indo-Pacific region. Students evaluate the degree to which Australia cooperates with three states in the region. They also evaluate the effectiveness of Australia's responses to issues of concern to the selected states, such as human rights, armed conflict, a mass movement of people, climate change, global economic instability, development issues, or weapons of mass destruction.

Outcome Two: On completion of this unit the student should be able to analyse different perspectives on Australia's national interests in the Indo-Pacific region and evaluate the degree to which Australia's pursuit of its national interests has resulted in cooperation or conflict with three states in the region.

Assessment

- Short answer responses
- Essays
- Analysis and evaluation of sources
- An extended response
- A political inquiry

Victorian Curriculum and Assessment Authority will supervise the assessment of all students. The Students' level achievement will be 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.

Legal Studies

Description

In Unit 3 students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

In Unit 4 students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution and investigate the relationship between the two in law-making.

Area of Study

Unit 3: Rights and Justice

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). The student's performance will be assessed using the following forms of assessment:

- a case study
- structured questions
- an essay
- a report
- a folio of exercises.

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 and 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 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).

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.

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. 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 areas of study 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, 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)
- Exam 1 Multiple-choice questions (30% of final grade)
- Exam 2 Written response questions (30% of final grade)

All assessment is carried out with the use of a CAS calculator and a bound reference book.

Pathways

- Applicable Tertiary Courses
- Developing Skills
- Vocational and TAFE courses
- Australian Tertiary Admission Rank (ATAR)
- Further Study

Mathematical Methods

Description

Mathematical Methods is a course designed for students who can 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 CAS 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)
- Exam 1 (1 hour Technology Free) (20% of final grade)
- Exam 2 (2 hours Technology Active) (40% of final grade)

Exam 1 assesses students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways without the use of technology.

Exam 2 assesses students' ability to understand and communicate mathematical ideas, and to interpret, analysis and solve both routine and non-routine problems using technology.

Pathways

- University Courses
- Science
- Engineering
- Commerce
- Actuarial Studies
- Career Paths
- Data Science
- Finance
- Statistics
- Tertiary Studies
- Management and Commerce
- Mixed Field Programs
- Natural and Physical Sciences
- Society and Culture

Specialist Mathematics

Description

Specialist Mathematics is a stimulating and interesting course designed to target students who wish to explore more abstract mathematical concepts. The development of course content should highlight mathematical structure, reasoning, and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. 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)
- Exam 1 (1 hour Technology Free) (20% of final grade)
- Exam 2 (2 hours Technology Active) (40% of final grade)

Exam 1 assesses students' knowledge of mathematical concepts, their skills in carrying out mathematical algorithms and their ability to apply concepts and skills in standard ways without the use of technology.

Exam 2 assesses students' ability to understand and communicate mathematical ideas, and to interpret, analysis and solve both routine and non-routine problems using technology.

Pathways

- Strong Foundation for Advanced Studies
- Mathematics and Engineering Degrees
- Science and Technology Disciplines
- Increased ATAR Adjustment

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, with the holistic development of their lives into adulthood. The Year 12 Seminar Program is a chance to develop, nurture and form the students' faith and prepare them for the real world by providing a personal growth opportunity.

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 a chance for personal growth by developing activities reflecting the students' needs and interests.

- 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.

Description

Unit 3: How do cells maintain life?

Students 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?

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.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue.

Areas of Study

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?
- How do organisms respond to pathogens?

- How are species related over time?
- How is scientific inquiry used to investigate cellular processes and/or biological change?

Learning Outcomes

- Analyse the relationship between nucleic acids and proteins, and evaluate how tools and techniques can be used and applied in the manipulation of DNA.
- Analyse the structure and regulation of biochemical pathways in photosynthesis and cellular respiration, and evaluate how biotechnology can be used to solve problems related to the regulation of biochemical pathways.
- Analyse the immune response to specific antigens, compare the different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.
- Analyse the evidence for genetic changes in populations and changes in species over time, analyse the evidence for relatedness between species, and evaluate the evidence for human change over time.
- Design and conduct a scientific investigation related to cellular processes and/or how life changes and responds to challenges, and present an aim, methodology and methods, 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 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 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: <https://www.jobsandskills.gov.au/>

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?
- How can the rate and yield of chemical reactions be optimised?
- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

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: <https://www.jobsandskills.gov.au/>



Description

Unit 3: How do fields explain motion and electricity?

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?

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 Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

Areas of Study

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?
- How has understanding about the physical world changed?
- 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 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 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: <https://www.jobsandskills.gov.au/>

Description

Unit 3: How does experience affect behaviour and mental processes?

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

Students investigate 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 stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

Unit 4: How is mental wellbeing supported and maintained?

Students explore the demand for sleep and the influences of sleep on mental wellbeing. They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

Areas of Study

- How does the nervous system enable psychological functioning?
- How do people learn and remember?
- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

Learning Outcomes

- Analyse how the functioning of the human nervous system enables a person to interact with the external world, and evaluate the different ways in which stress can affect psychobiological functioning.
- Apply different approaches to explain learning to familiar and novel contexts and discuss memory as a psychobiological process.
- Analyse the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning.
- Discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing.
- Design and conduct a scientific investigation related to mental processes and psychological functioning, 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 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: <https://www.jobsandskills.gov.au/>

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 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 & 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:

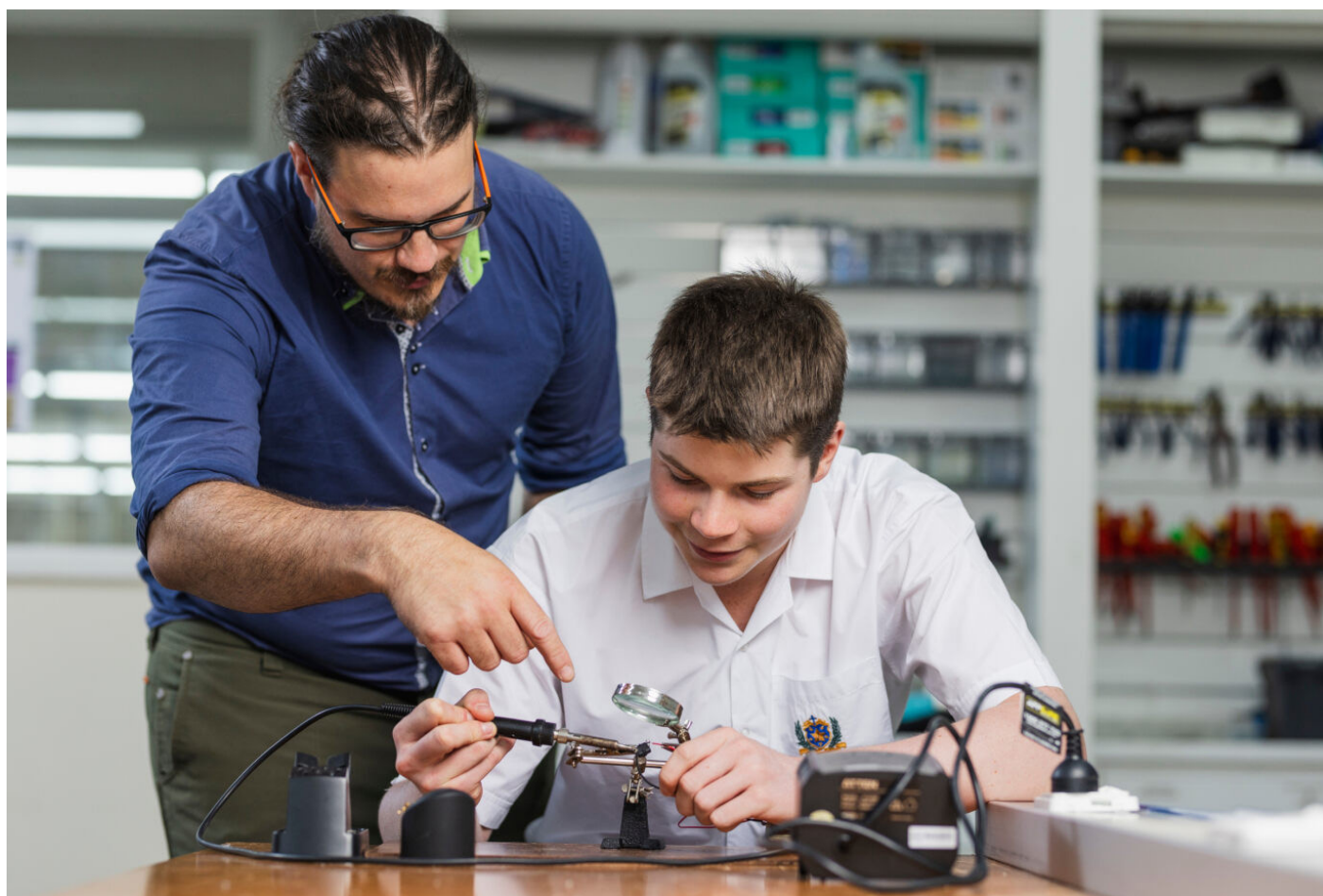
- | | |
|---|-----|
| • Unit 3 and 4 school-assessed coursework | 20% |
| • School-assessed task | 50% |
| • End-of-year examination | 30% |

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 required 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.

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

VCE Vocational Major

Literacy

Description

VM Literacy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stages of their lives through experiential learning and authentic learning experiences.

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

*The student should be able to 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.

*The student should be able to create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

Unit 4

*The student should be able to 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.

*The student should be able to negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

Assessment

Unit 3

- a series of annotations and summaries
- a research task
- a case study analysis
- a set of instructions including visuals/diagrams
- a brochure or report including visuals/diagrams
- a vlog.

Unit 4

- a series of annotations and summaries
- a blog or vlog
- a multimodal presentation created for promotion
- a video, podcast or oral presentation
- a digital presentation of a portfolio

Pathways

Tertiary and Further Education. Employment, Apprenticeship, Traineeship.

Numeracy

Description

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

Areas of Study

Unit 3

There are four areas of study in Unit 3: The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

Unit 4

There are four areas of study for Unit 4: The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

Learning Outcomes

Unit 3

The student should be able to extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 1-4, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies.

The student should be able to select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

The student should be able to flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.

Unit 4.

The student should be able to extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 5-8, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies.

The student should be able to select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.

The student should be able to flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.

Assessment

Unit 3

- Investigations and projects. For example, students may undertake the costings of a project, including budgeting, invoices, receipts and money handling, or consider loans or mortgages including interest and repayments for buying a car or a house.
- Multimedia presentation, poster or report. For example, students may consider the materials needed for painting a house, including measurement, cost and labour.
- Portfolio. For example, students may plan design and run an event for the community, taking into consideration factors such as budgeting, measuring, time and travel.

Unit 4

- Investigations and projects. For example, students may undertake the costings of a project, including budgeting, invoices, receipts and money handling, or consider loans or mortgages including interest and repayments for buying a car or a house.
- Multimedia presentation, poster or report. For example, students may consider the materials needed for painting a house, including measurement, cost and labour.
- Portfolio. For example, students may plan design and run an event for the community, taking into consideration factors such as budgeting, measuring, time and travel.

Pathways

Tertiary and Further Education. Employment, Apprenticeship, Traineeship.

Areas of Study

Unit 3

- Social awareness and interpersonal skills
- Effective leadership
- Effective teamwork

Unit 4

- Planning a community project
- Implementing a community project
- Evaluating a community project

Learning Outcomes

Unit 3

The student should be able to 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. The student should be able to 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. The student should be able to 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

The student should be able to 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. The student should be able to use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue. The student should be able to evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.

Assessment

Unit 3

- a critical reflection on the use of interpersonal skills
- a digital, oral, or written presentation
- a report
- a personal reflection of participation in practical tasks
- a critical evaluation of a team activity
- a compilation and reflection on a variety of feedbacks
- an evaluation report of participation in practical tasks
- a critical reflection on team members' feedback

Unit 4

- a research or investigation report
- a project plan.
- a record of active implementation, participation and execution of a planned project
- a presentation regarding individual or team effectiveness in executing planned project

Pathways

Tertiary and Further Education. Employment, Apprenticeship, Traineeship

Personal Development Skills

Description

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

Work Related Skills

Description

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

Areas of Study

Unit 3

- Workplace wellbeing and personal accountability
- Workplace responsibilities and rights
- Communication and collaboration

Unit 4

- Portfolio development
- Portfolio presentation

Learning Outcomes

Unit 3

The student should be able to 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.

The student should be able to 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.

The student should be able to 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

The student should be able to 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.

The student should be able to communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.

Assessment

Unit 3

- a case study
- a research task
- a presentation
- a report
- a case study
- a role play or performance
- a presentation
- a record of observed active listening techniques
- a role play of performance
- a presentation

Unit 4

- Evidence of research into a variety of portfolios to identify purpose, characteristics, intended audience and appropriate artefacts
- Presentation of a portfolio related to a target industry or target audience panel.
- Evaluation of presented portfolio

Pathways

Tertiary and Further Education. Employment, Apprenticeship, Traineeship.



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, Aquatics & Recreation

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. This dual -qualification pathway offers the option of students receiving a Certificate II in Sport and Recreation at the end of year 1 if they elect to not continue the subject in Year 12.

Areas of Study

Sport, Fitness and Recreation

Learning Outcomes

- LTAID003: Provide first aid
- SISXCCS001: Provide quality service
- BSBPEF301 Organise personal work priorities
- HLTWHS001/SISEMR001 Sport Safety (Participate in work health and safety/Respond to emergency situations)
- SISOFLD001 Assist in conducting recreation sessions
- SISPAR009 Participate in conditioning for sport
- SISSOF002 Continuously improve officiating skills and knowledge
- SISXFAC006 Maintain activity equipment
- SISXPLD001 Provide hire equipment for activities
- SISXIND011 Maintain sport, fitness and recreation industry knowledge

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
- CPCCM1015A: 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, Aquatics & Recreation

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

- BSBWHS303: Participate in WHS hazard identification, risk assessment and risk control
- SISXCAI006: Facilitate groups
- SSSSCO001 Conduct sport coaching sessions with foundation level participants
- SISXPLD002 Deliver recreation sessions

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

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.



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