



LIFE TO THE FULL

**Emmanuel  
College**

# SENIOR 2020

COURSE GUIDE

*Pursuing personal best* ★

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# INTRODUCTION

**The Emmanuel College Senior Course Guide provides an overview of the Years 10-12 Courses and Pathways offered by the College.**

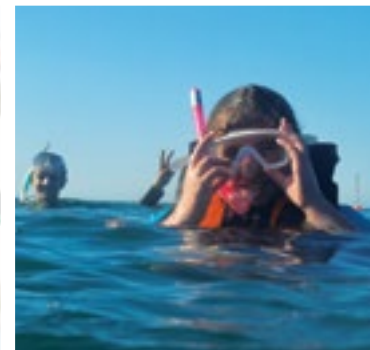
Choosing an appropriate 10-12 course can be a challenging task. This guide is intended to help students and parents explore the many options available at Emmanuel College.

This Emmanuel College Senior Course Guide includes:

- Information on how to design a senior secondary program
- An overview of Year 10-12 Courses offered in 2020 organised by Learning Areas
- Information on Year 10 Courses and an indication of possible Future Pathways
- Information on Emmanuel College Accelerated Learning Program
- A guide to choosing VCE equivalent programs such as the Victorian Certificate of Applied Learning.

It is important that before committing to a course, students and parents avail themselves of other information sources beyond this guide. These additional sources may include the subject information evening, past and present students, current teachers, other parents, employer groups, tertiary institutions, VTAC, Careers Co-ordinator and careers centres.

Consider carefully the information in this guide and seek advice to ensure you make the choice that is right for you.



## CONTENTS



# PRINCIPAL'S MESSAGE

## Dear Parents and Students,

Our world is, and will continue to be, a rapidly changing one. Successful young people will be confident in themselves, creative, independent learners, self-directed, ethical, spiritually centred and emotionally intelligent. They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in an interconnected world. They will be responsible citizens ready to act for a just and caring society.

This is what the education of the young women and men of Emmanuel College is about, supported by a priority on a safe and secure environment and high expectations, and a Catholic ethos which allows for student growth in faith, strong values and a sense of service to others.

The College co-curricular program - including interschool sporting competitions, DAV debating, School Musical, string ensemble, College band, College choir, subject clubs and the social justice group - makes an important contribution to student growth and development.

Students are encouraged to both develop their abilities in the areas of school life and studies in which they excel, as well as aiming for improvement in challenge areas.

A growth mindset, grit, learning from mistakes, collaboration and communication - not only are these the ingredients for success in learning at Emmanuel College, they are also the keys to success in the 21st century.

I look forward to working with parents and teachers over 2020 in supporting the growth and learning of the young people whom we serve.

**Christopher Stock**  
Principal

# OUR MISSION

**Our values are underpinned by our commitment to bear witness to the following shared values as modelled by Jesus Christ and exemplified in the life of Blessed William Chaminade:**

- Justice
- Commitment and Endeavour
- Respect
- Honouring Diversity
- Responsibility
- Honesty
- Compassion

The essence of the College is learning and teaching, with faith education as a primary focus.

The learning and teaching program, operating within the context of a learning community, provides a curriculum that is challenging, ever-changing and suited to the needs of each learner using appropriate technology and engaging methodologies informed by good pedagogy.

The curriculum seeks to develop a love of learning and enhance the capacity for lifelong learning, with an appropriate connection to work and industry.

The College's resources and facilities are upgraded and maintained so as to enhance learning and teaching.

The pastoral care structure values and nurtures the uniqueness of each individual within our community.

The discipline structures are designed to support student growth in self-discipline and personal development as mature citizens of their family and the broader community.





## LEARNING & TEACHING AT EMMANUEL COLLEGE

**At Emmanuel College we are committed to student-centred, personalised learning through the Marianist tradition. Our learning environments foster growth for all students, regardless of their individual characteristics, with a focus on their faith, emotional, social and academic capacities.**

As a college, our pedagogy is informed by the characteristics of Project Based Learning. Project Based Learning is a student-centred pedagogy that requires students to be active participants in their own learning.

- It is organised around an open-ended driving question or challenge
- It is rigorous. It is intended to teach significant content
- It requires research and inquiry to learn
- It develops students 'enterprise skills': critical thinking, problem solving, collaboration, written and oral communication, creativity, digital literacy
- It allows some degree of student voice and choice
- It incorporates feedback and reflection
- It results in a publicly presented product or performance

A project, in Project Based Learning, is different from a traditional unit of work. The work students do is all connected to the project. The project launch allows students, in groups, to grapple with a real world problem. Within the project benchmarks provide formative feedback to teachers and help hold students accountable. Teachers actively intervene throughout the project based on the learning needs of the students. They run targeted workshops, conduct quizzes, provide feedback, facilitate discussions, model good work and structure students' research. All the work that is done then feeds into the culminating event or final product. Opportunities for students to reflect are embedded in all stages of the project.

Our personalised approach is further evident within our Year 7-10 Mathematics classrooms through the use of Maths Pathway model. Maths Pathway, an online program, focuses on student growth in learning that targets students at their point-of-need. Through diagnostic testing, the program determines which modules are available to the students and their path. The student works through each module at their own pace and advances according to their strengths and growth in learning. This learning is facilitated by the teacher who provides specific teaching or workshops on specific skills and knowledge for small groups and individuals. Building on their project based learning skills, students will also work on rich tasks (problem solving activities) that require them to apply what they have learnt to a real-world maths problem. Following each test, students meet with their teacher to review their results and to work together to establish strategies to improve where they may have experienced a challenge.

Within all their classes, the young women and men of Emmanuel College are encouraged to achieve their personal best through a proactive and positive approach to their academic endeavours. The skills developed through their work in Years 7 through to 10 serve to provide skills that will enable them to achieve success within VCE and VCAL programs.

We take great pride in the efforts of all our students and continue to celebrate the growth each of them makes throughout their time at Emmanuel College.



**Rose Connolly**  
Deputy Principal – Learning and Teaching



## Living life to the full - Co-Curricular

The schools' Life to the Full philosophy encourages students to engage as citizens of the broader college community. Through the variety of co-curricular activities on offer, students can find their niche, be part of teams, clubs, or groups, showcase their talents, or represent the college.

### **Debating And Public Speaking**

Debating and Public Speaking are encouraged, nurtured and developed at Emmanuel College. It promotes intellectual thought and argument, gives confidence and presentations skills and is an essential part of education in the new century.

Students can compete for a place in a debating team from Year 8 onwards. Students are also encouraged to be part of the team as support research members giving students the opportunity to be involved and develop skills.

Many of our students, through the confidence gained in debating, compete in other public speaking competitions such as The Plain English Speaking Competition, or WYNSPEAK..

### **Music At Emmanuel College**

In keeping with the College Philosophy of developing the whole person, Emmanuel College offers an extensive, dynamic program of classroom and elective music and performance.

#### *Showcasing Talent*

Students at both campuses have the opportunity to participate in the College Musical and Drama programs and may elect to participate in the individual instrumental music program.

In addition, the College offers the following opportunities for students to showcase their talents:

- Talent Quests
- Showcase Evening
- School Musical



## Living life to the full - Co-Curricular

### *Music Program*

The Music Program provides exciting opportunities for music aficionados and novices alike. Students are invited to take part in Choir, String Ensemble and Concert Band, as well as a variety of other collaborative performance occasions.

Pupils interested in instrumental tuition can develop their skills with the support of industry professionals and with the option of borrowing an instrument from the school.

Lessons are available for: violin, viola, cello, flute, clarinet, oboe, trumpet, trombone, tuba, french horn, alto/tenor saxophone, piano, drums, guitar, bass and vocals.

### **Sporting**

#### *Associated Catholic Colleges (ACC)*

Our association with the ACC provides access to a wide range of sporting competitions for boys at the St Paul's Campus, fostering school spirit and an enjoyment of sporting competitions.

The sporting program consists of weekly interschool competitions for each year level. There are three major carnivals (athletics, swimming and cross country) at which our boys are well represented. One day golf tournaments and rally days at the junior years are also popular.

The activities program includes chess, debating, public speaking, music and leadership workshops, concerts and art & technology exhibitions.

#### *Sporting Association of Catholic Co-Educational Secondary Schools (SACCSS)*

Our association with the SACCSS provides access to a wide range of sporting competitions for students at the Notre Dame Campus, fostering school spirit and an enjoyment of sporting competitions.

Students are able to compete in SACCSS competitions in team events including basketball, cricket, football, futsal, golf, netball, soccer, tennis and volleyball.

There are three major carnivals (athletics, swimming and cross country) at which our students are well represented.

Our students participate in Premier League in a weekly fixtured competition, with finals determining the premierships winners.

### **Clubs and Groups**

#### *Homework Club*

The Homework Club provides an after-school haven for students to study and complete work. With the assistance from our dedicated staff, senior students and alumni, Homework Club offers support to students outside their regular class time.

#### *Social Justice Group*

The College has a vibrant student-led social justice group at each campus. The groups are focused on providing support to those most in need, as well as providing volunteer opportunities for those who wish to participate. Led by our student Social Justice and Liturgy Captains, the College is always striving to make a difference in supporting the most vulnerable in our communities.

#### *Chess Club*

If you have never played chess before...don't worry, there are plenty of people happy to teach you the rules of the game. If you are an experienced player you might like to join the College Chess Team in inter-school competitions. As well as these formal competitions, there will be a number of social chess events including the inter-campus Chess Competition.



## CHOOSING YOUR 2020 COURSES

**Before making a selection, experience has shown that you should consider the following points:**

### **Are you interested in the subject?**

Study at Year 10 level and beyond demands time, dedication and hard work. A basic requirement is a genuine interest in the subjects you select. If you are faced with a choice, it is recommended you choose the one you are more interested in. Beware of choosing subjects because you have heard about the impact of scaling in calculating the ATAR, this is of no benefit if you do not perform well in the subject you choose.

### **What are you good at?**

Have you done well as this subject in preceding years? Consider your results in previous years in the subjects you are choosing. At senior levels subject content and concepts become more difficult and improvement will be particularly challenging if your results in that subject are low.

### **Look to your future but keep your options open.**

It is important that you bear in mind your future directions when choosing subjects. It would not be expected that you have a definite idea now of what you may wish to do in the future, however, by referring to the course guides in the Careers Room, you will see what areas you should now study to keep your options open.

Students will explore these questions as they complete their VCE Planning Exercises as part of their Subject Selection process. These exercises will direct them to useful pathway planning sites such as:

<http://myfuture.edu.au/>

[www.vtac.edu.au/](http://www.vtac.edu.au/)



## ACCELERATED LEARNING PROGRAM

Students who are identified as being more capable have the opportunity to extend their learning and thinking skills by being involved in an appropriate enrichment program. This involves:

- Year 10 Students undertaking a VCE Unit 1 & 2 program; or
- Year 11 Students undertaking VCE Unit 3 & 4 program
- Year 12 Students who are successful in their Year 11 VCE studies undertaking Higher Education Studies, as offered through Universities.

### YEARS 10 AND 11

Emmanuel College offers the opportunity students deemed capable to accelerate in Year 10 or 11. In 2020 the acceleration subjects being offered are:

#### YEAR 10

- Biology
- Business Management
- Literature
- VET Sport and Recreation

#### YEAR 11

- Biology
- Business Management
- Further Mathematics
- Literature
- Religion and Society
- VET Sport and Recreation

Please note: All acceleration offerings are subject to provision based on the number of students enrolled and resources available to the College.

These acceleration options are offered as electives in order to extend and challenge students academically as well as supplement a students' ATAR. It is not designed to enable students to be part time students or reduce the number of subjects undertaken at Year 12. Rather, all students must undertake five Unit 3&4 sequences at Year 12.

### Eligibility for Acceleration

A student must attain at least an 80% average across all subjects their Year 9 subjects and have an average of 80% or higher in the subject related to that they wish to accelerate in. Approval will be based on academic achievement ensuring the student is a suitable candidate to take on this accelerated course of learning.

Students wishing to accelerate are required to submit a completed Acceleration Learning Program Application Form. The application forms are available from Student Services or can be downloaded from the Knowledge Bank on PAM.

Completion of a VCE Unit 1 & 2 sequence in Year 10 is not an automatic right to undertake a Year 12 VCE Unit 3 & 4 in Year 11, only those students who meet the criteria will be considered.

### YEAR 12

Students interested in participating in Higher Education Studies offered through the appropriate Universities should see their respective Campus Organiser for further details.



## COURSE OVERVIEWS

Year Level	Standard	Options			VCAL
Year 10	Full Year 10 Program	Year 10 program with Unit 1 & 2 VCE subject			Not Available
Year 11	Full Unit 1 & 2 Program	Unit 1 & 2 Program with a Unit 3 & 4 subject	Unit 1 & 2 Program with a VET subject	Unit 1 & 2 Program with a Unit 3 & 4 subject and a VET subject	VCAL
Year 12	Full Unit 3 & 4 Program	Unit 3 & 4 Program with a VET Course	Unit 3 & 4 Program with a University Accelerated study		VCAL

# VCE SUBJECT SELECTION

**At Emmanuel College all students are encouraged to pursue their personal best in all they undertake. When choosing VCE subjects, students should consider their interests and strengths to enable them to select a course through which they will experience success.**

All Year 12 students at Emmanuel College must undertake five VCE subjects in their Year 12 year. To satisfactorily complete the VCE a student must have a satisfactory result (S) for a minimum of 16 units. This must include::

- At least three units from the English Group, two of which must be a Unit 3–4 sequence in addition to three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.
- It is important to note that these are the minimum requirements and students must be fully aware of any additional requirements for achieving their ATAR and/or course requirements as published in the appropriate VTAC publications.
- When selecting subjects, all students are required to select two reserve subjects.

As is the case with all subjects offered at Emmanuel College, provision will depend on the number of students enrolled and resources available to the College. Some subjects are offered specifically at one campus only and if this subject is selected, it will require travel on a provided bus to the other campus. We refer to these subjects as “Joint Provision Subjects.” The decision regarding additional subjects that will also be offered as Joint Provision is determined after students have finalised their selections. Any subject that is offered in this way will be confirmed to students before the end of the term. This model allows us to continue to offer a broad choice for students.

College buses run between the two campuses for students undertaking a subject offered only on one campus.

## YEAR 10 CORE

- Religious Education Including Unit 1: Religion and Society
- English
- Science
- Humanities
- Year 10 General Mathematics
- OR
- Year 10 Mathematical Methods
- OR
- General Mathematics Units 1 & 2
- OR
- Mathematical Methods Units 1 & 2

## YEAR 10 ELECTIVES (students select three)

- Introduction to Commerce
- CISCO^
- Digital Technologies
- Drama
- Food Studies\*\*
- Music\*
- Languages – Italian\*\*\*
- Languages – Japanese\*\*\*
- Physical Education
- Product Design & Technology – Wood\*\*
- Systems Engineering & Product Design^
- Visual Communication Design

## ACCELERATION OPTIONS

- Biology Units 1 & 2
- Business Management Units 1 & 2
- Literature Units 1 & 2
- VET Sport and Recreation Units 1 & 2

## YEAR 11 CORE

- Religious Education Including Unit 2: Religion and Society Unit 2 : Text and Traditions
- OR
- Religion and Society Units 3 & 4 (ALP)
- English
- OR
- Literature Units 3 & 4 (ALP)
- OR
- EAL Units 1 & 2

## YEAR 11 ELECTIVES (students select five)

- Accounting
- Biology
- Business Management
- Chemistry
- Computing
- Economics
- Food Studies\*\*
- General Mathematics
- Health and Human Development\*\*
- History - Twentieth Century
- Languages – Italian\*\*\*
- Languages – Japanese\*\*\*
- Legal Studies
- Mathematical Methods
- Physical Education
- Physics
- Product Design & Technology
- Psychology
- Specialist Mathematics
- Studio Arts
- Systems Engineering^
- Theatre Studies
- VET Certificate III in Sport & Recreation
- VET Certificate III in Music
- Visual Communication & Design

## ACCELERATION OPTIONS

- Biology Units 3 & 4
- Business Management Units 3 & 4
- Further Mathematics Units 3 & 4
- Literature Units 3 & 4
- Religion and Society Units 3 & 4

## Year 11 VCAL\*\* Core

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- Religious Education

## ENGLISH

- English Units 3 & 4
- OR
- Literature Units 3 & 4
- OR
- EAL Units 3 & 4

## YEAR 12 ELECTIVES (students select four)

- Accounting
- Biology
- Business Management
- Chemistry
- Economics
- Food Studies\*\*
- Further Mathematics
- Health & Human Development\*\*
- History – Revolutions
- Languages – Italian\*\*\*
- Languages – Japanese\*\*\*
- Legal Studies
- Literature
- Mathematical Methods
- Physical Education
- Physics
- Product Design & Technology
- Psychology
- Religion and Society
- Software Development
- Specialist Mathematics^^^
- Studio Art
- Systems Engineering^
- VET Certificate III in Sport & Recreation^^
- VET Certificate III in Music^^
- Theatre Studies
- Visual Communication Design

## Year 12 VCAL\*\* Core

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills

\*offered at NDC for students at both campuses

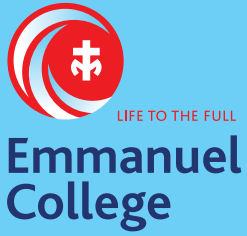
\*\*NDC only

\*\*\*Maybe offered as joint provision at one campus

^SPC only

^^Year 11 is a mandatory prerequisite

^^^offered at SPC for students at both campuses



# LEARNING DOMAINS



# RELIGIOUS EDUCATION

## RELIGION AND SOCIETY

YR10

CORE

YEAR LONG

### Course Overview – Semester One

During Semester One students will study key topic areas to increase their knowledge and understanding of Christianity and specifically Catholic practices, beliefs, ethics and morality at a deeper level.

Students will undertake activities to reflect on this knowledge and apply their learning to their faith journey and nurture their own spirituality.

#### Areas of Study

- Mark's Gospel
- Personal & Moral Decision Making

#### Assessment Tasks

- Analysis skills
- Extended responses
- Group tasks
- Presentation

### Course Overview – Semester Two (Unit One, Religion and Society)

During Semester Two students will be introduced to the nature and purpose of religion in general, exploring the role of religion in shaping and giving expression to spiritual experience. Students will identify the aspects common to religious traditions, explore the interrelation of these aspects generally and explain why these aspects are common to all religious traditions studied. Students will also explore how these aspects may vary between religious traditions.

#### Areas of Study

- The nature and purpose of Religion
- Religion through the ages
- Religion in Australia

#### Assessment Tasks

- Extended responses
- Reports
- School Assessed Coursework

#### Recommended Prior Learning

Years 7-9 Religious Education Curriculum Program

#### Further Pathways

In Year 11 students will continue their studies in Religion and Society, Unit 2: Religion and ethics, they have an opportunity to study Religion and Society, Units 3 & 4 via select entry.



# RELIGION & SOCIETY / TEXT & TRADITIONS

YR11

UNIT 1 & 2

CORE

YEAR LONG

## Course Overview – Semester One

In this unit students will study various methods of ethical decision-making in detail within the Catholic tradition plus another religious tradition and their related philosophical traditions. Students will explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

### Areas of Study

- Ethical Decision-making and Moral Judgment
- Religion and Ethics
- Ethical issues in Society

### Assessment Tasks

- Case studies
- Investigations
- Extended responses
- Presentation

## Course Overview – Semester Two

In this unit students will study sacred religious texts, learning about the background, purpose and message for intended audiences in the past and for today's followers of the religious traditions. Authorship, historical setting and audience will be researched to shed light on the messages and comparisons of texts will be made to show how beliefs and values of different cultures are expressed through sacred texts.

### Areas of Study

- Sacred texts in the past
- Sacred texts today
- Comparing Religious Traditions

### Assessment Tasks

- Extended Responses
- Investigations
- Identification Exercises
- Comparison Skills

### Recommended Prior Learning

Students will apply previous learning on the aspects of religion and Catholic Social Teachings from Year 10, when exploring the religious traditions.

### Further Pathways

Students in Year 12 have the option to study Religion and Society Units 3 & 4.





# RELIGION AND SOCIETY

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this unit students will study the purposes of religion generally and then consider the religious beliefs developed by the Catholic tradition in response to the big questions of life. Students will study how particular beliefs in Catholicism may be expressed through the other aspects of religion and explore how this is intended to foster meaning and examine the interaction between significant life experience and religion.

### Areas of Study

- Responding to the search for Meaning
- Expressing Meaning
- Significant Life Experience, Religious Beliefs and Faith

### Assessment Tasks

- Case studies
- Investigations
- Extended responses
- Essay

## Unit Four Overview

In this unit students will explore challenges for religious traditions in general over time plus the challenges and changes within the Catholic tradition in depth, through the broader influences of economics, political context and social conditions. Students will analyse the religious tradition's aim to retain integrity, authenticity, identity and interpret interactions with societies.

### Areas of Study

- Challenge and Response
- Interaction of Religion and Society

### Assessment Tasks

- Analysis of Challenges
- Interpret, Synthesise and apply Primary and Secondary Source Material
- Extended Response
- Case studies
- Examination

### Recommended Prior Learning

- Students will apply previous learning on the aspects of religion and Catholic Social Teachings from Year 10, when exploring the religious traditions
- Biblical scriptures and religious writings studied in past projects during Years 7-10 will also be of benefit to this unit

### Further Pathways

To complete further studies in theology, philosophy, anthropology and other areas within the human sciences.



*Pursuing personal best* ★

# ENGLISH

YR10

CORE

YEAR LONG

## Course Overview

English at Year 10 is designed to expose students to a broad range of more sophisticated texts and more nuanced points of view. The focus is on the fundamental skills of reading, writing and presenting. Texts and topics are vehicles for developing abilities that will be required in VCE.

## Areas of Study

- Analysing Media
- Reading Shakespeare
- Comparing Texts
- The Language of Persuasion
- Text Analysis

## Assessment Tasks

- Argument Analysis Essays
- Creative Response to Text
- Comparative Essay
- Persuasive Speech
- Text Response Essay
- Examination

## Recommended Prior Learning

Years 7, 8 and 9 English are required.

## Further Pathways

- Units 1 & 2 English and/or
- Units 1 & 2 Literature





# ENGLISH

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

Unit One English requires students to respond to text both analytically and creatively. Students read and respond specifically to two major texts and a range of media articles. Unit One exposes students to the ways in which the English language is used to create meaning in written, spoken and multimodal texts.

### Areas of Study

- Reading and Creating Texts
- Analysing and Presenting Argument

### Assessment Tasks

- Creative Response to a Text
- Text Response Essay
- Argument Analysis Essay
- Persuasive Oral Presentation

## Unit Two Overview

Unit Two English requires study of a pair of texts with the aim of comparing the ideas, issues and themes they explore. This unit requires students to engage with the language and techniques of persuasion.

### Areas of Study

- Reading and Comparing Texts
- Analysing and Presenting Argument

### Assessment Tasks

- Comparative Essay
- Editorial Writing
- Argument Analysis Essay

### Recommended Prior Learning

- Students should have successfully completed Year 10 English. Some students will also have completed VCE Literature Units 1 and 2 in the previous year
- Unit 1 English

### Further Pathways

- Units 3 & 4 English
- Units 3 & 4 Literature





# ENGLISH

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

Unit Three English requires students to respond to texts both analytically and creatively. Students read and respond specifically to two major texts and a range of media articles. VCE English focuses on how the English language is used to create meaning in written, spoken and multimodal texts of varying complexity.

### Areas of Study

- Reading and Creating Texts
- Analysing Argument

### Assessment Tasks

- Creative Response to a Text
- Text Response Essay
- Argument Analysis Essay

## Unit Four Overview

Unit Four English requires extensive studies of a pair of texts with the aim of comparing the ideas, issues and themes they explore. This unit requires students to engage with the language and techniques of persuasion to write and present their own persuasive piece on a topic.

### Areas of Study

- Reading and Comparing Texts
- Presenting Argument

### Assessment Tasks

- Comparative Essay
- Reflective Statement
- Persuasive Oral Presentation
- External Examination

### Recommended Prior Learning

- Units 1, 2 & 3 English

### Further Pathways

- Bachelor degrees and/or TAFE courses in a wide variety of subjects
- Students can go on to study Literature at university





# LITERATURE

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

Unit One Literature requires students to focus on the ways in which we interact with the texts we are reading, including how we create meaning. Students analyse the features and conventions of texts across a range of literary forms and styles.

### Areas of Study

- Reading Practices
- Ideas and Concerns in Texts

### Assessment Tasks

- Comparative Essay
- Oral Presentation
- Passage Analysis

## Unit Two Overview

Unit Two Literature encourages students to explore the ways literary texts connect with each other and with the world. They examine how cultures are represented in texts and how that can shape meaning.

### Areas of Study

- The text, the reader and their contexts
- Exploring connections between texts

### Assessment Tasks

- Creative Response to Text
- Comparative Essay
- Close Reading Essay

### Recommended Prior Learning

Students should have completed Year 9 and/or Year 10 English in the previous year.

### Further Pathways

- Units 3 & 4 Literature
- Units 3 & 4 English



# LITERATURE

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

Unit Three Literature requires students to understand the structure and form of texts as well as the meaning created by them. It has a particular focus on the relationship between texts and the contexts in which they are produced and read and the experiences the reader brings to the text. Students respond to texts both analytically and creatively.

### Areas of Study

- Adaptations and Transformations
- Creative Responses to Text

### Assessment Tasks

- Comparative Essay
- Creative Response to Text

## Unit Four Overview

Unit Four Literature encourages students to develop critical and analytical responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and the points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed interpretation supported by close textual analysis.

### Areas of Study

- Literary Perspectives
- Close Analysis

### Assessment Tasks

- Literary Perspectives Essay
- Close Analysis Pieces
- External Examination

### Recommended Prior Learning

- Units 1, 2 & 3 Literature

### Further Pathways

- Bachelor degrees and/or TAFE courses in a wide variety of subjects
- Students can go on to study Literature at university





# THE ARTS

## VISUAL ART

YR10

ELECTIVE

YEAR LONG

### Course Overview

Students take part in activities that develop knowledge about art processes and techniques and have the opportunity to create artworks using a range of mediums. The activities develop knowledge about art appreciation, using analysis and evaluation to gain insight into the aesthetic, social, historical and cultural function of art.

### Areas of Study

- Composition
- Surrealism
- Print Making
- Sculpture
- Pop Art

### Assessment Tasks

- Art Theory
- Developmental Folio
- Art Practical
- Examination

### Recommended Prior Learning

- Year 9 Art

### Further Pathways

- Units 1 & 2 Studio Arts

## DRAMA

YR10

ELECTIVE

YEAR LONG

### Course Overview

Students will experience a wide range of dramatic genre and learn techniques of criticism and self-assessment. Students are assessed progressively, but the emphasis is on the creative.

### Areas of Study

- Brecht Theatre
- Play Building
- Acting Technique
- Short Film
- Greek Drama

### Assessment Tasks

- Journals
- Solo Performances
- Group Performances
- Research Tasks
- Examination

### Recommended Prior Learning

- Year 9 Drama

### Further Pathways

- Units 1 & 2 Theatre Studies



## STUDIO ARTS



### Unit One and Two Overview

These units focus on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

#### Areas of Study

- Researching and recording ideas
- Studio practice
- Interpreting art ideas and use of materials and techniques

#### Assessment Tasks

- Exploration folio
- Final artworks
- Artwork analysis
- Examination

#### Recommended Prior Learning

- Year 10 Art
- Year 10 Visual Communication Design

#### Further Pathways

- Unit 3 & 4 Studio Arts

## STUDIO ARTS



### Unit Three Overview

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support the making of finished artworks in Unit Four.

The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making. Students investigate and analyse the response of artists to a wide range of source material and examine their use of materials and techniques. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms.

#### Areas of Study

- Exploration Proposal
- Studio Process
- Artists and Studio Practices

#### Assessment Tasks

- Proposal
- Research Task
- Report / Presentation
- Artworks
- Folio

### Unit Four Overview

In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit Three. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit Three to produce at least two finished artworks in Unit Four. The development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit Three. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

#### Areas of Study

- Production and Presentation of Artworks
- Evaluation
- Art Industry Contexts

#### Assessment Tasks

- Research Task
- Report / Presentation
- Artworks
- Folio
- Examination

#### Recommended Prior Learning

- Units 1 & 2 Studio Arts

#### Further Pathways

- Visual Arts and Craft Professional
- Artist

# THEATRE STUDIES

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

In this unit, students will focus on the application of acting and expressive skills, as well as other stagecraft elements, that reflect at least three pre-modern theatrical styles. They engage with the origins, contexts, elements and conventions, processes and actor-audience relationships specific to playscripts of these styles, in both written forms and in performance. Students also work analytically, critically analysing a professional interpretation of a playscript in performance.

### Areas of Study

- Pre-Modern Theatre
- Interpreting Playscripts
- Analysing a Play in Performance

### Assessment Tasks

- Research Tasks
- Theatrical Treatments/Briefs
- Interpretation of Playscripts
- Analysis

## Unit Two Overview

In this unit, students will focus on the application of acting and expressive skills, with an emphasis on the application of stagecraft elements, that reflect at least three modern theatrical styles. They engage with the origins, contexts, elements and conventions, processes and actor-audience relationships specific to playscripts of these styles, in both written forms and in performance. Students also engage with analysis and production evaluation through analysing a professional interpretation of a playscript in performance.

### Areas of Study

- Modern Theatre
- Interpretation through Stagecraft
- Analysing a Play in Performance

### Assessment Tasks

- Research Tasks
- Theatrical Treatments/Briefs
- Interpretation of Playscripts
- Analysis

### Recommended Prior Learning

- Year 10 Drama
- Year 10 English

### Further Pathways

- Units 3 & 4 Theatre Studies
- Visual communications in context



# THEATRE STUDIES

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this unit, students specialise in two areas of stagecraft and work collaboratively across the planning, development and presentation stages of production. They also use their knowledge of the production process to analyse the ways in which stagecraft can be used to interpret previously unseen playscript excerpts. In addition, students analyse and evaluate a professional interpretation of a playscript in performance.

### Areas of Study

- Production Process
- Theatrical interpretation
- Production Analysis

### Assessment Tasks

- Interpretation of Playscripts
- Theatrical Treatments/Briefs
- Analysis

## Unit Four Overview

In this unit, students study a scene and monologue from the published Theatre Studies Stagecraft Examination Specifications. They develop a theatrical treatment/brief that involves the creation of a character by an actor, stagecraft possibilities and research. Students realise an interpretation of a monologue from within a specified scene, through use of selected areas of stagecraft. In addition, students analyse a professional performance.

### Areas of Study

- Monologue Interpretation
- Scene Interpretation
- Performance Analysis

### Assessment Tasks

- Theatrical Treatments/Briefs
- Performance Analysis
- Interpretation of Monologue

### Recommended Prior Learning

- Year 10 Drama
- Units 1 & 2 Theatre Studies

### Further Pathways

- Bachelor degrees or TAFE qualifications in acting, stagecraft and/or performing arts



# VISUAL COMMUNICATION DESIGN

YR10

ELECTIVE

YEAR LONG

## Course Overview

Students gain insight into the functions and effects of visual language by analysing and evaluating examples of visual communication material. They also take part in activities that help them acquire knowledge of the design process and develop competence in the use of design elements and principles, materials, methods, media and drawing systems. By using a variety of techniques and mediums, students have the opportunity of presenting visual solutions to set problems.

### Areas of Study

- Drawing from Observation
- Design Elements and Design Principles
- Analysing Design
- Drawing Methods
- The Design Process
- Professional Practice

### Assessment Tasks

- Drawing from Observation
- Drawing Methods
- Design Analysis
- Written Reports
- Oral Presentation
- Examination

### Recommended Prior Learning

- Year 9 Art

### Further Pathways

- Units 1 & 2 Visual Communication Design

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

The study provides students with the opportunity to think creatively about design solutions. This involves the application of creative, critical and reflective techniques and processes and supports skill development in areas beyond design, including science, business, marketing and management.

Unit One is an introduction to Visual Communication Design. Students will create drawings for different purposes using a range of methods, media and materials. Students will select and apply design elements and principles to create a range of visual communications as well as analyse visual communications and how they have been influenced by past and contemporary practices as well as social and culture issues.

### Areas of Study

- Drawings as a means of communication
- Design elements and principles
- Visual communications in context

### Assessment Tasks

- Drawings for different purposes, using a range of drawing methods, media and materials
- Apply design elements and principles that satisfy a brief
- Visual communication design analysis
- Examination

## Unit Two Overview

Unit Two is the application of visual communication with in the three design fields, communication design, industrial design and environmental design. The students will create presentation drawings that incorporate relevant technical drawing conventions. They will manipulate type and images using design programs such as Adobe Illustrator and Photoshop. Unit Two also provides the opportunity to creatively apply the stages of the design process to create a visual communication to a given brief.

### Areas of Study

- Technical drawing on context
- Type and imagery
- Applying the design process

### Assessment Tasks

- Technical drawing conventions for different design fields
- Manipulate type and images suitable for print and screen based presentations
- Apply stages of the design process to create a visual communication
- Examination

### Recommended Prior Learning

- Year 10 Visual Communication Design

### Further Pathways

- Units 3 & 4 Visual Communication Design



# VISUAL COMMUNICATION DESIGN

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

### Areas of Study

- Analysis and Practice in Context
- Design Industry Practice
- Developing a Brief and Generating Ideas

### Assessment Tasks

- Design Brief
- Folio
- Report
- Annotated visuals

## Unit Four Overview

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

### Areas of Study

- Development, refinement and evaluation
- Final presentations

### Assessment Tasks

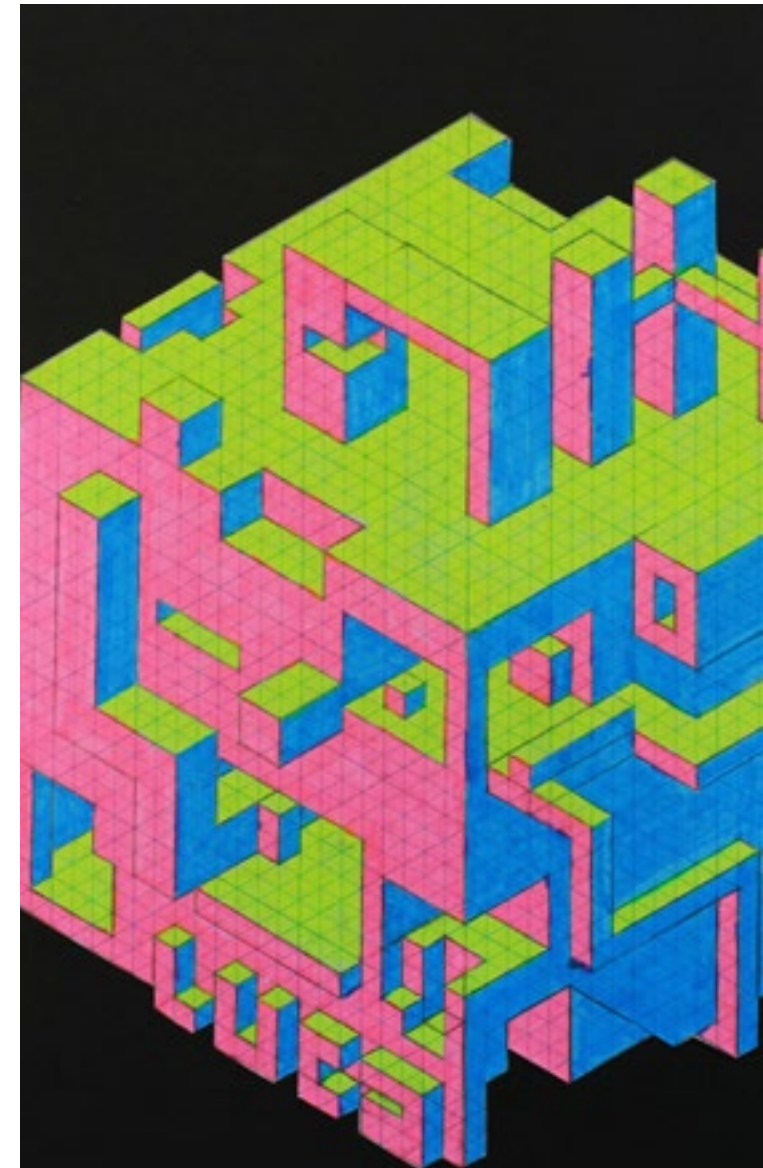
- Design Pitch
- Folio
- Report
- Annotated visuals
- Examination

### Recommended Prior Learning

- Units 1 & 2 Visual Communication Design

### Further Pathways

- Graphic Designer
- Architect
- Interior Designer
- Fashion Designer
- Sign writer
- Advertising Account Executive



## MUSIC

YR10

ELECTIVE

YEAR LONG

### Course Overview

Music studies in Year 10 are offered as an elective course. No specific instrumental skill is required as a prerequisite but students will be encouraged to undertake individual instrument tuition and to participate in at least one performance ensemble. The core music skills of performance, listening and composition will be developed through students' specific musical interests as well as through the examination historically credible repertoire including Western Art Music, Jazz and genres from the 20th and 21st Centuries.

### Areas of Study

- Improvise and arrange music, using aural awareness and technical skills
- to manipulate the elements of music to explore options for interpretation and developing music ideas
- Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions
- Evaluate a range of performances and compositions to inform and refine their own music making

### Assessment Tasks

- Performances
- Music History Folios
- Listening and Theory Tests
- Examination

### Recommended Prior Learning

- Year 9 Music
- Expertise within a musical instrument is recommended

### Further Pathways

- Units 1 & 2 VET Music

## MUSIC VET

YR11

CERTIFICATE III

ELECTIVE

YEAR LONG

### Unit One Overview

The VCE VET Music Industry program covers a variety of topics including – develop and update music industry knowledge, develop music knowledge and listening skills, develop technical skills for playing or singing music, lay soundtracks, undertake simple lighting/sound/audio visual activities, and use the internet to access and modify music.

### Areas of Study

- Contribute to health and safety of self and others
- Implement copyright arrangements
- Apply knowledge of style and genre to music industry practice

### Assessment Tasks

- Practical Performance
- Development of Content Knowledge
- Music Technology
- Research Tasks

### Unit Two Overview

The VCE VET Music Industry program covers a variety of topics including – develop and update music industry knowledge, develop music knowledge and listening skills, develop technical skills for playing or singing music, lay sound tracks, undertake simple lighting/sound/audio visual activities, and use the internet to access and modify music.

### Areas of Study

- Work effectively in the music industry
- Make a music demo
- Develop simple musical pieces using electronic media

### Assessment Tasks

- Practical Performance
- Development of Content Knowledge
- Music Technology
- Research Tasks

### Recommended Prior Learning

- No prior learning is required for this course, however, ability to play an instrument is an advantage

### Further Pathways

- This unit of study will lead into Units 3 & 4 VET Music – Performance Specialisation



## MUSIC VET

YR12

CERTIFICATE III

ELECTIVE

YEAR LONG

### Unit Three and Four Overview

The VCE VET Music Industry program covers a variety of topics including – develop and update music industry knowledge, develop music knowledge and listening skills, develop technical skills for playing or singing music, lay sound tracks, undertake simple lighting/sound/audio visual activities, and use the internet to access and modify music.

### Areas of Study

- Technical Skills in performance
- Improvisation
- Stagecraft Development
- Performance

### Assessment Tasks

- Performance
- Development of Content Knowledge
- Performance Planning and Development
- Performance Analysis

### Recommended Prior Learning

- Year 10 Music
- Year 11 VET Music

### Further Pathways

This unit of study can lead to a Certificate IV – Music Industry at TAFE or into the Music Industry itself.

# DESIGN & TECHNOLOGIES

## CISCO

YR10

ELECTIVE

YEAR LONG

### Course Overview (Incorporating selected units from Certificate IV in Integrated Technologies)

The VCE VET Cisco program provides participants with the knowledge and the skills to prepare for a career in networking and to meet the current and future industry requirements to effectively work within an IT environment across a range of industry sectors.

### The VCE VET Cisco Program aims to provide

- Training and practical skills to manage and optimise network systems ranging from small or home office to more complex enterprises
- The knowledge and skills required to undertake the examinations from the internally recognised Cisco qualifications, including the Cisco CCENT and CCNA Routing and Switching certification examinations

### Areas of Study

This program is offered through a partnership agreement with and under the quality assurance processes of Cisco Networking Academies (USA). The program is designed to give participants practical skills in designing, configuring and installing computer internetworks using equipment such as routers, switched, hubs and hosts.

### Outcomes

- Build a simple network and establish end to end connectivity
- Configure and troubleshoot network switches and routers
- Install and configure a home or small office networks

### Recommended Prior Learning

- Year 9 Digital Technologies

### Further Pathways

Enhanced employment opportunities and pathways to further education and training in the Information and Communications technology field. It also provides advanced problem solving and analytical skills appropriate for studies in Engineering, Mathematics or Science.

### Credit in the VCE

Students undertaking the Cisco Program are eligible one VCE VET unit, for each year, on their VCE Statement of Results. These units are at Units 3 and 4 level. This increment applies to Year 1.



# DIGITAL TECHNOLOGIES

YR10

ELECTIVE

YEAR LONG

## Course Overview

Learning in Digital Technologies enables students to become confident and creative developers of digital solutions through the application of information systems and problem solving using specific ways of thinking. Students will learn how computers work in a networked system and use computational thinking to create digital solutions for real-world problems. Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate digital solutions to meet and redefine current and future needs
- Use computational thinking to create digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between digital systems and the impact of these systems on individuals, societies, economies and environments

## Areas of Study

- Digital Systems
- Data and Information
- Creating Digital Solutions

## Assessment Tasks

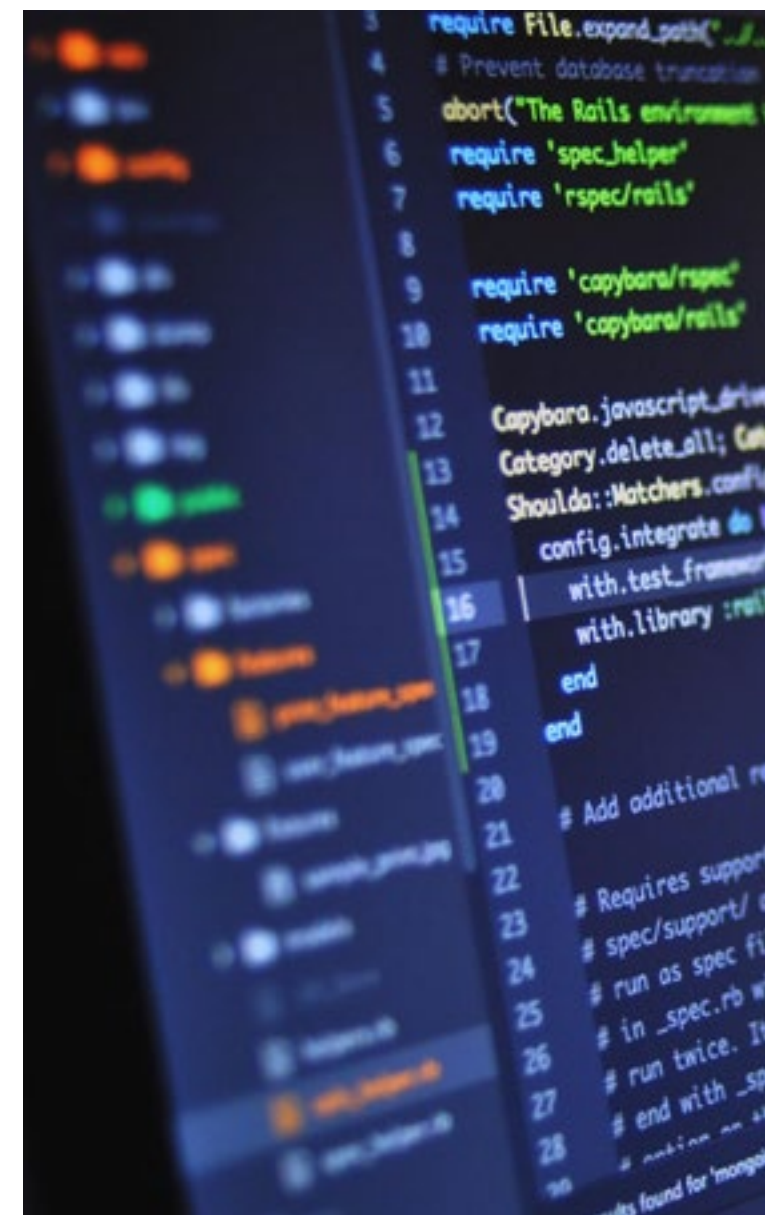
- Digital Portfolio
- Website solution
- Networked information system
- Level design and prototyping using Unity 3D
- Game development using Unity 3D
- Video game design and prototyping using Visual Basic
- Semester Examination

## Recommended Prior Learning

- Year 9 Digital Technologies

## Further Pathways

This subject builds on skills students have developed in Year 9 Digital Technologies and prepares students for a range of pathways including VCE Applied Computing.



# APPLIED COMPUTING

YR11

UNIT 1

ELECTIVE

SEMESTER LONG

## Unit Overview

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs. In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

### Areas of Study

- Data Analysis
- Programming

### Assessment Tasks

- Data visualisation solution
- Programming solution
- End of Semester Examination

### Recommended Prior Learning

- Year 10 Digital Technologies

### Further Pathways

- Unit 2 Applied Computing
- Units 3 & 4 Software Development

Careers in Programming; Computer Science; Business Systems Engineering; Robotics; Linguistics; Game/Multimedia Industry; Software Development; Database Management; Web Design Information Architecture and Business Analysis.

YR11

UNIT 2

ELECTIVE

SEMESTER LONG

## Unit Overview

VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. In this unit students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment.

### Areas of Study

- Innovative Solutions
- Networking Security

### Assessment Tasks

- Innovative solution
- Networking solution
- End of Semester Examination

### Recommended Prior Learning

- 10 Digital Technologies
- Unit 1 Applied Computing

### Further Pathways

- Units 3 & 4 Software Development

Careers in Programming; Computer Science; Business Systems Engineering; Robotics; Linguistics; Game/Multimedia Industry; Software Development; Database Management; Web Design Information Architecture and Business Analysis.

# APPLIED COMPUTING: SOFTWARE DEVELOPMENT

YR12

UNIT 3

ELECTIVE

YEAR LONG

## Unit Overview

In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Area of Study One students respond to teacher-provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules.

In Area of Study Two students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study Two forms the first part of the School-assessed Task (SAT) that is completed in Unit Four, Area of Study One.

## Areas of Study

- Software development: programming
- Software development: Analysis and design

## Assessment Tasks

- Using a programming language to develop working modules
- Analyse and generate designs and formulate a project plan

Percentage contributions to the study score in VCE Software development are as follows:

- Unit 3 School-assessed Coursework: 10 per cent
- School-assessed Task: 30 per cent
- End-of-year examination: 50 per cent

## Recommended Prior Learning

- Units 1 & 2 Applied Computing

## Further Pathway

- Unit 4 Software Development

Careers in Programming; Computer Science; Business Systems Engineering; Robotics; Linguistics; Game/Multimedia Industry; Software Development; Database Management; Web Design Information Architecture and Business Analysis.

YR12

UNIT 4

ELECTIVE

YEAR LONG

## Unit Overview

In this unit, students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

In Area of Study One students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit Three, Area of Study Two, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study One forms the second part of the School-assessed Task (SAT).

In Area of Study Two students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

## Areas of Study

- Software development: development and evaluation
- Cybersecurity: software security

## Assessment Tasks

- Software solution in chosen programming language
- Analyse and evaluate software development security strategies

Percentage contributions to the study score in VCE Software development are as follows:

- Unit Four School-assessed Coursework: 10 per cent
- School-assessed Task: 30 per cent
- End-of-year examination: 50 per cent

## Recommended Prior Learning

- Unit 3 software development

## Further Pathway

Careers in Programming; Computer Science; Business Systems Engineering; Robotics; Linguistics; Game/Multimedia Industry; Software Development; Database Management; Web Design Information Architecture and Business Analysis.



# FOOD STUDIES

YR10

ELECTIVE

YEAR LONG

## Course Overview

Food Studies focuses on students working safely, hygienically with a range of tools and equipment, including some which are complex. Students also use a range of materials/ingredients, components and processes to produce a variety of interesting and delicious food products. Students will continue to focus on the design process with a strong emphasis on the design and evaluation of products. Students will work safely and maintain a clean working environment.

### Areas of Study

- Safety in the Kitchen
- The Design Process
- Skill Development in using Tools & Equipment
- Fruit & Vegetable Preparation
- Meat types and cuts
- Meat, Fish & Poultry purchasing, Preparation and Storage
- Production
- Designer Exercises

### Assessment Tasks

- Production
- Assignments
- Examination

### Recommended Prior Learning

- Year 9 Food Studies.

### Further Pathways

- Units 1 & 2 Food Studies

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. Australia indigenous food prior to European settlement is also studied.

### Areas of Study

- Food around the World
- Food in Australia

### Assessment Tasks

- Production
- Practical Demonstration
- Examination

## Unit Two Overview

Students investigate food systems in Australia, including commercial and domestic production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

### Areas of Study

- Food industries
- Food in the home

### Assessment Tasks

- Production
- Short Written Report
- Examination

### Recommended Prior Learning

- Year 10 Food Studies

### Further Pathways

- Units 3 & 4 Food Studies

## FOOD STUDIES

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

### Unit Three Overview

This unit investigates the many roles and everyday influences of food. It explores the science of food: the physiology of eating and appreciating food, and the microbiology of digestion, the functional properties of food and the changes that occur during food preparation and cooking.

It also focuses on influences on food choice, the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

### Areas of Study

- The Science of Food
- Food Choice, Health and Wellbeing

### Assessment Tasks

- Practical activities, with records
- Short Written Reports: Media Analysis, Research Inquiry
- Structured Questions
- Case Studies
- Practical and Analysis

### Unit Four Overview

This unit examine debates about global and Australian food systems. It focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

### Areas of Study

- Environment and Ethics
- Navigating Food Information

### Assessment Tasks

- Practical activities, with records
- Short Written Reports: Media Analysis, Research Inquiry
- Design Task
- Examination

### Recommended Prior Learning

- Units 1 & 2 Food Studies

### Further Pathways

Pathways to tertiary education, advanced diploma courses and TAFE courses.

## PRODUCT DESIGN TECHNOLOGY-WOOD

YR10

ELECTIVE

YEAR LONG

### Course Overview

The course attempt to build upon the students understanding of the Product design process. The subject includes a theoretical component whilst providing students with an opportunity to work with variety of timber materials in the construction of a functional product. Students work individually, in pairs or in small groups to accomplish this task. Students will have the opportunity to utilise 3D modelling software and create multiple design options in the process of fulfilling the design brief criteria- which is teacher lead, but student driven.

### Areas of Study

- Traditional, Contemporary and Emerging Materials
- Use of Technologies
- Ethical and Sustainable Decisions
- Materials and Production Processes
- Safety in the Workshop
- The Design Processes

### Assessment Tasks

- Design Folio
- Research Tasks
- Production Activities
- Examination

### Recommended Prior Learning

- Year 9 Design & Technology

### Further Pathways

- Units 1 & 2 Product Design and Technology

# PRODUCT DESIGN TECHNOLOGY

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product.

### Areas of Study

- Sustainable Product Redevelopment
- Producing & Evaluating a Redeveloped Product

### Assessment Tasks

- Design Folio
- Production
- Examination

## Unit Two Overview

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

### Areas of Study

- Designing Within a Team
- Producing & Evaluating Within a Team.

### Assessment Tasks

- Design Folio
- Production
- Examination

### Recommended Prior Learning

- Year 10 Design and Technology and/or
- Year 10 Systems Engineering and/or
- Year 10 Product Design

### Further Pathways

- Units 3 & 4 Product Design Technology

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

### Areas of Study

- Designing for End-User/s
- Product Development in industry
- Designing for others

### Assessment Tasks

- Design Folio
- Annotated Design Brief
- Industrial Settings Report

## Unit Four Overview

In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

### Areas of Study

- Product analysis and comparison
- Product Manufacture
- Product Evaluation

### Assessment Tasks

- Functional Product
- Written Report that includes an Evaluation of the Product
- Product analysis and comparison of commercially produced products
- Examination

### Recommended Prior Learning

- Year 11 Product Design & Technology

### Further Pathways

VCE Product Design and Technology offers students a range of career pathways in design in fields such as; industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels.

# SYSTEMS ENGINEERING AND PRODUCT DESIGN

YR10

ELECTIVE

YEAR LONG

## Course Overview

The course attempt to introduce students to both the Product Design and Systems Engineering processes. Both components include a theoretical component whilst providing students with an opportunity to work with different materials/components to construct a functional product or system. Each component is undertaken for a semester.

## Areas of Study

### Design & Technology:

- Safety in the Workshop
- Introduction to the Product Design Process
- Introduction to a range of Wood Joining Techniques
- Introduction to a range of Power Tools & the use of the Laser cutter
- Introduction to CAD drawings 3D models for 3D printing and Laser cutting
- Construction of a Wood – based Production piece

### Systems Engineering:

- Safety in the Workshop
- Introduction to the Systems Engineering Process
- Soldering
- Simple Machines & Mechanical Systems Analysis
- Constructing an Electronics kit or Model

## Assessment Tasks

- Design Folio
- Production
- Soldering Brochure
- Final Examination

## Recommended Prior Learning

- Year 9 Design Technology
- Year 9 Robotics

## Further Pathways

- VCE Product Design & Technology and/or
- Systems Engineering

# SYSTEMS ENGINEERING

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages.

Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

## Areas of Study

- Mechanical System Design
- Producing and Evaluating Mechanical Systems.

## Assessment Tasks

- Written Report
- Production Work
- Examination

## Unit Two Overview

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems.

Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

## Areas of Study

- Electrotechnological Systems Design
- Producing and evaluating Electrotechnological Systems

## Assessment Tasks

- Written Report
- Production Work
- Examination

## Recommended Prior Learning

- Year 10 Systems and Design

## Further Pathways

- Units 3 & 4 Systems Engineering
- Units 3 & 4 Product Design & Technology



# SYSTEMS ENGINEERING

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts.

Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

### Areas of Study

- Integrated and Controlled Systems Design
- Clean Energy Technologies

### Assessment Tasks

- Mechanical Systems Investigation
- Projects Folio
- Examination

## Unit Four Overview

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit Three. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

### Areas of Study

- Producing and Evaluating Integrated and Controlled Systems
- New and Emerging Technologies

### Assessment Tasks

- Written Report Documenting the Systems Engineering Process including Production work to create an Engineering System
- Written Report on New and Emerging Technologies
- Examination

### Recommended Prior Learning

- Year 10 Systems and Design or
- Units 1 & 2 Systems Engineering
- Units 1 & 2 Product Design Technology

### Further Pathways

Careers in Engineering; Robotics; Automation and Control Technologies; Energy Management; Aviation Industry; Industrial Engineering; Theatre and special effects; Electrical Trades; Electro technology; Hydraulics and Pneumatics; Mechanical & Diesel Technician; Automotive Industry; Telecommunications Industry; Refrigeration/Air Conditioning; & Maintenance Fitter.





# HEALTH & PHYSICAL EDUCATION

## HEALTH & PHYSICAL EDUCATION

YR10

ELECTIVE

YEAR LONG

### Course Overview

Students learn how the body systems affect physical activity and which fitness training methods are appropriate for certain sports. They investigate what foods are beneficial to fitness and how this can affect performance. Students look at game sense training methods and how this can be applied in their chosen sport. The subject is a mix between theory and practical.

### Areas of Study

- Understanding movement
- Learning through movement
- Being healthy, safe and active
- Moving the body
- Outdoor Education

### Assessment Tasks

- Fitness Project - Basketball Analysis
- Game Sense presentation - Practical and Theory
- Juiced Nutrition
- Harm Ministration

### Recommended Prior Learning

Students who have completed Year 9 Outdoor Education will benefit from learning the body systems and should be able to recall the information and extend their knowledge.

### Further Pathways

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



# PHYSICAL EDUCATION

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

In Unit One students explore the human body in motion, developing and consolidating student knowledge of the human body systems and how each relate to one another. 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. In depth investigation into each system, its structures, how to improve its function legally and illegally will be a focus.

### Areas of Study

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

### Assessment Tasks

- Musculoskeletal SAC
- Cardiorespiratory SAC
- Unit Examination

## Unit Two Overview

In Unit Two aims to develop students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

### Areas of Study

- What are the relationships between physical activity, sport and health and society?
- What are the contemporary issues associated with physical activity and sport?

### Assessment Tasks

- Physical Activity Assessment
- Contemporary issue investigation and presentation
- Unit Examination

### Recommended Prior Learning

Completion of the Outdoor Education and Sports Performance elective in Year 9 and the Physical Education elective in Year 10, whilst not essential, will be beneficial.

### Further Pathway

- Units 3 & 4 Physical Education
- Sports Science
- Physiotherapy
- Physical Education Teaching
- Coaching
- Strength and Conditioning



# PHYSICAL EDUCATION

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In Unit Three students study biomechanical and skill acquisitional principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and a range of practical sessions students develop an understanding how these principles can be applied to improve performance. Students also explore the various systems and mechanisms associated with the production of energy required for human movement.

### Areas of Study

- How are movement skills improved?
- How does the body produce energy?

### Assessment Tasks

- Written tests
- Data analysis
- Structured Questions

## Unit Four Overview

In Unit Four students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

### Areas of Study

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

### Assessment Tasks

- Written reports
- Reflective Folio
- Structured questions
- Laboratory Reports

### Recommended Prior Learning

- Year 10 Physical Education
- Units 1 & 2 Physical Education

### Further Pathway

- Sports Science
- Physiotherapy
- Physical Education Teaching
- Coaching
- Strength and Conditioning



# HEALTH & HUMAN DEVELOPMENT

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Areas of Study

- Health Perspectives and Influences
- Health and Nutrition
- Youth Health and Wellbeing

### Assessment Tasks

- Written SAC
- Written Report
- Verbal Presentation
- Multimedia Presentation

## Unit Two Overview

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Areas of Study

- Developmental transitions
- Health care in Australia

### Assessment Tasks

- Written SAC
- Written Report
- Verbal Presentation
- Multimedia Presentation

### Recommended Prior Learning

- Year 10 Physical Education

### Further Pathway

- Units 3 & 4 Health and Human Development
- Nursing
- Midwifery
- Health Policy
- Nutrition



# HEALTH & HUMAN DEVELOPMENT

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### Areas of Study

- Understanding health and wellbeing
- Promoting health and wellbeing

### Assessment Tasks

- Written report
- Oral presentation
- Visual presentation
- Structured questions
- Data analysis

## Unit Four Overview

This unit examines health and wellbeing, and human development in a global context. Students consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### Areas of Study

- Health and Wellbeing in a Global Context
- Health and the Sustainable Development Goals

### Recommended Prior Learning

- Units 1 & 2 Health and Human Development

### Further Pathway

- Nursing
- Midwifery
- Health Policy
- Nutrition



# SPORT AND RECREATION

YR11

VET CERTIFICATE III

ELECTIVE

YEAR LONG

## Unit One and Two Overview

VET Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. In Units One and Two, students can choose from a range of electives to create a program of their choice, including sport specific activities, conducting events, outdoor recreation or fitness programs.

### Areas of Study

- Organise and complete daily work activities
- Provide first aid
- Participate in workplace health and safety
- Assist with activity sessions
- Provide Quality Service
- Respond to Emergency Situations
- Work effectively in Sport, Fitness and Recreation Environments
- Maintain Sport, Fitness and Recreation Industry Knowledge

### Assessment Tasks

- Written Tests
- Oral Presentation
- Coaching Junior classes
- Leading Fitness sessions
- Workbook Tasks
- Online Assessment
- Examination

### Recommended Prior Learning

There is no recommended learning prior to commencing this course. It is encouraged that students have a passion for Physical Education and sport in general.

### Further Pathway

- Units 3 & 4 VET Sport and Recreation

YR12

VET CERTIFICATE III

ELECTIVE

YEAR LONG

## Unit Three and Four Overview

VET Sport and recreation provides students with the skills and knowledge to work in the Sport and Recreation industry. Units Three and Four offers scored assessment and includes core units such as conduct basic warm-up and cool-down programs, plan and conduct programs, risk assessment, and control and knowledge of coaching practices.

### Areas of Study

- Develop and update knowledge of coaching practices
- Participate in WHS hazard identification, risk assessment and risk control
- Facilitate groups
- Plan and Conduct Programs
- Conduct basic warm ups and cool downs
- Educate user groups

### Assessment Tasks

- Written tests
- Oral Presentation
- Coaching Junior classes
- Leading Fitness sessions
- Workbook Tasks
- Online Assessment
- Examination

### Recommended Prior Learning

Units 1 & 2 VET Sport and Recreation.

### Further Pathway

- Personal/ Group Training
- Sports Coaching
- Fitness Centre Management
- Sports Management
- Event Management
- Lifeguard
- Physical Education Training

# HUMANITIES

## HUMANITIES

YR10

CORE

YEAR LONG

### Course Overview

Year 10 Humanities explores a range of different topics within the fields of History, Geography and Civics and Citizenship. Students investigate World War II across Europe and North Africa as well as its impacts on the Asia-Pacific region and upon the home front. They research the impacts of migration on Australia and the civil rights movements. Students investigate a range of environmental challenges and management strategies as well as model key geographic skills.

### Areas of Study

- Civics and Citizenship
- Geography
- History

### Assessment Tasks

- The Battle-scars Project
- The From There to Here Project
- The Histogram Project
- The One World Project
- The Urban Cataclysm Project
- Examination

### Recommended Prior Learning

- Year 9 Humanities

### Further Pathways

Year 10 Humanities covers a broad range of content and develops a wide range of critical skills that support students as they move into senior Humanities subjects such as History, Economics, Legal Studies, Business Management and Legal Studies.

## COMMERCE

YR10

ELECTIVE

YEAR LONG

### Course Overview

The course gives students a basic introduction to a variety of areas studied in Commerce, such as Accounting, Taxation, Business Management, Economics, Australian Politics and Legal Studies that students may wish to pursue in their VCE studies. It also aims to assist students build on their financial literacy which will not only aid those students wanting to continue a stream of Commerce in future years but will also assist all students become more informed citizens.

### Areas of Study

- Civics and Citizenship
- Business and Economics

### Assessment Tasks

- Economics Test
- The Business Pitch
- Accounting Test
- Politics Test
- Examination

### Recommended Prior Learning

- Year 9 Humanities

### Further Pathways

Year 10 Commerce covers a broad range of content and develops a wide range of critical skills that support students as they move into senior Humanities subjects such as Economics, Legal Studies, Business Management and Legal Studies.

# ACCOUNTING

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

Unit One Accounting focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information. Students use both manual methods and ICT to record financial data and report accounting information.

### Areas of Study

- The role of Accounting
- Recording financial data and reporting accounting information for a service business

### Assessment Tasks

- Understanding operations of the business
- Recording financial data using single entry accounting
- Reporting and analysing financial data

## Unit Two Overview

Unit Two extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance. Students use both manual methods and ICT to record financial data and report accounting information.

### Areas of Study

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

### Assessment Tasks

- Recording and reporting for Inventory
- Reporting and reporting for Accounts Receivables and Accounts Payables
- Record and report for non-current assets and depreciation

### Recommended Prior Learning

- Year 10 Humanities
- Year 10 Commerce

### Further Pathway

- Units 3 & 4 Accounting



# ACCOUNTING

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

Unit Three requires students to use the double entry system of recording financial data as well as prepare reports such as the Balance Sheet, Income Statement and the Cash Flow Statement. These reports are then used to make informed decisions on the performance of the business. Students use both manual methods and ICT to record financial data and report accounting information.

### Areas of Study

- Recording and analysing financial data
- Preparing and interpreting accounting reports

### Assessment Tasks

- Recording financial data using double entry accounting
- Record and report financial data using the perpetual method of inventory recording
- Reporting and reporting using the accrual basis of accounting

## Unit Four Overview

Unit Four provides an extension of the recording and reporting processes from Unit Three and the use of financial and non-financial information in assisting management in the decision-making process. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students use both manual methods and ICT to record financial data and report accounting information.

### Areas of Study

- Extension of recording and reporting
- Budgeting and decision-making

### Assessment Tasks

- Recording and reporting using an accrual based reporting system
- Extension of recording and reporting using accrual based reporting system
- Preparing, interpreting and analysing budgeted accounting reports
- Examination

### Recommended Prior Learning

- Units 1 & 2 Accounting

### Further Pathway

- Bachelor degrees or TAFE qualifications in accounting, economics, finance, commerce or business



# BUSINESS MANAGEMENT

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

Businesses of all sizes are major contributors to the economic and social well-being of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

### Areas of Study

- The Business Idea
- External Environment
- Internal Environment

### Assessment Tasks

- Case study analysis
- Development of a Business Plan and/or Feasibility Study
- Examination

### Recommended Prior Learning

- Year 10 Commerce

## Unit Two Overview

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied 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 various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

### Areas of Study

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

### Assessment Tasks

- Case Study Analysis
- Examination

### Recommended Prior Learning

- Year 10 Commerce

### Further Pathway

- Units 3 & 4 Business Management



# BUSINESS MANAGEMENT

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

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

### Areas of Study

- Business Foundations
- Managing employees
- Operations Management

### Assessment Tasks

- Case Study Analysis

## Unit Four Overview

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

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 leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

### Areas of Study

- Reviewing Performance - the need for change
- Implementing Change

### Assessment Tasks

- Case Study Analysis
- Examination (end of the year)

### Recommended Prior Learning

- Units 1 & 2 Business Management

### Further Pathway

- Bachelor degrees or TAFE qualifications in History, Political Science, Commerce or Business



# ECONOMICS

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

In Unit One students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

### Areas of Study

- Thinking like an Economist
- Decision making in markets

### Assessment Tasks

- Research Report
- Structured Questions
- Examination

## Unit Two Overview

In Unit Two students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

### Areas of Study

- Economic growth, long-term economic prosperity and environmental sustainability
- Economic efficiency and Equity
- Global Economic Issues

### Assessment Tasks

- Structured Report
- Case Studies
- Structured Questions
- Examination

### Recommended Prior Learning

- Year 10 Humanities
- Year 10 Commerce

### Further Pathway

- Units 3 & 4 Economics
- Bachelor degrees or TAFE qualifications in economics, accounting, finance, commerce or business



# ECONOMICS

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In Unit Three students investigate how resources are allocated and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They review perspectives of the relevant stakeholders and evaluate decisions that may have been made with regards to these issues. Students consider the economic costs and benefits associated with greater levels of international trade, movement of capital and economic integration. They investigate whether Australia's prosperity depends upon economic events in the rest of the world and whether the decisions made by Australian economic agents have any effect on the global economy.

### Areas of Study

- An introduction to microeconomics: the market system, resource allocation and government intervention
- Domestic macroeconomic goals
- Australia and the world economy

### Assessment Tasks

- Structured Questions

## Unit Four Overview

Unit Four examines ability of government to achieve domestic macroeconomic goals and the effect on living standards. Students review how government can utilise a wide range of policy instruments to influence these goals and to positively affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government spending to directly and indirectly influence domestic macroeconomic goals.

### Areas of Study

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

### Assessment Tasks

- Structured Questions
- Examination

### Recommended Prior Learning

- Units 1 & 2 Economics

### Further Pathway

- Bachelor degrees or TAFE qualifications in economics, accounting, finance, commerce or business



# HISTORY

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

In Unit One, students explore the emergence of Bolshevism and later Communism in Russia, review the aftermath of World War I and examine the post-war treaties that ushered in a period where the world was reshaped with new borders, movements, ideologies and power structures. Students investigate how these changes affected developments in Europe, the USA and Asia. As well as investigate Germany in the interwar period, focusing on Weimar cultural development and the rise of Nazism.

### Areas of Study

- Ideology and Conflict
- Social and Cultural Change

### Assessment Tasks

- A Historical Inquiry
- An Analysis of Primary Sources
- Examination

## Unit Two Overview

In Unit Two, students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. They investigate the establishment of the United Nations in 1945 and explore how an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety impacted the post war period. A focus area in this investigation is the emergence and impact of terrorist groups.

### Areas of Study

- Competing Ideologies
- Challenge and Change

### Assessment Tasks

- An Analysis of Historical Interpretations
- An Essay
- Examination

### Recommended Prior Learning

- Year 10 Humanities

### Further Pathway

- Units 3 & 4 History





# HISTORY

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this area of study students analyse the long-term causes and short-term triggers of The American Revolution from 1754 to 4 July 1776 (French and Indian War to the Declaration of Independence 1776). They evaluate how revolutions are caused and what the outcomes and consequences of revolution are.

### Areas of Study

- Causes of Revolution
- Consequences of Revolution

### Assessment Tasks

- A Historical Inquiry
- An Analysis of Primary Sources

## Unit Four Overview

In this area of study students analyse the long-term causes and short-term triggers of The Chinese Revolution from 1912 to 1949 (The Chinese Republic to the Communist victory in the Civil War on the 1 October 1949). They evaluate how revolutions are caused and what the outcomes and consequences of revolution are.

### Areas of Study

- Causes of Revolution
- Consequences of Revolution

### Assessment Tasks

- An Analysis of Historical Interpretations
- An Essay
- Examination

### Recommended Prior Learning

- Units 1 & 2 History

### Further Pathway

Bachelor degrees or TAFE qualifications in History, Political Science commerce or business.





# LEGAL STUDIES

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

Students develop an understanding of legal foundations, such as different types and sources of law and the existence of a court hierarchy in Victoria. Key concepts of criminal and civil law will be investigated and how the law can be applied to both real and hypothetical cases or scenarios.

### Areas of Study

- Legal Foundations
- Presumption of Innocence
- Civil Liability

### Assessment Tasks

- Structured Questions (use of case study)
- Examination

## Unit Two Overview

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students examine a significant case in relation to the protection of rights in Australia.

### Areas of Study

- Sanctions
- Remedies
- Rights

### Assessment Tasks

- Structured Questions (use of case study)
- Examination

### Recommended Prior Learning

- Year 10 Commerce

### Further Pathway

- Units 3 & 4 Legal Studies



# LEGAL STUDIES

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### Areas of Study

- The Victorian criminal justice system
- The Victorian civil justice system

### Assessment Tasks

- Structured Questions (use of case study)
- Case Study

## Unit Four Overview

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

### Areas of Study

- The People and the Australian Constitution
- The People, the Parliament and the Courts

### Assessment Tasks

- Structured Questions (use of case study)
- Examination

### Recommended Prior Learning

- Units 1 & 2 Legal Studies

### Further Pathway

- Bachelor of Arts: Law
- Bachelor of Arts: Criminology
- Bachelor of Arts: Social Science



# LANGUAGES

## ITALIAN

YR10

ELECTIVE

YEAR LONG

### Course Overview

Year 10 Italian aims to extend and develop knowledge students have already gained in conversation, comprehension, reading and writing skills to ensure that they have a good understanding of the Italian language at this level. Students will continue to develop an appreciation of language and culture. They will work on new grammar structures and use the PBL model in one or more units of work.

### Areas of Study

- World of work
- Environment
- Italian Cinema

### Assessment Tasks

- Completing a Work Experience Booklet in Italian
- Reading Job Interviews
- Listening to conversation about environment
- Investigating Environmental issues
- Grammar and Vocabulary related activities
- Creating a Bilingual brochure
- Examination

### Recommended Prior Learning

- Year 9 Italian

### Further Pathways

- Units 1 & 2 Italian





# ITALIAN

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

Students will develop an understanding of language or culture based on the prescribed areas of study. Each area will focus on a different subtopic to develop a range of skills such as extended vocabulary and grammar knowledge and skills. Students will also reflect on interplay between language and culture.

### Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

### Assessment Tasks

- Establish and maintain an informal /personal conversation
- Reading Comprehension in Italian and English
- Writing in Italian for a specific purpose and audience
- Examination

## Unit Two Overview

Students will analyse visual spoken and written texts. They will access and share useful information and continue to consolidate vocabulary and grammar. The cultural element will focus on how perspectives vary between communities and its impact on meaning and understanding in specific contexts and for specific audiences.

### Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

### Assessment Tasks

- Written response to written, spoken or visual text
- Written analysis to information from texts
- Speak in Italian about an aspect of culture where Italian is spoken
- Examination

### Recommended Prior Learning

- Year 10 Italian

### Further Pathways

- Units 3 & 4 Italian





# ITALIAN

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

Students will investigate the way Italian speakers interpret and express ideas and negotiate and persuade in Italian through the study of 3 or more prescribed subtopics. Students will interpret information, inform and reflect upon and develop persuasive arguments. Students will continue to develop vocabulary and grammar skills. Students will also reflect on Italian culture and practices and how learning Italian can be applied in a range of areas such as further study, travel, business or community involvement.

### Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

### Assessment Tasks

- Establish and maintain and personal exchange to resolve a personal issue
- Interpret information from texts and respond in Italian
- Writing a personal informative or imaginative piece in Italian to express an idea

## Unit Four Overview

Students will build on their knowledge of Italian speaking communities, considering cultural perspectives and language and explaining personal observations. Students reflect on practices or products that provide insights into Italian speaking communities. These will be provided through a diverse range of texts, activities and creations. Areas of Study One and Two may be based on the same sub topic. Area of Study Three will differ.

### Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

### Assessment Tasks

- Share information, ideas and opinions in a spoken exchange in Italian
- Analyse information from written spoken and viewed texts for use in an Italian written response
- Present concepts and ideas in an evaluative or persuasive writing on an issue in Italian
- Oral Examination
- Written Examination

### Recommended Prior Learning

- Units 1 & 2 Italian



# JAPANESE

YR10

ELECTIVE

YEAR LONG

## Course Overview

In Year 10 Japanese, the course aims to extend and develop the knowledge you already have gained in conversation, comprehension, reading and listening skills and writing skills so as to make sure that you have a good understanding of the language. You will continue to develop an appreciation of language and culture. You will work on new grammar structures and use the PBL model in one or more units of work.

### Areas of Study

- Eating out
- Getting around - Directions
- Homestays
- Sport
- Part time work
- Japanese Comics

### Assessment Tasks

- CT activities to support learning Japanese
- Various written and speaking skills
- Language Perfect as homework and class revision
- Investigation work
- Comparing lifestyles
- Documentaries
- Examination

### Recommended Prior Learning

- Year 9 Japanese

### Further Pathways

- Units 1 & 2 Japanese

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

Students will develop an understanding of language or culture based on the prescribed areas of study. Each area will focus on a different subtopic to develop a range of skills such as extended vocabulary and grammar knowledge and skills. Students will also reflect on interplay between language and culture.

### Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

### Assessment Tasks

- Exchange meaning in a spoken interaction in Japanese
- Interpret information from 2 texts and respond in Japanese and English
- Present information, concepts and ideas in writing in Japanese
- Examination

## Unit Two Overview

Students will analyse visual spoken and written texts. They will access and share useful information and continue to consolidate vocabulary and grammar. The cultural element will focus on how perspectives vary between communities and its impact on meaning and understanding in specific contexts and for specific audiences.

### Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

### Assessment Tasks

- Written response to written, spoken or visual text
- Written analysis from information from texts in Japanese
- Speak in Japanese about an aspect of culture where Japanese is spoken
- Examination

### Recommended Prior Learning

- Year 10 Japanese

### Further Pathways

- Units 3 & 4 Japanese



# JAPANESE

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

Students will investigate the way Japanese speakers interpret and express ideas and negotiate and persuade in Japanese through the study of 3 or more prescribed subtopics. Students will interpret information, inform and reflect upon and develop persuasive arguments. Students will continue to develop vocabulary and grammar skills.

Students will also reflect on Japanese culture and practices and how learning Japanese can be applied in a range of areas such as further study, travel, business or community involvement.

### Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

### Assessment Tasks

- Establish and maintain and personal exchange in Japanese to resolve a personal issue
- Interpret information from texts and respond in Japanese
- Writing a personal informative or imaginative piece in Japanese to express an idea
- Examination

## Unit Four Overview

Students will build on their knowledge of Japanese speaking communities, considering cultural perspectives and language and explaining personal observations. Students reflect on practices or products that provide insights into Japanese speaking communities. These will be provided through a diverse range of texts, activities and creations. Areas of Study One and Two may be based on the same sub topic. Area of Study Three will differ.

### Areas of Study

- Interpersonal Communication
- Interpretive Communication
- Presentational Communication

### Assessment Tasks

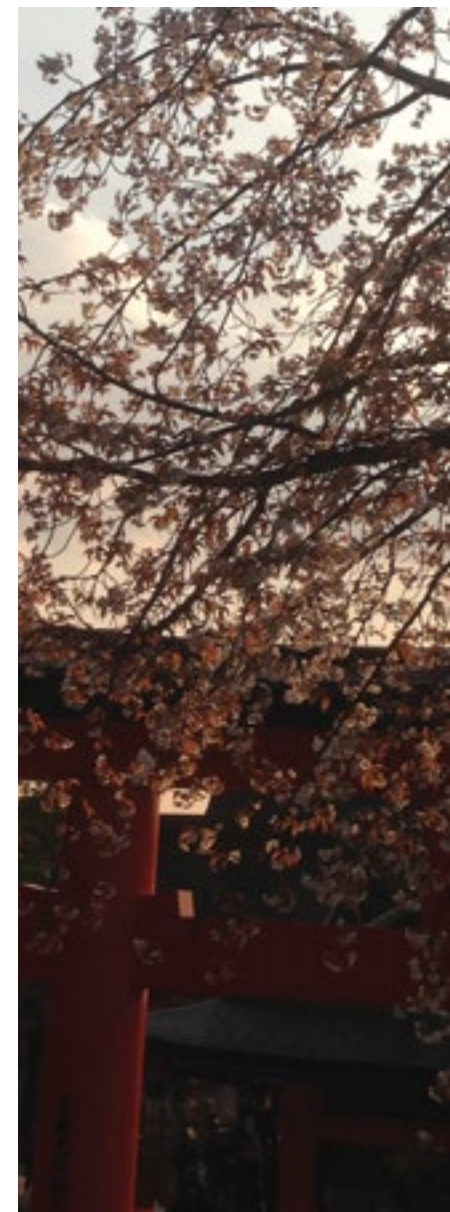
- Share information, ideas and opinions in a spoken exchange in Japanese
- Analyse information from written spoken and viewed texts for use in an Japanese written response
- Present concepts and ideas in an evaluative or persuasive writing on an issue in Japanese
- Oral Examination
- Written Examination

### Recommended Prior Learning

- Units 1 & 2 Japanese

### Further Pathways

- University courses including: Arts, Teaching & Translation
- Overseas studies opportunities





# MATHEMATICS

## GENERAL MATHEMATICS

YR10 — CORE — YEAR LONG

### Course Overview

In this course, students build on progress made from Year 7 to 9 utilising the Maths Pathway model. Each term, students will work on projects and receive instructions on topics that will prepare them for Year 11 General and Year 12 Further Mathematics.

### Areas of Study

- Number and Algebra
- Shape and Measurement
- Data and Statistics

### Assessment Tasks

- Term Projects
- Module Completion and Test
- Feedback Sessions
- Rich Tasks
- Problem Solving Tasks
- End of Semester Examination

## MATHEMATICAL METHODS

YR10 — CORE — YEAR LONG

### Course Overview

In this course, students build on progress made from Year 7 to 9 utilising the Maths Pathway model. Each term, students will work on projects and receive instructions on topics that will prepare them for Year 11 and Year 12 Mathematical Methods.

### Areas of Study

- Number and Algebra
- Shape and Measurement
- Data and Statistics

### Assessment Tasks

- Term Projects
- Module Completion and Test
- Feedback Sessions
- Rich Tasks
- Problem Solving Tasks
- End of Semester Examination



# GENERAL MATHEMATICS

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One and Two Overview

VCE General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit Three and Four level. The areas of study for General Mathematics Unit One and Unit Two are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

### Areas of Study

- Algebra and Structure
  - Linear equations and relations
- Arithmetic and Number
  - Computation and practical arithmetic
  - Financial arithmetic
- Discrete Mathematics
  - Matrices
  - Graphs and networks
  - Number Patterns and Recursion
- Statistics
  - Investigating and comparing data distributions
  - Investigating relationships between numerical variables

## Students are also expected to satisfy three learning outcomes;

- Applying mathematics skills to solve routine calculations & standard applications.
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions.
- Using CAS technology to support the solution of mathematical problems and calculations

### Assessment Tasks

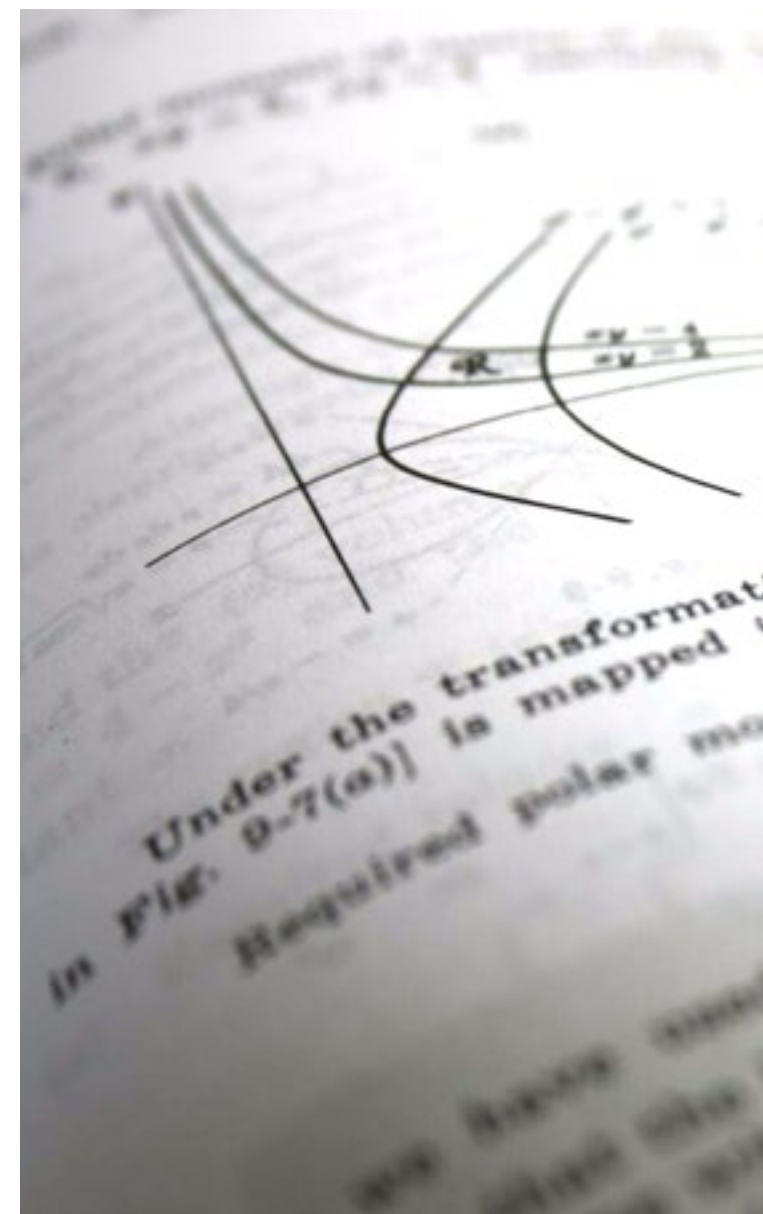
- Class work / Homework
- Bound Reference
- Tests
- School Assessed Coursework
- Examination (semester based)

### Recommended Prior Learning

- Year 10 Mathematics

### Further Pathways

- Units 3 & 4 Further Mathematics





# FURTHER MATHEMATICS

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three and Four Overview

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit Three and an Applications area of study to be completed in Unit Four. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety. These modules are 'Matrices' and 'Networks and decision mathematics'.

## Areas of Study

Further Mathematics Units 3 and 4 consists of two areas of study:

- Unit 3: Core
  - Recursion and Financial Modelling
  - Data Analysis
- Unit 4: Module
  - Matrices
  - Networks and Decision Mathematics

## Students are also expected to satisfy three learning outcomes;

- Applying mathematics skills to solve routine calculations & standard applications
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions
- Using CAS technology to support the solution of mathematical problems and calculations

## Assessment Tasks

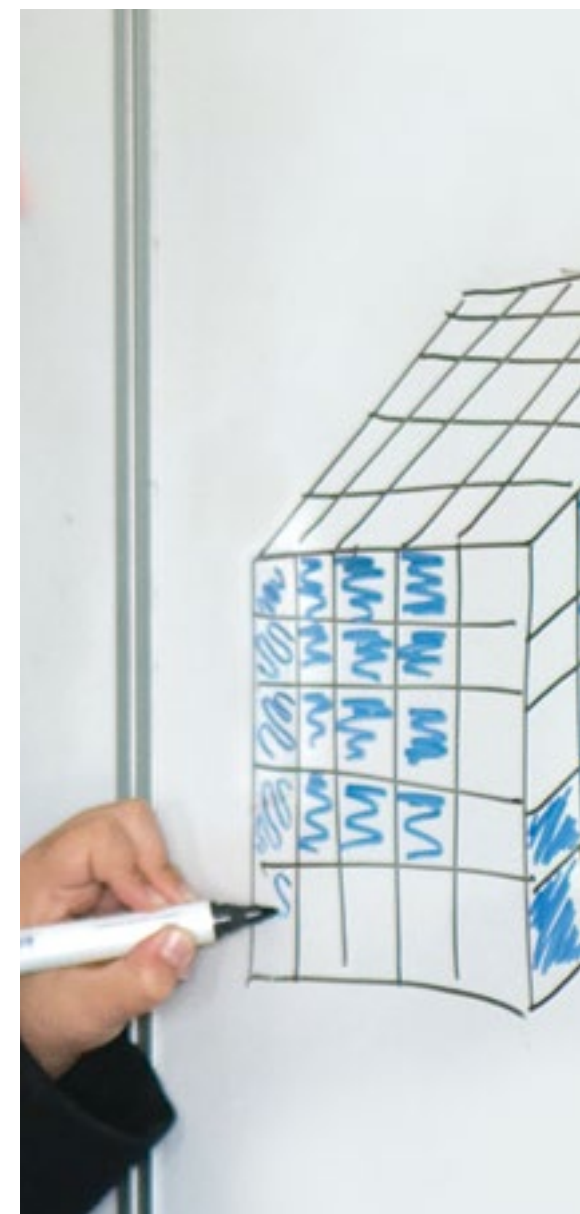
- Tests
- Applied problem solving
- Examination

## Recommended Prior Learning

- Units 1 & 2 General Mathematics
- Units 1 & 2 Mathematical Methods
- Units 1 & 2 Specialist Mathematics

## Further Pathways

This four-unit program offers more scope to select other subjects while still providing a level 3 & 4 Maths to satisfy some tertiary entrance requirements.



# MATHEMATICAL METHODS

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One and Two Overview

Mathematical Methods Units One and Two provide an introductory study of simple functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

### Areas of Study

- Functions and Graphs - coordinate geometry, function notation and graphs of power, inverse and polynomial functions
- Calculus - rates of change, differentiation, anti-differentiation and integration
- Algebra - transformations, solutions of equations
- Probability and Statistics – random variables, conditional probability, combinations

### Students are also expected to satisfy three learning outcomes;

- Applying mathematics skills to solve routine calculations & standard applications
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions
- Using CAS technology to support the solution of mathematical problems and calculations

## Assessment Tasks

In Unit One and Two most evidence to support the learning outcomes will be collected from class work, homework, tests and school assessment coursework and Unit One and Two Examinations (semester based).

### Recommended Prior Learning

- Year 10 Mathematics
- Year 10A Additional Exercises
- Units 1 & 2 General Mathematics

### Further Pathways

- Units 3 & 4 Mathematical Methods
- Units 3 & 4 Further Mathematics

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three and Four Overview

Mathematical Methods Units Three and Four are completely prescribed and extend the introductory study of simple functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

### Areas of Study

- Functions and Graphs - graphs of power, exponential, polynomial and circular functions
- Calculus - derivatives of exponential, logarithmic and power functions, application of differentiation, anti-differentiation and integration
- Algebra - solutions of equations
- Probability and Statistics - discrete random variables, mean and variance, Binomial Distribution, continuous random variables and sampling

### Students are also expected to satisfy three learning outcomes;

- Applying mathematics skills to solve routine calculations & standard applications.
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions.
- Using CAS technology to support the solution of mathematical problems and calculations

## Assessment Tasks

- Tests
- Applied Problem Solving
- Examination

### Recommended Prior Learning

- Units 1 & 2 Mathematical Methods
- Units 1 & 2 Specialist Mathematics

### Further Pathways

This program is the minimum suitable for tertiary courses with Maths Methods 3 & 4 as a prerequisite

# SPECIALIST METHODS

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One and Two Overview

Specialist Mathematics Units One and Two provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

### Areas of Study

- Algebra and Structure - atomic compound propositions, circuits, Boolean operators
- Arithmetic and Number - natural and rational numbers, sequences and series, permutations and combinations
- Discrete Mathematics - graph theory and networks
- Geometry Measurement and Trigonometry - linear transformations, matrix multiplications, trigonometric identities, constructions, proof and vectors
- Statistics - simulations, sampling distributions
- Graphs of Linear & Non-Linear Relations - reciprocal functions and cartesian, polar and parametric

## Students are also expected to satisfy three learning outcomes;

- Applying mathematics skills to solve routine calculations & standard applications
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions
- Using CAS technology to support the solution of mathematical problems and calculations

### Assessment Tasks

- Tests
- Applied problem solving
- Examination

### Recommended Prior Learning

- Year 10 Mathematics
- Year 10A Additional Exercises
- Unit 1 & 2 General Mathematics.

Units 1 & 2 Specialist Mathematics is to be taken in conjunction with Units 1 & 2 Mathematical Methods.

### Further Pathways

- Units 3 & 4 Mathematical Methods

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three and Four Overview

Specialist Mathematics Units Three and Four consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content highlights mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit Three and Unit Four. The selection of content for Unit Three and Unit Four is constructed so that there is a balanced and progressive development of knowledge and skills.

### Areas of Study

- Functions and Graphs - rational, absolute, reciprocal and quotient functions
- Algebra - complex numbers, polynomial factorization, polar form
- Calculus - second derivatives, application of the chain rule, application of integration, differential equations
- Vectors
- Mechanics - equations of motion, change of momentum
- Probability and Statistics - linear combinations of random variables, sample means and hypothesis testing

## Students are also expected to satisfy three learning outcomes;

- Applying mathematics skills to solve routine calculations & standard applications
- Applying key concepts to analyse non-routine mathematical applications and complete problem-solving questions
- Using CAS technology to support the solution of mathematical problems and calculations

### Assessment Tasks

- Tests
- Applied Problem Solving
- Examination

### Recommended Prior Learning

- Units 1 & 2 Mathematical Methods
- Units 1 & 2 Specialist Mathematics

Units 3 & 4 Specialist Mathematics is to be taken in conjunction with Unit Three and Four Mathematical Methods.

### Further Pathways

For students wanting to complete a very strong maths program. Suitable for all tertiary courses requiring Maths prerequisites. The Victorian Curriculum & Assessment Authority recommend this program as the best possible preparation to complete further mathematical study.



# SCIENCE

## SCIENCE

YR10

CORE

YEAR LONG

### Course Overview

In Year 10 Science, students continue to further develop their scientific understanding and skills that they have developed in Years 7, 8 and 9. They will continue to identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They will also use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings.

### Areas of Study

- Biology (Genetics): DNA and genetic inheritance
- Biology (Evolution): Natural Selection
- Chemistry: Chemical equations and reactions
- Physics: Motion and Energy
- Psychology: Brain structure and processes
- Earth Science: Stars and Earth cycles

### Assessment Tasks

- Tests
- Practical Activities
- Posters
- Scientific Reports
- Research Tasks
- Individual and Group Work
- Examination

### Recommended Prior Learning

- Year 9 Science

### Further Pathways

- Units 1 & 2 Biology
- Units 1 & 2 Chemistry
- Units 1 & 2 Physics
- Units 1 & 2 Psychology



# BIOLOGY

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

This unit examines some of the challenges that an organism experiences in sustaining life. Students will examine the cell as a functional unit of life and progress into examining the multicellular organism. They will also examine how organisms adapt in a particular external environment, in particular homeostasis and abiotic and biotic resources for that organism's habitat.

### Areas of Study

- How do organisms function?
- How do living systems sustain life?
- Practical investigation

### Assessment Tasks

- Tests
- Practical Activities including designing own practical
- Data Analysis
- Case Studies
- Log Book
- Examination

## Unit Two Overview

This unit examines the main events of the cell cycle in prokaryotic and eukaryotic cells. Students will examine the process of cell division through mitosis and meiosis. They will also explain the differences between sexual and asexual reproduction and the role of stem cells to treat injury a disease.

### Areas of Study

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

### Assessment Tasks

- Tests
- Practical Activities including designing own practical
- Data Analysis
- Case Studies
- Research Report
- Examination

### Recommended Prior Learning

- Year 10 Science

### Further Pathways

- Units 3 & 4 Biology

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this unit students investigate the workings of the cell from several perspectives. They will explore the importance of plasma membrane, enzymes, cell signalling and immune cells. They also study the synthesis, structure and function of biological molecules along with the interactions between cells.

### Areas of Study

- How do cellular processes work?
- How do cells communicate?

### Assessment Tasks

- Tests
- Applied Problem Solving

## Unit Four Overview

In this unit students investigate gene pool and the mechanism for biological evolution. They also examine the human fossil record and social and ethical implications of manipulating the DNA. Students will design a practical investigation related to cellular processes and/or biological change and continuity over time which is undertaken in either Unit Three or Unit Four.

### Areas of Study

- How are species related?
- How do humans impact on biological processes?
- Practical investigation

### Assessment Tasks

- Analysis
- Tests
- Applied problem solving
- Design and implementation of practical investigation
- Scientific Poster
- Examination

### Recommended Prior Learning

- Units 1 & 2 Biology

### Further Pathways

Bachelor degrees or TAFE qualifications in science, nursing or education.

# CHEMISTRY

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

This unit examines a range of chemical processes and activities through the study of the periodic table and common materials. The chemical nature of materials is explored through an investigation of their properties and their modification. All areas of study in this unit involve the design and performance of experiments. A research investigation is undertaken in Area of Study Three related to one of ten options that draw upon and extend the content from Area of Study One and/or Area of Study Two.

### Areas of Study

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

### Assessment Tasks

- Tests
- Practical Activities
- Data Analysis
- Case Studies
- Research Report
- Examination

## Unit Two Overview

Students examine the polar nature of a water molecule and explore the relationship between the bonding forces. They investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. A practical investigation into an aspect of water quality is undertaken in Area of Study Three. The investigation draws on content from Area of Study One and/or Area of Study Two.

### Areas of Study

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

### Assessment Tasks

- Tests
- Practical Activities including designing own practical
- Data Analysis
- Case Studies
- Examination

### Recommended Prior Learning

- Year 10 Science

### Further Pathways

- Units 3 & 4 Chemistry

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this unit students will look at chemical production of materials, as well as comparing and evaluating different chemical energy resources. They will consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. They will also use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

### Areas of Study

- What are the options for energy production?
- How can the yield of a chemical product be optimised?

### Assessment Tasks

- Tests
- Applied Problem Solving

## Unit Four Overview

In this unit students will look at the unique characteristics and structure of organic compounds. They will consider the nature of the reactions involved in particular compounds. Students will also design or adapt practical investigation related to energy and/or food is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation relates to knowledge and skills developed across both Unit 3 and Unit 4.

### Areas of Study

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?

### Assessment Tasks

- Tests
- Applied problem solving
- Design and implementation of practical investigation
- Scientific Poster
- Examination

### Recommended Prior Learning

- Units 1 & 2 Chemistry

### Further Pathways

Bachelor degrees or TAFE qualifications in chemistry or science.

# PHYSICS

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

In this unit, students will investigate three key areas; Thermodynamics, Nuclear & Particle Physics and Electricity. This will incorporate the study of the concept of heat, use of analogies to understand and explain electricity including safety in the household and radioactivity and the origins and formation of matter.

### Areas of Study

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

### Assessment Tasks

- Tests
- Practical Activities
- Data Analysis
- Media Analysis
- Examination

## Unit Two Overview

This unit's core component focuses on Motion – concepts used in modelling motion of objects, forces on moving and stationary objects and the energies involved. Students will also study one of the twelve options available and through investigation and exploration generate questions and undertake their own investigation.

### Areas of Study

- How can motion be described and explained?
- Observation of the physical world.
- Practical investigation

### Assessment Tasks

- Tests
- Practical Activities including designing own practical report
- Data Analysis
- Examination

### Recommended Prior Learning

- Year 10 Science

### Further Pathways

- Units 3 & 4 Physics

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this unit students investigate the importance of energy in explaining and describing the physical world. They will examine the production of electricity and its transmission and delivery to homes as well as operation of particle accelerators. They will explore the three field models; gravitational, electric and magnetic and use Newton's laws of motion and be introduced to Einstein's theories to explain the motion of extremely fast objects.

### Areas of Study

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

### Assessment Tasks

- Analysis of gravitational, electric and magnetic fields, and use these to explain the operation of motors and particle accelerators and the orbits of satellites
- Analysis and evaluation of an electricity generation and distribution system
- Investigation into motion and related energy transformations experimentally, analyse motion using Newton's laws of motion in one and two dimensions, and explain the motion of objects moving at very large speeds using Einstein's theory of special relativity

## Unit Four Overview

Students explore the properties of light and matter with both the wave and particle models for each. Students will also design a practical investigation related to waves, fields or motion is undertaken either in Unit Three or Unit Four, or across both Unit Three and Unit Four, and will be assessed in Unit Four.

### Areas of Study

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

### Assessment Tasks

- Application of wave concepts to analyse, interpret and explain the behaviour of light
- Provide evidence for the nature of light and matter and analyse the data from experiments that supports this evidence
- Design and undertake a practical investigation related to waves or fields or motion, and present methodologies, findings and conclusions in a scientific poster
- Examination

### Recommended Prior Learning

- Units 1 & 2 Physics

### Further Pathways

Bachelor degrees in Science, Medical Science, Electronics, Engineering, IT, Nursing or Education or TAFE qualifications.

# PSYCHOLOGY

YR11

UNIT 1 & 2

ELECTIVE

YEAR LONG

## Unit One Overview

In this unit students will investigate how the brain enables us to interact with the external world around us. They will analyse the roles of specific areas of the brain and the interactions between different areas of the brain. Students will explore how biological, psychological and social factors influence various aspects of a person's psychological development, consider the interactive nature of hereditary and environmental factors and investigate specific factors that may lead to development of psychological disorders.

### Areas of Study

- How Does the Brain Function?
- What Influences Psychological Development?
- Student-Directed Research Investigation

### Assessment Tasks

- Tests
- Student-Directed Research Investigation
- Examination

## Unit Two Overview

In this unit students will investigate vision and taste and analyse the relationship between sensation and perception of stimuli and consider how biological, psychological and social factors can influence a person's perception of visual and taste stimuli. They will consider how biological, psychological and social factors can be used to explain the cause and of particular individual and group behaviours as well as examine the findings of classical and contemporary research as a way of theorising and explaining individual and group behaviour.

### Areas of Study

- What Influences a Person's Perception of the World?
- How Are People Influenced to Behave in Particular Ways?
- Student-Directed Practical Investigation

### Assessment Tasks

- Tests
- Media Analysis
- Student-Directed Practical Investigation
- Examination

### Recommended Prior Learning

- Year 10 Science

### Further Pathways

- Units 3 & 4 Psychology

YR12

UNIT 3 & 4

ELECTIVE

YEAR LONG

## Unit Three Overview

In this unit students examine the function of the nervous system, they explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students also investigate how mechanisms of memory and learning leads to obtaining knowledge. They consider the limitations and fallibility of memory and how memory can be improved.

### Areas of Study

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

### Assessment Tasks

- Tests
- Practical activities including maintaining a practical log book
- Undertaking their own investigations
- Report of a student investigation
- Evaluation of research

## Unit Four Overview

In this unit students examine how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and analyse mental health and mental disorders.

### Areas of Study

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?
- Practical investigation

### Assessment Tasks

- Tests
- Practical activities including maintaining a practical log book
- Undertaking their own investigations
- Report of a student investigation
- Evaluation of research
- Examination

### Recommended Prior Learning

- Units 1 & 2 Psychology

### Further Pathways

Various Bachelor degrees or VET qualifications in areas of psychology, counselling, social work, education, health & human resources.



# VOCATIONAL EDUCATION & TRAINING



## VET



VET stands for Vocational Education and Training and encompasses a range of programs which incorporate secondary schooling and training for work. The College recognises that the VCE alone does not meet the needs of all students and therefore we are offering alternative pathways. Vocational programs give students practical work skills which are accepted and accredited by Industry.

At Emmanuel College students in Year 10 may only undertake a scored VCE VET subject which will be examined by the VCAA in the second year. Students should consult the Hobsons Bay VET Cluster booklet to determine what subjects are available.

Subjects appropriate for study offered by an external provider will require travel to another venue. Students will also miss some classes where a study period cannot be allocated against the timetabled class. For these reasons students are urged to think carefully about their capacity to manage a very different workload.

Please note that most VET programs are a two-year commitment. If a student does not continue in the second year they will not be eligible for the award of the appropriate certificate and/or competencies.

All students who wish to undertake external VET subjects must obtain a VET Handbook and submit a separate application form. These are available from the VCAL/VET Co-ordinator (Mr. Evans) or in Knowledge Banks on SIMON. In addition, students must register their interest with Mr. Crimi/Mr. Lunardelli.

Applications for VET subjects delivered by the Hobsons Bay VET Cluster or other providers will be confirmed by them and not all subjects offered may run if demand is low or the provider is unable to make this option available. The decisions regarding these options are not made by Emmanuel College.

All VET subjects incur a substantial additional cost and ranged from \$460 to \$1200. Students who withdraw from a course after the second week of Term One will be required to pay the full amount of the course fee for which they are enrolled. Some subjects attract an additional levy for the supply of additional materials or the cost of externally provided resources.



## VOCATIONAL EDUCATION & TRAINING

### Scored assessment in VCE VET programs

Selected VCE VET programs have a study score component based on the designated Units Three and Four sequences for VCE students. At Emmanuel College these programs are only offer to students coming into year 10 students to enabled them to concentrate on their Year 12 studies. For scored VCE VET programs, the study score is calculated using assessments of each student's levels of performance. An application must be submitted to gain approval to complete the VCE VET program and below is the list of programs available to Emmanuel College students:

- Community Services
- Engineering
- Hospitality
- Information, Digital Media and Technology
- Laboratory Skills
- Screen and Media

### VET for VCAL Students

Vocational Education and Training (VET) provides the opportunity for VCAL students to gain industry experience to prepare students for employment and further education. A satisfactory complete of a VET program is required to gain a VCAL certificate. An application must be submitted to gain approval to complete a VCAL VET program and below is the list of programs available to Emmanuel College students:

- Allied Health Assistance
- Fashion
- Automotive (Light)
- Automotive (Heavy)
- Beauty
- Carpentry
- Childcare (offered on campus)
- Electrical (offered on campus)
- Horticulture
- Logistics and Warehousing
- Music Performance
- Music Industry
- Plumbing (offered on campus)



# VICTORIAN CERTIFICATE OF APPLIED LEARNING

## VCAL

The Victorian Certificate of Applied Learning (VCAL) is designed to sit alongside the Victorian Certificate of Education (VCE), providing an alternative pathway for Year 11 and 12 students seeking Vocational Educational and Training (VET) career options such as apprenticeships, traineeships, training or moving on to employment.

### Those considering VCAL are:

- Students who are seeking a vocational pathway on completion of school
- Students who learn best where learning is practical, experiential, 'hands-on' or 'applied'
- Students who are self-motivated and are keen to excel in their chosen pathway

VCAL provides students with a more flexible approach to their education and training. It aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding work and further education. Personal development and the use of individual student interests are important components of the VCAL. Students cannot complete the VCE Certificate while undertaking VCAL.

### Where is VCAL offered?

VCAL will be offered only at the Notre Dame Campus. Students from the St Paul's Campus have the opportunity to move to the Notre Dame Campus to complete this qualification but like all students across the College they must submit an application and have an interview with the Leader of VET/VCAL and the Curriculum Coordinator.

### VCAL Levels

VCAL at Emmanuel College has three levels; Foundation, Intermediate and the Senior Certificate. These certificates are based on the student's ability to work independently and may change as the student progresses. VCAL is offered as an applied learning program which requires students to attend a VET and Structured Workplace Learning. These are supported by the College and are not a reduction in College obligations but rather a different model of learning.

### VCAL Curriculum Strands & Selection

VCAL has four strands in the Foundation, Intermediate and Senior programs to ensure balance and state-wide consistency as documented in the VCAA guidelines:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development skills



# VCAL

## Literacy and Numeracy Skills

VCAL students undertake school-based units in Literacy and Numeracy in both the Intermediate and Senior Certificates. This will require students to be engaged in project learning designed to meet the VCAL Literacy and Numeracy outcomes. Students will still need to develop both their English and Mathematics skills to complete tasks.

## Industry Specific Skills

Your VCAL program at the Intermediate and Senior levels must include components of nationally recognised VET qualifications. However, you are not required to focus on, or complete, any single VET certificate. For example, you can choose to complete various units of competency from a range of VET certificates to meet the VCAL requirements and gain experience in a range of vocational areas. The range of VET options is extensive. Some examples are electrical, plumbing, automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, hair and beauty.

## Work Related Skills

In order to develop employability skills, VCAL gives you the choice of undertaking a Structured Work Placement (SWL), or a part-time apprenticeship/traineeship, or part-time work. You can also study units and modules that will help prepare you for work, for example occupational health and safety or job interview skills. SWL is conducted every Friday within the fortnightly timetable. It is expected that the student's workplace is in an industry related to their VET program due to work safe policies.

## Personal Development Skills

Students undertake units in Personal Development skills which can include community involvement and community-based projects that are designed to develop teamwork skills, self-confidence and life skills. A student's own involvement in the community can be recognised e.g. voluntary work, outside coaching; leadership and involvement in a range of activities can be recognised in the VCAL. Students will also gain additional VET qualifications by completing Business and Creative Industries certificates.

### A typical VCAL program will consist of:

- Personal Development Skills
- Literacy
- Numeracy
- Religion Education (in Year 11)
- VET (Industry Skills)

## GLOSSARY

**ATAR:** Australian Tertiary Admission Rank. The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. ATAR is calculated by VTAC and is used by universities and TAFE institutes to select students for courses.

**EAL:** English as an Additional Language.

**GAT:** The General Achievement Test. Undertaken by all students studying 3/4 sequences. Results are used by VCAA to establish a student profile for each subject for comparison with school assessment grades submitted by Emmanuel.

**INCREMENT (ATAR):** For a fifth and sixth study at Units Three and Four level, 10% of the score for each study will be added to the score for the primary four. Any study may be counted for this purpose.

**OUTCOMES:** Outcomes set by the VCAA are the basis for satisfactory completion of VCE units.

**PLANNING DOCUMENT:** A statement for each unit, distributed by teachers to students at the beginning of each semester. This indicates outcomes and assessment task criteria to be satisfied and submission deadlines.

**PREREQUISITE STUDIES (TERTIARY):** These studies must be satisfactorily completed before students can be considered for that tertiary course. Usually these studies must be completed at Units Three and Four level, but sometimes they are required at Units One and Two level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require that a particular level of performance must also be achieved before that study can be counted as a prerequisite.

**SATISFACTORY COMPLETION:** A unit is satisfactorily completed (S) when a student demonstrates achievement of a set of outcomes. If a unit is not satisfactorily completed an N is assigned for that unit.

**SCALING:** The process of adjusting SAC / SAT results for tertiary selection purposes only. This procedure will be carried out by VTAC on behalf of the tertiary institutions.

**SCHOOL-ASSESSED COURSEWORK (SAC):** is based on an assessment of each student's overall level of achievement on the assessment tasks designated in the study design. For each school-assessed coursework component, the study design specifies a range of assessment tasks for assessing achievement of the unit outcomes.

**SCHOOL-ASSESSED TASKS (SAT):** are set by the VCAA and designed to assess specific sets of skills. Assessment of students' levels of achievement on school-assessed tasks will be on the basis of teacher ratings on criteria specified by the VCAA.

**STUDY:** Comprises four semester length units. Units One and Two are generally done in Year 11. Units Three and Four are done as a sequence, generally in Year 12. Only the results of 3/4 sequences are used to generate scores for the ATAR.

**TERTIARY ENTRANCE REQUIREMENTS:** Are specific for the appropriate year. These are published two years in advance giving due warning of any changes.

**VCAA:** The Victorian Curriculum Assessment Authority which is responsible for the development of the curriculum and assessment for years prep to 12 and for awarding the VCE.

**VCE:** The Victorian Certificate of Education.

**VET:** Vocational Education and Training.

**VTAC:** The Victorian Tertiary Admissions Centre is the agency of Victorian tertiary institutions responsible for administering a joint selection system into those institutions. It does not select applicants.

**VCAL:** The Victorian Certificate of Applied Learning.