



# **GLEN EIRA COLLEGE**

*The more that you read, the more things you will know.*

*The more that you learn, the more places you'll go.*

Dr. Seuss

## **Senior School Years 10-12 COURSE HANDBOOK 2022**

*A unit guide for students and parents.*



## The Glen Eira 5

### **5 promises teachers make to our students**

- maintain a safe learning environment
- know how you learn and what direction your learning should take
- make classes engaging
- listen, encourage and support
- Involve a wider community in your learning

### **5 promises staff make to one another**

- share resources
- support one another
- work collaboratively to improve student learning
- be consistent in applying policies
- learn from one another

### **5 characteristics you will see in our teaching**

- differentiate teaching and learning to support and challenge the full range of abilities
- structure lessons according to SABRE
- be innovative and reflective
- be enthusiastic
- be accountable for improving student outcomes

### **5 things you will see from our students**

- be enthusiastic and motivated
- communicate and be respectful
- seize opportunities to participate and learn
- work together, acting responsibly and creatively
- direct their own learning through questioning and exploring

### **5 things you will see from our parents, carers and guardians**

- be involved and contribute to the broader educational program
- play an active role in the child's learning
- support their children in achieving their learning goals
- promote the school values
- maintain open lines of communication with the school

This booklet will assist students with the important choices about subject selection for Year 10 and the VCE (Years 11 and 12). It provides information about regulations pertaining to course requirements. When reading the general information and the descriptions of particular units, students should think about what they want to do when they have completed their studies at Glen Eira College. Students should choose subjects they're good at and enjoy making their studies interesting, challenging and therefore lead to success.

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## Year 10 Overview

- The Year 10 course of study consists of semester length units that run for 5 periods per week.
- One unit of English and Mathematics is compulsory each semester.
- Students select a further 6 units (3 per semester) from the remaining 6 Curriculum Areas.
- Students must choose at least one unit from each curriculum area with the exception of Language which is optional.

### Course Selection

Glen Eira College has a rigorous approach to course counselling which is conducted by a small group of trained staff. There may be times when a student's strengths does not match their desires. In these cases the available evidence should be used to help inform their decision as opposed to simply allowing them to 'choose'. It is the goal of the course counselling team to guide students towards a course of study that most likely meets their abilities.

Where there is insufficient evidence to support the student's choice and the student is unwilling to take advice based on evidence the case will be referred onto the Assistant Principal for further discussion with the student and his/her family. Evidence used for course counselling includes:

- NAPLAN, On demand testing
- Assessment Task results including examinations
- Progress Reports
- Teacher Recommendations

In the VCE, the structure of the curriculum allows all Year 11 and 12 students to choose from a wide range of VCE studies, preparing them for a variety of tertiary courses and careers.

Students in Year 11 and 12 are required to complete a minimum of 20 units of study over two years. A normal Year 11 program comprises five Unit 1 & 2 sequences, followed by five Unit 3 & 4 sequences in Year 12. To graduate with the VCE, students must satisfactorily complete a minimum of 16 units, with a satisfactory pass in at least three units of English, English Language or EAL, including units 3 & 4.

Students may elect to do a Unit 3 & 4 study in Year 11 and may enroll in University Enhancement studies in Year 12. Access to Vocational Education and Training (VET) programs in the senior years enables students to gain bonus credits towards tertiary studies.

The expectation for all students in Year 12 is to be enrolled in 5 subjects. This may include a university enhancement subject or a VET subject.

Students will choose their units in preference order, including reserve choices. This occurs after individual counselling and attendance at the VCE Parent Information. Parents must approve subject choice once counselling is completed on Xuno. Every effort will be made to satisfy students' preferred choices. However, timetabling considerations and student demand for units may result in a student not being placed in all their highest preferences.

Students are advised to choose a broad range of subjects to maximize their choices for their VCE studies. For example, not choosing Chemistry and Physics in Year 10, will make it difficult to select Physics or Chemistry in Year 11. Consequently, some consideration needs to be given to a student's VCE program at this point.

Year 11 and Year 12 students may wish to participate in the Windows laptop or MacBook BYOD program. This will allow students to connect to the school network using either a Windows laptop or a MacBook. Computer hardware specifications can be found on the school website. **It is recommended that students taking Art/Visual Communications subjects and who are thinking of working or studying in that area after Year 12 consider getting a MacBook.**

### **VCE Studies undertaken in Year 10**

Mathematics for SEAL students likely to do Year 12 Mathematical Methods and Specialist Mathematics in their final year.

- 3rd year of high school, students do a combination of Year 9 and 10 Mathematics.
- 4th year of high school, students do Units 1 & 2 Specialist Mathematics.
- 5th year of high school, students do Units 1 & 2 Methods (and Year 12 Further Mathematics if they wish)
- 6th year of high school, students do Units 3 & 4 Methods and Units 3 & 4 Specialist (if they get a C+ or better for the Unit 1 and 2 Mathematical Methods Exam)

Year 10 units are blocked against VCE units resulting in a greater opportunity to offer VCE subjects to high achieving Year 10 students. This is subject to timetable clashes and availability of space in classes. Priority for Unit 1 and 2 subjects is given to Year 11 students. If a student wishes to take a VCE unit, it should be taken in place of a Year 10 unit from the same Curriculum Area.

Students wishing to undertake a VCE subject must start thinking about planning their courses for the next three years. It is important to think about a program that will become a pathway to further study either at university, TAFE, apprenticeship or employment. Some sample pathways have been included in this handbook and a pathways planner to help you plan a pathway.

The process for students applying to undertake a VCE subject at Year 10 is to:

1. Attend the VCE information session.
2. Check with your teacher about the prospect of undertaking a VCE subject.
3. Discuss with your parent/carer taking into account your own maturity, work ethic and commitment.
4. Fill out an expression of interest enhancement form obtained from the sub school office (be sure to attach evidence required e.g. report, assessment tasks, teacher recommendation etc.).

After submitting the form to the senior sub school the expression of interest is considered in the context of availability of places, teacher recommendation, reports, exam results and other forms of student learning information.

### **Promotion to Year 11**

Students who do not meet the Glen Eira College Promotions Policy requirements will, at the completion of Year 10, meet with the Senior School Leader and their parent/guardian to discuss the most appropriate pathway for the student. With input from the relevant staff, a decision based on individual circumstances will be made. Particular reference will be made to the students' demonstrated ability to manage the work load and their ability to maintain appropriate attendance.

### **Morrisby Testing**

During Year 9 at GEC, all students take part in My Career Insights and complete the Morrisby testing, which is an online career discovery tool designed to help students learn more about themselves, their values, their preferences as well as their skills. This tool is very beneficial for students to help them in understanding where their strengths lie and provide them with personal insights to assist them in opening up and exploring a variety of possible career pathways, specifically tailored to who they are.

The Morrisby testing, followed by one on one independent career counselling for the students, sets them up on a pathway of self-discovery throughout their journey of high school. Once in Senior School, students will continue to have access to their Morrisby profiles, including results and further tests, which in addition to comprehensive course counselling, will assist students in selecting their subject preferences for VCE, as well as further explore post school possibilities and options.

## Pathways

### What is a 'Pathway?'

A "pathway" is not a pre-set combination of units, but a suggested package. Students should use the Pathways section as a guide to constructing a VCE course and in discussion with parents, teachers and careers advisors may wish to combine this with a VET program.

- Students may choose any combination of units.
- Students do not have to choose one of the pathways in this program guide, the pathways provided are only guided examples.
- Students can move in or out of the pathway and change their VCE and/or VET course at the end of the first semester, or at the end of the year. However, it is important to note that many subjects in Year 12 do have prerequisite units 1 and 2 that must be completed prior to undertaking a unit 3 and 4 course.

### Why provide pathways?

- To help students and parents see connections between, VCE, VET, TAFE and University.
- To provide coherence to the student's program of studies.
- To provide purpose and direction to the student's program of studies.
- To give a clear career focus to the student's VCE and/or VET studies.

### How to use pathways

This section is meant to guide students to the correct source of information rather than to supply the information. It is important to remember that prerequisites for courses and careers can change from year to year. It is vital that students seek out the most recent information from relevant VICTER booklets and the careers advisor.

Once a career direction has been decided, students should work 'backwards' to decide which program and combination of units will lead to their chosen career pathway.

At this stage students should ask; Do:

- I have some academic strengths in the units I wish to pursue? How did I perform this year in that subject?
- I enjoy the field of work to which this subject may lead?
- These units relate to my career intention?

### Languages

Languages have deliberately not been listed in any specific pathway because they can be successfully included in every pathway. Whatever package of units students put together, they should consider including a Language. Its relevance is highlighted by the fact that many university courses highly value a Language unit.

See your careers advisor for further details.

## Sample Pathways

NB:

- For all pathways the selection of other units really depends on which direction you wish to take after completing your VCE.
- Consult a careers advisor and check:
  - Tertiary entry requirements
  - Prerequisites
  - Recommended units
  - Any special requirement

### ARCHITECTURE

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Maths Methods 1 and/or Specialist Maths 1	Physics 1	Visual Communication Design 1	Any Units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Maths Methods 2 and/or Specialist Maths 2	Physics 2	Visual Communication Design 2	
English 3 and/or English Language 3 and/or Literature 3	Maths Methods 3	Physics 3 and/or Specialists Maths 3	Visual Communication Design 3	
English 4 and/or English Language 4 and/or Literature 4	Maths Methods 4	Physics 3 and/or Specialists Maths 4	Visual Communication Design 4	

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>Visual Arts</li> <li>Building Design</li> <li>Product Design</li> <li>Building and Construction</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees including: <ul style="list-style-type: none"> <li>Architecture/Building</li> <li>Design</li> <li>Visual Arts</li> <li>Visual Communication</li> <li>Industrial Design</li> <li>Interior Architecture/Design</li> <li>Engineering (Building)</li> <li>Civil Engineering</li> <li>Landscape Architecture</li> </ul>
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### BEHAVIOURAL/PSYCHOLOGICAL SCIENCE

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Biology 1	Psychology 1	Maths Methods 1 and/or General Maths 1	VET Cert III in Community Services
English 2 and/or English Language 2 and/or Literature 2	Biology 2	Psychology 2	Maths Methods 2 and/or General Maths 2	Any Units from VCE, VET.
English 3 and/or English Language 3 and/or Literature 3	Biology 3	Psychology 3	Maths Methods 3 and/or Further Maths 3	
English 4 and/or English Language 4 and/or Literature 4	Biology 4	Psychology 4	Maths Methods 4 and/or Further Maths 4	

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>Community Services</li> <li>Youth Work</li> <li>Nursing</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees in: <ul style="list-style-type: none"> <li>Psychological Science/Studies</li> <li>Psychology</li> <li>Social Science</li> </ul>
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		<ul style="list-style-type: none"> <li>• Social Work</li> <li>• Psychiatric Nursing</li> <li>• Health Science</li> <li>• Criminology</li> </ul>
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### **BIOLOGICAL/GEOLOGICAL/AGRICULTURAL SCIENCE/ VET HORTICULTURE**

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Chemistry 1 or Biology 1	Maths Methods 1 and/or General Maths 1	VET Cert II in Horticulture	VET Cert III in Laboratory Skills  VET Cert II in Animal Studies  Any Units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Chemistry 2 or Biology 2	Maths Methods 2 and/or General Maths 2	VET Cert II in Horticulture	
English 3 and/or English Language 3 and/or Literature 3	Chemistry 3 or Biology 3	Maths Methods 3 and/or Further Maths 3 and/or Specialist. Maths 3	VET Cert II in Horticulture	
English 4 and/or English Language 4 and/or Literature 4	Chemistry 4 or Biology 4	Maths Methods 4 and/or Further Maths 4 and/or Specialist. Maths 4	VET Cert II in Horticulture	

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Laboratory Skills</li> <li>• Horticulture</li> <li>• Applied Science</li> <li>• Agriculture</li> <li>• Animal Studies/Technology</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Biological Science</li> <li>• Biomedicine</li> <li>• Health Science</li> <li>• Agriculture</li> <li>• Geospatial Science</li> <li>• Agriculture and Technology</li> <li>• Medical Lab Science</li> <li>• Environmental Science</li> <li>• Pharmacy</li> <li>• Chiropractic</li> <li>• Osteopathy</li> <li>• Biotechnology</li> <li>• Wildlife and Conservation Biology</li> <li>• Surveying</li> <li>• Dental Science</li> </ul>
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### **BUSINESS/COMMERCE**

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Accounting 1 or Business Management 1	Maths Methods 1 and/or General Maths 1 and/or Spec. Maths 1	Economics 1	VET Cert II in Business  VET Cert II in Small Business  Any Units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Accounting 2 or Business Management 2	Maths Methods 2 and/or General Maths 2 and/or Spec. Maths 2	Economics 2	
English 3 and/or English Language 3 and/or Literature 3	Accounting 3 or Business Management 3	Maths Methods 3 and/or Further Maths 3 and/or Spec. Maths 3	Economics 3	
English 4 and/or English Language 4 and/or Literature 4	Accounting 4 or Business Management 4	Maths Methods 4 and/or Further Maths 4 and/or Spec. Maths 4	Economics 4	

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Business Administration</li> <li>• Business (Accounting)</li> <li>• Accounting</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Economics</li> <li>• Business</li> <li>• Commerce</li> <li>• Marketing</li> <li>• Office Management</li> <li>• Accounting</li> </ul>
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		<ul style="list-style-type: none"> <li>• Finance</li> <li>• Human Resource Management</li> <li>• Entrepreneurship</li> <li>• Financial Planning</li> </ul>
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## COMPUTING / ICT

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Applied Computing 1 (Soft. Dev or Apps 1)	Maths Methods 1 and/or General Maths 1	Physics 1 and/or VET Cert III in Info, Digital Media & Technology	VET Cert III in Screen and Media Any units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Computing 2 (Soft. Dev or Apps 2)	Maths Methods 2 and/or General Maths 2	Physics 2 and/or VET Cert III in Info, Digital Media & Technology	
English 3 and/or English Language 3 and/or Literature 3	Data Analytics 3 (Soft. Dev 3)	Maths Methods 3 and/or Spec. Maths 3 or Further Maths 3	Physics 3 and/or VET Cert III in Info, Digital Media & Technology	
English 4 and/or English Language 4 and/or Literature 4	Data Analytics 4 (Soft. Dev 4)	Maths Methods 4 and/or Spec. Maths 4 or Further Maths 4	Physics 4 and/or VET Cert III in Info, Digital Media & Technology	

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Business Administration</li> <li>• Business (Accounting)</li> <li>• Games and Software Development</li> <li>• Game Design</li> <li>• Game Programming</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Computer Science</li> <li>• Computing</li> <li>• Business</li> <li>• Commerce</li> <li>• Game Programming</li> <li>• Applied Data Science</li> <li>• Information Systems</li> <li>• Games and Software Development</li> <li>• Cybersecurity</li> <li>• Software Engineering</li> </ul>
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## GRAPHIC DESIGN AND VISUAL ARTS

Compulsory Units	Suggested Units		Other Units
English 1 and/or English Language 1 and/or Literature 1	Art 1	Visual Communication Design 1	VET Cert II in Visual Arts VET Cert III in Design Fundamentals VET Cert III in Screen and Media VET Cert II in Applied Fashion Design VET Cert II in Printing and Graphic Arts Any Units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Art 2	Visual Communication Design 2	
English 3 and/or English Language 3 and/or Literature 3	Art 3	Visual Communication Design 3	
English 4 and/or English Language 4 and/or Literature 4	Art 4	Visual Communication Design 4	

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Building Design</li> <li>• Interior Design</li> <li>• Fashion Design</li> <li>• Graphic Design</li> <li>• Multimedia</li> <li>• Game Design/Animation</li> <li>• Product Design</li> </ul>	<b>UNIVERSITY</b> Bachelor of Arts at various institutions: <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Advertising/Marketing</li> <li>• Fashion Design</li> <li>• Architecture/Architectural Design</li> <li>• Multimedia</li> <li>• Fine Arts</li> <li>• Animation/VFX</li> <li>• Photography</li> <li>• Graphic Design</li> <li>• Design</li> </ul>
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## ENVIRONMENTAL SCIENCES

Compulsory Units	Suggested Units		Other Units
English 1 and/or English Language 1 and/or Literature 1	Chemistry 1 and/or Biology 1	Maths Methods 1 or General Maths 1	VET Cert II in Permaculture  Any Units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Chemistry 2 and/or Biology 2	Maths Methods 2 or General Maths 2	
English 3 and/or English Language 3 and/or Literature 3	Chemistry 3 and/or Biology 3	Maths Methods 3 or Further Maths 3	
English 4 and/or English Language 4 and/or Literature 4	Chemistry 4 and/or Biology 4	Maths Methods 4 or Further Maths 4	

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Applied Science</li> <li>• Horticulture</li> <li>• Agriculture</li> <li>• Community Recreation</li> <li>• Landscaping Conservation &amp; Land Management</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Agribusiness</li> <li>• Agriculture</li> <li>• Environmental Science</li> <li>• Applied Science</li> <li>• Environmental Management &amp; Sustainability</li> <li>• Marine Biology</li> <li>• Education (Environmental Science)</li> <li>• Environmental Engineering</li> <li>• Conservation Science</li> </ul>
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## HUMANITIES

Compulsory Units	Suggested Units	Other Units
English 1 and/or English Language 1 and/or Literature 1	To complete your course choose from the following: English Language 1-4 Geography 1-4 History 1-4 Literature 1-4 A Language (LOTE) 1-4 Philosophy 1-4 Legal Studies 1-4 Psychology 1-4 Religion and Society 1-4	Any units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2		
English 3 and/or English Language 3 and/or Literature 3		
English 4 and/or English Language 4 and/or Literature 4		

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Community Services</li> <li>• Professional Writing / Editing</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Arts</li> <li>• Humanities</li> <li>• Social Science</li> <li>• Journalism</li> <li>• Social Work</li> <li>• Public Relations</li> <li>• Teaching, Education (e.g. Library and Information Studies)</li> <li>• Linguistics/Languages</li> <li>• Creative Writing</li> <li>• Arts/Media. Majors may include: Philosophy; International Studies; PoLiteratureics, various Histories; Geography; Literature</li> </ul>
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## LEGAL/WELFARE

Compulsory Units	Suggested Units		Other Units
English 1 and/or English Language 1 and/or Literature 1	Legal Studies 1	Psychology 1 or VET Cert III Community Services	Any units from VCE, VET, VET
English 2 and/or English Language 2 and/or Literature 2	Legal Studies 2	Psychology 2 or VET Cert III Community Services	
English 3 and/or English Language 3 and/or Literature 3	Legal Studies 3	Psychology 3 or VET Cert III Community Services	
English 4 and/or English Language 4 and/or Literature 4	Legal Studies 4	Psychology 4 or VET Cert III Community Services	

This Pathway may lead to:

<p><b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details.</p>	<p><b>TAFE</b> Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Community Services</li> <li>• Justice</li> <li>• Youth Work</li> <li>• Early Childhood Education &amp; Care</li> <li>• Law Clerk</li> </ul>	<p><b>UNIVERSITY</b> Courses at various institutions in:</p> <ul style="list-style-type: none"> <li>• Law</li> <li>• Social Science</li> <li>• Psychology</li> <li>• Social Work</li> <li>• Humanities</li> <li>• Counselling</li> <li>• Speech Pathology</li> <li>• Psychological Science/Studies</li> <li>• Teaching/Education</li> <li>• Criminology</li> <li>• Criminal Justice</li> </ul>
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## MEDIA/ARTS (VISUAL AND PERFORMING)

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Media 1	Theatre Studies 1, Music 1 or Literature 1	Art 1 or Visual Comm. 1	VET Cert III in Acting (Screen) VET Cert II in Dance VET Cert III in Screen & Media, VET Cert III in Music Industry  Any other units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Media 2	Theatre Studies 2, Music 2 or Literature 2	Art 2 or Visual Comm. 2	
English 3 and/or English Language 3 and/or Literature 3	Media 3	Theatre Studies 3, Music 3 or Literature 3	Art 3 or Visual Comm. 3	
English 4 and/or English Language 4 and/or Literature 4	Media 4	Theatre Studies 4, Music 4 or Literature 4	Art 4 or Visual Comm. 4	

This Pathway may lead to:

<p><b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.</p>	<p><b>TAFE</b> Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Screen and Media</li> <li>• Visual Arts</li> <li>• Music Industry (Performance)</li> <li>• Dance</li> </ul>	<p><b>UNIVERSITY</b> Bachelor Degrees in:</p> <ul style="list-style-type: none"> <li>• Visual and Performing Arts</li> <li>• General Arts</li> <li>• Media/Communications</li> <li>• Public Relations/Journalism</li> <li>• Fine Arts</li> <li>• Film &amp; Television</li> <li>• Screen Production</li> </ul>
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## MEDICAL PROFESSIONAL

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Chemistry 1	Maths Methods 1 and/or Maths Specialist 1	Physics 1 or Biology 1	Any units from VCE, VET.  Strong recommendation to consider Maths Methods and Specialist Maths at 3/4 level.
English 2 and/or English Language 2 and/or Literature 2	Chemistry 2	Maths Methods 2 and/or Maths Specialist 2	Physics 2 or Biology 2	
English 3 and/or English Language 3 and/or Literature 3	Chemistry 3	Maths Methods 3 and/or Maths Specialist 3	Physics 3 or Biology 3	
English 4 and/or English Language 4 and/or Literature 4	Chemistry 4	Maths Methods 3 and/or Maths Specialist 3	Physics 4 or Biology 4	

### This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.	<b>TAFE</b> Dental Assistant Veterinary Nurse	<b>UNIVERSITY</b> Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Medicine</li> <li>• Physiotherapy</li> <li>• Occupational Therapy</li> <li>• Speech Pathology</li> <li>• Podiatry</li> <li>• Orthotics</li> <li>• Chiropractic</li> <li>• Pharmacy</li> <li>• Dentistry</li> <li>• Prosthetics and Orthotics</li> <li>• Veterinary</li> <li>• Medical Imagin/Radiography</li> <li>• Paramedicine</li> </ul> A UCAT test will need to be completed in most cases.
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## MUSIC

Compulsory Units	Suggested Units		Other Units
English 1 and/or English Language 1 and/or Literature 1	Music 1	VET Cert III in Music Industry (Performance or Electronic Music Creation & Performance or Sound Production)	Any units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Music 2	VET Cert III in Music Industry (Performance or Electronic Music Creation & Performance or Sound Production)	
English 3 and/or English Language 3 and/or Literature 3	Music 3	VET Cert III in Music Industry (Performance or Electronic Music Creation & Performance or Sound Production)	
English 4 and/or English Language 4 and/or Literature 4	Music 4	VET Cert III in Music Industry (Performance or Electronic Music Creation & Performance or Sound Production)	

### This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Music Industry</li> <li>• Entertainment (sound)</li> <li>• Music Performance</li> <li>• Music Production</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Visual and Performing Arts</li> <li>• Audio Engineering &amp; Sound Production</li> <li>• Music Production</li> <li>• Music</li> <li>• Musical Theatre</li> <li>• Arts (contemporary, music, music industry, performance studies)</li> </ul>
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## NURSING/ALLIED HEALTH AND HUMAN SERVICES

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	General Maths 1	Health and Human Development 1 or Physical Education 1	Biology 1 or Chemistry 1 or Physics 1	VET Cert III in Allied Health Assistance  Any units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	General Maths 2	Health and Human Development 2 or Physical Education 2	Biology 2 or Chemistry 2 or Physics 2	
English 3 and/or English Language 3 and/or Literature 3	Further Maths 3	Health and Human Development 3 or Physical Education 3	Biology 3 or Chemistry 3 or Physics 3	
English 4 and/or English Language 4 and/or Literature 4	Further Maths 4	Health and Human Development 4 or Physical Education 4	Biology 4 or Chemistry 4 or Physics 4	

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Allied Health Assistance</li> <li>• Nursing</li> <li>• Mental Health</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees in: <ul style="list-style-type: none"> <li>• Nursing</li> <li>• Health Science</li> <li>• Nutrition/Dietetics</li> <li>• Midwifery</li> <li>• Osteopathy</li> <li>• Exercise Sport Science</li> <li>• Dermal Science</li> </ul>
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## PERFORMING ARTS

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Theatre Studies 1 or VET Cert II in Dance	Literature 1 or VET Cert III in Acting (Screen)	History 1 or Media 1	Any Units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Theatre Studies 2 or VET Cert II in Dance	Literature 2 or VET Cert III in Acting (Screen)	History 2 or Media 2	
English 3 and/or English Language 3 and/or Literature 3	Theatre Studies 3 or VET Cert II in Dance	Literature 3 or VET Cert III in Acting (Screen)	History 3 or Media 3	
English 4 and/or English Language 4 and/or Literature 4	Theatre Studies 4 or VET Cert II in Dance	Literature 4 or VET Cert III in Acting (Screen)	History 4 or Media 4	

This Pathway may lead to:

<b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Theatre Technician See a Careers Advisor for details.	<b>TAFE</b> Diplomas and Certificates in: <ul style="list-style-type: none"> <li>• Musical Theatre</li> <li>• Stage &amp; Screen Performance</li> <li>• Specialist Make-Up</li> <li>• Screen &amp; Media</li> <li>• Theatre Arts</li> </ul>	<b>UNIVERSITY</b> Bachelor Degrees at various institutions: <ul style="list-style-type: none"> <li>• Fine Arts - Theatre</li> <li>• Drama</li> <li>• Humanities</li> <li>• Arts/Media</li> <li>• Visual Arts</li> <li>• Screen Production</li> <li>• Film and TV</li> <li>• Performing Arts</li> <li>• Education (Media Studies, Drama, Dance)</li> <li>• Producer/ Director</li> </ul>
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## PHYSICAL SCIENCE/ENGINEERING

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Physics 1 and/or Chemistry 1	Maths Methods 1	Specialist Maths 1	VET Cert II in Engineering
English 2 and/or English Language 2 and/or Literature 2	Physics 2 and/or Chemistry 2	Maths Methods 2	Specialist Maths 2	Any units from VCE, VET.
English 3 and/or English Language 3 and/or Literature 3	Physics 3 and/or Chemistry 3	Maths Methods 3	Specialist Maths 3	
English 4 and/or English Language 4 and/or Literature 4	Physics 4 and/or Chemistry 4	Maths Methods 4	Specialist Maths 4	

This Pathway may lead to:

<p><b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Traineeships (Lab Tech)</p> <p>See a Careers Advisor for details.</p>	<p><b>TAFE</b> Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Engineering Technology</li> <li>• Applied Science</li> <li>• Building Design</li> </ul>	<p><b>UNIVERSITY</b> Bachelor Degrees at various institutions:</p> <ul style="list-style-type: none"> <li>• Architecture</li> <li>• Engineering Science (Applied, Physical Agricultural, Chemical, Biological, Health)</li> <li>• Education</li> <li>• Manufacturing</li> <li>• Engineering (Civil, Mechanical, Electrical, Chemical, Aerospace, Software, Automotive, Biomedical)</li> </ul>
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## TRADES – WOOD/PLUMBING/AUTOMOTIVE/ELECTRICAL

Compulsory Units	Suggested Units			Other Units
English 1 and/or English Language 1 and/or Literature 1	Foundation Maths 1	Visual Communication Design 1	VET Cert II in Furniture Making or VET Cert II in Building & Construction	VET Cert II in Plumbing VET Cert II in Construction Pathways VET Cert II in Electrotechnology VET Cert II in Automotive Vocational Preparation  Any units from VCE, VET.
English 2 and/or English Language 2 and/or Literature 2	Foundation Maths 2	Visual Communication Design 2	VET Cert II in Furniture Making or VET Cert II in Building & Construction	
English 3 and/or English Language 3 and/or Literature 3	Foundation Maths 3 (optional)	Visual Communication Design 3	VET Cert II in Furniture Making or VET Cert II in Building & Construction	
English 4 and/or English Language 4 and/or Literature 4	Foundation Maths 4 (optional)	Visual Communication Design 4	VET Cert II in Furniture Making or VET Cert II in Building & Construction	

This Pathway may lead to:

<p><b>EMPLOYMENT</b> Limited opportunities for students seeking employment direct from VCE. Some Apprenticeships and Traineeships are available. See a Careers Advisor for details.</p>	<p><b>TAFE</b> Diplomas and Certificates in:</p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Cabinet Making</li> <li>• Building and Construction</li> <li>• Plumbing</li> <li>• Electrotechnology</li> </ul>	<p><b>UNIVERSITY</b> Bachelor Degrees at various institutions:</p> <ul style="list-style-type: none"> <li>• Industrial Design</li> <li>• Construction Management</li> <li>• Project Management</li> <li>• Mechanical Engineering</li> <li>• Automotive Engineering</li> <li>• Electrical &amp; Electronic Engineering</li> </ul>
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## Pathway Planner

All students must complete the grid below indicating the units you wish to study in 2022 as well as the units you would like to study during your VCE years. Please note that there is no guarantee that all studies offered will be timetabled.

	Year 10 2022		Year 11 2022 or Year 11 2023	Year 12 2022 or Year 12 2023/24
	Semester 1	Semester 2	Year 11 students enrol in 5 Subjects	Year 12 students enrol in 5 Subjects
Subject 1	English EAL Advanced English	English EAL Advanced English		
Subject 2	Maths  Foundation Maths	Maths  Foundation Maths		
Subject 3				
Subject 4				
Subject 5				

English Group includes subjects such as English, EAL, English Language and Literature

## The Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) will be awarded to students who satisfactorily complete their program in accordance with the rules as set out by the Victorian Curriculum and Assessment Authority (VCAA).

### 1. What you must satisfactorily complete over the two years

To gain the VCE, students must satisfactorily complete at least 16 units of VCE studies. A unit is a one semester subject. These 16 units must include:

- at least three units of English group studies, with a sequence at unit 3 & 4\*
- at least three pairs of Units 3 & 4 sequences other than English
- 95% minimum attendance

\* To receive an ATAR score, students must satisfactorily complete both Units 3 and 4 of the English group subject. (English, EAL, English Language, Literature)

Note: The 16 units may include an unlimited number of units of Vocational Education and Training (VET) course.

### 2. How do you satisfactorily complete a unit of study?

Every unit of study has between two to four Learning Outcomes prescribed by the VCAA. Learning Outcomes describe the knowledge and skills you should have attained by the time you have completed a unit. Teachers set assessment tasks over the duration of the unit to determine students' ability to satisfy outcomes. To satisfactorily complete a unit of study you must successfully achieve **all** the Learning Outcomes for that study.

### 3. How will your work be assessed?

There are two ways in which each VCE unit will be assessed. They are:

- By satisfactory completion:** Assessment relating to satisfactory completion of a unit of study based upon demonstrated achievement of learning outcomes as described in the unit Study Design. You will receive 'S' (Satisfactorily completed) or 'N' (Not Satisfactorily completed) for each unit studied.
- By levels of achievement:** It is important to understand that the assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit. Student's overall performance is based on a combination of set work and assessment tasks related to the learning outcomes.

At Units 1 & 2, the school will decide which parts of a unit will be assessed for grades and how they will be assessed. Assessment tasks related to the learning outcomes will include a variety of tasks usually performed in class under test conditions such as essay writing, problem-solving practical work and extended tasks involving some work outside of class. Graded assessment tasks will be awarded a letter grade. These are school-based grades and will not appear on your final VCE Certificate. However, for Units 3 & 4, the VCAA prescribes assessment tasks for all students studying each unit, for which grades will be awarded.

Each study has graded assessments, school-assessed coursework and 1 or 2 examinations. School assessment can be of two types - Coursework Assessment and School-assessed tasks.

- Coursework assessment assesses how you have performed assessment tasks related to the learning outcomes specified in the study design. Tasks are done mainly in class time and assessed by the college. School assessed tasks are the same for every school. The VCAA specifies how marks and grades are to be awarded.
- Examinations are set and marked by the VCAA and are held in November. Your grades for each of the assessments will be recorded on the official statement of results you receive from the VCAA. The aggregate for the grades for each study is used to determine the study score, which is then used for tertiary selection.

Results of school assessments count towards a student's study score in each VCE study and ultimately towards the Australian Tertiary Admissions Rank (ATAR).



### **What does S mean?**

For satisfactory completion students must demonstrate achievement of each of the learning outcomes for the unit in accordance with the specifications set out in the study design. This decision is based on the teacher's judgement of student performance on a combination of set work and assessment tasks related to the outcomes.

Achievement of a learning outcome means:

- the work meets the required standard as described in the outcomes
- the set work is submitted and assessment tasks are completed
- the teacher is able to authenticate that the work upon which the judgement is made is the student's own work
- there have been no substantive breaches of rules (including attendance requirements)

NB. Students who do not meet the 95% minimum attendance requirement will risk receiving an N for each unit, even if all work is completed satisfactorily. Documentation must be provided.

### **What does N mean?**

The student will receive an N (Not Satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task (for example, School Assessed Task deadlines), including if an extension of time has been granted
- the work cannot be authenticated
- there has been a substantial breach of rules

Students receiving an 'N' for one or more of their Learning Outcomes will receive an 'N' for the VCE Unit.

Please note: Passing an examination does not mean a student will receive an 'S' for a unit. All outcomes must be met in order for an 'S' to be awarded.

### **4. What is the GAT (General Achievement Test)?**

All students undertaking any Units 3 & 4 study are required to undertake the GAT in June, this includes Year 10 or Year 11 students undertaking any Year 12 subject. The GAT consists of a general test covering three broad areas: Written communication; Mathematics, Science and Technology; Humanities and Social Sciences. The GAT will test the level of student achievement in the general skills that grow out of study in specific subjects.

All students will receive a statement of their GAT results. Students will get separate scores from each of the three parts of the GAT. The VCAA uses results of the GAT for monitoring school assessments and for checking the marking of school-assessed tasks and examinations. They do not form part of your award of the VCE and are not used for tertiary selection processes.

### **5. How is school assessed work reviewed and moderated?**

For all forms of school based assessment, the VCAA has procedures to ensure all schools throughout the State are marking to the same standard. Each school's coursework assessments are statistically moderated using both the GAT and examinations in that study which are also used to check on results for school assessed tasks. This is all done before you receive the final grades for your work.

### **6. How are results reported?**

At the end of the year, the VCAA will issue a Statement of Results to all students enrolled in the VCE, including literacy and numeracy. At the Unit 1 & 2 level, it will only show S or N for each unit of study. At Units 3 & 4 level, it will also show your school assessment grades and examination grades plus your study score for each unit of study. Your study scores are then used by VTAC to calculate the ATAR score.

Students completing the Victoria Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) will, as part of their senior secondary qualifications, receive information about whether they have demonstrated or exceeded the literacy and numeracy standards typically expected of those entering the workforce from school.

## **7. What is the Australian Tertiary Admissions Rank (ATAR)?**

The Victorian Tertiary Admissions Centre (VTAC) receives results (study scores) from the VCAA. VTAC will use these scores to determine the Australian Tertiary Admissions Rank (ATAR) for each VTAC applicant and the applicant will be notified of that ATAR by VTAC at the same time as the applicant receives his/her study scores from the VCAA.

An applicant's ATAR is their percentile ranking. It gives the comparative placement of that applicant in the population of tertiary applicants who have applied for a tertiary course on the basis of their Year 12 results.

## **8. What are the attendance requirements?**

VCE students are expected to attend all timetabled classes, excursions and assemblies and be punctual at all times. Year 11 students are expected to attend every school day. Attendance is compulsory for each unit. A minimum of 95% is required or students risk receiving an N, no matter how much work is done.

If a student has not attended a minimum of 95% of timetabled classes for a particular subject or unit they will be deemed to have not met the requirements of that subject or unit and will receive an "N" for the unit if it is a VCE study. All absences must be accompanied by a medical/parent note on the day of return to school. Parents are asked to assist by not allowing students to stay home unless they are too sick to attend school. Medical/Dental appointments should be made outside of school hours.

## **9. Qualifying for EAL**

A student may be eligible for Year 11 EAL in 2022 status if they meet both of the following conditions:

1.
  - a) The student has been a resident in Australia or New Zealand or other predominantly English-speaking countries for no more than seven years, that is, their date of arrival was on or after 1 January 2016 for students who are in a Unit 3 and 4 program in 2023 (Note: The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. This calculation of time should not include time spent out of Australia during school vacations) or
  - b) The student is an Aboriginal or Torres Strait Islander student whose first language is not English.
2. English has been the student's major language of instruction for a total period of not more than seven years over the period of their education. Schools must sight the student's overseas school reports to confirm that the language of instruction was not English during this period.

## **10. How can I change courses?**

Students enrolled in Units 1 & 2 may, in some cases, change their course at the end of Unit 1. Reasons may include - a career pathway has changed, loss of interest in a particular unit, or the work is too difficult. The process for changing courses at the end of Unit 1 will be outlined during a level assembly towards the end of term 2.

Students enrolled in Units 3 & 4 may apply to change to another subject only up to the school's closing date of the first week of February 2022. Unit 3 is a pre-requisite for all unit 4 subjects. Unit 4 cannot be studied alone.

It is important that students check prerequisites for entry into TAFE and University courses. The relevant publication for Year 10 is VICTER 2025. Please note: While every effort will be made to give students up to date advice when choosing courses, the final responsibility for checking prerequisites rests with students and parents.

## **11. Special provisions (Further information in the student planner)**

In VCE, schools may approve special provisions and arrangements for both classroom learning and School-based Assessments. The VCAA recognizes that school personnel, because of their knowledge of individual students and their circumstances, can sensitively vary the school assessment programs to accommodate student circumstances.

As part of our process for special provision, information will be collected from Student Support Group meetings and the development of Individual Education Plans to inform special provision requirements for VCE.

Meetings between parents, Year Level Coordinators and Sub School Leaders in regards to special provisions in VCE need to occur during SSG meetings held in Semester 1 and 2 of Year 9. Any relevant documentation from health care professionals should be forwarded to the Year Level Coordinator and Senior School Leader.

Special provisions may include the following:

- Extra working time (extra reading and/or writing time) not exceeding 10 minutes per hour
- Rest breaks not exceeding 10 minutes per hour of the “total writing time”
- Alternative format examination papers such as enlarged print, electronic text and Braille (students with vision impairment may be eligible to apply for an exemption from the GAT because Braille and some other alternative format papers are not available for that external assessment)
- Permission to use technological aids such as a computer or Microlink assistive technology for a student with hearing impairment
- A reader and/or a scribe

Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE unit. Students absent from school for prolonged periods must still comply with the school’s authentication procedures to demonstrate that they have completed the work and that the work is their own.

### **VCE (Baccalaureate)**

VCE (Baccalaureate) is designed to provide further information about the kind of senior secondary program of study within VCE, it provides an additional form of recognition for those students who choose to undertake the demands of study both a higher level mathematics and a language in their VCE program of study. The VCE (Baccalaureate) is contained within the VCE and is not another senior secondary credential.

The student will be enrolled in the appropriate set of VCE units as normal. Eligibility is determined by the criteria below and the award of the VCE (Baccalaureate) will be flagged through the normal VCE Student Eligibility Report. Confirmation of receipt of the award will only occur once the student receives final moderated study scores. Finally, the student’s Statement of Results will include an additional statement that recognizes the Award of the VCE (Baccalaureate).

To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Unit 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above or a Units 3 and 4 sequence in EAL with a score of 33 or above
- a Unit 3 and 4 sequence in either Mathematics Methods (CAS) or Specialists Mathematics
- a Unit 3 and 4 sequence in a VCE Language
- at least two other 3 and 4 sequences

## VCE STUDIES 2022

### VCE COURSE SELECTION and COLLEGE PROCEDURES

Stage 1	Counselling and information.
Stage 2	Students have a choice of units and programs offered by the college.
Stage 3	Selections are compiled and Units to proceed are determined by the College, taking into account student numbers, staff and room availability.
Stage 4	A grid is developed to best accommodate the students' choices and minimize subject clashes.
Stage 5	Students adjust their subject choices WITHIN the final grid / timetable. Some minor changes of program are permitted.
Stage 6	Results for Years 10 & 11 are released, some students may need to adjust programs to reflect results.

### ENTRY TO UNITS

Generally, there are no prerequisites for entry into Units 1, 2 and 3, although students are strongly advised to take Unit 2 before Unit 3. Students who enter a study at Unit 3 must be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 and Unit 4 as a sequence. Students should seek advice prior to selecting mathematics units.

Units offered at Glen Eira College in 2022 (other Language studies may be taken outside the school):

Accounting	Units 1 & 2	
Applied Computing	Units 1 & 2	
Art	Units 1 & 2	Units 3 & 4
Biology	Units 1 & 2	Units 3 & 4
Business Management	Units 1 & 2	Units 3 & 4
Chemistry	Units 1 & 2	Units 3 & 4
Computing – Data Analytics		
Computing – Software Development		
Economics	Units 1 & 2	
English / EAL	Units 1 & 2	Units 3 & 4
English Language	Units 1 & 2	Units 3 & 4
Food Studies	Units 1 & 2	
French	Units 1 & 2	Units 3 & 4
Foundation Maths	Units 1 & 2	
Further Mathematics		Units 3 & 4
General Mathematics	Units 1 & 2	
Geography	Units 1 & 2	
History	Units 1 & 2	Units 3 & 4
Health & Human Development	Units 1 & 2	Units 3 & 4
Japanese	Units 1 & 2	
Legal Studies	Units 1 & 2	Units 3 & 4
Literature	Units 1 & 2	
Mathematical Methods	Units 1 & 2	Units 3 & 4
Media	Units 1 & 2	
Music Performance	Units 1 & 2	
Philosophy	Units 1 & 2	
Physical Education	Units 1 & 2	Units 3 & 4
Physics	Units 1 & 2	Units 3 & 4
Psychology	Units 1 & 2	Units 3 & 4
Specialist Mathematics	Units 1 & 2	Units 3 & 4
Theatre Studies	Units 1 & 2	
Visual Communication Design	Units 1 & 2	Units 3 & 4

- NB:
1. The above units are OFFERED, but if numbers are insufficient or resources limited, they may not go ahead.
  2. Some unit 3/4 sequences maybe undertaken while in Year 11 subject to staff approval and counselling.

## VET (Vocational Education and Training) in the VCE

A VET program allows students to complete accredited TAFE Studies (modules) whilst studying VCE. It enables students to complete a nationally recognized vocational qualification and the VCE at the same time. Some of these modules will be taught as part of normal VCE studies, some modules are taught separately.

At the end of Year 12, students who have satisfactorily completed all required units will be awarded both the VCE Certificate and a VET in the VCE Certificate.

### HOW DOES VET WORK?

A VET in Schools (VETIS) program is usually made up of:

- **Units of Competency:** Units of work and skills training delivered by a registered training organization (e.g. TAFE), the students' school or another school close by.
- **Structured Workplace Learning:** A compulsory requirement for some VETIS subjects however all students are actively encouraged to participate in a Structured Workplace Learning Placement. These are usually held in one week blocks and organized by the students to occur during school holidays to minimize disruption to learning.

Structured Workplace Learning enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job during their placement.

Contribution to the VCE

VET may be fully incorporated into the VCE either as VCE VET (scored assessment) or Block Credit.

VCE VETIS Programs:

- Are fully recognized within the Units 1-4 structure of the VCE;
- Have equal status with other VCE studies;
- May offer scored assessment and provide a study score (selected programs only) or may provide a 10% increment to the ATAR.

VET Unit 3 & 4 sequences, with study scores:

- Scored VCE VET programs provide a study score and contribute directly to the ATAR in the Primary 4 or as a 5th or 6th study increment.

Block Credit VETIS Programs:

- Are fully recognized within the Units 1-4 structure of the VCE and have equal status with other VCE studies;

Students who undertake VET programs not included in the suite of scored assessment VCE VET programs may be eligible for credit towards their VCE. This is achieved through a process described as **Block Credit**.

VTAC may award students who receive a Units 3 & 4 sequence through **Block Credit** recognition a **10% increment towards their ATAR**.

## VET OFFERINGS 2022

Glen Eira College is a member of the Inner Melbourne VET cluster. The cluster offers a broad range of VET certificate courses that are available to Glen Eira College students. Courses run off campus at various venues including other schools and TAFE Colleges. Offerings for next year were not finalized at the time of publication of this booklet.

Next year the courses offered **may** include:

- Certificate III in Acting (Screen)
- Certificate III in Allied Health Assistance
- Certificate II in Animal Studies
- Certificate II in Building and Construction (Carpentry)
- Certificate II in Dance
- Certificate II in Electrotechnology Studies
- Certificate III in Events
- Certificate II in Hospitality
- Certificate III in Information, Digital Media and Technology
- Certificate II in Kitchen Operations
- Certificate III in Laboratory Skills
- Certificate III in Music Industry
- Certificate III in Screen and Media (Creative and Digital Media) or (Game Design and Animation Focus)
- Certificate II in Small Business
- Certificate III in Sport and Recreation
- Certificate III in Tourism
- Certificate II in Visual Arts

### **Why a VET in the VCE Certificate?**

The program has definite advantages:

- It allows students to complete their VCE and VET in the VCE Certificate at the same time. Students will receive both a VCE and a VET certificate.
- VET in the VCE means that the TAFE modules are recognized as VCE units and can be included with VCE units as part of the basic 16 units students must complete satisfactorily to gain their VCE. VET programs have a Unit 1-4 structure.
- A fully completed VET Certificate including a Unit 3 & 4 sequence will be counted when calculating a student's Australian Tertiary Admissions Rank (ATAR) in specific VET subjects. It may contribute directly or as a 10% addition. It is important that you check which method is used for each of the VET studies. Students who want to go into university courses are not disadvantaged by gaining a certificate within their VCE program.
- These certificates are designed to meet industry requirements in the relevant areas and therefore give VCE students the bonus of work skills that are accepted as training by industry. The certificate is endorsed both by the Authority and the State Training Board. Students who successfully complete their program are awarded a nationally accredited Vocational Training Certificate.
- These certificates may give students credits towards other courses if they go on to further education at a TAFE College.
- In Units 3 & 4 of VET studies, graded assessment will be available in specific subject areas.

Work placement is not a compulsory part of all VET programs. However, students will be encouraged to consider a work placement at some stage during the two-year program.

The VET program could lead to:

- TAFE: Begin first year of tertiary study with credit for completed Modules

- University: Various courses including: Information Technology and Software Development, Business, Multimedia, Hospitality
- Employment: Entering the employment market with a completed or partially completed certificate
- Apprenticeships & Traineeship
- A recognized level of practical skills being immediately useful to many employers in areas such as computers/small business, hospitality, retail.

## EXTENSION PROGRAMS

### *a. Completing VCE units in Year 10*

Year 10 units are blocked against VCE units resulting in a greater opportunity to offer VCE subjects to capable Year 10 students (subject to timetable clashes and available spaces in classes). Students interested in studying VCE units should complete an expression of interest at the time of making their Year 10 choices.

### *b. Higher Education Studies in the VCE*

University Enhancement Programs aim to assist high-achieving secondary school students to maximize their learning experience in their final year of school. Participating in the program provides students with an intellectual challenge during Year 12. Extension studies are for the most able students. In any one year it is likely that less than 2% of VCE students will be eligible. These students are selected by schools, using university guidelines, to help ensure that selected students are capable of completing the VCE and extension studies program.

Enhancement studies students complete a standard first-year university level subject. There is a range of subjects available in the areas of arts, business and economics, information technology and science. Students have a choice of study modes including attendance at enhancement centres located at various secondary schools and at university campuses or via off-campus learning (distance education). Students studying off-campus may also have the option of attending specially established tutorial centres.

All students nominate a mentor at their school. Mentors monitor students' progress but are not expected to provide academic assistance as this is provided at the enhancement classes and/or by university staff.

Students attend classes at selected secondary schools, normally once per week after school, and they also attend a number of on-campus sessions during each semester.

It is important to realize that extension studies do not contribute to the requirement of the VCE. They are not VCE units, so you can't count them as one of the sixteen units needed for satisfactory completion. Extension studies are there to extend your capabilities beyond the VCE. That said, the extension studies results will be reported on your Statement of Results and they **do** contribute to your Australian Tertiary Admissions Rank (ATAR).

### **Eligibility**

- Students will have completed Units 3 & 4 of the associated study in Year 11 or will be undertaking the study in Year 12. (If undertaking Unit 3 & 4 in Year 12 then the student will have undertaken the associated Unit 1 & 2 in Year 11).
- Students will have achieved grades of A or A+ in the associated study at Units 3 & 4 (or Year 11 if appropriate)
- Students will have achieved exceptionally high level results across most subjects in Year 11.
- Students must be undertaking Units 3 & 4 of at least four VCE studies in Year 12, and must have completed at least five VCE studies at this level by the end of Year 12.

### Cost to students

The cost to students is dependent on the university with whom the Enhancement Studies are undertaken. Monash charges \$450 per semester plus textbooks. Melbourne and RMIT do not charge. This fee may increase each year. If a student is subsequently granted credit for their Enhancement Studies, the student will not incur a HECS debt for credited subjects.

Students interested in undertaking Higher Education Studies should express their interest to the Senior School Leader.

# Year 10 Unit Descriptions

*‘Live as if you  
were to die  
tomorrow.*

*Learn as if you  
were to live  
forever.’*

*M.Gandi*



## English

### Advanced English

Advanced English meets the requirements of the Victorian Curriculum while allowing students to work at a consistently advanced level. The subject combines elements of the Year 10 English course with elements of VCE English Language, VCE Literature and VCE English. Students will study a range of complex texts from different periods, styles, genres and contexts. They will be expected to produce substantial and sophisticated responses to these texts. This subject is suitable for students who are performing at a higher than expected level in all aspects of English.

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. In this part of the Year 10 Advanced English course, students read widely to develop their analytical skills and understanding of linguistics. They focus on the structures, features and functions of spoken and written English language and investigate such topics as the nature and functions of language, language variation and changes in language over time.

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which they are produced and read, and the experiences the reader brings to them. Students undertake close reading of texts and analyse how language and literary elements and techniques function within them. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

Advanced English will enable students to think critically about the ideas and arguments of others and the use of language to persuade and influence audiences. It will enable them to demonstrate (in written, spoken and multimodal texts) an ability to convey ideas, feelings, observations and information effectively and to make informed choices about the construction of texts in relation to purpose, audience and context.

#### *Assessment Tasks:*

- Text response/analytical essays
- Creative responses to texts
- Media and language analyses
- Debates and oral presentations
- Short answer questions
- Analytical commentaries
- Close analyses
- Writing folios
- Exams

### English

Students learn how to interact in a global environment, how to learn, adapt, create and communicate effectively and how to interpret and use information fluently and critically. The curriculum has a particular focus on English language, literature and literacy.

Specifically, the curriculum aims to support students to:

- Appreciate and enjoy language and develop its power to evoke feelings, form and convey ideas, persuade, entertain and argue
- Understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings
- Access a broad range of literary texts and develop an informed appreciation of literature
- Respect the varieties of English and their influence on Standard Australian English

Assessment tasks will be based on the three strands of Language, Literature and Literacy which are defined as:

- Language – Knowing about the English language: a coherent, dynamic, and evolving body of knowledge about the English language and how it works.
- Literature – Understanding, appreciating, responding to, analysing and creating literature: an enjoyment in, and informed appreciation of, how English language can convey information and emotion, create imaginative worlds and aesthetic and other significant experiences.
- Literacy – Growing a repertoire of English usage: the ability to understand and produce the English language accurately, fluently, creatively, critically, confidently, and effectively in a range of modes, and digital and print settings, in texts designed for a range of purposes and audiences.

#### *Assessment Tasks:*

- Text response and analytical essays
- Imaginative and creative responses to texts
- Media and language analysis
- Debates and oral presentations
- Research-based tasks
- Writing folios
- Grammar tasks and tests
- Exam

## English as an Additional Language (EAL)

In English as an Additional Language (EAL) students develop their ability to learn collaboratively and independently and communicate effectively. Students develop their ability to comprehend, analyse and interpret a broad range of text types.

Through regular practice of listening to spoken texts, students improve their literal and inferential listening skills. In their study of literary texts, students consolidate their understanding of reading strategies to strengthen their capacity to reflect on and appreciate literature. Students develop their literal and inferential reading comprehension skills with three level guides. Through close analysis of literary texts, they build their ability to analyse literary techniques and their analytical writing skills.

In their study of contemporary issues in the Australian media, students engage with a broad range of multimodal texts. Students develop their capability to analyse argument, written and visual language. Through their analysis of persuasive texts, they build their understanding of how creators of texts express their opinion. Students strengthen their capacity to construct and present a reasoned point of view on an issue.

In the Writing Workshop, students build their understanding of the purposes, structures and language features of different written text types. Through close study of exemplary writing, they strengthen their capacity to plan, edit and revise their own writing. Students improve their vocabulary with a range of learning activities that support their acquisition of vocabulary. They develop their understanding of the spelling and grammar conventions of Standard Australian English.

### *Assessment Tasks:*

- Text response and analytical essays
- Media and language analysis
- Oral presentations
- Writing folios
- Exam

## MATHEMATICS

Students complete a mathematics course that best suits their needs and ability. Students should consult with their mathematics, careers teacher and parents to ensure they fully understand the consequences of their choice. Students select one of the two alternatives below for the whole year.

### **Foundation Mathematics – Semester 1 and 2**

This is VCE Foundation Mathematics Units 1 and 2 designed for students who are not intending to study VCE General Mathematics or Mathematical Methods in Year 11. The course focuses on the application of Mathematics in practical contexts relating to everyday life, recreation, work and study. The topic areas include Space, Shape and Design, Patterns and Number, Handling Data and Measurement and are investigated through themes such as Finance, Sport, Car Safety and Theatre Productions. This course is designed to complement and support other VCE subjects including VET studies.

### **Mathematics – Semester 1**

The semester 1 course is a conventional Mathematics course that is designed to prepare students for VCE Mathematical Methods (CAS) and Specialist Mathematics or VCE General Mathematics. Students study solving of linear equations, graphs of straight lines, trigonometry, Pythagoras' Theorem, Indices and real numbers, and Financial Mathematics. There will be an emphasis on further developing problem solving skills.

### *Assessment Tasks:*

- Topic tests
- Workbook
- Investigation reports
- Exam

### **Mathematics – Semester 2**

The semester 2 course is a Mathematics course that is designed to prepare students for VCE General Mathematics. Students study Pythagoras theorem, total surface area and volume of a variety of 3D shapes, sequence and series, financial mathematics extension and statistics. There will be an emphasis on further developing problem solving skills.

### *Assessment Tasks:*

- Topic tests
- Workbook
- Investigation reports
- Semester Exam

## Advanced Mathematics – Semester 2

A Year 10 Mathematics course specifically designed to prepare students for VCE Mathematical Methods and Specialist Mathematics. Students study algebraic expansion and factorisation, solving of equations, graphs of parabolas, trigonometry, surds and exponential functions, variation, probability and statistics. There will be an emphasis on further developing problem solving skills

### Assessment Tasks:

- Topic tests
- Workbook
- Investigation reports
- Exam

### Possible course pathways in Mathematics →

Year 9	Yr 10	Year 11	Year 12
Year 9 (achieving well below level)	Unit 1 & 2 Foundation Mathematics	Unit 3 & 4 Foundation Mathematics	
Year 9 (achieving at or below level)	Year 10 Core Mathematics (Sem 1) & Year 10 General Mathematics (Sem 2)	General Mathematics Units 1& 2 or Foundation Mathematics Unit 1 & 2	General Mathematics Unit 3& 4 or Foundation Mathematics Unit 3 & 4
Year 9 (achieving at or above level)	Year 10 Core Mathematics (Sem 1) & Year 10 Advanced Mathematics (sem 2)	Mathematics Methods Unit 1 & 2 (this can be done on its own or with General Maths)	Mathematical Methods Unit 3 & 4 &/or General Mathematics
Year 9 (achieving well above level)	Year 10 Core Mathematics (Sem 1) & Year 10 Advanced Mathematics (Sem 2)	Mathematical Methods Unit 1 & 2 & Specialist Mathematics Units 1 & 2	Mathematical Methods Unit 3 & 4 & Specialist Mathematics Unit 3 & 4
Year 9B SEAL class	Specialist Mathematics Unit 1 & 2	Mathematical Methods Unit 1 & 2	Mathematical Methods Unit 3 & 4 & Specialist Mathematics Unit 3 & 4

Students can choose to drop down a pathway at any time but cannot move up a Mathematics pathway.

## SCIENCE

### Biology & Psychology

#### (Prerequisite for Biology & Psychology Unit 1 & 2)

Students learn about heritable characteristics and how these are transmitted from one generation to the next, in a process that involves genes, DNA and chromosomes. They will discover patterns formed by the transmission of heritable characteristics. They will design, undertake an extended investigation and report their findings. They learn about how genetic information can be used in medicine and discuss the many ethical issues associated in this area of Science.

Students will also learn about the scope of Psychology, including specialist career fields and fields of application and their contribution to understanding human behaviour. They will formulate research questions and construct Testable hypotheses. They will use an appropriate experimental research design and select appropriate sampling procedures for selection and allocation of participants to research various psychological questions. Students will analyse and interpret data, and draw conclusions consistent with these research questions.

### Chemistry & Physics

#### (Prerequisite for Chemistry & Physics Unit 1&2)

Students discover that all matter is made of atoms which are composed of protons, neutrons and electrons and how they form patterns in the Periodic Table. They look at how chemical reactions involve rearranging atoms to form new substances and prove the Law of Conservation of Mass. Students identify different types of chemical reactions that are used to produce a range of products and recognise that reactions can occur at different rates. They will investigate chemical reactions and how they are represented by balanced chemical equations.

Students explain the motion of objects in terms of forces and investigate energy exchange and how this is predicted using the laws of Physics. Students will use Motion Sensors to investigate inclined planes and pulley system

### Earth & Space Science

Students investigate the theory of plate tectonics and how this explains global patterns of geological activity and continental movement. They will learn about global systems, including the carbon cycle, interactions involving the atmosphere, biosphere and lithosphere. They will investigate The Universe, discovering that it contains features including galaxies, stars and solar systems. Students will learn about how the Big Bang theory can be used to explain the origin of the Universe.

Students will investigate combustion and acid/base reactions and their importance in life and industrial processes in nature. Students will identify the different types of acids and bases and study the pH scale.

*Work completed in all Science units:*

- Workbook
- Research Investigation
- Practical work

*Assessment Tasks for all Science units:*

- Practical Report
- Research investigation
- Tests
- Exam

## HUMANITIES

### Civics and Citizenship

Civics and Citizenship aims to develop student understanding of the interconnectedness of Australia's political and legal systems in readiness for VCE subjects. Students will identify the key principles of Australia's justice system using contemporary examples and current issues. In addition to investigating how Australia's international legal obligations influence law and government policy, students will explore what it means to be an active and informed citizen in a range of democratic contexts. Civics and Civil Rights builds the foundational skills and knowledge required for VCE Legal Studies.

*Key Knowledge:*

- Government and Democracy in Australia
- Case Studies in Comparative Democracy e.g. Israel & USA
- Introduction to Constitutional Law
- Australia's International Obligations
- Civil and Human Rights e.g. OHS, Anti-Bullying

*Assessment Tasks:*

- Inquiry Project
- Case Studies
- Exam

### Environment and me

The study of Environment and me at Year 10 focusses on natural and human processes, that influence change and human responses, and what we can do as individuals.

The course focuses on the future with particular emphasis on planning for 2050 and beyond. Students

will investigate how climate change is happening, who or what is responsible for it and are encouraged to think creatively about what steps people need to take to reduce negative impacts. The role of government in the process is considered at a range of scales, including the United Nations, developed and developing countries as well as local environments. Urban, marine and land environments will be investigated through undertaking an excursion which will provide student with an opportunity to contextualise their learning and gather data. Students consider Traditional people's approach to land care management and responsibility. Furthermore, the study of Wellbeing at the local, national and global scale will enable students to analyse data and make informed decisions on their planet's future.

*Key Knowledge:*

- Contemporary Australia
- Asian Regions
- Developing Regions
- Indigenous Peoples

*Assessment Tasks:*

- Data Analysis
- Research Project
- Exam

*Pathways:*

This subject will build the necessary knowledge and develop the understanding of concepts and skill development as preparation for VCE Geography.

Year 10 The Environment and me → Units 1 & 2  
Geography → Units 3 & 4 Geography

### The World as We Know it – Year 10 History

Students will investigate the causes of World War II and the reasons why Australians enlisted to go to war. They will consider significant places where Australians fought and their perspectives and experiences in these places. In addition to researching the nature of warfare, significant events and turning points of World War II, students will identify the effects of World War II, with particular emphasis on the changes and continuities brought to the Australian home front and society. Australia's international relationships in the twentieth Century will be studied, with reference to Britain, USA, Asia and the United Nations. Students will develop historical interpretations and identify contested debates about World War II and the significance of Australian commemoration of war. Understanding the post war significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the

declaration will be studied. Students will focus on the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms and their influence on current protest movements around Indigenous Rights and Treaty. Students investigate one major influence that shaped Australian society in the context of the Globalising World.

This subject will consolidate historical concepts and skills, and lay the foundational knowledge for VCE History.

*Key Knowledge:*

- World War II
- 20th Century Australia
- United Nations - Rights and Freedoms
- The globalizing World: Migration Experiences

*Assessment Tasks:*

- Knowledge and Skills Test
- Comparative Essay
- Exam

*Pathways:*

Year 10 History → Units 1 & 2 History, Twentieth Century History → Units 3 & 4 History, Revolutions

**Philosophy: Why think?**

Socrates, the father of Western Philosophy, asserts that 'an unexamined life is not worth living.' So by extension, studying Philosophy is studying your life and the decisions you make. Have you ever thought if you are real or unreal? Plato claims you are not real and you are a mere shadow of reality. You will learn how Socrates taught Plato who taught Aristotle who taught Alexander the Great. Aristotle began the scientific method with deductive and inductive reasoning. Once you grasp how we construct knowledge, you can test your understanding. You will see how Australia changed thinking across Europe when black swans were discovered. These abstract ideas and practical applications help you to develop high order thinking, discussion techniques and improve your technical writing skills.

Once you have some understanding of Meta-physics and Epistemology, you will investigate the concept of the good life and develop your own understanding of this slippery notion. Questions of Value, that is Ethics, is studied through Aristotle's Virtue Theory where you can work out how to make the right decision at the right time for the right reason depending on the situation. Lastly, you will consider Existentialism by considering different philosophical theories around the value of existence. If you have been caught thinking about the

complexity of your existence and you struggle to organise your thoughts, then this class is for you.

*Assessment tasks:*

- Visual Allegories
- Short answer responses
- Philosophical discussion
- Exam

*Pathways*

Y10 Philosophy → Units 1 & 2 Philosophy → Units 3 & 4 Philosophy

**World of Business**

Students will develop their understanding about the Australian Economy by investigating economic indicators such as GDP, CPI and the unemployment rate. They will also examine why governments strive for a strong economy and how budgetary and monetary policies are used to improve living standards in Australia.

Students will learn how businesses may use marketing, innovation and entrepreneurship to gain a competitive edge and increase profits. In addition, students will learn about business structures and analyse business information and data throughout the course.

This subject is aimed to introduce students to key business ideas and develop foundation skills for VCE Business subjects.

*Key Knowledge:*

- The Australian Economy
- Consumer and Financial Literacy
- The Business Environment
- Entrepreneur (Behaviour & Capabilities)
- Economic and Business Reasoning and Interpretation
- Work and Work Futures

*Assessment Tasks:*

- Research task comparing Australia's Economy to other trading partners
- Personal Finance Assignment (choice of Share Market Game, Property or Job Market)
- Food Truck project
- Exam

*Pathways:*

Y10 World of Business → Units 1 & 2 Business Management or → Units 1 & 2 Accounting → Units 1 & 2 Economics



## LANGUAGES

### French

Year 10 French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language.

#### Year 10 Topics

- Leisure
- Personal history
- World War II
- Book: Un sac de bille, Joseph Joffo
- Travel
- Art

#### Assessment Tasks:

- Writing tasks
- Listening, reading and responding tasks
- Speaking Tasks

For current Year 9 students who have followed the French immersion program there are two options:

1. Year 10 French
2. Year 11 French (VCE Units 1&2) on teacher recommendation and subject to successful completion of a written test

For current Year 9 students who have followed the French First Language (CNED) program there are two options:

1. Year 10 CNED Seconde leading to VCE Year 12 (Units 3 & 4) in the year after.
2. Year 11 (VCE Units 1&2) leading to Year 12 (Units 3 & 4) the year after.

Our recommendations are that:

1. Students who have followed the Year 9 CNED course this year select CNED Seconde for next year (unless students have been recommended by their teacher to choose Year 11 Units 1 & 2). The CNED Seconde program will offer the students a bridge from year 9 to VCE as it will enable them to develop analytical skills and enhance their vocabulary whilst studying French literature.
2. Students who have followed the French Immersion course in Year 9 select Year 10 French or Year 11 French (on teacher recommendation).

### Japanese

Students will focus on the areas of speaking, listening and writing through authentic Japanese texts. They will study through digital medium and generate written

responses and further develop their understanding and appreciation of Japanese culture.

#### Class Activities

- Dialogues and Role Plays
- ICT Supported Activities
- Reading Comprehension
- Written Response to Texts and Creative writing

#### Assessment Tasks:

- Writing tasks
- Listening, reading and responding tasks
- Speaking Tasks

## HEALTH & PHYSICAL EDUCATION

### Biomechanics and Sports Psychology

Students develop an in-depth understanding of the biomechanical principles of the human body and how skill can improve through a knowledge of biomechanical movement. Students will develop an understanding of sports psychology to improve participation and skill acquisition through different stages of learning. This unit has a practical activities and theoretical component. Students will have the opportunity to work both independently and in groups.

Theory components will include:

- Biomechanical principles of human movement
- Skill and skill acquisition
- Australia's Physical Activity and Behaviour Guidelines
- Sports psychology – motivation, arousal vs anxiety

Practical components will include:

- Biomechanical comparisons
- Developing an understanding of biomechanics through practical activities
- ICT data collaboration

#### Assessment Tasks:

- Practical work and participation
- Theory assessments
- Exam

### Human Movement

This unit aims to develop an in-depth understanding of the body's systems and how these systems work together to enable human movement. This unit has a practical and a theoretical component. Students will be involved in a selection of practical activities throughout the semester. They will have the opportunity to work both independently and in groups. This unit provides a strong foundation for further study of VCE Physical Education.

Theory components will include:

- Body systems - cardiovascular, respiratory, skeletal and muscular systems
- Energy systems and energy production
- Fitness components
- Training methods and principles

Practical components will include:

- Fitness testing and analyses
- Practical activities that relate to energy systems and body systems
- Training Method practical activities

*Assessment Tasks:*

- Musculoskeletal Test
- Cardiorespiratory Test
- Fitness testing and program development
- Exam

### **Healthy Mind and Body**

Students will:

1. Extend their learning about major tasks in establishing personal identity.
2. Identify patterns of food consumption in Australia and the strategies designed to improve it.
3. Examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages of the lifespan.
4. Investigate the work of government departments and non-government bodies in promoting and protecting the health of young people – including the law, policies and provision of health services.

*Assessment Tasks:*

- Health Promotion Initiative
- Cancer Essay or Cancer Research Task
- Pre Natal Assessment Task
- Exam

*Topics covered include:*

- cardiovascular diseases, cancer, asthma & diabetes
- injury
- mental health
- health promotion
- healthy lifestyle decisions (food consumption)
- guidelines
- diet and health
- body image

### **Teenage Issues**

Students will:

1. Extend their learning of major tasks in establishing personal identity and how cultural and social factors shape their values.
2. Identify personal behaviours and community actions that affect one's health status, both positively and negatively.
3. Understand the rights and responsibilities associated with an aspect of their developing independence.
4. Examine mental health issues relevant to young people.
5. Understand and practice appropriate assertiveness and resilience strategies.
6. Identify and investigate issues relating to Sexual matters and relationships

*Topics covered include:*

- risk taking behaviours
- road safety
- drug use and abuse in Australia
- alternatives to drug use
- body issues
- understanding mental health
- relationships
- strategies to minimise harm and maximize personal safety
- getting help

*Assessment Tasks:*

- Road Safety Campaign
- Mental Health Report
- Exam

## THE ARTS

### Cinema & Theatre Studies

Cinema & Theatre Studies is the study of the screen and the stage. The study of cinema will see students study various genres in film, watching films and then discussing them as a class and completing written work. They will cover comedy, drama, musicals, family, kids, thriller (mild) and romantic comedy. This is a good preparation for students wanting to study VCE Media.

The theatre studies component includes acting on the stage and also being a part of the technical crew (behind the scenes). Students who choose to be part of technical crew will be required to work with light, sound, props, costume and stage dressing. Students will also gain the opportunity to perform warm up games to prepare for acting on the stage. This will prepare students for VCE Theatre Studies Units 1- 4. All curriculum resources used comply with DET guidelines for selecting Teaching and Learning Resources.

#### Assessment Tasks:

- Film Analysis
- Performance of a play/working in a technical crew
- Exam

### Dance

Year 10 Dance prepares students for VCE Dance. Students study the dance making processes, movement creation, choreography, reflection, rehearsal, pre-performance and performance. Students will also develop a vocabulary of the dance industry and implement it into their writing and performance skills.

Students will perform a learnt group dance where they can showcase their dance skills and performance style. Students will choreograph their own solo dance performance, in whatever style they wish.

#### Assessment Tasks:

- Group Performance
- Performance Review
- Assignment on a dance style of their choice
- Solo Performance
- Exam

### Media

Media prepares students for VCE Media Units 1-4. Students will engage in film and TV studies with various topics to be looked at including

representations, themes, social values and narrative. They will also look at advertising within the Media industry, including magazines, newspapers and social media. Please note this is a folio subject.

#### Assessment Tasks:

- Film Studies
- Oral Presentation
- Folio
- Exam

### Music

Students will engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through:

- Music making
- Performing
- Composing, arranging and/or improvising
- Musicianship
- Aural perception, analysis and music language

#### Assessment Tasks:

- Solo Performance
- Group Performance
- Exam

Students will develop musical skills that will provide them with the opportunity to continue onto VCE Music Performance or VET Music in Year 11 and 12. It is preferable but not mandatory that students already have skills and experience playing a musical instrument.

### Photography

Students will learn the basics of both traditional black and white photography and digital photography. This includes the SLR camera parts and functions, proper handling of a camera and relating the art elements and principles to create artistic photographs. Students will refine their photographic skills through a focus on composition and light, practice various photographic techniques and explore more creative approaches to photography.

Students will develop skills through the investigation of film processing, darkroom techniques and retouching photographs using photo-editing software such as Photoshop. Students will also learn the history of photography from the camera obscura to camera phones. They will become familiar with the work of famous photographers, both historical



and contemporary.

By the end of the course students should be able to compose, edit, critique and display their Photographs, and have a basic understanding of the techniques and history behind it.

Students are not required to have their own SLR camera but access to a digital camera would be advantageous.

#### *Assessment Tasks:*

- Folio of photographic work
- Design processes in Visual Diary
- Written analysis & case study
- Exam

#### **Visual Arts and Design**

This course provides a solid introduction for students wishing to study VCE Art in Year 11 and 12. Students will look at the works and ideas of various artists throughout art history and seek sources of inspiration for their own art making. Students have the opportunity to experience a wide range of art media such as drawing, painting, ceramics, printmaking, photography and computer generated imagery using Photoshop. Students will utilize these media as an avenue of self-expression to investigate a variety of themes such as: the urban or natural environment, portraiture, contemporary events and issues, popular culture etc.

#### *Assessment Tasks:*

- Folio of completed artworks
- Visual process diary
- Written analysis
- Exam

#### **Visual Communication**

Students will develop their ability to think and solve problems creatively and imaginatively. Students will create drawings and design for Communication Design; book jackets, posters or advertisements. They will develop their skills for Environmental Design through drawing two-dimensional architectural plans or creating three-dimensional models. Students' experience is further developed for Industrial Design by creating products such as perfume bottles or furniture. Students may use a combination of traditional techniques and computer programs; Illustrator, Photoshop and Sketch up.

This course will be tailored to meet student interests in the topics that are taught and prepare those who are wishing to take this subject in Years 11 and 12.

#### *Assessment Tasks:*

- Development of a design folio
- Final Presentations
- Written Analysis
- Exam

### **ICT & TECHNOLOGY**

#### **Food and You**

This is a theoretical and practical unit of study that introduces students to the role food plays in our lives and the influences on our food choice. Students will be studying the relationship between diet and health. They will explore the Australian dietary health guidelines and develop an understanding of the importance of macro and micro nutrients. They will discover the major food related disorders that exist in Australia today. In addition, they will develop skills in food safety and hygiene plus develop their menu planning and catering abilities.

Topics covered are:

- The importance of eating healthy foods
- What factors influence our food choices?
- What are major and micro nutrients?
- Why are vitamins and minerals important?
- Energy and its importance to the human body
- Nutritional requirements for teenagers
- What are dietary disorders?
- Microbes in our food
- Vegetarianism
- Evaluate food presentation and processes.

There will be a range of practical activities undertaken during the unit which complements the theory being covered.

#### *Assessment Tasks:*

- Production work
- Coeliac Disease project
- Exam

#### **IT & Robotics**

Students will gain an insight into advanced computer applications and to develop digital technology skills for further schooling and employment. This unit also provides key skills necessary for VCE and VET computing and systems engineering courses.

Students will cover the following areas:

- Data analytics - Software packages will be used to create tools for data analysis and data management.
- Software and robotic engineering - Students will be introduced to the basics of computer programming and the application of computer programming in robotics. The primary languages used will be Python and Arduino/C++.

- Computer systems - Students will investigate hardware components of computer systems, from desktop devices to mini computers and microcontrollers.
- Computer networks - Students will explore the purpose and design of computer networks.

*Assessment Tasks:*

- Design and development projects with opportunities for extension will be completed for Robotics, Data Analysis and Programming with Python
- Exam

**Multimedia**

This unit is designed for students who enjoy challenging themselves in developing multimedia products and who may consider doing VET multimedia courses.

This unit will provide students with the knowledge and skills to design and develop Multimedia solutions using a variety of software programs.

Students are expected to actively participate in all learning activities and equally contribute to all collaborative projects.

*Software packages used:*

- Adobe Photoshop CC 2018
- Game Maker
- HTML and CSS editor (Brackets / Text etc.)
- Audacity
- Other online software programs

*Assessment Tasks:*

- Photoshop application folio
- Website development project
- Game development project
- Exam
- 

**Wood Technology – Furniture Making**

Students will research, design and build a furniture piece of their own choose incorporating timber, metal and plastics in their design. This subject is beneficial to students interested in undertaking a whole host of Vocational Education and Training (VET) subjects, e.g. building trades. Occupational Health and Safety (OHS) procedures are taught and how to apply these procedures use of hand tools, wood and metal working machinery.

**\* Additional costs will apply where material costs are high**

*Assessment Tasks:*

- Production - Furniture Piece

- Assignment - Design Folio
- Exam

**World Food**

Students will learn about the:

- distinctive flavours and famous dishes from cuisines from all over the world and how we have incorporated and modified these cuisines to suit local tastes
- importance of culture and how it influences what we eat, how we eat and why we eat.

The design process is used to design the solution for any production task (that is the making of the recipes). The stages of the design process are investigating, designing, producing, analysing and evaluating.

- Middle Eastern Food - What is Kosher? What is Halal? (Chicken and Rice, Falafel)
- Italian Cooking - Regional cooking and ingredients (Pasta Making, Gnocchi)
- Asian Food - Japanese cooking and Chinese cooking (Nori Rolls, Beef stir fry with Asian Vegetables)
- Indian Food - common ingredients (Curry Making, Roti Making)

*Assessment Tasks:*

- Production Work
- Design Briefs
- Exam

The unit descriptions provide here are a brief outline.  
Full descriptions should be read on the VCCA website  
<https://www.vcaa.vic.edu.au/Pages/HomePage.aspx>

# Year 11 and 12 Unit Descriptions

‘Tell me and  
I forget,  
teach me and  
I may remember,  
involve me and  
I will learn.’

Benjamin Franklin

## ACCOUNTING

### *Rationale*

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

### **Unit 1: Role of accounting in business**

Students explore the establishment of a business and the role of accounting in the determination of business success or failure. They consider the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors.

### **Unit 2: Accounting and decision-making for a trading business**

Students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. 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.

### **Unit 3: Financial accounting for a trading business**

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. They develop their understanding of the accounting processes for recording and reporting and consider the effect of

decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

### **Unit 4: Recording, reporting, budgeting and decision-making**

Students further develop their understanding of Accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

## APPLIED COMPUTING

### *Rationale*

Students build capabilities in critical and creative thinking, and develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

Please note that there is a recommended device that students who intend to select this subject should seek advice on.

### **Unit 1: Applied computing**

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.

### **Unit 2: Applied computing**

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. Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. Students are introduced to cybersecurity and investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

### **Unit 3: Data analytics**

Students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

### **Unit 4: Data analytics**

Students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

### **Unit 3: Software Development**

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.

### **Unit 4: Software Development**

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.

## **ART**

### **Rationale**

Through exploration and experimentation, students develop skills in creative, critical, reflective and analytical thinking to explore, develop and refine visual artworks in a range of art forms. Students develop skills in research, analysis, art history and criticism to interpret ideas and issues that are raised in artworks from different times and cultures.

VCE Art equips students with practical and theoretical skills that enable them to follow pathways into tertiary art education or further training in a broad spectrum of art related careers. VCE Art also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in lifelong art making.

Please note that there is a recommended device that students who intend to select this subject should seek advice on.

### **Unit 1: Artworks, experience and meaning**

Students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity.

Students apply the Structural Framework and the Personal Framework to interpret the meanings and messages of artworks and to document the creation of their own ideas and art making. Students develop an understanding of the use of visual language to create their own artwork by documenting their exploration and development of ideas, techniques and processes in a visual diary.

### **Unit 2: Artworks and contemporary culture**

Students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. In the students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses to their final artworks. Students investigate how artworks can be created as a form of expression for specific cultural and contemporary contexts. Students begin to see the importance of the cultural context of artworks and analyse the varying social functions that art can serve. Students use the Contemporary Framework to examine artworks from different periods of time and cultures.

### **Unit 3: Artworks, ideas and values**

Students study selected artists who have produced works before 1990 and since 1990. Students appreciate how an artwork may contain different



aspects and layers of meaning and to acknowledge the validity of diverse interpretations. They link their growing theoretical understanding of art to their own practice by applying imagination and creativity to develop their ideas through the Art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes.

#### **Unit 4: Artworks, ideas and viewpoints**

Students build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks. They discuss how art may affect and change the way people think from this research students choose an art idea and issue to explore. Students select the artwork/s of at least one artist not previously studied in Unit 3, and use this artwork/s and selected related commentaries and viewpoints to discuss the chosen art idea and related issues.

Students also focus on the development of a body of work using the art process that demonstrates creativity and imagination, the evolution and resolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of artistic practice

## **BIOLOGY**

### *Rationale*

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

In VCE Biology, students develop and enhance a range of inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their

conclusions, make recommendations and communicate their findings. Students use biological knowledge, scientific skills and ethical understanding to investigate and analyse contemporary bioethical issues and communicate their views from an informed position.

### **Unit 1: How do organisms regulate their functions?**

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

### **Unit 2: How does inheritance impact on diversity?**

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

### **Unit 3: How do cells maintain life?**

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

#### ***Unit 4: How does life change and respond to challenges?***

In this unit students consider the continual change and challenges to which life on Earth has been, and continues to be, subjected to. They study the human immune system and the interactions between its components to provide immunity to a specific pathogen. Students consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

## **BUSINESS MANAGEMENT**

### ***Rationale***

Business Management enables students to develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

### ***Unit 1: Planning a business***

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.

### ***Unit 2: Establishing a business***

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.

### ***Unit 3: Managing a business***

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. Students develop an understanding of the complexity and challenge of managing businesses through the use of contemporary business cases.

### ***Unit 4: Transforming a business***

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 and evaluate Business practice against theory.

## **CHEMISTRY**

### ***Rationale***

Students examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

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

Students investigate the chemical properties of a range of materials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances and relate their structures to

specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Through the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

### ***Unit 2: What makes water such a unique chemical?***

Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures.

### ***Unit 3: How can chemical processes be designed for optimum efficiency?***

Students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's Law to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes.

### ***Unit 4: How are organic compounds categorised, analysed and used?***

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to

confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products to reactions pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods

## **ECONOMICS**

### *Rationale*

Economics examines the role of consumers, businesses, governments and other organisations in the decision making about the allocation of resources, the production of goods and services and the affect that these decisions may have on material and non-material living standards. Developing students' understanding of economics will enable them to appreciate the reasons behind these decisions and the intended and unintended consequences. Through studying economics students develop a range of skills including the ability to gather, organise, analyse and synthesise a wide selection of economic information. They undertake independent inquiry, think critically and work collaboratively with their peers to develop viable solutions to contemporary economic issues. They utilise the economic models and tools of economists effectively to analyse and evaluate the decisions made by key economic agents and, in the process, appreciate the different viewpoints about the issues that may affect a modern economy. Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.

### ***Unit 1: The behaviour of consumers and businesses***

Students explore their role in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action. 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.



**Unit 2: Contemporary economic issues**

As a social science, economics often looks at contemporary issues where there are wide differences of opinion and constant debate. In most instances the decisions made by consumers, businesses and governments may benefit some stakeholders but not others. Trade-offs, where the achievement of one economic or public policy goal may come at the expense of another, are the subject of much debate in economic circles. 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.

**Unit 3: Australia's economic prosperity**

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit students investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. They develop an understanding of the key measures of efficiency and how market systems can result in efficient outcomes. Students consider contemporary issues to explain the need for government intervention in markets and why markets might fail to maximise society's living standards. They analyse how international transactions are recorded, predict how economic events might affect the value of the exchange rate and evaluate the effect of trade liberalisation.

**Unit 4: Managing the economy**

The ability of the Australian Government to achieve its domestic macroeconomic goals has a significant effect on living standards in Australia. The Australian 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 outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.

**Rationale**

The study of English Language enables students to further develop and refine their own skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades or social groups.

In this study students read widely in order to develop their analytical skills and understanding of linguistics. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts.

Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. The study supports language related fields such as psychology, the study of other languages, speech and reading therapy, journalism and philosophy. It also supports study and employment in other communication-related fields, including designing information and communications technology solutions or programs.

**Unit 1: Language and Communication**

Students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

**Unit 2: Language change**

Students focus on language change. Languages are dynamic and change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past, and contemporary texts, considering how all subsystems of the language system are affected - phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change vary considerably and these are also

considered. In addition to developing an understanding of how English has been transformed over the centuries, students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language, and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of indigenous languages. Students consider the cultural repercussions of the spread of English.

### **Unit 3: Language variation and social purpose**

Students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students consider how texts are influenced by the situational and cultural contexts in which they occur. They examine how function, field, mode, setting and the relationships between participants all contribute to a person's language choices, as do the values, attitudes and beliefs held by participants and the wider community.

### **Unit 4: Language variation and identity**

Students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users' social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents.

#### *Rationale*

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community. Students build on their knowledge in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

#### **Units 1 and 3**

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. EAL students listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions prescribed in texts.

On completion students should be able to:

- produce analytical and creative responses to texts
- analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences

EAL students should be able to demonstrate their understanding through a range of spoken, written and visual forms, including class discussion, note-taking, graphic organisers and responses to short answer questions.

#### **Units 2 and 4**

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

On completion students should be able to:

- Compare the presentation of ideas, issues and themes in two texts.
- Identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

## FOOD STUDIES

### *Rationale*

Australia has a varied and abundant food supply, and food and cooking have become prominent in digital media and publishing. VCE Food Studies is designed to build the capacities of students to make informed food choices. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

### **Unit 1: Food Origins**

Students investigate the origins and roles of food through time and across the world. Students explore the progression of food through history. They look at Australian indigenous food prior to European Settlement and the influence of immigration on food production and consumption. Students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

### **Unit 2: Food Makers**

Students investigate food systems in contemporary Australia, including commercial food production industries and food production in small-scale domestic settings, as both a comparison and complement to commercial 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 that meets the needs of consumers. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

### **Unit 3: Food in Daily Life**

Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They consider influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. The practical component enables students to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### **Unit 4: Food Issues, Challenges and Futures**

Students examine debates about global and Australian food systems. They focus 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. They focus on individual responses to food

information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. The practical component provides students with opportunities to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating

## FRENCH

### **Rationale**

The study of French enables students to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, students can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of French develops students' ability to understand and use a language which is widely learned and spoken internationally, and which is an official language of many world organisations and international events. The ability to use and understand French also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

Students are able to engage with French-speaking communities in Australia and internationally in a variety of endeavours, including banking, international finance, international law, diplomacy, engineering, medicine, international aid, tourism, architecture, education, fashion, the arts, translating and interpreting.

### **Prescribed themes and topics**

There are three prescribed themes for study in VCE French:

- The individual
- The French-speaking communities
- The world around us

### **Unit 1**

Students develop an understanding of the language and cultures of French-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit must focus on a different subtopic. Students access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories,

poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of French culture and language to new contexts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

### **Unit 2**

Students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. They access and share useful information on the topics and subtopics through French and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

### **Unit 3**

Students investigate the way French speakers interpret and express ideas, and negotiate and persuade in French through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through French, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of French-speaking communities. They reflect on how knowledge of French and French-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

### **Unit 4**

Students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of French-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through French. Students identify and reflect on cultural products or practices that provide insights into French-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how

knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

## **GEOGRAPHY**

### *Rationale*

This interesting course links closely to student interest's with particular reference to important issues like why the climate is changing and how will we use resources in future. Students will develop an understanding of the causes and possible responses to natural and human environmental impacts at local, national and global scales.

Both natural and human environments are considered and skills learnt in Year 10 Geography are built on. Major processes that affect these environments are investigated and the ways in which governments, organisations and individuals respond to these processes are evaluated. With understanding, we can help to ensure that the changing landscape and population in Australia and the world are managed in a sustainable way.

### **Unit 1: Hazards and disasters**

Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including nuclear power, air pollution, malaria, rising sea level and bushfires.

### **Unit 2: Tourism: issues and challenges**

Students investigate the characteristics of tourism, with particular emphasis on ethical tourism, where it has developed, how it has changed, its impacts on people and places at a range of locations. Students will also conduct fieldwork to investigate and evaluate strategies for managing tourism. The study of tourism at local, regional and global scales emphasises the interconnection within and between places.

### **Unit 3: Changing the land**

This course links closely to student interest's with particular reference to important issues like why the climate is changing and how will be use resources in future. Students will develop an understanding of the causes and possible responses to climate change at local, national and global scales. Two investigations of geographical change are studied: change to land cover and change to land use. Students investigate major processes that are changing land cover including deforestation and melting glaciers and ice sheets.

### **Unit 4: Human population: trends and issues**



Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Trends and issues associated with changing population dynamics are also studied.

## HEALTH & HUMAN DEVELOPMENT

### *Rationale*

Students are provided with broad understandings of health and wellbeing that reach far beyond the individual. Students have the opportunity to view health and wellbeing, and development, holistically across the lifespan and the globe, and through a lens of social equity and justice.

### **Unit 1: Understanding health and wellbeing**

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

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. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

All assessments at Units 1 are school based. Procedures for assessment of levels of achievement in Units 1 are a matter for school decision. For this unit students are required to demonstrate three outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following: a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis; oral presentation, such as a debate or a

podcast; a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation; structured questions, including data analysis.

### **Unit 2: Managing health and development**

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. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

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.

All assessments at Units 2 are school based. Procedures for assessment of levels of achievement in Units 1 and 2 are a matter for school decision. For this unit students are required to demonstrate two outcomes. As a set these outcomes encompass the areas of study in the unit. Suitable tasks for assessment in this unit may be selected from the following: a short-written report, such as a media analysis, a research inquiry, a blog or a case study analysis; oral presentation, such as a debate or a podcast; a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation; structured questions, including data analysis. Where teachers allow students to choose between tasks, they must ensure that the tasks they set are of comparable scope and demand.

### **Unit 3: Australia's health in a globalised world**

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 the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. 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.

#### *Assessment Outcomes*

Outcome 1: Explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status. Outcome 2: Explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

#### **Unit 4: Health and human development in a global context**

Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

They look at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). 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.

#### *Assessment Outcomes*

Outcome 1: Analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing. Outcome 2: Analyse relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

## HISTORY

#### *Rationale*

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records. The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.

#### **Unit 1: Twentieth Century history 1918 - 1939**

Students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. Students also focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.

#### **Unit 2: Twentieth Century history 1945–2000**

Students explore the causes of the Cold War in the aftermath of World War Two. They investigate significant events in the period 1945-1991 including the Cold War, Cuban Missile Crisis, social and political movements in the USA. Students also focus on the ways in which traditional ideas; values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000.

#### **Units 3 and 4: Revolutions**

Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Students study the French and Russian revolutions.

## JAPANESE

#### **Rationale**

The study of Japanese provides students with the ability to understand and use a language that is spoken by approximately 128 million people worldwide. Japanese is a phonetic language with predictable and systematic grammar rules. Three scripts: hiragana, katakana and kanji are used for writing. Studying Japanese provides students with a direct means of access to the rich traditional and popular cultures of Japan. Japan and the

Japanese-speaking communities have an increasing influence in Victoria through innovations in science, technology, design, retail, fashion, cuisine, sport and the arts. A knowledge of Japanese, in conjunction with other skills, can provide employment opportunities in areas such as tourism, hospitality, the arts, diplomacy, social services, journalism, commerce, fashion, education, translating and interpreting.

### **Prescribed themes and topics**

There are three prescribed themes for study in VCE Japanese Second Language:

- The individual
- The Japanese-speaking communities
- The world around us

All the themes and topics are to be studied over the course of Units 1–4.

### **Unit 1**

Students develop an understanding of the language and culture/s of Japanese-speaking communities through the study of three or more topics. Students access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts. Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

### **Unit 2**

In this unit students develop an understanding of aspects of language and culture. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Japanese and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

### **Unit 3**

In this unit students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Japanese, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices,

products and perspectives of the cultures of Japanese-speaking communities. They reflect on how knowledge of Japanese and Japanese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

### **Unit 4**

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Japanese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Japanese.

Students identify and reflect on cultural products or practices that provide insights into Japanese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

## **LEGAL STUDIES**

### *Rationale*

The study of Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system.

VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as: lawyer, paralegal, legal secretary and careers in the courtroom.

### **Unit 1: Guilt and liability**

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation.



Students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

### ***Unit 2: Sanctions, remedies and rights***

Students focus 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 undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

### ***Unit 3: Rights and justice***

Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. 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.

### ***Unit 4: The people and the law***

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. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

## **LITERATURE**

### ***Rationale***

Literature focuses on the meaning derived from texts, the relationship between texts, and the contexts in which texts are produced and read, and the experiences the reader brings to the texts. Students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts. Students examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

### ***Unit 1: Approaches to literature***

Students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

### ***Unit 2: Context and connections***

Students explore the ways literary texts connect with

each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

### **Unit 3: Form and Transformation**

Students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

### **Unit 4: Interpreting Texts**

Students develop critical and analytic responses to texts. They consider the context of their responses to text as well as the ideas explored in the texts, the style of the language and point of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches. Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

## **MATHEMATICS**

### *Rationale*

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical and concise. It also provides means by which people can understand and manage their environment. Essential mathematical activities include: calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling and problem posing and solving.

Satisfactory completion of Year 10 Mathematics is a prerequisite entry to any Year 11 Mathematics units. The appropriate use of technology to support and develop the learning of mathematics is incorporated

throughout each VCE mathematics unit. This includes the use of technologies for various areas of study.

### **Units 1 and 2: Foundation Mathematics**

Foundation Mathematics Units 1 and 2 designed for students who are not intending to study VCE General Mathematics or Mathematical Methods in Year 11. The course focuses on the application of Mathematics in practical contexts relating to everyday life, recreation, work and study. The topic areas include Space, Shape and Design, Patterns and Number, Handling Data and Measurement and are investigated through themes such as Finance, Sport, Car Safety and Theatre Productions. This course is designed to complement and support other VCE subjects including VET studies.

### **Units 1 and 2: General Mathematics**

General Mathematics provides for different combinations of student interests and preparation for study of VCE Unit 3 and 4 Further Mathematics. The areas of study for General Mathematics are 'Algebra and structure', 'Arithmetic and number', 'discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

### **Units 1 and 2: Specialist Mathematics**

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

### **Units 1 and 2: Mathematical Methods**

Units 1 and 2 Mathematical Methods are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. All assessments at Units 1 and 2 are school-based. Assessment tasks include the opportunity for components to be completed with and without the use of effective and appropriate use

of CAS technology or as applicable to demonstrate the achievement of outcomes outlined in all the areas of study.

### **Units 3 and 4: Further Mathematics**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'.

Students must have completed Units 1 and 2 of a VCE Mathematics study in order to undertake Units 3 and 4 Further Mathematics.

### **Units 3 and 4: Mathematical Methods**

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics'.

Students wishing to study Mathematical Methods Unit 3 and 4 must have completed Units 1 and 2.

### **Units 3 and 4: Specialist Mathematics**

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content will highlight mathematical structure, reasoning and applications across a range of modelling contexts.

Students wishing to study Specialist Maths Unit 3 and 4:

- must have completed Maths Methods Unit 1 and 2 and have achieved a minimum C+ standard on the exam
- must have a current enrolment in, or previous completion of Math Methods Units 3 and 4
- are strongly recommended to have completed Specialist Maths Unit 1 and 2

## **MEDIA**

### *Rationale*

VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/ or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

### **Unit 1: Media forms, representations and Australian stories**

Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms.

### **Unit 2: Narrative across media forms**

Students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

### **Unit 3: Media narratives and pre-production.**

Students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.

#### **Unit 4: Media production and issues in the media**

Students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

## **MUSIC PERFORMANCE**

### *Rationale*

VCE Music equips students with personal and musical skills enabling them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers. It offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

#### **Unit 1: Music Performance**

Students study the work of other performers and

explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### **Unit 2: Music Performance**

Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### **Unit 3: Music Performance**

Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. Students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance.

#### **Unit 4: Music Performance**

All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

## **PHILOSOPHY**

### *Rationale*



Philosophy is broadly concerned with questions of ethics, epistemology and metaphysics. Philosophy is the founding discipline of logic, and continues to develop and refine the tools of critical reasoning, influencing approaches in mathematics, digital coding, science and the humanities. It is a challenging and stimulating study, which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour. It involves explicitly developing the habits of clarifying concepts, analysing problems, and constructing reasoned and coherent arguments. It encourages students to reflect critically on their own thinking and helps them to develop a sophisticated and coherent worldview. The ability to think philosophically is highly regarded in careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.

### ***Unit 1: Existence, knowledge and reasoning***

What is nature of reality? How can we acquire certain knowledge? This unit engages students with fundamental philosophy questions through active guided investigation and critical discussion of epistemology and metaphysics. The emphasis is on philosophical inquiry - 'doing philosophy' - and hence the study and practice of techniques of logic are central to this unit.

### ***Unit 2: Questions of value***

What are the foundations of our judgements about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? Students explore these questions in relation to different categories of value judgments within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.

### ***Unit 3: Minds, bodies and persons***

Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students critically compare the viewpoints and arguments put forward in set texts from a range of philosophers against their own views and contemporary debates. Philosophical debates encompass philosophical questions and viewpoints.

### ***Unit 4: The good life***

This unit considers the crucial question of what it is for a human to live well. What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? Students explore texts by both ancient and modern philosophers that have had

a significant impact on contemporary Western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live. Students use their understandings to inform their analysis of contemporary debates.

## **PHYSICS**

### ***Rationale***

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe.

### ***Unit 1: What ideas explain the physical world?***

Students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

### ***Unit 2: What do experiments reveal about the physical world?***

Students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, and sound and sports science.

### ***Unit 3: How do fields explain motion and electricity?***

Students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the

interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of the conceptual models and theories.

#### ***Unit 4: How can two contradictory models explain both light and matter?***

Students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students design and undertake investigations involving at least two continuous independent variables. The student-designed practical investigation is related to waves, fields or motion.

## **PHYSICAL EDUCATION**

### ***Rationale:***

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

### ***Unit 1: The human body in motion***

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. They also consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived

benefits and describing potential harms.

### ***Unit 2: Physical activity, sport and society***

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. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### ***Unit 3: Movement skills and energy for physical activity***

Students are introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### ***Unit 4: Training to improve performance***

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 participate in a variety of training sessions designed to improve or maintain fitness and

evaluate and critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

## PSYCHOLOGY

### *Rationale*

Students apply their learning to everyday situations including workplace and social relations. They gain insights into a range of psychological health issues in society and use scientific and cognitive skills and understanding to analyse contemporary psychology-related issues.

### ***Unit 1: How are behaviour and mental processes shaped?***

Students will investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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

Students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress.

Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary

Research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

### ***Unit 4: How is wellbeing developed and maintained?***

Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of mental disorder can be considered as an interaction between biological, psychological and social factors.

In this unit, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological function. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding.

## THEATRE STUDIES

### *Rationale*

Students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative, and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills. The study of theatre prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level.

### ***Unit 1: Pre-modern theatre styles and conventions***

Students focus on the application of acting, direction



and design in relation to theatre styles from the pre-modern era (prior to the era of theatre, focusing on at least three distinct theatre styles and their conventions). They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

### ***Unit 2: Modern theatre styles and conventions***

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era (1920s to the present). Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre

### ***Unit 3: Producing theatre***

Students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

### ***Unit 4: Presenting an interpretation***

Students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the

three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

## **VISUAL COMMUNICATION DESIGN**

Students have the opportunity to develop an informed, critical and discriminating approach to understanding and using visual communications, and develop their ability to think creatively about design solutions. The study can provide pathways to training and tertiary study in design and design-related studies, including graphic design, industrial and architectural design.

Please note that there is a recommended device that students who intend to select this subject should seek advice on.

### ***Unit 1: Introduction to visual communication design***

Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. They review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design.

### ***Unit 2: Applications of visual communication design***

Students use presentation drawing methods incorporating the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

### ***Unit 3: Design thinking and practice***

Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, 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.

***Unit 4: Design development and presentation***

Students utilise a range of digital and manual two-

and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages with their target audience. Students refine and present two visual communications within the parameters of the brief.

## GLOSSARY OF TERMS

**ATAR (Australian Tertiary Admissions Rank)** Calculated using Unit 3 /4 scaled study scores to rank students in order of merit for tertiary selection. Students need to apply for tertiary selection to be ranked.

### COURSEWORK ASSESSMENT

The assessment of work, done mainly in class time, to establish how students are performing in Units 3 and 4. It must conform to the Study Design. Can be School Assessed Coursework or School Assessed Tasks.

### GAT (General Achievement Test)

Consists of a test held in June. All students undertaking any studies at units 3/4 level sit the GAT. The GAT result is used for statistical purposes only and the confidential result is reported to students in December.

### LEARNING OUTCOMES

What students must know, or be able to do, by the time they have finished a unit.

### PREREQUISITE

This is a unit or units you must undertake and pass in order to be eligible for admission to a course.

### SATISFACTORY COMPLETION OF UNIT

Satisfactory completion of all units of study will be based on completion of all the outcomes prescribed for the unit of study. Where illness or other factors affect performance, students may seek Special Provision.

### SCHOOL ASSESSED COURSEWORK (SAC)

A task done at school to assess how students are performing in Units 3 and 4. Set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications.

### SCHOOL ASSESSED TASK (SAT)

A model done in school to assess how students are performing in Units 3 and 4, set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications. Applies only to Art, Visual Communication Design, Design and Technology: Wood and Food Technology.

### TAFE

Stands for Technical and Further Education. TAFE offers short courses, apprenticeship or traineeship training, one year Advanced Certificate courses and two year Associate Diploma courses.

### UNITS 1 and 2

Units within a VCE study designed to approximate the Year 11 level of difficulty.

### UNITS 3 and 4

Units within a VCE study designed to approximate the Year 12 level of difficulty.

### STUDY

A sequence of half year units (semester) in a particular area, for example; English, Mathematics, Spanish.

### STUDY SCORE

The aggregate score given out of 50 for the school assessments and examinations in Unit 3/4 sequences. They are used to derive the ATAR.

### STUDY DESIGN

Describes the units available within the study and prescribes the objectives, areas of study, work requirements and assessment tasks.

### UNIT

A semester length component of a study.

### VASS

VCE Administrative Software System, it is used by schools to enter VCE enrolments and results onto the VCAA database.

### VET (Vocational Education and Training)

A program in which student's complete TAFE subjects (modules) as part of their VCE.

### VCAA

Victorian Curriculum and Assessment Authority  
- Responsible for curriculum, assessment and certification Years 11 and 12.

### VTAC

Victorian Tertiary Admissions Centre - administers a joint selection system on behalf of tertiary institutions

### VTAC GUIDE

A booklet for Year 12 VCE students containing a description of each Victorian University and TAFE diploma course and private provider courses. It provides an indication of ATAR scores for each course and their prerequisites.

### VCAL

Victorian Certificate Applied Learning.

### VCE

Victorian Certificate of Education.