



Year 11 & 12

Course Manual

2022 - 2023

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2022-2023 - SUBJECT VIDEOS – Year 11 & 12

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| Course Guide - VCAL Work Related Skills | https://youtu.be/RXCMBRqTFUw |
| Course Guide - VCAL Personal Development Skills | https://youtu.be/2m1WdvnRlI0 |
| Course Guide - VCAL Literacy Skills | https://youtu.be/VK_HEqzrYck |
| Course Guide - VCAL Numeracy Skills | https://youtu.be/aYjIYyAmhtA |
| Course Guide - Certificate II in Animal Care | https://youtu.be/uqHwBkXmgq0 |
| Course Guide - Certificate II in Automotive | https://youtu.be/oBqBPMZnuPc |
| Course Guide - Certificate II in Construction Pathways | https://youtu.be/jtkG4esOsYs |
| Course Guide - Certificate II & III in Business | https://youtu.be/qQpr1kqjH0k |
| Course Guide - Certificate II in Horticulture | https://youtu.be/pwu_1JVjaSs |
| Course Guide - Certificate III in Sport & Recreation | https://youtu.be/z_pVUmicF1c |
| Course Guide - VCE Accounting | https://youtu.be/b9gIVNboh1c |
| Course Guide - VCE Applied Computing / Data Analytics | https://youtu.be/Bswqj8z-Kbg |
| Course Guide - VCE Art | https://youtu.be/T_zwsFdIZHo |
| Course Guide - VCE Biology | https://youtu.be/IW_nfZEKjqs |
| Course Guide - VCE Business Management | https://youtu.be/9eLNkHGKBfA |
| Course Guide - VCE Chemistry | https://youtu.be/MK1bIq9AuDM |
| Course Guide - VCE Drama | https://youtu.be/5U9ZNuddsS0 |
| Course Guide - VCE Economics | https://youtu.be/4kKooc65gMI |
| Course Guide - VCE English | https://youtu.be/xVYS7_3Iwxg |
| Course Guide - VCE English Language | https://youtu.be/HgCNU7Ryx48 |
| Course Guide - VCE English Literature | https://youtu.be/ypqn7NXLDds |
| Course Guide - VCE Environmental Science | https://youtu.be/n9pykX8nPaE |
| Course Guide - VCE Food Studies | https://youtu.be/BfEWdINCwbc |
| Course Guide - VCE French | https://youtu.be/7r01cYepRPo |
| Course Guide - VCE Geography | https://youtu.be/ULZZC60-tto |
| Course Guide - VCE Health & Human Development | https://youtu.be/jjsaMoWwGXU |
| Course Guide - VCE History | https://youtu.be/_ZgkkC9--SY |
| Course Guide - VCE Japanese | https://youtu.be/oAf14iRbmLQ |
| Course Guide - VCE Legal Studies | https://youtu.be/78mX-dHHksc |
| Course Guide - VCE General & Further Mathematics | https://youtu.be/ezyJgxAbQRU |
| Course Guide - VCE Mathematical Methods | https://youtu.be/1H3n87Wcq-k |
| Course Guide - VCE Specialist Mathematics | https://youtu.be/cqWsd30WEoA |
| Course Guide - VCE Media | https://youtu.be/Oo79oYijEoo |
| Course Guide - VCE Music Performance | https://youtu.be/8oPyNwbUuj0 |
| Course Guide - VCE Outdoor Environmental Studies | https://youtu.be/U3sJP6xi07U |
| Course Guide - VCE Physical Education | https://youtu.be/0dForiXGgq4 |
| Course Guide - VCE Physics | https://youtu.be/QzLHhHTY1tQ |
| Course Guide - VCE Product Design & Technology | https://youtu.be/3WMsX1Z0DiA |
| Course Guide - VCE Psychology | https://youtu.be/oxVJ144Q5t8 |
| Course Guide - VCE Texts & Traditions | https://youtu.be/5XW_Eo11iFM |
| Course Guide - VCE Visual Communication | https://youtu.be/4pMu0FScCCo |

INTRODUCTION TO YEARS 11-12

The transition from Year 10 to Years 11 and 12 is a major one. For many students, the decision to study particular units will often shape their academic futures or career choices. It is of paramount importance that students are well informed about their units and that the decision to complete a particular course or particular subjects has come from thorough and thoughtful investigation. It is very important that you read the information contained in this booklet carefully, as well as make full use of the resources available to you - people, publications, information sessions, etc. - before making your decisions.

When you move into the final two years of formal schooling it is important that you choose subjects that:

- enable you to work from your strengths and/or your own enjoyment level
- challenge you to make the most of your capabilities
- provide you with the qualification that you need to pursue your career and ambitions after you leave school
- offer a range of study that is manageable (i.e. think about choosing a balance between theoretical and practical subjects)
- provide life skills
- are your choices and **not** the choices of others.

There are several Pathways for the final two years of schooling

- **Victorian Certificate of Education (VCE)** requires the successful completion of Units 1 & 2 and Units 3 & 4. Effective completion of VCE demands students study approximately 2 - 3 hours each night and six to eight hours over the weekend. Hence, a VCE student must set priorities for activities and be very organised. Success in VCE usually goes to the student who is committed and has a strong work ethic.
- **Victorian Certificate of Applied Learning (VCAL)** is a hands-on option that meets the National and State requirements. The aim of VCAL is to assist students to improve their literacy and numeracy, acquire industry experience and training, and develop as responsible, young adults prepared for the world of work. This Certificate course is best suited to students who have aspirations in a particular vocation, wish to gain employment, further education and/or training. Within this program it is possible for students to undertake part-time apprenticeship/traineeships to further enhance career opportunities.
- **Vocational Education and Training** combines classroom learning with hands on industry training. Students undertaking a VET subject receive a nationally accredited certificate on completion of their studies. VET subjects can be undertaken as part of VCE or Vocational Specialisation VCAL studies.

Enrolment options



INTRODUCTION TO YEARS 11 AND 12

To help with your decision-making process, consider these questions:

- Am I leaning towards study of the VCE to gain tertiary entry? What subject prerequisites do tertiary institutions require for the career path I am interested in?
- Would it be better to undertake VCAL* to link in with a particular TAFE course or employment?
- Are there any VET subjects that I should undertake for the final two years of schooling, and beyond?
- How do I choose subjects or combinations of subjects that will keep my options open for future study?
- Should I continue with the study of a VCE Language?
- Which English subject am I most suited to?
English focuses on the study of two texts per semester, analysis of issues, a writing folio and oral presentation skills. Literature involves the study of a range of texts in close detail. English Language is a study of linguistics and a systematic exploration of the English language.

* = VCE Vocational Specification

PATHWAYS INFORMATION

OVERVIEW

You are now enrolling in the post-compulsory phase of your education. It is your choice what you do from now. It is in your interest to make full use of the time and resources available for the course selection process.

In Industry and Enterprise Unit 1, you have already undertaken the necessary steps to make broad based career decisions. You have identified your career interest areas, your career values and your career abilities. The Job Guide, My Future, Career Voyage, and information from universities and TAFEs have been your tools to search out new information and inform yourself of options. All of this careers information is held in the Careers Centre. You need to revisit this and the experiences you have had in the work place to plan your next two years of education. Remember to choose subjects that interest you, and that you are good at, and those that will lead to the future of your choice.

TAKE TIME TO EXPLORE, THINK, AND PLAN

Many of you may feel confused by this decision process and are uncertain about your career pathway. Remember you do not need to make a decision now about a specific career you want to pursue. You simply need to choose a group of subjects which will allow you the opportunity to pursue a range of careers that you may be interested in at this stage in your life.

Year 11 is a wonderful opportunity to undertake an exploration of subjects in more depth. Make sure that you are aware of the units that demand a Units 1 - 4 sequence and the prerequisites for the range of areas you may wish to pursue after post-secondary schooling. In general, Sacred Heart College will offer studies as two-unit sequences. In Year 11, students will normally take Units 1 and 2 as a sequence.

Use every experience as an opportunity for learning. Education takes on many forms including VCE, VCAL, VET, School-Based Apprenticeships, Traineeship and Pathways. Consider the type of learning style you have; are you a practical learner or academic learner? Which suits you best?

Whether you are targeting your next learning experience via an apprenticeship/traineeship, on the job training, TAFE or university, you need to be acutely aware of the skills you wish to develop to ensure an employable future.

PLAN FOR THE FUTURE - JOBS ARE NOT FOR LIFE ANY MORE

Most people will have a number of different jobs throughout their life; you will need to be flexible, adaptable, multi-skilled and mobile. New jobs are created and others become redundant every day. You need to develop skills that are transferable and accept that your education and further training will be an ongoing process for the duration of your working life.

WHICH SKILLS ARE IMPORTANT?

Whichever career pathway/s you select, you will need to use a variety of skills in the workplace. These are known as transferable skills. They include:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology

Top selection criteria used by employers:

Skills / Attributes

- Communication
- Critical reasoning
- Problem solving
- Passion
- Positive attitude

You have been developing these skills throughout your schooling. It is important that you continue to extend these skills in Years 11 and 12.

RESOURCES FOR MAKING YOUR DECISION

Make sure you discuss your thoughts and plans with a wide range of people. Remember to access the resources available at the school, including:

- Course Scan: A computer program which will show the courses your subject choices will allow you to enter.
- VICTER 2023 The prerequisites for post-secondary courses for 2023, (the year in which current Year 10 students are able to enter into post-secondary education).
- Resources of the Career Centre
- Careers Practitioners
- Learning Area Leaders
- Tertiary Websites
- Group Training Organisations

Your career pathway is not a one stop destination; it is a life long journey.

The more you research, the better your decision will be. We have included some useful websites for you to research. (Refer to Appendix A)

VCE AT SACRED HEART COLLEGE

Victorian Curriculum and Assessment Authority regulations stipulate that the VCE is awarded to students who satisfactorily complete (i.e. gain an 'S' for) a minimum of 16 units, 8 of which are Units 1 and 2, and the remaining 8 Units 3 and 4.

These units must include:

- Units 3 & 4 of at least one from the English group.
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

At Sacred Heart College, our policy states that students are expected to enrol in twelve units in Year 11, as well as the Religious Education program. This is normally followed by ten units in Year 12. This total of 22 units provides students with a wide range of options to support their career pathways.

Year 11

In Year 11 all students will study the Sacred Heart College Religious Education program – Catholic Education Melbourne Curriculum. Three lessons per fortnight. In addition, students can also select Texts and Traditions Unit 1 & 2 or 3 & 4.

Year 12

Year 12 students study Religion and Society Unit 2. In addition, students can also select VCE Texts and Traditions.

GROUPINGS OF STUDIES

How to decide what to study? Consider your areas of academic interest and strength. Remember the subjects you most enjoyed in Years 7 – 10 as well as your career goals.

You may want to use these Learning Area groupings to help decide the types of subjects you wish to study further. Many students combine VCE units with VET and VCAL. Most subjects will run excursions / incursions and the costs will be charged to accounts. Where costs attached to a particular subject are greater than \$20.00, an approximate cost is noted in the course outline.

VCE (VICTORIAN CERTIFICATE OF EDUCATION)

Religious Education

Religion and Society Unit 2
Texts and Traditions Units 3 - 4

English and Languages

English Units 1 - 4
English Language Units 1 - 4
Literature Units 1 - 4
French Units 1 - 4
Japanese Units 1 - 4

Mathematics

General Mathematics Units 1 & 2
Further Mathematics Units 3 & 4
Mathematical Methods Units 1 - 4
Specialist Mathematics Units 3 & 4

Humanities/Commerce

Accounting Units 1 - 4
Business Management Units 1 - 4
Economics 1 & 2
Geography Units 1 - 4
History:

- Twentieth Century 1918-1939 Unit 1
- Empires at Work 1400-1775 Unit 2
- Australian History 3 & 4 (2022)
- History: Revolutions 3 & 4 (2023)

Legal Studies Units 1 - 4

Science

Biology Units 1 - 4
Chemistry Units 1 - 4
Environmental Science 1 & 2
Physics Units 1 - 4
Psychology Units 1 - 4

Health and Physical Education

Health and Human Development Units 1 - 4
Outdoor and Environmental Studies Units 1 - 4
Physical Education Units 1 - 4

Arts

Drama Units 1 - 4
Media Units 1 - 4
Music Performance Units 1 & 2
Art Units 1 & 2 – Unit 3 & 4 in 2022
Studio Arts Units 3 - 4
Visual Communication and Design Units 1 - 4

Technology

Product Design and Technology (Textiles) Units 1 - 4
Food Studies Units 1 - 4
Applied Computing/Data Analytics 1 - 4

VET (VOCATIONAL EDUCATION AND TRAINING)

Certificate II in Animal Care

Certificate II in Automotive Units 1 - 4

Certificate II in Construction Pathways 1 - 4

Certificate II in Business Units 1 - 4

Certificate II in Horticulture Units 1 - 4

Certificate II in Hospitality Units 1 - 2

Certificate II in Hospitality (Kitchen Operations) Units 3 - 4

A range of external VET subjects are also available. Students should see Mr White, VET Coordinator and Careers for more information.

Please note that offering the above subjects is dependent on sufficient student numbers and the ability to staff them.

ACCELERATION UNDERTAKING A VCE UNIT 3 & 4 SUBJECT AT YEAR 11

WHAT IS ACCELERATION?

It is studying one or more Unit 3 & 4 subjects while in Year 11.

IN WHICH STUDIES CAN ACCELERATION OCCUR?

Acceleration can occur in most subjects unless Unit 1 and 2 are required prerequisites (e.g. Mathematical Methods, Chemistry, Economics). Subject selection is also dependent on timetable blocking.

WHO SHOULD CONSIDER ACCELERATING?

- Students who accelerated in Year 10
- Students who have achieved at a consistently high level in their Year 10 subjects across the curriculum and who are seeking a further intellectual challenge.
- Students who are considering taking a University Enhancement subject in Year 12. In order to qualify, it is necessary to have taken a Unit 3 & 4 subject in Year 11 and received grades at a high level.

WHAT ARE THE REQUIREMENTS FOR ACCELERATION?

To be considered for Acceleration, a student must have performed well in most studies in Year 10 including excellence in the Year 10 prerequisite subject for Year 11-12.

Students also need to be well-organised, good time managers, responsible for themselves and their work, independent in their study habits and have demonstrated a keen intellectual interest in their studies.

Students need to have achieved the following:

- An average of 80% + in a minimum of four subjects*
- Work Habits that are 'good' or better in all subjects
- Victorian Curriculum levels that are 'At Standard' or higher

Students must complete an Acceleration Application Form.

The subject into which the student wishes to accelerate must be similar to at least one of these subjects. For example, if a student wishes to accelerate into Units 1 & 2 Biology while in Year 10, their results for Year 9 Science should be at an 80%+ average.

Where the subject into which the student wants to accelerate is not studied at the lower level (e.g. Legal Studies), then subjects that would have similar skills will be considered.

Students who meet these criteria can apply for acceleration if they wish to do so. Their applications will be assessed by the Head of School.

Students who wish to accelerate into two or more subjects must apply directly to the Head of School who will meet with relevant subject teachers and the student to consider the request and make a recommendation to the Deputy Principal Learning and Teaching who will decide on the outcome.

Students who were enrolled in an accelerated subject while in Year 10 will still have to meet the same acceleration criteria in order to accelerate in Year 11 – even if it is accelerating into Units 3 and 4 of the same subject.

In some cases, students who do not exactly meet these criteria may apply to the Head of School. After consultation with the year Level Leader and/or relevant subject teachers, the Head of School will make a recommendation to the Deputy Principal – Learning and Teaching who will decide on the outcome.

UNIVERSITY ENHANCEMENT STUDIES

Students who have completed Units 3 and 4 of a VCE subject while in Year 11 may be eligible to take a University Enhancement subject in Year 12.

This is a first-year level study of a university subject. To qualify for entry into such a subject, students normally have to have achieved at least 40 (out of 50) in their Unit 3 & 4 subject in the same area. Students also need to be recommended by the relevant Year 11 teacher. Thus, the University Enhancement study is designed with the very strong academic student in mind – one who is seeking a challenge at a higher level than Year 12 studies. As with our Acceleration Program at Years 10 and 11, it requires students who are self-motivated, well-organised and enjoy intellectual pursuits. It also provides a bonus score on the ATAR (Australian Tertiary Admission Rank).

It is possible to take a University Enhancement subject at the University of Melbourne, Latrobe University and Monash University. There is a wide variety of possibilities. Students organise themselves to travel to and from the venue after school hours for an extended weekly lesson. They would be in a class with other secondary students from this general geographic area.

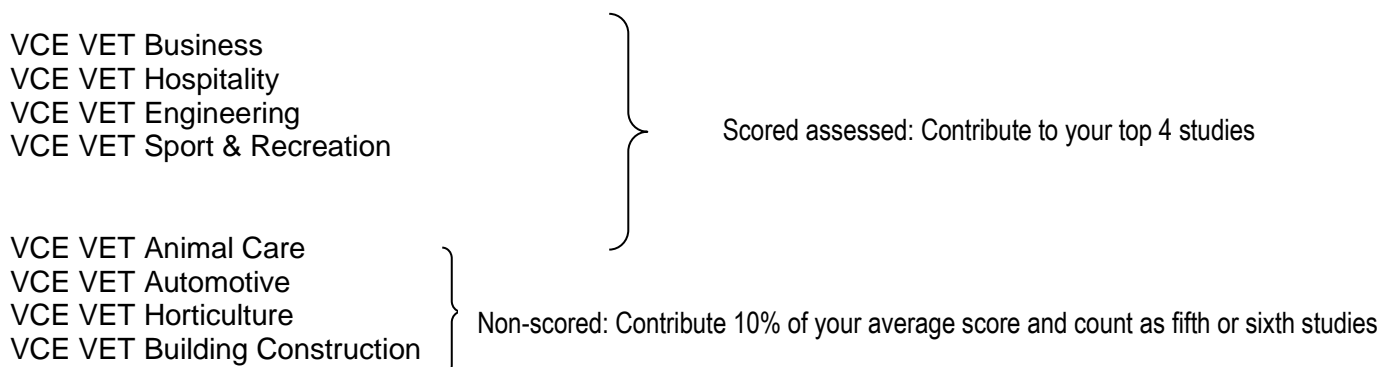
Enhancement study is an excellent introduction to university level study for students. Further details can be obtained from the Deputy Principal - Learning and Teaching, the VCE Coordinator or Head of School.

TERTIARY ENTRANCE

The ATAR, (Australian Tertiary Admission Rank) is used for selection into university and college courses as well as an increasing number of TAFE courses. It is also used for any applications to interstate tertiary institutions. Students should particularly note the 3 / 4 units which will be favourably considered for particular tertiary courses. This means that they attract ATAR increments for selection into those courses, particularly in the middle band selection process.

The scaled study scores are combined to produce an ATAR (/100) by which the tertiary selection is made. The ATAR uses the scaled study score for English/English Language/English Literature and the next best three other scaled study scores as well as 10% of the scaled study scores for any fifth or sixth study.

Successful completion of a VCE VET Certificate contributes to the ATAR.



Courses and universities may vary somewhat. Students planning to follow a particular course of tertiary study should carefully investigate the pre-requisite and recommended units for such a course and any other procedures which will apply (e.g. interview, work experience, folio etc.). Written confirmation of this advice should be obtained where possible.

Tertiary Entrance procedures and pre-requisites are printed annually in the VICTER (available from Careers Department, and on line). ATAR scores are based on School Assessed Coursework and Examination grades for Units 3 & 4. These grades are used to determine a study score (for each 3 & 4 sequence). This score is scaled so that all studies can be compared. It will be a score out of 50. It will indicate your relative position when all the students for the study are considered.

BACKGROUND TO THE VCE

AN EXPLANATION OF KEY FEATURES

Length

The VCE consists of semester length units. Each unit is designed to be studied over 100 hours, of which 50-60 hours will be class time. Students will undertake between 16 and 24 units over the two years but it is possible to take more than two years to complete the program.

Units

Units designated Unit 1 or 2 would normally be undertaken in Year 11, while units designated Units 3 & 4 would normally be undertaken in Year 12. Units 3 & 4 must be taken as a linked sequence - if you chose Unit 3 you must also choose Unit 4 of the same study, usually in the same year. Up to eight of the units may be VCE VET units offered by Sacred Heart College.

Assessment

Units 1 and 2 will be school assessed. All Unit 3 & 4 studies will include School Assessed Coursework and externally set Examinations. The final grade or ATAR is based on a combination of School Assessed Coursework and/or School Assessed Tasks and Examinations.

Program

You will select a program of studies for both Year 11 and 12 from the units available and according to Victorian Curriculum and Assessment Authority regulations and Sacred Heart College policy requirements. This includes programs which offer a combination of VCE/VET Units.

Within these regulations and the units which Sacred Heart College offers, there is considerable opportunity for choice and for the development of a specialist emphasis in the selection of this program.

The VCE will be awarded to students who satisfactorily complete a Victorian Curriculum and Assessment Authority approved program of studies according to these regulations.

The relevant VET Certificate and Statement of Attainment will be awarded by the RTO (Registered Training Organisation) to those students who complete all the requirements of the course. It is not necessary to satisfactorily complete the VCE in order to be awarded the VET Certificates.

Pre-requisites

These are subjects that must be completed before you can undertake a higher level of study in this area. Not all VCE or tertiary studies have pre-requisites but it is important that you check carefully to see which do.

Satisfactory Completion

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on school coursework and assessment tasks designated for the unit.

SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS (SBATs)

School-Based Apprenticeships and Traineeships (SBATs) allow students to undertake a part time apprenticeship while still at school. SBATs offer wonderful career opportunities for students in Years 10, 11 and 12 who wish to enter the workforce, remain at school and develop a career pathway. Students are able to complete their Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) or VCE Vocational Specialisation while developing skills in a particular industry through working and training on the job, and receiving off-the-job training.

Students undertaking an SBAT are paid award wages and receive a nationally accredited certificate on completion of their apprenticeship. School-based apprentices work an average of 15 hours per week and have three years to complete their apprenticeship. SBAT students are required to undertake training delivered by a Registered Training Organisation (RTO).

SBAT students enrolled in VCAL receive credits towards completion of their VCAL Certificate. Students enrolled in VCE and undertaking a SBAT receive 10% increment to their average ATAR score.

SBATs are offered in the following industries: Agriculture, Automotive, Engineering, Hospitality, Sport & Recreation, Community & Health Services, Horticulture, Information Technology, Business, Retail operations/Supervision, Building & Construction, Plumbing, Hairdressing and Beauty, and Electrotechnology.

Students interested in applying for a School-Based Apprenticeship and Traineeship must speak to the Vocational Education and Training Co-ordinator, Mr Chris White.

CHANGES TO THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCE VOCATIONAL SPECIALISATION

Senior Secondary Certificate Reform

Victoria is transforming the delivery of senior secondary education with the introduction of a single senior secondary certificate that will offer greater access to quality vocational and applied learning pathways for all students. The senior secondary education reforms aim to provide access to education and training that is relevant, engaging and that delivers in-demand skills for the future world of work, ensuring that students can access education that leads to employment.

Next year students will still be able to enrol in either the Victorian Certificate of Applied Learning (VCAL) or the Victorian Certificate of Education (VCE). The following year, in 2023, VCAL students will be enrolled in the new VCE Vocational Specialisation or the new foundation pathways certificate which will be introduced to replace Foundation VCAL.

The VCE Vocational Specialisation will be recognised internationally, be valued by employers and will build on the strengths of VCAL including providing:

- flexible timetables that allow students to study at school, TAFE and work
- opportunities to experience real-life workplaces
- subjects that will build students skills and prepare them for life after school
- greater access to high quality VET learning, either in school, a neighboring school or a local TAFE

The new certificates are part of a suite of 38 reforms recommended in the *Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling* (the Firth Review) to lift the quality and perception of vocational education and help more students access high-quality applied learning programs.

Course selection in 2022

We are supporting all students in their course selections for 2022 and are providing the following advice and information to students considering a VCAL pathway.

If students are studying VCAL in 2022 they will transfer into the VCE Vocational Specialisation with credit for completed VCAL subjects in 2023. In 2023, students will continue to study Senior VCAL subjects in the new certificate as part of the implementation process. At the end of 2023, these students will be awarded the VCE Vocational Specialisation if they meet the requirements.

Students who are studying Foundation VCAL over multiple years, including in 2022, will transfer into a new foundation pathways certificate in 2023 with credit for completed subjects. These students will study the new foundation subjects and graduate with the foundation pathways certificate.

This approach provides assurance and clarity to current Year 10 students some of whom will be among the first cohort to receive a VCE Vocational Specialisation certificate in 2023.

The following diagram sets out the senior secondary pathways for students commencing the VCE or VCAL in 2022.

OUTCOMES

- Victorian Certificate of Applied Learning (VCAL) - Intermediate
- Credit towards the VCE
- Credit towards the Certificate in [VET study]

PATHWAYS

- Victorian Certificate of Applied Learning (VCAL) – Senior
- VCE
- Apprenticeship/Traineeships
- Further Education and Training in (VET study)
- Employment

VOCATIONAL EDUCATION AND TRAINING (VET)

VOCATIONAL EDUCATION AND TRAINING (VET)

1. Vocational Education and Training links general and vocational skills and education together. It allows students to combine classroom learning with hands on industry training and practice in the workplace. VET may be undertaken in Years 10, 11 and 12. VET subjects contribute to both VCE and VCAL programs. Recognition of VET means that students who complete all or part of a nationally recognised qualification may receive credit towards satisfactory completion of their VCE.

VCE VET programs are vocational training programs approved by the Victorian Curriculum Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable VET qualification. Selected VCE VET programs offer scored assessment for Units 3 and 4.

VCE VET IN A VCE PROGRAM:

Selected VCE VET programs have a study score component based on the designated Unit 3 and 4 sequence of their program. For scored VCE VET programs, the study score is calculated using assessments of each student's levels of performance.

The study score can contribute directly to the ATAR as one of the student's primary four scaled studies or as the fifth or sixth study.

- It is important to note that the Units 3 and 4 sequences of VCE VET programs are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
- Where a student elects not to receive a study score, no contribution to the ATAR will be available for the scored VCE VET program.

2. Sacred Heart College offers students a wide range of Vocational Education and Training subjects/certificates, which are completed within a two year period. The following VCE VET programs have a study score available to students undertaking the relevant Units 3 & 4 sequence at Sacred Heart College:

VCE VET Business 3 & 4
VCE VET Hospitality 3 & 4
VCE VET Sport & Recreation

}
Scored

VCE VET Animal Studies
VCE VET Automotive Studies
VCE VET Construction Pathways
VCE VET Horticulture

}
Non-Scored

VCE VET IN A VCAL PROGRAM:

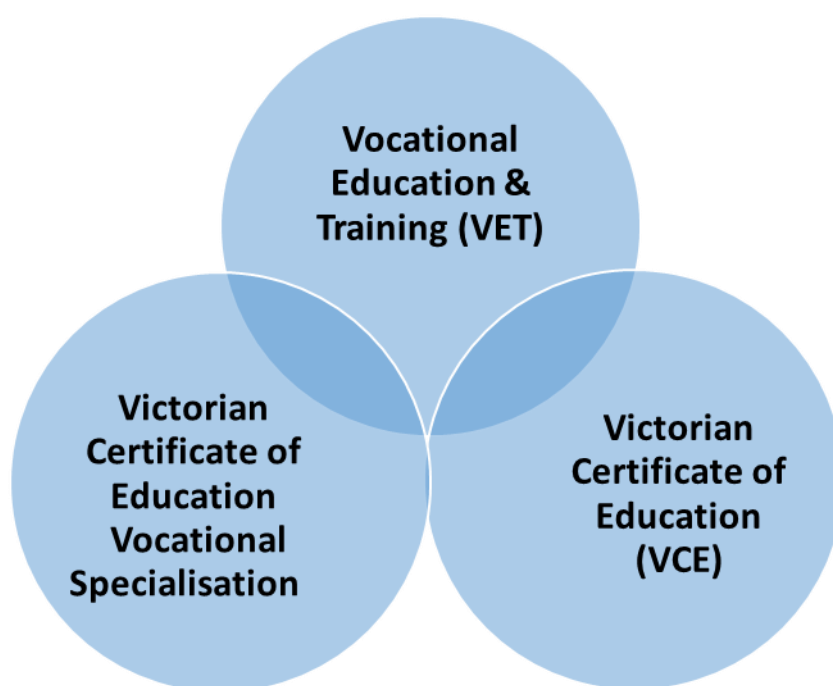
Every 100 hours successfully completed in a VCE VET program contributes to one unit of the Industry Specific Strand of the Victorian Certificate of Applied Learning. Students undertaking a VCAL program are not required to undertake the study score component of the VCE VET program (2022 only).

VOCATIONAL EDUCATION AND TRAINING (VET)

OUTCOMES FOR VCE VET PROGRAMS

Successful completion of VET in a senior secondary program may provide students with:

- a VCE certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation (RTO)
- two Statements of Results issued by the VCAA giving details of units completed in the VCE and units of competence completed in the VET qualification
- an enhanced ATAR which can improve access to further education
- pathways into employment and/or further VET qualifications
- workplace experience including structured workplace learning



VET Subjects offered externally:

In addition to the VCE VET subjects offered at Sacred Heart College, students are also able to undertake VCE VET programs at other schools and TAFE organisations. To enrol in subjects/programs offered externally to Sacred Heart College, students must speak with the Vocational Training Co-ordinator.

Please note that as these subjects are offered externally they may be subject to availability of programs. Students may be required to participate in a selection process which may involve an information session, aptitude test or induction program. Additional costs can also be associated with undertaking a VCE VET external program. Students are required to attend the relevant training institution one day per week.

SACRED HEART COLLEGE

PROGRAM SELECTION PROCESS AND CHECKLIST

A time-line has been established for the main steps in student program selection. Steps include:

| DATE: | INFORMATION/SESSION: |
|----------------------|--|
| 016 July 2021 | Course Manuals Available on SIMON |
| 27 July 2021 | Parent/Student Virtual Information Evening – Confirmation letter to follow |
| 27 July to 14 August | Career Interviews |
| 20 August 2021 | Due date for Subject Selections submitted online for Year 11 – 2021 |

GUIDELINES

A student's program should follow the Victorian Curriculum and Assessment Authority regulations and Sacred Heart College requirements and should be chosen to provide a coherent, balanced program that relates to pathways the student hopes to follow when leaving school. We advise that students select a program which maximises the post-school options (employment / apprenticeship / further study), which personally interests them.

RECOMMENDED PROCEDURE FOR CHOOSING YOUR STUDIES

We suggest that your program selection should follow a number of steps:

- Use the careers planning you did in Industry & Enterprise to assess your interests/abilities and goals
- Read this Course Manual carefully and fully with your parents
- Discuss your interests and goals in your Careers Interview; tentatively plan your course and subject choices
- Consider with your parents whether VCE, VCE /VET, or VCE Vocational Specialisation is the best pathway for you
- Ask relevant teachers about subjects in which you are interested
- Check your subject choice form and, with your parents' help, make any desired changes. Be sure to add extra preferences in case timetable blocks affect your choices. Subject selections will be completed on-line
- The selection process for VCAL (2022) includes a written application submitted by the student and an interview with the student and parent/s, at which time a formal VCAL contract is signed by all parties
- Check that your subject choices meet VCAA requirements and any tertiary pre-requisites
- Get your Careers Advisor to check and sign your form
- Complete your online subject selection by the due date of Friday 20 August

Remember - always ask questions when unsure. Time spent now can minimise problems later.

SACRED HEART COLLEGE

PROGRAM SELECTION PROCESS

BLOCKING OF SUBJECTS

At Years 10, 11 and 12 all subjects are 'blocked'. What this means is that all subjects in a block are run at the same time. Hence a student can only do one subject from each block. The Timetabler uses a computer program to develop these blocks. The program takes into consideration the students' subject selections and their preference order. **So, it is essential that when students fill in their subject selection forms they place the subjects that they wish to do most as their highest preferences.**

In creating the blocks, the Timetabler tries to enable as many people as possible to get their higher preferences. In some cases, students will not always get all of their choices due to subjects not running or subjects being put in the same block. When this occurs students will be given their reserve preferences or will be asked to choose another subject.

CHANGING YOUR YEAR 11 AND 12 PROGRAM

Once you have selected your program it is not 'set in concrete'. It is possible to change that selection but any re-selection may be affected by timetable blocking restrictions and availability of places.

CHANGES AT THE END OF YEAR 10

You will make a tentative selection of subjects for Years 11 and 12 during Term 3. As you undertake Semester 2 units in Year 10, you may find that your original choice of some units might have been unrealistic or your interest may be drawn to a different career area. It is possible to change some unit enrolments but you will be restricted by the timetable blocks and class sizes. You will only be able to change units if there is space for you in the new unit and you receive a recommendation to do so from your Year 10 teacher.

CHANGES AT THE BEGINNING OF SEMESTER ONE AND SEMESTER TWO - YEAR 11

Students who have a valid reason for wanting to change units at the start of a semester (**within the first weeks**) in Year 11 may do so provided that there is space in the new unit and the Year Level Leader approves. Valid reasons would be:

- Medical or health issues
- Ongoing difficulty with the subject backed by teacher and parent recommendation
- To ensure that pre-requisites for the Year 12 / Tertiary entrance can be met
- Career requirements (interview with YLL/Careers required)

Keep in mind that 85% attendance is required to meet the VCAA obligations.

CHANGES FOR YEAR 12

In Term 3 of Year 11 you will complete enrolment forms for Year 12 VCE units. Time-table blocks for these units will be developed on the basis of these enrolments. Again, changes may be made at the end of Year 11 and within the first two weeks of Year 12 but re-selection will be greatly limited by class size and completion of pre-requisites during Units 1 and/or 2. Changes would be for the reasons above.

Students should keep in mind that if they decide to change subjects, it is their responsibility to catch up the work that has already been covered.

CHANGING THE NUMBER OF UNITS IN THE YEAR 12 PROGRAM

As students progress through their studies some find that the demands of a unit are too great. It is possible to withdraw from a unit subject with the Head of Senior School, Deputy Principal – Learning and Teaching and parental approval. It should be noted however, the VCAA (Victorian Curriculum and Assessment Authority) has cut-off dates for withdrawing from a unit beyond which an 'N' (Fail) will automatically be recorded. In some cases, after careful consultation with the Head of Senior School and/or Deputy Principal – Learning & Teaching, a student may undertake a reduced course of studies.

CHANGES OF YEARS 11 AND 12 DUE TO INSUFFICIENT STUDENT NUMBERS

Student demand and availability of resources will mean that a number of the listed subject units may not ultimately be offered on the timetable in any one year. The College tries to offer as broad a curriculum as possible but classes do have to be economically viable.

Should student numbers in a subject drop significantly at the beginning of a semester, we may need to ask remaining students to select a replacement subject.

YEARS 11-12 VCE PROGRAM PLANNER

Before going to consult with your course selection counsellor it is advisable to use the space below to map out your initial thoughts on your two-year program. Note that by selecting a course of study for Year 12 this year, you are not locked into that selection. Your final Year 12 selection will not occur until towards the end of next year. Nonetheless it is advisable to keep in mind what Year 12 subjects you are likely to want to do. This will help you make up your mind for Year 11 subject selection.

YEAR 11 SELECTION

| | | | | | | | |
|-------------------|---|----------|--|--|--|--|--|
| Semester 1 | English 1 Or English Language 1 Or Literature 1 | Religion | | | | | |
| Semester 2 | English 2 Or English Language 1 Or Literature 2 | Religion | | | | | |

YEAR 12 SELECTION *

| | | | | | | |
|-------------------|---|----------|--|--|--|--|
| Semester 1 | English 3 Or English Language 3 OR Literature 3 | Religion | | | | |
| Semester 2 | English 4 OR Literature 4 Or English Language 4 | Religion | | | | |

DESCRIPTION OF TERMS

Each of the following units is outlined under the following headings:

WHY STUDY THIS SUBJECT?

These are the skills/knowledge that help students to develop and extend their understanding.

WHAT IS STUDIED?

These are the main content areas covered in the units. Specific concepts and topics are indicated. Particular techniques of study may be identified.

WHAT TYPE OF WORK IS DONE?

Students complete assessment tasks in all VCE studies. When considered in conjunction with students' coursework, the teacher is able to determine if students have satisfied the Outcomes.

In Units 3 and 4 the formal assessment tasks are used to determine the student's study score together with their exam results. These can take two forms:

1. The first is called **School-assessed Coursework (SAC)**. This assesses how you have performed the assessment tasks specified in the Study Design. These tasks which are specified in the Study Design must be done mainly in class time and are part of the regular teaching and learning program.
2. The second is called **School-assessed Task** (this only applies for Studio Arts, Design and Technology and Visual Communication and Design). This kind of task will be the same for every school, and the specifications will be set by the Victorian Curriculum and Assessment Authority. However, the exact content of the task at your school will be decided by the school so that they match what you have been taught.
The Victorian Curriculum and Assessment Authority specify how marks and grades are to be awarded. Your teacher does the marking, and in Units 3 and 4 your school will send the Victorian Curriculum and Assessment Authority a score to show how you performed in each assessment task.

PRE-REQUISITES:

This refers to appropriate background studies and lists any specific VCE unit pre-requisites. Most studies have been designed so that they can be commenced at Units 1, 2 or 3. Both units of 3 & 4 sequences must be undertaken - they cannot be studied separately.

GENERAL ACRONYMS FOR YEARS 11 AND 12

| | | |
|----------|---|--|
| VCAA | - | Victorian Curriculum and Assessment Authority |
| VQA | - | Victorian Qualifications Authority |
| VCE | - | Victorian Certificate of Education |
| VCAL | - | Victorian Certificate of Applied Learning |
| VET | - | Vocational Education and Training |
| SAC | - | School Assessed Coursework |
| SAT | - | School Assessed Task |
| ATAR | - | Australian Tertiary Admission Rank |
| RTO | - | Registered Training Organisation |
| RPL | - | Recognition of Prior Learning |
| GAT | - | General Achievement Test |
| PERIOD 5 | - | Class after school hours (3.45pm – 5.25pm) where students complete Assessment Tasks that they have missed due to approved absence. Classes are held every week alternating between Tuesday and Thursday. Formal arrangements are made by the Subject Teacher and parents are notified by letter. |

NB: In addition, there may be subject specific acronyms of which students will be informed during that unit of study.

VCAL STUDIES

VCAL – WORK RELATED SKILLS

| | |
|--|---|
| <p>WHY STUDY THIS SUBJECT?</p> <p>The purpose of Work Related Skills is to develop understanding, knowledge and employability skills through practical work placement.</p> <p>Students should study Work Related Skills:</p> <p>To gain confidence and experience in the world of work</p> <p>To meet the curriculum requirements of the Victorian Certificate of Applied Learning (VCAL)</p> <p>To explore career pathways and choices</p> <p>To develop a work history and skills required to network successfully with employers</p> <p>Please note that this subject is offered across all three levels of VCAL: Foundation, Intermediate and Senior.</p> <p>The complexity and nature of the tasks is dependant on the certificate level undertaken.</p> | |
| <p>UNIT 1</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Occupational Health and Safety (OH&S) • Career and Industry Exploration/Pathways • Workplace Rights and Responsibilities • Employer Expectations | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Assignments and projects on workplace issues • Participation in a structured work placement (1-2 days per week) • Workplace Diary • OH&S in the work place • Aptitude Tests • OH&S Virtual Tests • School Based Apprenticeships (where applicable) |
| <p>UNIT 2</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Job applications • Networking with employers • Pre-Apprenticeship courses • Traineeships and Apprenticeships | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Participation in a structured work placement (1-2 days per week) • Workplace Diary • Oral Presentations • Workplace Assignments • Role plays • School Based Apprenticeships (where applicable) • Visits to TAFE and employment agencies |

VCAL – PERSONAL DEVELOPMENT SKILLS

| | |
|--|---|
| <p>WHY STUDY THIS SUBJECT?</p> <p>The purpose of Personal Development Skills is to focus on the development of self through participation in activities which expand and improve personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills. The focus of the learning program for this unit includes:</p> <ul style="list-style-type: none"> • Subject specific knowledge applicable to one or more of the following: a relevant personal, social, health and wellbeing, educational and/or family goal. • Skills applicable to a relevant personal, social health and wellbeing, educational and/or family goal. • Introduction to problem solving skills. • Introduction to skills for planning, organizing and working in teams. • Research planning and organizational skills. • Communication skills. | |
| <p>UNIT 1</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Plan and organise an activity • Team work • Problem Solving Strategies • Leadership Styles • Communication Skills • Goal Setting for project management • Research methods • Evaluating personal performance | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Role plays • Self and group assessments • Assignments • Projects based on individual wellbeing and personal development • Debates • Practical activities |
| <p>UNIT 2</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Understanding community • Planning and organisation skills in a community setting • Valuing civic responsibility • Managing stress • Goal setting for project management • Awareness of social diversities • Managing complex projects | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Participation in a Community Service Placement (voluntary work) • Oral presentations • Assignments and Projects based around community service activities • Self assessments • Debates • Role plays • Practical activities |

VCAL LITERACY SKILLS UNITS

(Reading & Writing / Oral Communication)

WHY STUDY THESE SUBJECTS?

VCAL Literacy and Oral Communication Units are designed to develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community.

The Literacy Skills units are premised on the understanding that the application of literacy and oracy skills cannot be separated from social context. The overall purpose is to provide an applied 'real life' approach to literacy and oracy development.

VCAL Literacy is based on student centred experiential learning, is reliant to a large extent on self directed learning and competence is based on the evidence of meeting learning outcomes.

WHAT IS STUDIED?

LITERACY SKILL UNIT – READING AND WRITING

Literacy for self expression

- Focuses on aspects of personal and family life, and the cultures which shape these

Literacy for practical purposes

- Focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations

Literacy for knowledge

- Focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training

Literacy for public debate

- Focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

WHAT TYPE OF WORK IS DONE?

- Group and class discussion
- Debate
- Oral presentation
- Short story studies
- Comprehension exercises
- Writing letters
- Filling in forms
- Project work
- Applied tasks
- Computer based activities
- Text awareness activities
- Spelling / vocabulary activities
- Integrated assessment tasks
- Self directed learning

WHAT IS STUDIED?

LITERACY SKILL UNIT – ORAL COMMUNICATION

The units identify four primary purposes for oral communication which reflect the literacy domains and encompass a range of contexts for spoken interaction.

These are:

- Self expression
- Knowledge
- Practical purposes
- Exploring issues and problem solving

The learning outcomes for the Oral Communication unit are based on typical spoken interactions used to fulfil these broad social purposes.

WHAT TYPE OF WORK IS DONE?

- Short talks, small group discussions, role-play of situations, sharing anecdotes in pairs and giving an account of an experience
- Reports, talks, informative interviews, speeches, lectures, presentations and news broadcasts
- Giving or responding to instructions or directions, exchanging goods and services, making appointments and job interviews.
- Participation in public meetings, discussions, debates and meetings

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students will study this course at Foundation, Intermediate or Senior level and may progress from one level to the next based on meeting the required outcomes.

VCAL NUMERACY SKILLS UNIT

WHY STUDY THIS SUBJECT?

VCAL Numeracy units are designed to develop knowledge, skills and understanding in the social contexts of family, employment, further learning and community.

The Numeracy Skills units are premised on the understanding that the application of numeracy skills cannot be separated from social context. The overall purpose is to provide an applied 'real life' approach to numeracy development.

VCAL Numeracy is based on student centred experiential learning, is reliant to a large extent on self directed learning and competence is based on the evidence of meeting learning outcomes.

WHAT IS STUDIED?

Numeracy for Personal Organisation

- Focuses on the numeracy requirements for personal organisational matters involving money, time and travel.

Numeracy for Interpreting Society

- Relates to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.

Numeracy for Practical Purposes

- Addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematic skills related to the appreciation and application of shape and measurement.

Numeracy for Knowledge

- Is included at the Senior level. It deals with learning about formal mathematical skills and conventions needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

WHAT TYPE OF WORK IS DONE?

- Self directed learning
- Integrated assessment tasks
- Computer based activities
- Small group and whole group activities
- Out-of-class activities or investigations
- Investigations and experiments to collect data for a statistical analysis
- A variety of classroom-based activities
- Investigations
- Problem solving
- Use of the internet to find out about mathematics topics or to find data to analyse
- Using maths in the community
- Projects - Maths-based
- Use of Maths Space computer program.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students will study this course at Foundation, Intermediate or Senior level and may progress from one level to the next based on meeting the required outcomes.

VET CERTIFICATE STUDIES

CERTIFICATE II IN ANIMAL CARE

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|--|---|
| <p>SUBJECT OVERVIEW</p> <p>This course was previously known as Certificate II in Animal Studies but has been updated for 2022 onwards. This is a certificate studied over 2 years.</p> <p>This is a general qualification for entry into sectors of the animal care and management industry, where workers provide care for animals in workplaces such as:</p> <ul style="list-style-type: none"> • animal shelters • kennels • catteries • sanctuaries • veterinary clinics. <p>At this level, work takes place under direct supervision within clearly defined guidelines for work activities.</p> <p>As part of the course requirements, it is necessary that students wear personal protective equipment provided by the College. Approximate cost for this course is \$300.00, which includes scrubs and student booklets.</p> | |
| <p>WHAT IS STUDIED?</p> <p><i>There are 12 units of competency (7 core units and 5 electives) that will be undertaken as part of this certificate. The core units are:</i></p> <ul style="list-style-type: none"> • Work in the animal care industry • Apply communication skills • Complete animal care hygiene routines • Feed and water animals • Assist in the health care of animals • Participate in environmentally sustainable work practices • Participate in workplace health and safety processes <p>The electives chosen will vary, based on student interest.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Practical experience in an animal workplace environment • Guest speakers/incursions from various sectors of the animal care and management industry • Excursions to various animal workplaces • Student Journal • Research Tasks • Assessment of practical skills to show competency • Assessment of knowledge to show competency <div style="background-color: black; color: white; padding: 10px; margin-top: 20px;"> <p>In 2022 all VET Animal Studies students will be required to complete an extended practical class once a week. The class will run from 2:10pm until 5:00pm on a Monday, Tuesday or Wednesday. This will bring Sacred Heart into line with industry best practice. This class is compulsory and will run throughout the year.</p> </div> |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <ul style="list-style-type: none"> • Completion of VET Certificate II in Animal Care so that further certificates can be studied • Work placements, apprenticeships and careers in the animal care and management industry | |

CERTIFICATE II IN AUTOMOTIVE

WHY STUDY THIS SUBJECT?

By studying this subject, students develop knowledge and skills to understand the many different automotive principles introduced. This area of study aims to provide students with an understanding of the different automotive fields where a student can gain employment. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

Students undertaking this course are provided with appropriate personal protective equipment for practical classes.

UNITS: 1 - 4

WHAT IS STUDIED?

Units of competency:

- Follow environmental and sustainability best practice in an automotive workplace
- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Identify automotive mechanical systems and components
- Use and maintain workplace tools and equipment
- Batteries: Remove, inspect, test and service, recharge and refit
- Remove and replace wheel and tyre assembly
- Remove and replace engine cylinder heads
- Set up and use welding equipment
- Construct and test basic electronic circuits
- Remove and replace brake assemblies
- Disassemble and assemble an engine - four stroke, single cylinder petrol engines
- Carry out basic vehicle servicing operations

WHAT TYPE OF WORK IS DONE?

- Follow safe working practices
- Practical work involved in removal and replacement of components
- Using components to describe operation and determine serviceability
- Dismantle and assemble common components of a motor vehicle
- Practical work involved in the removal, dismantling and inspection of vehicle sub systems
- Dismantle and assemble common components of a motor vehicle
- Set up and use welding equipment

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Gaining employment in the automotive and any of the associated service industries. If employment is not the aim, the student will gain valuable knowledge and skills to assist them to undertake service and repair engines. Certificate II in Automotive is a nationally recognised qualification that articulates into Certificate III level at TAFE and an automotive apprenticeship.

CERTIFICATE II IN CONSTRUCTION PATHWAYS

WHY STUDY THIS SUBJECT?

You will gain skills in the carpentry field of building and construction such as the safe use of hand and portable power tools, setting out, levelling, sub floor framing, wall and roof framing, scaffolding, hanging doors, claddings, linings, and fixing. You will also develop knowledge of industry communication skills, material calculations, reading plans and Occupational Health and Safety issues. This course is designed for people wanting to enter the building and construction industry to become apprentice carpenters. It will provide the knowledge and practical skills associated with working in the building construction industry and equip students with the ability to work safely in the industry.

Students are required to wear personal protective equipment provided by the College.

UNITS 1 – 4

WHAT IS STUDIED?

- Workplace safety and industry induction (CIC)
- Work safely in the construction industry
- Workplace procedures for environmental sustainability
- Basic first aid
- Levelling
- Safe handling and use of plant and power tools
- Workplace documents and plans
- Building structures
- Calculations for the building industry
- Quality principles for the building industry
- Introduction to scaffolding
- Carpentry hand tools
- Basic setting out
- Wall framing
- Roof framing
- External cladding
- Installation of window and door frames

WHAT TYPE OF WORK IS DONE?

- OH&S
- Observations
- Practical use of tools and equipment
- Use of advanced joints
- Construction of products
- Completion of a timber product
- Investigate different joining methods
- Investigate hand tools

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This course may lead on to an apprenticeship in carpentry and when qualified, further employment opportunities as a registered building practitioner, building inspector, leading hand, sub-foreman, foreman and project manager.

On successful completion of the course you will be awarded a Statement of Attainment in Certificate II in Building and Construction - Carpentry. As part of the Australian Qualifications Framework this program is nationally recognised.

CERTIFICATE II IN BUSINESS




WHY STUDY THIS SUBJECT?

This subject meets the goals of a diverse range of students:

- Students who are aiming to go onto a university course, in a field where office management skills will be required e.g. Accounting, Sports Management, Tourism, Hospitality, Personnel, Police, Hospitality
- Students who seek to enhance their employment prospects within the administrative workforce.
- Students who enjoy a practically orientated subject.
- Students who have little idea what they want to do - and are keeping their options open!

UNIT 1

WHAT IS STUDIED?





-  Work in a team and organise your own personal work schedule
-  Office organisation - scheduling, dealing with the public, arranging conferences and meetings
-  Participate in workplace safety procedures

WHAT TYPE OF WORK IS DONE?

- Written tests
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies

UNIT 2







WHAT IS STUDIED?

-  Operation of Office Equipment including: digital cameras, scanners, photocopiers, facsimiles, answering machines, shredders and telephone switchboard
-  Computer Tasks – produce word processing / database / spreadsheet and PowerPoint documents of business quality
-  Records Handling and Processing – Electronic and manual
-  Compose various business documents e.g. letters, posters, memos, reports

WHAT TYPE OF WORK IS DONE?

- Written tests
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies
- Work placement

CERTIFICATE II IN BUSINESS

| | |
|--|---|
| <p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none">  Prepare and process financial/business documents including; banking documents, invoices, petty cash, purchase orders  Create and use electronic databases  Produce business documents using a range of software applications; PowerPoint, Excel, Word, Access and Quickbooks | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Written tests • Computer operations • Observations • Case studies • Role plays • Project/case work • Group discussions • Integrated studies |
| <p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none">  Organise personal work priorities to ensure set tasks are completed in set timelines  Organise workplace information – use business technology, record processing and maintenance, research information, interview skills  Promote innovation in a team environment | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Written tests • Computer operations • Observations • Case studies • Role plays • Project/case work • Group discussions • Integrated studies • End of year external examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Certificate II in Business contributes to your VCE ATAR score and provides a practical basis for many university courses in the administration/management area.</p> <p>If all four Units are completed a two year TAFE Certificate is awarded for Certificate II in Business.</p> <p>Further study can be undertaken at TAFE to the level of Advanced Diploma of Business. Students wishing to enter the workforce at the end of Year 12 will have a tertiary qualification to enhance their employment opportunities.</p> | |

CERTIFICATE II IN HORTICULTURE

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| <p>WHY STUDY THIS SUBJECT?</p> <p>By studying this subject, students develop knowledge and skills to understand the many different activities involved in Horticulture. This area of study aims to provide students with hands-on experience in many aspects of local and commercial Horticulture. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.</p> <p>As part of the course requirements it is necessary that students wear personal protective equipment provided by the College.</p> | |
| <p>UNIT 1</p> <p>WHAT IS STUDIED?</p> <p>The units selected for study from the Horticultural Training Package may vary due to seasonal variations or opportunities that develop. Units selected may include the following:</p> <ul style="list-style-type: none"> • Occupational and health procedures • Environmental work practices • Effective work in the industry • Workplace communication • Application of chemicals under supervision • Plant recognition | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Students become involved in practical activities around the College grounds. Different garden areas will be maintained and established • Students are given the opportunity to undertake different propagation and maintenance activities • Students learn to use tools and equipment in accordance with occupational health and safety procedures • Safe at Work Test • Oral Test • Workcover Virtual Tests • Student Journal • Research Assignment |
| <p>UNIT 2</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Site quarantine procedures • Planting of trees and shrubs • Weed treatments • Construction of low-profile timber or modular retaining walls • Landscape construction work • Pruning techniques | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Different skills learnt will be put into practice in various projects undertaken around the College grounds • Student Journal • Research Assignment • Site Map |

CERTIFICATE II IN HORTICULTURE

| | |
|--|---|
| <p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Observe and report on weather • Carry out natural area restoration works • Determine basic properties of soil / growing media • Lay drainage pipes | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • The students carry out different practical activities in a variety of locations at the College and locally • Research Assignment – Climate Conditions • Research Assignment – Soil Properties and Types • Student Journal |
| <p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Maintain properties and structures • Tend nursery plants | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Students plan, develop and implement a maintenance program for structures and plants • Student Journal • Written Assignment |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>This subject will prepare the students to work in the Horticulture industry or in any of the service industries associated with Horticulture.</p> <p>If employment is not the aim, the student will gain valuable knowledge and skills to assist them to establish and maintain gardens and or develop horticultural enterprises.</p> <p>If all four units are completed a TAFE Certificate is awarded for Certificate II in Horticulture. Further study can be undertaken at TAFE to the level of Advanced Diploma of Horticulture.</p> | |

CERTIFICATE III IN SPORT & RECREATION

WHY STUDY THIS SUBJECT?

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

UNITS 1 & 2

WHAT IS STUDIED?

- Develop and extend critical and creative thinking skills
- Provide first aid
- Organise Personal work priorities and development
- Use social media tools for collaboration and management
- Provide Customer service
- Respond to emergency situations
- Follow work health and safety policies.

WHAT TYPE OF WORK IS DONE?

- Assignment work relating to actual workplace practices done in class time
- Practical exercises to reinforce theory lessons
- Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on sport and recreation products and services; preparing accurate records of client details; completing maintenance records; empathising and negotiating acceptable solutions to client requests and complaints.
- Working as a skilled team member; understanding own role in supporting the operation of sport and recreation facilities and servicing client needs; acknowledging accountability to other team members and working collaboratively with other sport and recreation personnel.
- Collecting, analysing and recording information to provide efficient support for sport and recreation programs and facilities; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to guide own work; Interpreting program schedules and timetables to determine priority and sequence of own tasks.

CERTIFICATE III IN SPORT & RECREATION (2nd Year)

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| <p>UNITS 3 & 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Plan and conduct sport and recreation sessions • Facilitate groups • Manage conflict • Conduct basic warm-up and cool-down programs • Provide public education on the use of resources • Undertake risk analysis of activities. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Assignment work relating to actual workplace practices done in class time • Practical exercises to reinforce theory lessons • Knowing the sources of new information on the sport and recreation industry; accessing professional development opportunities to regularly update own knowledge and skills; sharing information with colleagues; updating knowledge and skills to accommodate changes in equipment and operating procedures. • Understanding the operating capability of computer systems and software that assist in selling, planning and delivering sport and recreation products and services; safely using and maintaining sport and recreation equipment according to manufacturer's specifications and organisation policies and procedures. • Adjusting work procedures to differences in equipment and facilities and changes in work environment; implementing correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; identifying and discussing a range of ideas to improve own and colleagues work practices. • Understanding and complying with the legal and ethical responsibilities that apply to own role in the sport and recreation industry; seeking and reflecting on feedback on own performance; acting on feedback from colleagues and supervisors on areas for improvement. |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Gaining employment in the sport & recreation and any of the associated service industries. If you are enthusiastic about physical fitness and sport, this course is for you. Study the Certificate III in Sport and Recreation and build a solid background in the industry, ideal if you are considering a career such as a sports and recreation officer, fitness instructor, recreation officer or sporting coach.</p> | |

VCE STUDIES

ACCOUNTING

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| <p>WHY STUDY THIS SUBJECT?</p> <p>VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.</p> | |
| <p>UNIT 1: ROLE OF ACCOUNTING IN SMALL BUSINESS:</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1: The role of accounting</p> <ul style="list-style-type: none"> • The accounting elements: assets, liabilities, owner's equity, revenues and expenses • Current and non-current assets, and current and non-current liabilities • Price setting methods such as recommended retail price, mark-up and cost-volume-profit analysis <p>Area of Study 2: Recording financial data and reporting accounting information for a service business</p> <ul style="list-style-type: none"> • Accounting assumptions and qualitative characteristics • The purpose and use of special journals: <ul style="list-style-type: none"> ◦ Sales Journal ◦ Purchases Journal ◦ Cash Receipts Journal ◦ Cash Payments Journal • Classified accounting reports for a service business: – Cash Flow Statement – Income Statement – Balance Sheet • Ethical considerations when recording and reporting transactions. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Folio of exercises • Structured questions • Case study including use of ICT • Classroom presentation including use of ICT • End of Semester Examination |
| <p>UNIT 2: ACCOUNTING AND DECISION MAKING FOR A TRADING BUSINESS</p> <p>Area of Study 1: Accounting for inventory</p> <ul style="list-style-type: none"> • The purpose and use of inventory cards using the First-In, First-Out (FIFO) and Identified Cost methods for recording <p>Area of Study 2: Accounting for and managing accounts receivable and accounts payable</p> <ul style="list-style-type: none"> • Transactions involving accounts receivable and accounts payable records: – sales – purchases – returns, both sales and purchases – bad debts – cash and settlement discounts (GST to be excluded) • Reporting of accounts receivable and accounts payable in the Cash Flow Statement, Income Statement and Balance Sheet • Strategies for effective management of accounts payable and accounts receivable • Ethical considerations when dealing with accounts receivable and accounts payable. | <p>Area of Study 3: Accounting for and managing non-current assets</p> <ul style="list-style-type: none"> • Documents used by a business to record financial transactions • Indicators to measure business performance in relation to non-current assets • Valuation of a non-current asset • Straight-line method of depreciation • reporting depreciation in the income statement and balance sheet • Strategies for effective non-current asset management, including the use of asset registers • Ethical considerations faced by business owners when purchasing and managing non-current assets. |

ACCOUNTING

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| <p>UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1: Recording and analysing financial data</p> <ul style="list-style-type: none"> Accounting assumptions and qualitative characteristics as applicable The accounting elements: assets, liabilities, owner's equity, revenues and expenses Classification of assets and liabilities into categories of current and non-current Double entry system <p>Area of Study 2: Preparing and interpreting accounting reports</p> <ul style="list-style-type: none"> Documents used by a business to record financial transactions The preparation of the Profit and Loss Summary account in the General Ledger with transfer of profit or loss to the Capital account in the General Journal and the General Ledger The recording of the transfer of drawings to the Capital account in the General Journal and General Ledger | <p>Area of Study 2: Preparing and interpreting accounting reports (CONTD)</p> <ul style="list-style-type: none"> Dealing with inventory (FIFO) Characteristics and use of classified accounting reports: – Cash Flow Statement – Income Statement – Balance Sheet The distinction between cash and profit Ethical considerations <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> Structured questions (manual and ICT-based) Folio of exercises (manual and ICT-based) Report (written, oral or ICT-based) End of Year Examination |
| <p>UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1: Extension of recording and reporting documents used by a business to record financial transactions</p> <ul style="list-style-type: none"> Indicators and other relevant information to measure business performance: financial and non-financial the purchase of non-current depreciable assets for cash and financed by a loan Methods of depreciation: straight-line and reducing balance the implications of alternative methods of depreciation on accounting reports The recording and reporting on the disposal of a non-current depreciable asset Ethical considerations in relation to business decision-making and the recording and reporting of financial information | <p>Area of Study 2: Budgeting and decision-making</p> <ul style="list-style-type: none"> Indicators and other relevant information to measure business performance: financial and non-financial The characteristics and use of classified budgeted accounting reports The use of variance reports and trends for Cash Flow Statements and Income Statements The distinction between cash and |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.</p> | |

APPLIED COMPUTING

WHY STUDY THIS SUBJECT?

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to 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.

This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

UNIT 1 APPLIED COMPUTING - WHAT IS STUDIED?

DATA ANALYSIS

Data and Information: qualitative and quantitative data, characteristics of data and information

- **Approaches to problem solving:** structural characteristics of spreadsheets and databases, design tools, formats and conventions

- **Interactions and impacts:** Australian Privacy Principles relating to the acquisition

PROGRAMMING

Digital systems: functions and capabilities of key hardware and software components

Data and information: characteristics of data types, types of data structures

Approaches to problem solving: features of solution requirements, constraints and scope, design techniques

UNIT 2 APPLIED COMPUTING - WHAT IS STUDIED?

INNOVATIVE SOLUTIONS

Digital systems: components of digital systems, emerging trends, functions and capabilities

Data and Information: techniques for collecting data

Approaches to problem solving: techniques for documenting and developing solutions

Interactions and impact: goals and objectives, economic issues, impact, legislation, ethical issues

NETWORK SECURITY

Digital systems: LANS, WANS, WPANS, network hardware and software components, wired, wireless and mobile communications technology, network security threats, risks and benefits of using networks

WHAT ARE THE LEARNING ACTIVITIES

- Research project
- Practical use of software to produce information solutions.
- Reports
- End of Semester Examination

SOFTWARE USED

- Database (Microsoft Access)
- Spreadsheet (Microsoft Excel)
- Python Programming language
- Presentation software
- Data visualization software

Other online tools relevant to students' needs.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE

Students may choose to continue studying information technology in VCE by selecting Unit 1 & 2 VCE Applied Computing and Unit 3 & 4 Analytics in Years 11 and 12

Career

Many jobs and careers are increasingly needing their staff to have IT skills and capabilities. There are many careers options to follow if students wish to specialise in Information Technology. These can include Project Manager, Business Analyst, Data Scientist, Network Manager, Website Designer, Cyber Security Analyst, Data Analyst, Hardware/Software Engineer, IT Consultant, Programmer, Database Administrator and Tech Support. For more detailed information: <https://mallory.com.au/information-technology-jobs-descriptions/>.

DATA ANALYTICS

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| <p>UNIT 3 - WHAT IS STUDIED?</p> <p>Data analytics</p> <p>In this area of study students' access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to teacher-provided solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation and testing.</p> <p>Data analytics - analysis and design</p> <p>In this area of study students, individually, determine and propose a research question and collect and analyse data. Students prepare a project plan, taking into account all stages of the problem-solving methodology Students generate design ideas for creating their database and/or spreadsheet solutions and infographics or dynamic data visualisations to present findings, which could include annotations to indicate key functions and layouts.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Theory to explain concepts • Practical work on the computer using application software to solve information problems • Tests • Documentation of solutions • Reports <p>SOFTWARE USED</p> <ul style="list-style-type: none"> • Spreadsheets - Microsoft Excel • Databases – Microsoft Access • Data visualisation software |
| <p>UNIT 4 – WHAT IS STUDIED?</p> <p>Data analytics: development and evaluation</p> <p>In this area of study students develop their designs into infographics or dynamic data visualisations that address a research topic or question by applying the problem-solving stages of development and evaluation. Students use software tools and functions of database and/or spreadsheet software and data visualisation software to support the types of data being manipulated to transform the designs into infographics or dynamic data visualisations.</p> <p>Cybersecurity: data and information security</p> <p>In this area of study students focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment. They examine the threats to this data and information, and evaluate the methods an organisation uses to protect their data and information. Students consider the consequences for an organisation that fails to protect their data and information. They recommend strategies to reduce the threats to data and information, taking into account the key legal requirements and any ethical issues faced by the organisation.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Theory to explain concepts • Practical work on the computer using application software to solve information problems • Tests • Documentation of solutions • Reports • End of year external examination <p>SOFTWARE USED</p> <ul style="list-style-type: none"> • Spreadsheets - Microsoft Excel or • Databases – Microsoft Access • Data visualisation software |

ART

WHY STUDY THIS SUBJECT?

Art appeals to students who:

- Wish to explore their own creativity and imagination
- Wish to build up skills when creating artworks by exploring and refining a range of media
- Wish to explore artists from both contemporary and historical contexts by attending excursions to art galleries and reading and analysing art works
- Wish to work in a creative field after they leave school
- Need to compile a Folio for entry into Art or Design courses at a tertiary level
- Find exploring Art a personally enriching experience and have demonstrated some ability in this area

UNIT 1: Artworks and Meaning

WHAT IS STUDIED?

- Factors that influence our responses to artworks
- How art reflects personal interests, experiences, ideas and intentions
- Formulate and substantiate personal opinions with reference to artworks and related issues
- Observation and Imagination
- Artistic practices of established artists and applying them to your own artistic practice.
- How to communicate personal ideas and concepts
- How to explore materials, techniques and processes
- A range of styles and symbols to produce responses to a personal interest
- How to record creative practice in a visual diary

WHAT TYPE OF WORK IS DONE?

- Researching imagery and artists that students find inspiring
- Creating a folio which explores and refines art techniques including but not limited to drawing in pastels, oil sticks charcoal, pencil, painting in gouache acrylics, printmaking techniques including linocuts, monoprints, ceramics and sculpture
- Digital photography and manipulation of images through photoshop
- Found objects, ephemeral objects
- Students may work in any media they feel comfortable with (exploration is encouraged)

UNIT 2: Contemporary artworks and culture

WHAT IS STUDIED?

- The purpose of art in different cultures and times
- The diverse approaches to making and presenting art in contemporary context
- How artworks can help us reflect on beliefs, values and traditions in different cultures
- How to communicate issues and ideas about identity and culture using the contemporary art making process.
- How to use a variety of materials, techniques and processes in artmaking.

WHAT TYPE OF WORK IS DONE?

Students create a finished folio and produce two artworks in the art medium of their choice, which may include any of the following:

- Drawings
- Paintings on canvas
- Prints (etching, stencil art, relief prints)
- Digital photographs
- Collage
- Installation Art
- Sculpture / Ceramics

A research task based on the students' visit to at least two art exhibitions.

ART

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| <p>UNIT 3: Artworks, ideas and values</p> <p>WHAT IS STUDIED? Contexts of artworks produced before 1990 and since 1990 Artistic practice that explores and experiments Visual language that reflects imagination Developing personal concepts and skills A variety of techniques and processes Making and documenting creative personal responses</p> | <p>What type of work is done?</p> <ul style="list-style-type: none"> Students create artworks using a folio to document the progressive development of ideas, skills in using materials and techniques, of their own choosing. Students study 2 artists, one from prior to 1990 and one post 1990 and complete a report/essay or oral presentation on their work. |
| <p>UNIT 4: Artworks ideas and viewpoints</p> <p>WHAT IS STUDIED? Art and interpretation of art issues Examining interpretations and opinions on art in society Realizing and resolving art making practice</p> | <p>What type of work is done?</p> <ul style="list-style-type: none"> Students continue to explore and develop their artworks in the studio and work to refine and resolve works for exhibition. Students explore art issues, and develop an understanding of a range of viewpoints about an art issue (eg: Censorship, Appropriation) and develop a personal point of view. They create a presentation, write a report or essay in this topic. |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Artist, Art Conservator, Public Art Practitioner, Sculptor, Painter, Printmaker, Graphic Artist, Art Teacher, Primary, Secondary, Tertiary, Graphic Artist, Occupational Therapist, Art Therapist, Interior Designer, Landscape Architect, Industrial Designer, Textile Designer, Recreation Officer, Architect, Photographer, Web Designer, Town Planner, Theatrical Costume Designer, Stage Set Designer, Fashion Designer, Display Artist, Cultural Heritage Officer, Conservator, Craftsperson, Cartoonist, Cartographer, Arts Administrator, Animator, Advertising Industry, Visual Merchandiser, Camera Operator (film television), Beauty Therapist, Arts and Cultural Planner, Florist, Glass Worker, Hairdresser, Chef, Museum Technician, Sign Writer, Screen Printer, Picture Framer, Silversmith, Jeweller, Art Therapist, Tattoo Artist, Desktop Publisher and Curator.</p> <p>The artworks/folio developed in Art can contribute entry processes for a variety of Art and Design courses including RMIT, Victorian College of the Arts, Swinburne, Latrobe University, Monash University, TAFE Colleges and many privately owned Colleges.</p> | |

BIOLOGY

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| <p>WHY STUDY THIS SUBJECT?</p> <p>Through studying Biology students develop an understanding of the natural world. Living organisms are investigated together with the interactions they have with each other and the natural environments. Biology also includes learning more about the life processes within cells and in multicellular organisms. Students study Biology because:</p> <ul style="list-style-type: none"> • they are fascinated by the amazing world of living things and want to discover more about it • they enjoy combining practical work and field work with theoretical knowledge • it is a requirement for their further study choices | |
| <p>UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?</p> | |
| <p>(Semester One)</p> <p>Area of Study 1 - How do cells function?</p> <ul style="list-style-type: none"> • Cellular structure and function • The cell cycle and cell growth, death and differentiation <p>Area of Study 2 - How do plant and animal systems function?</p> <ul style="list-style-type: none"> • Functioning systems • Regulation of systems <p>Area of Study 3 - Practical Investigation:</p> <p>Students adapt or design and then conduct a scientific investigation to generate appropriate qualitative and/or quantitative data, organise and interpret the data, and reach a conclusion in response to the research question.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <p>Theoretical knowledge and activities are combined to assist in understanding the key ideas.</p> <p>These activities will include:</p> <ul style="list-style-type: none"> • Practical work including a field trip report • Research presentation on a theoretical aspect of the unit • Analytical and assessment tasks • End of semester examination • Online Tasks |
| <p>UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?</p> | |
| <p>(Semester Two)</p> <p>Area of Study 1 - How is inheritance explained?</p> <ul style="list-style-type: none"> • From chromosomes to genomes • Genotypes and phenotypes • Patterns of inheritance <p>Area of study 2 - How do inherited adaptations impact on diversity?</p> <ul style="list-style-type: none"> • Reproductive strategies • Adaptations and diversity <p>Area of study 3 - Investigation of an issue:</p> <p>Students explore a contemporary bioethical issue relating to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <p>Theoretical knowledge and activities are combined to assist in the understanding the key ideas.</p> <p>These activities may include:</p> <ul style="list-style-type: none"> • Practical work including a student designed practical investigation • Research presentation on a theoretical aspect of the unit • Data analysis and assessment tasks • End of semester examination • Online Tasks |

BIOLOGY

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

Area of Study 1 - What is the role of nucleic acids and proteins in maintaining life?

- The relationship between nucleic acids and proteins
- DNA manipulation techniques and applications

Area of Study 2 - How are biochemical pathways regulated?

- Regulation of biochemical pathways in photosynthesis and cellular respiration
- Photosynthesis as an example of biochemical pathways
- Cellular respiration as an example of biochemical pathways
- Biotechnological applications of biochemical pathways

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

Activities will include:

- Practical investigations
- Written practical reports
- Summarising notes
- Presentations
- Online Tasks

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

Area of Study 1 - How do organisms respond to pathogens?

- Responding to antigens
- Acquiring immunity
- Disease challenges and strategies

Area of Study 2 - How are species related over time?

- Genetic changes in a population over time
- Changes in species over time
- Determining the relatedness of species
- Human change over time

Area of Study 3 - Practical Investigation

Student-designed or adapted investigation within or across Unit 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges.

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

Activities will include:

- Practical activities
- Written reports
- Online tasks
- An excursion
- Response to a current issue
- End of year 2 ½ hour external examination
- A structured scientific poster according to the VCAA template

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Studying Biology leads to a deepened appreciation of life and a good understanding of the processes that sustain life. It assists in understanding our own bodies, our well-being and life around us and, as such, is of benefit throughout our lives. Students who go on to work or study in related fields find this understanding a great benefit to them. Many tertiary courses also require Biology or another Science as a prerequisite, while for others it is recommended. Studying Biology can lead to careers in the following fields: Agricultural Science, Biological Science, Biotechnology, Environmental Science, Forestry, Forensic Science, Genetics, Laboratory Technician, Medical Science, Medicine, Microbiology, Molecular Biology, Nanotechnology, Research Science, Teaching and Veterinary Science.

BUSINESS MANAGEMENT

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| <p>WHY STUDY THIS SUBJECT?</p> <p>Business Management examines the ways in which people at various levels manage or contribute to the planning, operation and evaluation of a business. Studying Business Management will enable students to develop transferable skills such as planning, collaboration with team members and deep problem-solving skills. Students who study Business Management will be engage in a variety of practical tasks as well as theoretical components to prepare students to engage in the corporate business society.</p> | |
| <p>UNIT 1: PLANNING A BUSINESS</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • How business ideas are created • Conditions that contribute to the success of business ideas • Internal and external environments that affect a business' performance • Analysis of Australian and international businesses in today's society | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Case studies and analysis of businesses • Business planning • End of Semester Examination |
| <p>UNIT 2: ESTABLISHING A BUSINESS</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Legal requirements involved in setting up a business. Including financial record keeping • Planning and establishing appropriate financial control systems, supplier relationships and establishing effective policies and procedures • Marketing the business • The importance of staffing in a business | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Case studies and analysis of businesses • End of Semester Examination |

BUSINESS MANAGEMENT

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| <p>UNIT 3: MANAGING A BUSINESS</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Key characteristics of businesses and their stakeholders • Potential conflicts between businesses and stakeholders • Management styles and skills • Motivation and training in managing employees • Workplace relations and dispute resolution • Operations management – transforming inputs into outputs • Global considerations in operations management | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Case studies • Structured questions • Media analysis |
| <p>UNIT 4: TRANSFORMING A BUSINESS</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Reviewing business performance and the need for change • The use of key performance indicators in evaluating and implementing change • The role of leadership in change management • The use of change management models in implementing change in business • Corporate and social responsibility when implementing change | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Contemporary business case study to evaluate change management practice against theory • Structured questions • Media analysis |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <ul style="list-style-type: none"> • Further studies in business, human resource management, commerce, operations/manufacturing management, supply chain management and related fields at a university or TAFE • Develops an awareness and understanding of how businesses function and are managed, a valuable insight in almost all fields of employment | |

CHEMISTRY

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| <p>WHY STUDY THIS SUBJECT?</p> <p>Chemistry is a key science in investigating and explaining the workings of our universe through understanding the properties and the interactions of substances that make up matter. Students will have the opportunity to:</p> <p>Investigate and inquire scientifically</p> <ul style="list-style-type: none"> • Plan, design and conduct investigations • Analyse data • Evaluate procedures and reliability of data <p>Apply chemical understandings</p> <ul style="list-style-type: none"> • Make connections between concepts and apply understandings to familiar and new contexts • Analyse issues and implications of new technologies <p>Communicate chemical information and understandings</p> | |
| <p>UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?</p> | |
| <p>WHAT IS STUDIED?</p> <p>Area of Study 1 - How can knowledge of elements explain the properties of matter?</p> <ul style="list-style-type: none"> • The atomic nature of matter • Electron arrangements and the periodic table • Metals and Ionic bonding • Quantifying atoms and compounds <p>Area of Study 2 - How can the versatility of non-metals be explained?</p> <ul style="list-style-type: none"> • Materials from molecules • Intermolecular forces • Carbon lattices and carbon nanomaterials • Organic compounds and polymers <p>Area of Study 3 – Research Investigation: Students communicate findings from a self-selected research investigation into materials.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Practical activities • Practical reports • Library / internet research • Extended experimental investigation • Analysis of data • Presenting chemical information using written, oral, visual or multimedia formats • Tests • End of semester examination |
| <p>UNIT 2: WHAT MAKES WATER SUCH A UNIQUE CHEMICAL</p> | |
| <p>WHAT IS STUDIED?</p> <p>Area of Study 1 - How do substances interact with water?</p> <ul style="list-style-type: none"> • Properties of water • Water as a universal solvent and Aqueous Solutions • Acid-base (proton-transfer) reactions in water • Redox (electron transfer) reactions in water <p>Area of Study 2 - How are substances in water measured and analysed?</p> <ul style="list-style-type: none"> • Water sample analysis • Analysis for salts and organic compounds in water • Volumetric Analysis <p>Area of Study 3 - Practical Investigation: Students design and undertake a practical investigation related to water quality</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Practical activities • Practical reports • Library / internet research • Extended experimental investigation • Analysis of data • Presenting chemical information using written, oral visual or multimedia formats • Tests • End of semester examination |

CHEMISTRY

| UNIT 3: HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY? | |
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| <p>WHAT IS STUDIED?</p> <p>Area of Study 1 - What are the options for energy production?</p> <ul style="list-style-type: none"> obtaining energy from fuels fuel choices galvanic cells as a source of energy fuel cells as a source of energy <p>Area of Study 2 - How can the yield of a chemical product be optimised?</p> <ul style="list-style-type: none"> rate of chemical reactions extent of chemical reactions production of chemicals by electrolysis rechargeable batteries | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> Rates of reactions experiment Equilibrium experiments Library / internet research Presenting chemical information using written, oral, visual or multimedia formats Tests Practical activities and reports Analysis and interpretation of data Calculations |
| UNIT 4: HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED? | |
| <p>WHAT IS STUDIED?</p> <p>Area of Study 1 - How can diversity of carbon compounds be explained and categorised?</p> <ul style="list-style-type: none"> structure and nomenclature of organic compounds categories, properties and reactions of organic compounds analysis of organic compounds <p>Area of Study 2 - What is the chemistry of food?</p> <ul style="list-style-type: none"> key food molecules metabolism of food in the human body energy content of food <p>Area of Study 3 - Practical Investigation</p> <ul style="list-style-type: none"> Student designed practical investigation Results summarised in a scientific poster | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> Analysis and interpretation of data Modelling organic chemicals Calorimetry experiments Calculations Library / internet research Practical reports Presenting chemical information using written, oral, visual or multimedia formats Tests End of year external examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Careers and tertiary courses in the following areas: Agricultural Science, Applied Chemistry, Biological Science, Biotechnology, Dental Science, Engineering, Environmental Science, Forensic Science, Industrial Chemistry, Laboratory Technician, Materials Science, Medical Science, Medicine, Microbiology, Nanotechnology, Nursing, Pharmacy, Research Science, Teaching, Waste Management /Pollution Control and Wine Making.</p> | |

DRAMA

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| <p>WHY STUDY THIS SUBJECT?</p> <p>Drama offers opportunities for:</p> <ul style="list-style-type: none"> • Creative expression • Development of group and independent working skills • Building confidence to perform in a public forum • Challenges for personal development • Refinement of thinking and analytical skills <p>Drama is an art form, which promotes decision-making and imaginative responses to a range of ideas and stimuli.</p> | |
| <p>UNIT 1: INTRODUCING PERFORMANCE STYLES</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • How to create and present solo and ensemble devised performances • How to record and document play making techniques in the development of performance work • Analyse and evaluate the presentation of ideas, stories, characters in a professional work | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Use transformation to create and sustain character/s/time/place • Explore how dramatic elements and expressive skills enhance performance work • Practical workshops in play-making techniques • Research subject matter, record and document the production process • Reflect on, analyse and evaluate your own and group performance work • View, discuss and present analytical responses to amateur or professional theatre. • Perform devised solo and ensemble drama work |
| <p>UNIT 2: AUSTRALIAN IDENTITY</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Study aspects of Australian identity evident in contemporary drama practice • Analysis of a professional drama performance • How to use, create and present solo and/or ensemble devised performances from Australian source stimulus • How dramatic works can interpret and reflect cultural attitudes and perspectives • How to document the developmental process • How to develop the expressive skills of voice, body face and gesture. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Workshop styles and conventions • Interpreting Australian stimuli (stories, art, icons) to develop a basis for performance work • Learn and use the language of drama • Explore how stagecraft elements enhance performance work • Research subject matter and document production process • Evaluate your own and group performance work • Discussion of and analytical response to professional theatre performance of an Australian play/or a work which reflects aspects of the Australian identity • Present a devised performance to an audience |

DRAMA

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| <p>UNIT 3: DEVISED ENSEMBLE PERFORMANCE</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • How the collaborative process is used by a group in ensemble production • How to use stimulus material to create character/s and effectively apply stagecraft elements, lights, music, costume and props • How to evaluate and analyse the processes, techniques and skills in the development and performance of the Ensemble • How to use appropriate language of drama to analyse and evaluate a drama performance. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Production of a major Ensemble Performance • Record the developmental processes of the drama Ensemble Performance • View professional theatre • Discussion of and written analytical response to professional theatre performance • Devise, create and perform an Ensemble piece to an audience |
| <p>UNIT 4: SOLO PERFORMANCE</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • How to identify the dramatic potential in selected stimulus material • How to use developmental techniques to produce a short and an extended Solo Performance • How to develop a script to guide a Solo Performance • How to apply prescribed styles, conventions, stagecraft and dramatic elements • How to present character/s in Solo Performance • How to apply non-naturalistic styles to enhance the meaning and form of Solo Performance. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Workshops in techniques used to develop a short and an extended Solo Performance • Research and preparation of material for a Solo Performance of up to 7 minutes duration, performed to external examiners • Draft and edit an original script • Focused experimentation and commitment to the rehearsal process • Document the processes, techniques and skills of the Solo Performance task • Attend professional workshops in order to prepare for the solo examination and written exam • End of year external examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>The confidence, commitment to group collaboration, independent working habits, research and analytical skills developed in Drama are a foundation for any vocational or further study aspirations. Students who complete a Drama course have demonstrated the ability to produce an audition piece.</p> <p>Students considering vocational training have transferable skills; confidence in public speaking; personal organisation and independent endeavour.</p> | |

ECONOMICS

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| <p>WHY STUDY THIS SUBJECT</p> <p>Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.</p> | |
| <p>UNIT 1: THE BEHAVIOUR OF CONSUMERS AND BUSINESSES</p> <p>WHAT IS STUDIED?</p> <p>UNIT 1 - The Behaviour of Consumers and Businesses</p> <p>AoS1 – Thinking like an economist</p> <ul style="list-style-type: none"> • Introductory concepts, including: relative scarcity, economic decision making, opportunity cost, resources • Consumers and consumer behaviour • Business: profit maximisation, evolution and changing goals including sustainability, genders, technology and innovation <p>AoS2 – Decision making in markets</p> <ul style="list-style-type: none"> • Market competition • Supply and Demand • Monopolies | <p>WHAT TYPE OF WORK IS / CAN BE DONE?</p> <ul style="list-style-type: none"> • Case studies • Practical exercises • Structured questions and analysis • Report of an investigation or an inquiry • A blog of media commentaries using print or electronic materials • A presentation (oral, multimedia, visual) • A web page • End of Semester Examination |
| <p>UNIT 2: CONTEMPORARY ECONOMIC ISSUES</p> <p>WHAT IS STUDIED?</p> <p>AoS 1: Economic growth, long-term economic prosperity and environmental sustainability</p> <ul style="list-style-type: none"> • The meaning and measurement of economic growth using real Gross Domestic Product (GDP) • The meaning of both long-term economic prosperity and environmental sustainability <p>AoS 2: Economic efficiency and equity</p> <ul style="list-style-type: none"> • The difference between equity in the distribution of income and equality in the distribution of income • The effect of poverty on material and non-material living standards. | <p>AoS 3: Global Issues</p> <ul style="list-style-type: none"> • The challenges faced by developing nations in improving living standards and alleviating poverty • Free trade versus protectionism • The effect of globalisation on relevant stakeholders • The effect of government policy, foreign aid, multilateral development assistance and foreign investment on developing nations • The global distribution of income: causes and implications of global inequality • The effect of population movement on labour markets, economic growth and the environment • International responses to an environmental challenge. |

ECONOMICS

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| <p>UNIT 3: AUSTRALIA'S ECONOMIC PROSPERITY</p> <p>WHAT IS STUDIED?</p> <p>AoS 1: An introduction to microeconomics: the market system, resource allocation and government intervention</p> <ul style="list-style-type: none"> Relative scarcity: needs, wants, resources and opportunity cost The nature of, and conditions for, a perfectly competitive market The law of demand and the demand curve including movements along, and shifts of, the demand curve <p>AoS 2: Domestic Macroeconomic Goals</p> <ul style="list-style-type: none"> The nature and purpose of economic activity Factors that may influence living standards including access to goods and services, environmental quality, physical and mental health, life expectancy, crime rates and literacy rates | <p>AoS 3: Australia and the world economy</p> <ul style="list-style-type: none"> the relationship between trade and living standards including lower prices for consumers, greater choice for consumers, the ability of businesses to achieve economies of scale and access to more resources for business and government The balance of payments and its components Causes of Australia's current account deficit including cyclical and structural factors Factors affecting the value of the exchange rate including relative interest rates, demand for exports and imports, capital flows, the terms of trade and relative rates of inflation |
| <p>UNIT 4 – MANAGING THE ECONOMY</p> <p>WHAT IS STUDIED?</p> <p>AoS 1: Aggregate demand policies and domestic economic stability</p> <ul style="list-style-type: none"> Budgetary policy Sources of government revenue including direct and indirect taxation, revenue from government businesses and the sale of government assets Types of government expenses including government current and capital expenditure and transfer payments The budget outcome: balanced, deficit or surplus <p>AoS 2: Aggregate supply policies</p> <ul style="list-style-type: none"> The nature, operation and aims of aggregate supply policies and their relationship to the domestic macroeconomic goals, international competitiveness and living standards The relationship between the efficient allocation of resources and aggregate supply | <p>WHAT TYPE OF WORK IS / CAN BE DONE?</p> <p>Suitable tasks for assessment may be selected from the following:</p> <ul style="list-style-type: none"> An analysis of written, visual and statistical evidence A folio of applied economic exercises Problem-solving tasks A blog of media commentaries using print or electronic materials A report of an investigation or an inquiry Case studies End of semester examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>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.</p> | |

ENGLISH

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| <p>WHY STUDY THIS SUBJECT?</p> <p>English is a compulsory component of a VCE course. You have three choices in meeting this requirement. English is the most popular option. The other options are English Language and English Literature. You may study as many of these subjects as you wish.</p> <p>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.</p> <p>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.</p> <p>This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.</p> | |
| <p>UNIT 1</p> <p>WHAT IS STUDIED?</p> <ol style="list-style-type: none"> 1. Reading and creating tasks Students explore how meaning is created in a text 2. Analysing and presenting argument Students focus on the analysis and construction of texts that attempt to influence an audience | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Note taking • Reading and viewing • Writing essays • Creative responses • Oral presentations • Class and group discussions • End of semester examination |
| <p>UNIT 2</p> <p>WHAT IS STUDIED?</p> <ol style="list-style-type: none"> 1. Reading and comparing texts Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes 2. Analysing and presenting argument Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Note taking • Reading and viewing • Writing essays • Comparing texts • Oral presentations • Class and group discussions • End of semester examination |

ENGLISH

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| <p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ol style="list-style-type: none"> 1. Reading and creating texts Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. 2. Analysing argument Students analyse and compare the use of argument and language in texts that debate a topical issue. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Reading, viewing and note taking • Class and group discussion activities • Analytical essays • Creative Responses • Trial examination <p>There are three assessment tasks.</p> <ul style="list-style-type: none"> • Analysis and comparison of argument and use of persuasive language in texts that present a point of view. • Analytical interpretation of a selected text • Creative response to a selected text |
| <p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ol style="list-style-type: none"> 1. Reading and comparing texts Students explore the meaningful connections between two texts. 2. Presenting argument Students build their understanding of both the analysis and construction of texts that attempt to present an argument. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Preparing and delivering an oral presentation • Class and group discussion activities • Comparative essays • Preparation and revision for the final examination • End of year external examination <p>There are three assessment tasks</p> <ul style="list-style-type: none"> • A comparative essay • A point of view oral presentation accompanied by a written statement of intention • Three hour examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Your English/Literature/English Language result must be included in your ATAR Score. English is crucial to the development of communication skills that will be used both in professional and private pursuits throughout life.</p> | |

ENGLISH LANGUAGE

WHY STUDY THIS SUBJECT?

VCE English Language is an advanced English subject which explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change.

Students studying English Language examine how uses and interpretations of language are nuanced and complex rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

English Language is one of three ways students can satisfy the compulsory English component of a VCE course at Sacred Heart College. This is an advanced subject, therefore work habits on recent reports will be taken into consideration when applying.

UNIT 1 - Language and Communication

WHAT IS STUDIED?

1. **The nature and functions of language**
This provides students with an understanding of the nature of language and how it can be used for a variety of functions.
2. **Language acquisition**
This study focuses on the developmental stages of child language acquisition and what children have to learn from babyhood to early adolescence.

WHAT TYPE OF WORK IS DONE?

- Compiling a folio and/or reports
- Case Studies
- Analysis of spoken and written texts
- Oral presentations
- Learning metalanguage
- Essay Writing

UNIT 2 - Language Change

WHAT IS STUDIED?

1. **English across time**
Students study the idea of language families, in particular the Indo-European language family, of which English is a member.
2. **Englishes in contact**
Students study the effects of globalization on English.

WHAT TYPE OF WORK IS DONE?

- Compiling a folio and/or reports
- Case Studies
- Analysis of spoken and written texts
- Oral presentations
- Learning metalanguage
- Essay writing

ENGLISH LANGUAGE

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| <p>UNIT 3 - Language variation and social purpose</p> <p>WHAT IS STUDIED?</p> <p>The focus of this unit is language in its social setting</p> <ol style="list-style-type: none"> 1. Informal Language Students consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used. 2. Formal Language Students consider the way situational and cultural context determines whether people use formal language and in which mode they choose to communicate. For example; how language is altered to suit occasions, the concept of politeness and the role of politeness markers | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Learning metalanguage • Written reports of investigations • Folios • Tests • Multimedia reports • Essays <p>Assessment:</p> <ul style="list-style-type: none"> • Essays, short answer tests and analytical commentaries |
| <p>UNIT 4 - Language variation and identity</p> <p>WHAT IS STUDIED?</p> <p>The focus of this unit is on their contexts</p> <ol style="list-style-type: none"> 1. Language variation in Australian society This area of study enables students to examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity. 2. Individual and group identities This area of study focuses on the role of language in reflecting and constructing individual and group identities. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Learn the ground rules of successful conversation • Study a range of written genres • Learn meta language <p>Assessment:</p> <ul style="list-style-type: none"> • Essays, short answer tests and analytical commentaries |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Any field in which attention is paid explicitly to language, such as Communications, Speech and Reading Therapy, Pre-school and Primary Education, English Teaching, Psychology, Cognitive Science, Computer Science and Philosophy. English language results must be included in students' ATAR score if they have studied this subject instead of English or Literature.</p> | |

ENGLISH LITERATURE

WHY STUDY THIS SUBJECT?

If you enjoy reading and analysing texts (including films), this could be the subject for you. It is another option for meeting the compulsory English requirement in your VCE.

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses. These are qualities valued by tertiary educational institutions and prospective employers in many walks of life.

Other employability skills this subject develops are: planning and organisation, managing resources, written communication, problem solving, initiative and enterprise, self-management, working with others and in teams. Literature is one of three ways students can satisfy the compulsory English component of a VCE course at Sacred heart College. This is an advanced subject, therefore work habits on recent reports will be taken into consideration when applying.

UNIT 1 – Approaches to Literature

In this unit 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 familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

WHAT IS STUDIED?

1. Reading practices
2. Ideas and concerns in texts

WHAT TYPE OF WORK IS DONE?

Typical assessment tasks are:

- Journal entries
- Essay
- Debate
- Close analysis of selected passages
- An original piece of writing responding to a text
- Oral or written review
- Multimedia presentation
- Performance and commentary

UNIT 2 – Context and Connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of 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 establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

WHAT IS STUDIED?

1. The text, the reader and their contexts
2. Exploring connections between texts

WHAT TYPE OF WORK IS DONE?

Typical assessment tasks are:

- Journal entries
- Essay
- Debate
- Close analysis of selected passages
- An original piece of writing responding to a text
- Oral or written review
- Multimedia presentation
- Performance and commentary

ENGLISH LITERATURE

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| <p>UNIT 3 – Form and Transformation</p> <p>In this unit 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. 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.</p> <p>Students develop their skills in communicating ideas in both written and oral forms.</p> | |
| <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> ▪ A wide range of texts ▪ Literary theory | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Essays: analytical, creative and comparative • Class discussion • Oral Presentation • Reading and viewing • Research <p>There are two assessment tasks. They are essays that:</p> <ul style="list-style-type: none"> • Analyse how meaning changes when form changes • Respond creatively to a text |
| <p>UNIT 4 – Interpreting texts</p> <p>In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points 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 the unit, literary criticism is characterized 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 must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.</p> | |
| <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • A wide range of texts • Literary theory | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Essays: analytical, creative and comparative. • Class discussion • Oral Presentation • Reading and viewing • Research • End of year external examination <p>There are two assessment tasks. They are essays that:</p> <ul style="list-style-type: none"> • Interprets texts using different literacy perspectives • Analyse critically features of a text, relating them to an interpretation of the text as a whole. |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Literature results must be included in a student's ATAR score if they have studied this subject instead of English or English Language.</p> | |

ENVIRONMENTAL SCIENCE

WHY STUDY THIS SUBJECT?

Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems. The study explores the relationships between the atmosphere, biosphere, hydrosphere and lithosphere and investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts.

Students will:

- explore the challenges that past and current human interactions with the environment presents for the future.
- develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.
- use scientific and cognitive skills to analyse contemporary issues related to environmental science.

Unit 1: How are Earth's dynamic systems interconnected to support life?

• **Area of Study 1 - How are Earth's systems organised and connected?**

- The movement of energy and nutrients across Earth's four interrelated systems
- how do dynamic interactions among biotic and abiotic components contribute to their capacity to support life and sustain ecological integrity

• **Area of Study 2 - How do Earth's systems change over time?**

- how changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems with respect to a regional environmental challenge.

• **Area of Study 3 - How do scientific investigations develop understanding of how Earth's systems support life?**

Students design and conduct a practical investigation into the monitoring of ecosystems

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

These activities will include:

- Exploration and discussion
- Practical investigation and report
- Analytical and assessment tasks
- End of semester examination

UNIT 2: WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

• **Area of Study 1 - How can we manage pollution to sustain Earth's systems?**

- how do the chemical and physical characteristics of pollutants impact on Earth's four systems
- explore a range of options for management strategies.

• **Area of Study 2 - How can we manage food and water security to sustain Earth's systems?**

- compare the advantages and limitations of different agricultural systems for achieving regional and global food security.

• **Area of Study 3 - How do scientific endeavours contribute to minimising human impacts on Earth's systems?**

Students investigate and explain how science can be applied to address the impacts of natural and human activities.

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in the understanding the key ideas.

These activities may include:

- Practical work including a student designed practical investigation
- Research presentation on a theoretical aspect of the unit
- Data analysis and assessment tasks
- End of semester examination

ENVIRONMENTAL SCIENCE

UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

- **Area of Study 1 - Why is maintaining biodiversity worth a sustained effort?**
 - explain the importance of Earth's biodiversity and how it has changed over time
 - analyse the threats to biodiversity
 - evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.
- **Area of Study 2 - When is development sustainable?**
 - explain how sustainability principles relate to environmental management
 - analyse how stakeholder perspectives can influence environmental decision-making
 - evaluate the effectiveness of environmental management strategies in a selected case study

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- **WHAT TYPE OF WORK IS DONE?**
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- Theoretical knowledge and activities are combined to assist in understanding the key ideas.
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- Activities will include:
 - Practical investigations
 - Written practical reports
 - Summarising notes
 - Presentations

UNIT 4: HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?

- **Area of Study 1 - How can we respond to climate change?**
 - analyse the major factors that affect Earth's climate
 - explain how past and future climate variability can be measured and modelled
 - evaluate options for managing climate change
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- **Area of Study 2 - What might be a more sustainable mix of energy sources?**
 - compare the advantages and disadvantages of using a range of energy sources
 - evaluate the suitability and impacts of their use in terms of upholding sustainability principles
- **Area of Study 3 - How is scientific inquiry used to investigate contemporary environmental challenges?**
Students design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.

WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

Activities will include:

- Practical activities
- Written reports
- Online tasks
- An excursion
- Response to a current issue
- End of year 2 ½ hour external examination
- A structured scientific poster according to the VCAA template

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography.

FOOD STUDIES

WHY STUDY THIS SUBJECT?

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

Students explore food from a range of different perspectives. They study past and present eating patterns, Australian and global food production systems and the physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

They look at Australia's varied and abundant food supply, and how food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

It is designed to build the capacities of students to make informed food choices. Students develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns and investigates the impacts of food on the human body.

UNIT 1: WHAT IS STUDIED?

- The origins of food including hunter gather food systems and early agriculture food systems.
- The development of food cultures and distinctive cuisines e.g. The Mediterranean and East Asia
- The growth of agriculture and trade in food commodities e.g. grains, chocolate, spice and sugar.
- Indigenous Australian food including the ingredients, flavours, tools and natural resources.
- Migration to Australia and the cuisines that influenced Australia including the ingredients, meals and flavor.

UNIT 2: WHAT IS STUDIED?

- Australian Food industry trends and issues.
- Food processing in Australia today.
- Food product development including market research of products and design briefs.
- Food safety in industry.
- Sensory Evaluation of food (appearance, texture, aroma, flavor)
- Planning and managing meals. Issues include food waste and planning healthy meals.
- Designing and adapting recipes including meeting specific dietary needs and culture.

WHAT TYPE OF WORK IS DONE?

- Practical cooking sessions
- Sensory analysis
- Food Sampling
- Dietary analysis
- Product evaluations
- Design briefs
- Scientific experiments
- Case studies
- Film reviews
- Research assignments
- Excursions / incursions

FOOD STUDIES

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| <p>UNIT 3: WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Appetite, Satiety and the sensory appreciation of food (appearance, aroma, flavor, texture) • Digestion – Chemical and mechanical digestion, how macro nutrients (Carbohydrates, fats and proteins) are digested and absorbed by the body. • The Australian Dietary Guidelines and the Australian Guide to Healthy Eating, with particular focus on the ways in which food selection can assist in the prevention of obesity and related lifestyle diseases. • Biological reasons for differences in dietary requirements, considering factors including age, sex, pregnancy and lactation, and activity levels. • Food allergies and intolerances. • Food poisoning – what causes it, the effects and preventative practices. • Cooking food – principles of heat transfer such as dry and moist cooking methods. • The science of food – the functional properties of specific ingredients physical and chemical changes in food. • Current Australian Eating patterns. • How social factors influence food intake such as income, education and available time. • The social and emotional role of food in expressing identity and connectiveness. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Practical cooking sessions • Cooking demonstrations • Sensory analysis • Food Sampling • Dietary analysis • Product evaluations • Design briefs • Scientific experiments • Case studies • Film reviews • Research assignments • Excursions / incursions • Guest speakers • Group work |
| <p>UNIT 4: WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Global food security – challenges of feeding the world. • Ethical food production including environmental sustainability, biosecurity, climate change, food wastage. • Food production and the environmental - effects of food processing and manufacturing including food packaging and transportation. • Sustainable farming – Primary food production, GMO's, low impact and organic farming. • Becoming an informed food consumer – How to assess food information, food claims made by companies. • Food labelling | |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Students who study Food Studies can go on and certificates in hospitality, primary production inspector or catering.</p> <p>Students may also enrol in a bachelor degree or higher in nutrition, health promotion, dietetics, nursing, home economics education, environmental health, winemaking, consumer science or food technology.</p> <p>Possible career paths may include nutrition and health, food sustainability, food marketing, health inspector, food quality control, food historian, food microbiology, recipe tester, new food product development, food scientist, food technology teacher, health promotion.</p> | |

FRENCH

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| <p>WHY STUDY THIS SUBJECT?</p> <p>French is one of the ten most spoken languages in the world. The study of French enables students to:</p> <ul style="list-style-type: none"> • Use French to communicate with others • Understand and appreciate the cultural contexts in which French is used • Understand our own culture through the study of other cultures • Make a connection between French and English and other languages • Learn more about English grammar • Apply French to daily work, further studies, training or leisure • Make and appreciate French cuisine | |
| <p>UNIT 1:</p> <p>WHAT IS STUDIED? Pre-requisite: Satisfactory completion of Year 10 French.</p> <p>The three prescribed themes connected to Unit 1 are:</p> <ul style="list-style-type: none"> • The individual • The French-speaking communities • The world around us <p>Topics include:</p> <ul style="list-style-type: none"> • Family • Holidays | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Listening and categorising, summarising and interpreting information • Wider reading of French text and comprehension activities • Writing in a range of text types using appropriate conventions • Researching cultural topics • Developing speaking confidence, using personal opinions |
| <p>UNIT 2:</p> <p>WHAT IS STUDIED? Pre-requisite: Satisfactory completion of Unit 1 French.</p> <p>The three prescribed themes connected to Unit 1 are:</p> <ul style="list-style-type: none"> • The individual • The French-speaking communities • The world around us <p>Topics include:</p> <ul style="list-style-type: none"> • Adolescence • Communication and media • Health • Art and culture | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Listening and categorising, summarising and interpreting information • Wider reading of French text and comprehension activities • Writing in a range of text types using appropriate conventions • Researching cultural topics • Developing speaking confidence, using personal opinions |

FRENCH

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| <p>UNIT 3:</p> <p>WHAT IS STUDIED? Pre-requisite: Satisfactory completion of Unit 2 French.</p> <p>The three prescribed themes connected to Unit 1 are:</p> <ul style="list-style-type: none"> • The individual • The French-speaking communities • The world around us <p>Topics include:</p> <ul style="list-style-type: none"> • Future aspirations • Young people in the 21st century • Historical perspectives during the Second World War | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Grammatical structures – tenses and other grammar • Listening and categorising, summarising and interpreting information • Conversing in a variety of contexts • Wider reading of French text and comprehension activities • Writing in a range of text types, using appropriate conventions • Researching cultural topics, using a variety of texts and media • Developing confidence in speaking, using personal opinions |
| <p>UNIT 4:</p> <p>WHAT IS STUDIED? Pre-requisite: Satisfactory completion of Unit 3 French.</p> <p>The three prescribed themes connected to Unit 1 are:</p> <ul style="list-style-type: none"> • The individual • The French-speaking communities • The world around us <p>Topics include:</p> <ul style="list-style-type: none"> • The Environment • Social Issues | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Sustained practice and revision for listening, reading, speaking and writing • Constructing a major writing piece, using the correct text type, length and conventions • Practising personal conversation topics • End of year external examinations – written and oral |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>The ability to communicate in French, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. Students can also work as an English Assistant in French speaking countries.</p> <p>Language studies can be pursued in university Arts courses or as a diploma.</p> | |

GEOGRAPHY

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| <p>WHY STUDY THIS SUBJECT?</p> <p>Geography is a way of exploring and understanding the characteristics of places and features in our world. It encourages students to develop a sense of curiosity about people and places. Geographers ask/answer key questions about these places and features such as What is there? Why is it there? What impacts does it have on the environment? How can we make it sustainable?</p> <p>You should study VCE Geography if you are:</p> <ul style="list-style-type: none"> • Interested in the world's natural and human environments • Wanting to be a good global citizen and develop an improved understanding of how to manage the use of the world's resources to enable sustainability • Wishing to increase your knowledge of the world and the major events that occur within it • Thinking of a career in these areas. | |
| <p>UNIT 1: HAZARDS AND DISASTERS</p> <p>WHAT IS STUDIED?</p> <p>Characteristics of hazards</p> <p>We investigate the types, causes and impacts of hazards or disasters such as volcanic activity, earthquakes, tsunamis, severe weather events, bushfires, infectious diseases, oil spills and plastics in our waterways.</p> <p>Responses to hazards and disasters</p> <p>We explore the nature and effectiveness of responses to assess and manage the impacts of hazards and disasters. These may include measures such as prediction, warning programs, community preparedness as well as actions taken after hazards.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • 2-day Fieldwork Trip • Fieldwork Report - Managing a man-made hazard • Interpretation and analysis of maps, diagrams and other geographical information. • Examination of case studies at local, national and global scales. • Collect, sort and process primary and secondary data. • End of Semester Examination. |
| <p>UNIT 2: TOURISM: ISSUES AND CHALLENGES</p> <p>WHAT IS STUDIED?</p> <p>Characteristics of tourism</p> <p>We examine the characteristics of tourism including the location and distribution of different types of tourism, tourist destinations and factors affecting the different types of tourism. Case studies from Australia and elsewhere in the world are examined.</p> <p>Impacts of tourism: issues and challenges</p> <p>We explore the environmental, economic and social impacts of the different types of tourism. Time is allocated to investigate the measures that could be implemented to enhance the positive impacts and/or minimise the negative impacts of tourism.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Fieldwork Day • Fieldwork Report - Sustainability of tourism • Interpretation and analysis of maps, diagrams and other geographical information. • Examination of case studies at local, national and global scales. • Collect, sort and process primary and secondary data. • End of Semester Examination. |

GEOGRAPHY

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| <p>UNIT 3: CHANGING THE LAND</p> <p>WHAT IS STUDIED?</p> <p>This unit focuses on two investigations of geographical change: change to land cover and change to land use</p> <p>Students investigate two major processes that are changing land cover in many regions of the world:</p> <ul style="list-style-type: none"> • Deforestation, and • Melting glaciers and ice sheets. <p>Students investigate the distribution and causes of these processes. A case study location is provided for each process to develop a greater understanding of the changes to land cover, the impacts of these changes and responses to these changes at different scales.</p> <p>At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Interpretation and analysis of maps, data and other geographic information • Collect, sort, process and represent primary and secondary data through fieldwork • Examination of case studies at local, national and global scales • Use of geospatial technologies to view and associate data. • School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score: <ul style="list-style-type: none"> • Outcome 1 – Analysis of geographic data and a research report • Outcome 2 – Fieldwork report and structured questions |
| <p>UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES</p> <p>WHAT IS STUDIED?</p> <p>In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.</p> <p>Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Analysis of population dynamics on a global scale. • Analysis of significant population issues and challenges in selected locations and evaluation of responses. • School-assessed Coursework 4 will contribute 25 per cent to the study score: <ul style="list-style-type: none"> ○ Outcome 1 - Analysis of geographic data and a case study ○ Outcome 2 – Research report • End-of-year examination which contributes 50 per cent to study score |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Careers and tertiary courses in the following areas: Arts, Social Sciences, Climatology, Conservation, Disaster Management, Earth Sciences, Emergency Services, Urban and Town Planning, Environmental Management, Engineering, International Development, Geographical Information Systems (GIS), Outdoor Education, Natural Resource Management, Teaching, Park and Research Management, International Affairs, Geology, Oceanography, Tourism and Ecotourism, Recreation and Surveying.</p> | |

HEALTH AND HUMAN DEVELOPMENT

WHY STUDY THIS SUBJECT?

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organisation's definition and interpretations of health and wellbeing.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by healthcare and other interventions.

Students consider Australian and Global contexts as they investigate variations in health status between populations and nations. They look at the Australian Healthcare system and research what is being done to address inequalities in health and development outcomes.

They examine and evaluate the work of global organisations such as the United Nations and the World Health Organisation, as well as non-government organisations and the Australian governments overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and lifespan.

Students develop health literacy as they connect their learning to their lives, communities and world.

UNIT 1 – Understanding Health and Wellbeing

WHAT IS STUDIED?

Health perspectives and influences

- Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions
- Indicators used to measure the health status of Australians, including incidence and prevalence of health conditions.

Health and Nutrition

- The function and food sources of major nutrients
- The use of food selection models to promote healthy eating among youth
- The consequences of nutritional imbalance

Youth Health and Wellbeing

- Government and Non-Government programs relating to youth health and wellbeing
- Community values and expectations that influence the development and implementation of programs
- Key features of one health and wellbeing focus relating to Australia's youth

WHAT TYPE OF WORK IS DONE?

- Collect and Analyse data
- Group work
- Research assignments
- Minor Oral presentations
- Case studies
- Multimedia presentations
- Assessment Tasks
- Short written reports
- Structured questions
- End of semester examination
- Excursions/Incursions

UNIT 2– Managing Health and Development

WHAT IS STUDIED?

Developmental transitions

- Overview of the human lifespan
- Definitions and characteristics of development, including physical, social, emotional and intellectual.
- The role of parents, carers and/or family environment in determining the optimal development of children through understanding of; fertilisation and the stages of prenatal development, risk and protective factors relating to prenatal development, the impact of early life experiences on future health and development

Health Care in Australia

- Key aspects of Australia's health system such as Medicare, the Pharmaceutical Benefits Scheme and Private Health Insurance
- Rights and Responsibilities associated with accessing health services

HEALTH AND HUMAN DEVELOPMENT

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| <p>UNIT 3– Australia’s health in a globalised world</p> <p>WHAT IS STUDIED?</p> <p>Understanding Health and Wellbeing</p> <ul style="list-style-type: none"> • Concepts of health and wellbeing • Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally • Prerequisites for health as determined by the WHO including peace, shelter, education. Food, income, a stable eco-system, sustainable resources, social justice and equity <p>Promoting health and wellbeing</p> <ul style="list-style-type: none"> • Improvements in Australia’s health status since 1990 and reasons for these improvements • Australia’s health system including Medicare, the Pharmaceutical Benefits Scheme and the National Disability Insurance scheme • The role of health promotion • Initiatives introduced to bring about improvements in Indigenous Health and wellbeing • Initiatives to promote healthy eating in Australia | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Collect and Analyse data • Group work • Research assignments • Minor Oral presentations • Case studies • Multimedia presentations • Assessment Tasks • Short written reports • Structured questions • End of semester examination • Excursions/Incursions • End of year external examination |
| <p>UNIT 4– Health and Human Development in a global context</p> <p>WHAT IS STUDIED?</p> <p>Health and wellbeing in a global context</p> <ul style="list-style-type: none"> • Characteristics of high, middle and low income countries • Similarities and differences in health status among high, middle and low income countries • The concepts and dimensions of sustainability • The concept of Human Development <p>Health and the Sustainable Development Goals</p> <ul style="list-style-type: none"> • Rationale and objectives of the UN’s SDG’s • Key features of SDG 3 ‘Ensure healthy lives and promote wellbeing for all at all ages’ • The relationship between SDG 3 and SDGs 1,2,4,5,6 and 13 • Priorities and work of the WHO • The purpose and characteristics of different types of aid (Bilateral, Multilateral, Emergency, Non-Government) • Features of Australia’s aid program including its priority areas and the type of partnerships involved • The role of non-government organisations | |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <ul style="list-style-type: none"> • Primary and secondary teaching • Nursing • Childcare • Physical Education • Social work/ counselling • Future parenting skills • Health Promotion and Development • Psychology | |

HISTORY

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| <p>WHY STUDY THIS SUBJECT?</p> <p>History is a dynamic discipline that involves structured inquiry into the human actions, forces and conditions (social, political, economic, cultural, environmental and technological) that have shaped the past and present. To make meaning of the past, historians use historical sources, which include primary sources and historical interpretations.</p> <p>Students learn to analyse the impact past events have had on the formation of contemporary values and attitudes. Students learn about humanity's challenges and successes, while building their political and cultural understanding. They put conflicts, change and continuity into a global perspective and learn to understand concepts such as empire building, colonialism, capitalism, communism and fascism.</p> <p>Students explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues</p> | |
| <p>UNIT 1: TWENTIETH CENTURY 1918-1939</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1: Ideology and Conflict Students examine the impact of the post-WWI peace treaties and the formation of the League of Nations. The ideologies of fascism, communism and isolationism are investigated and students develop arguments on the ways in which these ideas led to WWII. We examine the rise of Hitler and responses by America.</p> <p>Area of Study 2: Social and Cultural Change Students investigate the influence of change on the ways people lived their lives. A comparison is undertaken with Nazi Germany and the USA. They study the extent to which certain groups were included or excluded from participation in society. The influence of cultural expression and attempts to use it to shape society is examined and students investigate an individual artist, film-maker, photographer, writer or group.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Reading and note-taking • Written responses including essays • Analyses of visual and written documents including cartoons, building plans and art work • Analyses of historians' interpretations • Practice examination questions • Timelines • Brainstorming and classroom discussions. |
| <p>UNIT 2: EMPIRES AT WORK 1400 - 1775</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1: New Colonies, New Profits Students study the motivations of key British individuals and groups in creating the American colonies. They investigate how new territory was brought under colonial control and look at frontier conflict and the experiences of indigenous people, slaves, slave-owners, women, military personnel and merchants.</p> <p>Area of Study 2: Challenges of Empires Students look at methods of British colonial control and resistance by American colonialists and indigenous Indians. They develop ideas on the causes and consequences of Indian/White conflicts and the Indian/White conflicts and the lead up to the American Revolution. There is a study of the effectiveness of global empires in managing colonial societies and resources. Students study the emergence of Enlightenment ideas such as reason, liberalism, capitalism and the social contract. This underpins the American colonists challenging British Rule/Empire.</p> | |

AUSTRALIAN HISTORY

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| <p>UNIT 3: FOUNDATIONS</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1: From custodianship to the Anthropocene (60,000 BCE–1901)</p> <p>Students investigate the role of humans shaping the Australian landscape through the ‘eye’ of the indigenous people. There is an exploration of environmental changes to the land with European settlement, pastoralism, and gold rushes. There is an examination of British colonisation, terra nullius and land ownership coupled with Aboriginal custodianship and cultural beliefs.</p> <p>Area of Study 2: From custodianship to the Anthropocene (1950-2010)</p> <p>Students continue developing their understanding and knowledge of Indigenous Australians through the development of the conservation movement in the 1960s, including testing of atomic weapons at Maralinga and the Franklin Dam Movement. We examine the impact of the mining industries on the Indigenous lands.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Use a blended learning approach with online and traditional learning e.g. Virtual websites and Google Classroom, essay writing and short-answer questions. • Engaging handouts that are clear and explicit with extension questions. • Focus on analyzing historical perspectives and interpretations. • Developing literacy skills e.g. essay writing, extended responses, seamless use of evidence within paragraphs • Enhancing note-taking skills • Researching your own historical topic by developing and responding to your own question |
| <p>UNIT 4: TRANSFORMATIONS</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1: War and upheaval (1909–1950)</p> <p>We travel through time to examine the significant events of World War One and Two. We go deeper into the British loyalty, fears of invasion, home defence and compulsory military training. As Australians, we look at the religious, political and women’s perspectives on the debates relating to conscription. There is an examination of social responses and economic pressures of industrial unrest, governmental legislation, repatriation of returned soldiers and experiences of Indigenous Australians.</p> <p>.</p> <p>Area of Study 2: War and upheaval (1950–1992)</p> <p>We move further into the study of War and upheaval through the 1950s with the Cold War- Korean and Vietnam War and the 1987 Welcome Home Parade in Sydney. We explore the key attitudes and perspectives of Communism, the Domino Theory and alliances with the USA. We examine the diverse and competing reasons for our involvement in conflicts, National Service, enlistments, serving in a variety of wars and role of the media. As Australian History students. We delve deeper into the social experiences, responses and participation to conflicts, voluntary and compulsory military service, support and opposition to wars/service. For example, with Save Our Sons Movement, influence on commemorations and Australian Popular Culture.</p> | <p>ASSESSMENT:</p> <p>Each of the following four assessment tasks must be completed over Units 3 and 4:</p> <ul style="list-style-type: none"> • a historical inquiry • evaluation of historical sources • extended responses • an essay |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Successful completion is highly regarded by corporate employers, Federal and State Public Services, careers in Law, Journalism, Information Services, Film Companies, Advertising, Local Councils, Businesses (local and overseas), Human Resources, Public Relations, Education and the Arts, Welfare and Foreign Aid providers.</p> | |

NOTE

- VCE 3/4 Australian History and VCE 3/4 History: Revolutions will be offered in **alternate years in the future**, starting with **VCE 3/4 Australian History** being offered in **2022**.
- In **2023 VCE 3/4 History:Revolutions** will be offered.
- Students interested in the 3/4 History that is **NOT** being offered in the year they complete their Year 12 will be able to **accelerate and complete this course in Year 11** if they wish. This also gives students the opportunity to complete **both** VCE 3/4 Histories over the course of Years 11 and 12 if they would like to.

HISTORY: REVOLUTIONS

UNIT 3: THE RUSSIAN REVOLUTION

WHAT IS STUDIED?

Area of Study 1: Causes of the Russian Revolution from 1896 to October 1917

Students study events that contributed to the outbreak of revolution, such as Bloody Sunday and WWI. They investigate the ideas that challenged the old regime, such as Marxism, and the roles of individuals such as Nicholas II, Rasputin, Lenin and Trotsky. The contribution of popular movements, such as workers' protests and peasants' uprisings to a revolutionary situation are also analysed.

Area of Study 2: Consequences of the Russian Revolution from October 1917 to 1927

In this Area of Study, students investigate the challenges to the new regime, such as Civil War, Red Terror and Famine. They analyse the changes that led to the leaders of the revolution compromising their ideals. They look at the ways in which significant individuals, such as Lenin, Trotsky, Dzerzhinsky and Kollontai contributed to the formation of a new regime. The revolutionary experiences of social groups, such as the aristocracy, peasants, workers and bourgeoisie are investigated and assessed.

WHAT TYPE OF WORK IS DONE?

- Reading and note-taking
- Written responses including essays
- Analyses of visual and written documents
- Analyses of historians' interpretations
- Practice examination questions
- Timelines
- Brainstorming and classroom discussions

Assessment:

Students complete two SACs for each revolution, four SACs in all, which constitutes 50% of the student's mark for the year.

The final external examination is two hours in length and constitutes the other 50% of the student's score.

NOTE

- VCE 3/4 Australian History and VCE 3/4 History:Revolutions will be offered in **alternate years in the future**, starting with **VCE 3/4 Australian History** being offered in **2022**.
- In **2023 VCE 3/4 History:Revolutions** will be offered.
- Students interested in the 3/4 History that is **NOT** being offered in the year they complete their Year 12 will be able to **accelerate and complete this course in Year 11** if they wish. This also gives students the opportunity to complete **both** VCE 3/4 Histories over the course of Years 11 and 12 if they would like to.

UNIT 4: THE FRENCH REVOLUTION

WHAT IS STUDIED?

Area of Study 1: Causes of the French Revolution from 1774 to October 1789

Students study the events that contributed to the outbreak of the French revolution, such as peasant grievances and the harvest crisis. They analyse the Enlightenment ideas that played a role in challenging the existing order and the roles of individuals such as Louis XVI, Marie Antoinette and the Marquis de Lafayette. Students assess the contribution of popular movements to the revolution, such as the storming of the Bastille and the 'Great Fear'.

Area of Study 2: Consequences of the French Revolution from October 1789 to 1795

The challenges the revolutionaries faced in creating a new society is investigated in this area of study, along with changes that led to compromises of revolutionary ideals, such as the policy of 'terror until peace'. Important individuals such as Georges Danton, Jean-Paul Marat and Maximilien Robespierre are studied as well as the revolutionary experiences of social groups such as bourgeoisie, urban workers, peasants and émigrés.

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Successful completion is highly regarded by corporate employers, Federal and State Public Services, careers in Law, Journalism, Information Services, Film Companies, Advertising, Local Councils, Businesses (local and overseas), Human Resources, Public Relations, Education and the Arts, Welfare and Foreign Aid providers.

JAPANESE

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| <p>WHY STUDY THIS SUBJECT?</p> <p>Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. The bond between our two countries helps to nurture closer economic, trade and cultural ties.</p> <p>The study of Japanese enables students to:</p> <ul style="list-style-type: none"> • Use Japanese to communicate with others • Understand and appreciate the cultural contexts in which Japanese is used • Understand our own culture through the study of other cultures • Make connections between Japanese and English and other languages • Apply Japanese to daily work, further study, training or leisure • Make and appreciate Japanese cuisine | |
| <p>UNIT 1</p> <p>WHAT IS STUDIED?</p> <p>Pre-requisite: Satisfactory completion of Year 10 Japanese</p> <p>The three prescribed themes connected to Unit 1 are:</p> <ul style="list-style-type: none"> • The Individual • The Japanese Speaking Communities • The World Around Us <p>Topics Include:</p> <ul style="list-style-type: none"> • Personal identity and life styles • Relationships and the Japanese speaking communities | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Cultural exchange and conversation activities with Japanese visitors Text and workbook chapters • Listening and categorising, summarising and interpreting information • Memorisation for role-plays and presentations • Wider reading of Japanese text and comprehension activities • Writing in a range of text types • Research on cultural topics using texts and the Internet • Conversation practice • Consolidating and advancing knowledge of the kanji script |
| <p>UNIT 2</p> <p>WHAT IS STUDIED?</p> <p>Pre-requisite: Satisfactory completion of Japanese Unit 1</p> <p>The three prescribed themes connected to Unit 2 are:</p> <ul style="list-style-type: none"> • The Individual • The Japanese Speaking Communities • The World Around Us <p>Topics Include:</p> <ul style="list-style-type: none"> • Living in a Japanese Society/Visiting Japan • Communication and Media • Aspirations, education and careers | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Participation in Japanese excursions, workshops and interactive cultural activities. • Text and workbook chapters • Listening and categorising, summarising and interpreting information • Memorisation for role-plays and presentations • Wider reading of Japanese text and comprehension activities • Writing in a range of text types • Research on cultural topics using texts and the Internet • Conversation practice • Consolidating and advancing knowledge of the kanji script |

JAPANESE

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| <p>UNIT 3</p> <p>WHAT IS STUDIED? Pre-requisite: Satisfactory completion of Japanese Unit 2</p> <p>The three prescribed themes connected to Unit 3 are:</p> <ul style="list-style-type: none"> • The Individual • The Japanese speaking communities • The world around us <p>Topics include:</p> <ul style="list-style-type: none"> • Global and contemporary society • The influence of technology • Significant people | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Wider reading and viewing of Japanese text and video as comprehension activities • Text and workbook chapters. • Listening and categorising, summarising and interpreting information • Memorisation for role-plays and presentations • Writing in a range of text types • Research on cultural topics using texts and the Internet • Associated verb tenses and grammar • Conversation in the context of an interview • Attendance at seminars and performances • Conversation practice • Consolidating and advancing knowledge of the kanji script |
| <p>UNIT 4</p> <p>WHAT IS STUDIED? Pre-requisite: Satisfactory completion of Japanese Unit 3</p> <p>The three prescribed themes connected to unit 4 are:</p> <ul style="list-style-type: none"> • The Individual • The Japanese speaking communities • The world around us <p>Topics Include:</p> <ul style="list-style-type: none"> • The Japanese speaking communities • Communication and Media | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Practice constructing a major writing piece in the correct style, length and use of conventions. • Sustained practice and revision of listening, reading, speaking and writing tasks in preparation for the final examination • End of year external examinations • Conversation practice • Consolidating and advancing knowledge of the kanji script |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. Many students work in Japan as English language assistants.</p> <p>Language studies can be pursued in university Arts courses, Hospitality courses or as a Diploma.</p> | |

LEGAL STUDIES

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| <p>WHY STUDY THIS SUBJECT?</p> <p><i>Legal Studies Informs:</i> Students investigate the structure of government, the legal process and their legal rights and obligations</p> <p><i>Legal Studies Develops Skills:</i> Students identify legal problems and analyse ways they can be resolved. Students research evidence, evaluate arguments and formulate reasoned conclusions orally and in writing</p> <p><i>Legal Studies Establishes Links:</i> Students draw on their knowledge of other areas of study and apply it to a legal context</p> <p><i>Legal Studies Provides Opportunity:</i> Students have the chance to gain a brief insight into the legal and related professions which may lead to further study or work.</p> | |
| <p>UNIT 1: Guilt and Liability</p> <p>WHAT IS STUDIED?</p> <p>Legal Foundations:</p> <ul style="list-style-type: none"> • Principles of justice • Effective laws • Sources of law • Criminal law and civil law • Victorian court hierarchy <p>Presumption of innocence:</p> <ul style="list-style-type: none"> • Purpose of criminal law • Presumption of innocence • Criminal law concept • Crimes against the person and crimes against property • Types of offences • Participants in crime • Crimes and defences | <p>Civil liability</p> <ul style="list-style-type: none"> • Purpose of civil law • Key civil law concepts • Plaintiffs and defendants • Two areas of civil law <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Note taking • Summarising • Text book work • Videos and DVDs • Analysis and interpretation • Case studies • Tests • School Assessed Coursework • End of semester examination |
| <p>UNIT 2: CIVIL LAW AND LAW IN FOCUS</p> <p>WHAT IS STUDIED?</p> <p>Sanctions:</p> <ul style="list-style-type: none"> • Principles of justice • Law enforcement • Institutional powers v individual rights • Criminal jurisdiction of Victorian courts • Criminal juries • Purposes of sanctions • Types of sanctions • Sentencing practices • Alternative sentencing approaches • Criminal case studies <p>Remedies:</p> <ul style="list-style-type: none"> • Principles of justice • Dispute resolution methods • Institutions that resolve civil disputes • Civil jurisdiction of Victorian courts • Civil jury • Purposes of remedies • Types of remedies • Civil case studies | <p>Rights:</p> <ul style="list-style-type: none"> • Protection of rights in Australia • International treaties • Approaches to protection of rights by other countries • Reforms to Australia's protection of rights • Rights case study <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Note taking • Summarising • Text book work • Videos and DVDs • Analysis and interpretation • Case studies • Tests • School Assessed Coursework • End of semester examination |

LEGAL STUDIES

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| <p>UNIT 3:</p> <p>Rights and justice</p> <p>WHAT IS STUDIED?</p> <p>Victorian Criminal Justice System:</p> <ul style="list-style-type: none"> • Principles of justice • Key criminal justice concepts • Rights of an accused • Rights of victims • Criminal proceedings • Reforms to the criminal justice system <p>Victorian civil justice system:</p> <ul style="list-style-type: none"> • Principles of justice • Key civil justice concepts • Resolving civil disputes • Reforms to the civil justice system | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Note taking • Summarising • Text book work • Videos and DVDs • Analysis and interpretation • Case studies • Tests • School Assessed Coursework |
| <p>UNIT 4: The people and the law</p> <p>WHAT IS STUDIED?</p> <p>The people and the Australian Constitution</p> <ul style="list-style-type: none"> • Role of the Crown and the Houses of Parliament • Division of law-making powers between the Commonwealth and the states • S109 of the Constitution • Australian Constitution as a check on the law-making of parliament • High Court cases interpreting Sections 7 and 24 of the constitution • The significance of a referendum that has protected or changed the constitution • Significance of a case that has changed the division of law-making powers • The impact of treaties and international declarations on external affairs powers <p>The people, the parliament and the courts</p> <ul style="list-style-type: none"> • Factors affecting parliament's ability to make laws • Roles of the Victorian Courts and the High Court in law-making • Reasons for and the effects of, statutory interpretation • Factors that affect the ability of courts to make laws • The relationship between the parliament and the courts in law making • Law reform | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Note taking • Summarising • Text book work • Videos and DVDs • Analysis and interpretation • Case studies • Tests • School Assessed Coursework • End of year external examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Further Study: TAFE paralegal courses and general Social Science / Arts courses. University courses: Law and general Social Science / Arts courses Work: Legal Secretary, Law Clerks and Legal Office Managers Professions: Barrister and Solicitor</p> | |

GENERAL MATHEMATICS

WHY STUDY THIS SUBJECT?

General Mathematics provides courses of study for a diverse group of students. Students select Mathematics if:

- They need it for their career pathway
- They have an interest in practical Mathematics
- They wish to extend their knowledge of Mathematics
- It is a prerequisite/preferred subject for tertiary courses
- Satisfactory completion of General Mathematics Units 1 and 2 leads to Further Mathematics Units 3 and 4 in Year 12. It is a prerequisite for some tertiary courses.

Prerequisites

Satisfactory completion of Year 10 Advanced Mathematics, or a good level of achievement in Year 10 General Mathematics and use of the TI – Nspire (CAS) calculator.

UNIT 1

WHAT IS STUDIED?

- Arithmetic and Number
 - Computational & practical arithmetic
- Discrete Mathematics
 - Matrices
 - Number patterns & recursion
- Statistics
 - Investigating & comparing data distribution

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Assignments
- Tests
- Problem solving tasks
- Application tasks
- Summary and review notes
- End of semester examination

UNIT 2

WHAT IS STUDIED?

- Arithmetic and Number
 - Financial arithmetic
- Statistics
 - Investigating relationships between two numerical variables
- Geometry, Measurement, and trigonometry
 - Shape & measurement
 - Applications of trigonometry
 - Linear Graphs and Models

WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Assignments
- Tests
- Problem solving tasks
- Application tasks
- Summary and review notes
- End of semester examination

FURTHER MATHEMATICS

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| <p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Data Analysis • Recursion and Financial Modelling | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Topic Tests • Application Statistics Task • Modelling or Problem Solving Financial Task |
| <p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <p>Two of the following four application modules</p> <ul style="list-style-type: none"> • Geometry and Measurement • Networks and Decision Mathematics • Graphs and Relations • Matrices | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Topic Tests • Modelling or Problem Solving Tasks based on the two selected modules <p>In Year 12 there are two end of year examinations worth 66% of the final result; school-assessed coursework is worth 34% of the final result.</p> <ul style="list-style-type: none"> • Both examinations are technology active |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Further Mathematics extends the mathematical concepts of General Mathematics Units 1 and 2.</p> <p>It is a preferred / prerequisite subject for some tertiary courses e.g. Biological Science, Environmental Science, Business and Accounting Courses.</p> | |

MATHEMATICAL METHODS

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| <p>WHY STUDY THIS SUBJECT?</p> <p>Mathematical Methods is the study of functions and their modelling applications in relation to other disciplines. Students would study Mathematical Methods if they:</p> <ul style="list-style-type: none"> • Are good at Mathematics, particularly algebra • Enjoy Mathematics • Wish to extend their mathematical knowledge • Need it for their career pathway • Wish to keep their options open • As a prerequisite for Mathematical Methods 3/4 and Specialist Mathematics 3/4 • As a prerequisite/preferred study for tertiary courses the particular student is interested in. <p>Pre-requisites A good level of achievement in Year 10 Advanced Mathematics, and competent use of the TI – Nspire (CAS) calculator</p> | |
| <p>UNIT 1</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Polynomial Functions and Graphs • Algebra • Rates of change and Calculus • Probability and statistics | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework – set sheets • Assignments • Problem solving tasks • Application Tasks • Tests • End of semester examinations <ul style="list-style-type: none"> ○ Exam 1: Technology free ○ Exam 2: Technology active |
| <p>UNIT 2</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Exponential, Logarithmic and Trigonometric Functions and graphs • Algebra • Calculus – Derivatives and Anti- derivatives • Probability and statistics | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework – set sheets • Assignments • Problem solving tasks • Application Tasks • Tests • End of semester examinations <ul style="list-style-type: none"> ○ Exam 1: Technology free ○ Exam 2: Technology active |

MATHEMATICAL METHODS

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| <p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Coordinate Geometry • Circular (Trigonometric) Functions • Exponential and Logarithmic Functions • Calculus – Derivatives and Integration • Algebra | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Application Task • Topic tests • Revision exam questions |
| <p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Circular (Trigonometric) Functions • Exponential and Logarithmic Functions • Calculus – Integration • Algebra • Probability and statistics | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Two Modelling or Problem Solving tasks • Topic tests • Revision Exam Questions <p>In Year 12 there are two end of year examinations worth 67% of the final result; school assessed coursework is worth 33% of the final result.</p> <ul style="list-style-type: none"> ○ Exam 1: Technology free ○ Exam 2: Technology active |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Mathematical Methods is a prerequisite / preferred course of study for many tertiary courses including Physical and Biological Science, Engineering, Architecture, Computer Science, Accounting, Medicine, Nursing and many others.</p> | |

SPECIALIST MATHEMATICS

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| <p>WHY STUDY THIS SUBJECT?</p> <p>Specialist Mathematics extends the work studied in Mathematical Methods. Students would study Specialist Mathematics if they:</p> <ul style="list-style-type: none"> • Enjoy Mathematics and its practical application to Science and Engineering. • Wish to extend their mathematical knowledge. • Need it for their career pathway. • As a prerequisite / preferred subject for tertiary courses the particular student is interested in. <p>Prerequisites A good level of achievement in Year 10 Advanced Mathematics and competent use of the TI – Nspire (CAS) calculator</p> | |
| <p>UNIT 1 WHAT IS STUDIED? Specialist mathematics extends the concepts of Mathematical Methods and prepares students for Specialist Mathematics Units 3 and 4. The following areas are studied:</p> <ul style="list-style-type: none"> • Number systems and recursion • Geometry in the plane and proof • Trigonometry • Complex Numbers • Kinematics and Statics • Sampling and sample distributions • Statics | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Modelling tasks • Application Task • Topic tests • End of Semester Examinations EXAM 1: Technology free EXAM 2: Technology active |
| <p>UNIT 2 WHAT IS STUDIED? Specialist Mathematics extends concepts of Mathematical Methods and prepares students for Specialist Mathematics Units 3 and 4. The following areas are studied:</p> <ul style="list-style-type: none"> • Further trigonometry • Statistics - sampling and sample distributions • Logic and Algebra • Vectors in the plane • Discrete random variables • Calculus | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Modelling tasks • Application Task • Topic tests • End of Semester Examinations EXAM 1: Technology free EXAM 2: Technology active |

SPECIALIST MATHEMATICS

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| <p>UNIT 3</p> <p>WHAT IS STUDIED? Specialist Mathematics extends the concepts of Mathematical Methods in the following areas:</p> <ul style="list-style-type: none"> • Coordinate Geometry • Circular (Trigonometric) function • Algebra including Complex Numbers • Calculus (Differential, Integration and Differential Equations • Vectors in 2 and 3 dimensions | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Application Task • Topic tests |
| <p>UNIT 4</p> <p>WHAT IS STUDIED? Specialist Mathematics extends the concepts of Mathematical Methods in the following areas:</p> <ul style="list-style-type: none"> • Further Calculus • Vector functions • Mechanics • Probability and Statistics | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Bookwork – set exercises • Homework • Two modelling or problem solving tasks • Topic tests <p>In Year 12 there are two end of year examinations worth 67% of the final result; school assessed coursework is worth 33% of the final result.</p> <ul style="list-style-type: none"> ○ Exam 1: Technology free ○ Exam 2: Technology active |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Specialist Mathematics is a prerequisite / preferred subject for tertiary courses in the Physical Sciences, Engineering and some Computer Science courses.</p> | |

MEDIA

WHY STUDY THIS SUBJECT?

Media appeals to students who:

- Are interested in exploring a media career and study pathways e.g. filmmaking, photography, journalism
- Enjoy developing skills in media production and analysis of different media forms.
- Enjoy exploring a range of creative technologies.
- Are interested in analysing media representations of reality and communication theory.
- Enjoy creating media products in different forms including video, photography and publishing

UNIT 1

WHAT IS STUDIED?

- Media representations in a range of forms and products
- Products from different periods of time, locations and contexts
- The role(s) of the audience
- Pre-production, production and post-production techniques
- Media production technologies
- Australian stories in media production

WHAT TYPE OF WORK IS DONE?

- Film, audio, photography and print production
- Practical and theoretical exploration of different media forms and representations
- Investigation of Australian stories in media including cultural histories and influences

UNIT 2

WHAT IS STUDIED?

- Narrative, style and genre
- Narratives in production
- Media and change

WHAT TYPE OF WORK IS DONE?

- Analysis of styles, creators, structure and values of different media forms
- Design and production of narrative products in media form of choice (e.g. photography, film etc)
- Explore development of media technologies
- End of semester examination

MEDIA

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| <p>UNIT 3 WHAT IS STUDIED?</p> <ul style="list-style-type: none"> ● Narrative and Ideology Students study narrative films, analysing how codes, conventions and ideologies contribute to the narrative. ● Technical Exercises: A range of technical and practical skills are explored in the media form of the student's choice e.g. camera operation, editing, sound, lighting, special effects etc. ● Production Design Each student produces a detailed design plan for their individual Media Production. This production is generally a video of 5 – 10 minutes in length, but may be in another media form (e.g. photography, animation, website, radio, video game, publishing etc.), according to the student's interest and expertise. All decisions for this production are made and documented in this Design Plan. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> ● Viewing and analysing narrative films ● Technical exercises exploring and demonstrating specific skills chosen by the student ● Personal research and study including films, textbook, visits and online. ● Preparation of a Production Design for the Unit 4 Media Production ● Class presentations and discussion ● Excursion to Top Screen, ACMI Federation Square. |
| <p>UNIT 4 WHAT IS STUDIED?</p> <ul style="list-style-type: none"> ● Media Production: Students produce the product (e.g. video) they planned in Unit 3. ● Agency and control in and of the media Examination of audience, creator, regulator etc relationships Students examine how media texts, such as online media, films and television shows can reflect, challenge and / or support the ideologies of the time in which they are made. Exploring theories that try to explain whether and how the media affects those who experience it. Major communication theories are examined in relation to various media texts and current issues. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> ● Individually producing a media product of choice based on the Unit 3 Production Design Plan. ● Analysing how ideologies are represented, challenged and/or supported in different media texts ● Investigating the notion of media influence through research and communication theories applied to media products and audience ● Personal research and study including news, textbook, films and online. ● School Assessed Coursework ● End of year external examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Personal skills: Media helps students develop the ability to be more critically aware of the media and to consider the source and intent of media senders and products. Students learn and develop an ongoing range of practical, artistic and theoretical skills. It also encourages further appreciation of media texts as art, communication and representations of reality.</p> <p>Career Pathways: Completion of VCE Media can be the gateway to a huge range of careers and further education options. It is an excellent pre-requisite for many related tertiary courses and career opportunities. The personal major media product produced during the year is an important folio piece to accompany applications for a variety of further study and occupation applications.</p> | |

MUSIC PERFORMANCE

WHY STUDY THIS SUBJECT?

Music Performance appeals to students who:

- Like to play one or more musical instruments or sing
- Enjoy performing and playing as part of a group
- Require this subject as a prerequisite for a career choice
- Seek a change from other academic subjects
- Wish to improve their skills in performance, and reading music

Instrumental lessons are essential for students who undertake this subject. It is recommended that students attempting Units 3/4 should be able to play their instrument to a minimum of Grade 5 A.M.E.B. standard or its equivalent.

UNIT 1

WHAT IS STUDIED?

- Solo Performance
- Study, technical work and sight reading
- Performance enhancing strategies
- Group Performance
- Aural Skills
- Analysis and the evaluation of the influences of music - a selection of the works to be performed in groups or the individual's solo performance recital is deconstructed.
- Music notation, improvisation and the language of music

WHAT TYPE OF WORK IS DONE?

- 15 minute solo performance recital on a chosen instrument
- Group performance
- Test – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how they are used.
- Practical test on the study/technical work and sight reading
- Short written report that describes the use of music language in a composition.

UNIT 2

WHAT IS STUDIED?

- Solo Performance
- Study, technical work and sight reading
- Performance enhancing strategies
- Group Performance
- Aural Skills
- Analyse the structure and style of works to be prepared for solo performance, identifying the expressive features of the work.
- Music notation, improvisation and the language of music

WHAT TYPE OF WORK IS DONE?

- 15 minute solo performance recital on a chosen instrument
- Group performance
- Test – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how it is used.
- Practical test on the study/technical work and sight reading

MUSIC PERFORMANCE

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| <p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Solo Performance • Study, technical work and unprepared performance • Group Performance • Music notation, improvisation and the language of music • Aural Skills – recognise and transcribe intervals, melodies, rhythms, chords and chord progressions | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Solo and Group performance • Test – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how it is used. • Practical test on the study/technical work and sight reading • Aural skills practice exercises • Analysis exercises |
| <p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Solo Performance • Study, technical work and unprepared performance • Group Performance • Music notation, improvisation and the language of music • Aural Skills – recognise and transcribe intervals, melodies, rhythms, chords and chord progressions | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • 25 minute solo performance examination • Group performance • Examination – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how it is used. • Practical test on the study/technical work and sight reading • Aural skills practice exercises culminating in an examination • Analysis exercises • End of year external examinations |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Music courses in many universities and TAFE institutes</p> <ul style="list-style-type: none"> • Professional performer / musician / orchestra • Music teacher in schools (primary or secondary) • Instrumental teachers • Background for arts administration • Music Theatre / Opera stage production • Television/Film music • Computer music • Editing, sound engineer, producer | |

OUTDOOR AND ENVIRONMENTAL STUDIES

(Unit 1 & 2 offered at Year 10 only)

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| <p>WHY STUDY THIS SUBJECT?</p> <ul style="list-style-type: none"> • Participate in a range of different outdoor experiences • Study natural environments using the outdoors as your textbook for learning • Develop skills and knowledge related to practical experiences of the outdoors • Acquire practical skills for safe and minimal impact outdoor travel and living • Learn to appreciate and understand outdoor environments • Understand ecosystems and their interactions • Understand human impacts on and relationships with nature • Develop respect for the environment and concern for its conservation • Understand strategies used to protect, conserve and manage outdoor environments. | |
| <p>UNIT 1</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Motivations for Outdoor Experiences: Focuses on students' outdoor experiences and investigates the motivations for and responses to nature and outdoor experiences. It also incorporates learning basic first aid and outdoor travel skills to enable safe participation in outdoor experiences. • Influences on Outdoor Experiences: Students evaluate how the media portrays the natural environment. Investigate factors that influence outdoor experiences. They also address personal safety and risk when planning safe and sustainable interactions in outdoor environments. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Practical investigative experiences such as multi-day camps, field trips • Research and analysis • Investigation and experiential learning • Practical reports in non-text format such as multimedia, annotated visual display • First aid scenarios • Short reports of outdoor experiences • Oral presentations • Written responses • Short answer tests • End of semester examination |
| <p>UNIT 2</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Investigating Outdoor Environments: Provides an introduction to the characteristics of, and the interrelationship between different types of natural environments. Students study both the biotic and abiotic aspects of natural environments such as fauna, flora, rocks, soils, sunlight and water. • Impact on Outdoor Environments: Focuses on identifying human activities and their environmental impacts at local/regional/state wide levels. Environmental impact involves a study of both natural and human induced changes on components of the environment. Application of conservation in a selected local environments is also investigated. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Practical investigative experiences such as multi-day camps, field trips • Research and analysis • Investigation and experiential learning • Practical reports in non-text format such as multimedia, annotated visual display • Short reports of outdoor experiences • Oral presentations • Written responses • Short answer tests • End of semester examination |

OUTDOOR AND ENVIRONMENTAL STUDIES

(Unit 3 & 4 offered at Year 11 only)

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| <p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Historical Relationships with Outdoor Environments: Focuses on how Australians have understood and interacted with outdoor environments over time. Examines the unique nature of Australian environments. The relationships and perceptions of natural environments are studied, from the indigenous cultures through to the influence of a number of major events and issues subsequent to European settlement. • Relationships with Australian Environments since 1990: Focuses on the relationship between humans and outdoor environment since 1990. Investigates a number of ways outdoor environments are depicted in the media; the dynamic nature of relationships considering social, cultural, economic and political factors; and how they may influence relationships with outdoor environments. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Practical investigative experiences such as multi-day camps, field trips • Research and analysis • Investigation and experiential learning • Practical reports in non-text format such as multimedia, annotated visual display • Written Reports • Analysis of Data • Short Essays • Short answer tests • Journals |
| <p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Healthy Outdoor Environments: Explores the contemporary state of Australian environments and the importance of outdoor environments to individuals and society. Examine the nature of sustainability and the health of outdoor environments. Investigate current and potential impacts of damage to outdoor environments. • Sustainable Outdoor Environments: Focuses on the sustainability of environments in order to support the future needs of ecosystems, individuals and society as well as the skills needed to be environmentally responsible citizens. Students investigate case studies of conflicts of interest between people involved in uses of natural environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts. Examine management strategies, acts and conventions that contribute to maintaining the health and sustainability of environments. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Practical investigative experiences such as multi-day camps, field trips • Research and analysis • Investigation and experiential learning • Practical reports in non-text format such as multimedia, annotated visual display • Written Reports • Analysis of Data • Short Essays • Short answer tests • End of year external examination • Journals |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <ul style="list-style-type: none"> • Environmental Science • Environmental Engineering • Eco-Tourism • Adventure Tourism • Outdoor Education • Environmental Management – Parks Victoria, Conservation Organizations • Wilderness Therapy • Remote Area First Aid • An improved local, national and world environment | |

PHYSICAL EDUCATION

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| WHY STUDY THIS SUBJECT? <ul style="list-style-type: none"> • Develop greater knowledge of how the musculoskeletal and cardiorespiratory systems are structured and function. • Gain a greater understanding of the physiological changes and responses that occur during physical activity. • Develop a better understanding of physical activity, sport and society from a participatory perspective. • Better understand how physical activity impacts on your quality of life. | |
| UNIT 1: THE HUMAN BODY IN MOTION WHAT IS STUDIED? <ul style="list-style-type: none"> • How the musculoskeletal and cardiorespiratory systems work together to produce movement. • The relationship between the body systems and physical activity, sport and exercise and how the systems adapt and adjust to the demands of the activity. • How the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity • The social, cultural and environmental influences on movement. • The implications of the use of legal and illegal practices to improve performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. • Strategies to minimise the risk of illness and injury to each system. | WHAT TYPE OF WORK IS DONE? <ul style="list-style-type: none"> • Practical lab reports • Case Study analysis • Data analysis • Reflective folio of participation in practical activities • Visual presentations • Multimedia presentations • Oral presentations • Written reports • Structured questions • End of semester examination |
| UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY WHAT IS STUDIED? <ul style="list-style-type: none"> • Types of physical activity and the role participation in physical activity and sedentary behaviour play in the health and wellbeing of different population groups. • How physical activity varies across the lifespan and how much is required for health benefits. • The range of factors that influence and facilitate participation in regular physical activity. • How physical activity can be extended in various communities, social, cultural and environmental contexts. • Individual and population-based consequences of physical inactivity and sedentary behaviour. • The social-ecological model and/or Youth Physical Activity Promotion Model and how these are used to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity. | WHAT TYPE OF WORK IS DONE? <ul style="list-style-type: none"> • Written plan and reflective folio of a program to increase physical activity and/or reduce sedentary behaviour • Visual presentations • Multimedia presentations • Oral presentations • Written reports • End of semester examination |

PHYSICAL EDUCATION

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| WHY STUDY THIS SUBJECT? <ul style="list-style-type: none"> • To be able to analyse movement and improve movement and skill efficiency. • To develop understanding of how the body produces energy and responds to exercise. • To know how to train correctly and understand the elements involved in an effective training program. • To know how to implement an effective training program to improve fitness. | |
| UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY WHAT IS STUDIED? <ul style="list-style-type: none"> • Characteristics of skills and stages of learning • How to improve skill • Kinetic and kinematic concepts of human movement • Biomechanical principles of equilibrium • Food, fuels and energy systems • Acute responses to exercise • Oxygen uptake, oxygen deficit and excess post oxygen consumption • Muscular fatigue mechanisms • Strategies used to delay fatigue and promote recovery | WHAT TYPE OF WORK IS DONE? <ul style="list-style-type: none"> • Practical lab reports • Case Study analysis • Data analysis • Reflective folio of participation in practical activities • Visual presentations • Multimedia presentations • Oral presentations • Written reports • Structured questions • End of semester examination |
| UNIT 4: TRAINING TO IMPROVE PERFORMANCE WHAT IS STUDIED? <ul style="list-style-type: none"> • Fitness definitions and components • Data collection and activity analysis in sports • Assessment of fitness • Fitness training principles and methods • Training program design: planning, implementation and evaluation • Chronic adaptations to training to the cardiovascular, respiratory and muscular systems. • Psychological strategies to enhance performance and recovery | WHAT TYPE OF WORK IS DONE? <ul style="list-style-type: none"> • Reflective folio of participation in practical activities • Visual presentations • Multimedia presentations • Oral presentations • Written reports • Laboratory reports • Structured questions • Case study analysis • Data analysis • Fitness testing, VO2 max test and lecture at Exercise Research Australia • Practice exams • End of year external examination |
| WHAT DOES STUDYING THIS SUBJECT LEAD TO? <ul style="list-style-type: none"> • Physiotherapy • Massage Therapy • Professional Sports Training Course • Human Movement Science Course • Physical Education Teacher • Personal Training Course • Paramedic Course • Chiropractic Course • Osteopath Course • A lifelong reservoir of knowledge to help keep you fit and healthy | |

PHYSICS

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| <p>WHY STUDY THIS SUBJECT?</p> <p>Physics involves the study of the physical world around us. Students would study Physics if they:</p> <ul style="list-style-type: none"> • Enjoyed doing Physics topics in junior Science • Did well in Physics topics in junior Science • Are interested in how we explain the physical world around us • Have reasonably good mathematical skills • Need Physics as a prerequisite for tertiary courses <p>Prerequisites</p> <p>Satisfactory completion of Year 10 Science and Mathematics</p> | |
| <p>UNIT 1</p> <p>WHAT IS STUDIED?</p> <p><i>Area of Study 1</i> How can thermal effects be explained?</p> <ul style="list-style-type: none"> • Thermodynamics principles • Thermodynamics and climate science • Issues related to thermodynamics <p><i>Area of Study 2</i> How do electric circuits work?</p> <ul style="list-style-type: none"> • Concepts used to model electricity • Circuit electricity • Using electricity • Electrical safety <p><i>Area of Study 3</i> What is matter and how is it formed?</p> <ul style="list-style-type: none"> • Origins of atoms • Particles in the nucleus • Energy from the atom | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Annotated folio of practical activities • Data analysis • Design, building, testing and evaluation of a device • Explanation of the operation of a device • Proposed solution to a scientific or technological problem • Report of a selected physics phenomenon • Modelling activity • Media response • Summary report of selected practical activities • Reflective learning journal/blog related to selected activities or in response to an issue • Tests |
| <p>UNIT 2</p> <p>WHAT IS STUDIED?</p> <p><i>Area of Study 1</i> How can motion be described and explained?</p> <ul style="list-style-type: none"> • Concepts used to model motion • Forces and motion • Energy and motion <p><i>Area of Study 2</i> Focus Study: e.g. How do particle accelerators work?</p> <p><i>Area of Study 3</i> Practical Investigation: Students design and undertake an investigation related to content in Areas of Study 1 and/or Areas of Study 2 of Unit 2.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Annotated folio of practical activities • Data analysis • Design, building, testing and evaluation of a device • Explanation of the operation of a device • Proposed solution to a scientific or technological problem • Report of a selected physics phenomenon • Modelling activity • Media response • Summary report of selected practical activities • Reflective learning journal/blog related to selected activities or in response to an issue • Tests |

PHYSICS

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| <p>UNIT 3</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1 How do things move without contact?</p> <ul style="list-style-type: none"> • Fields and interactions • Effects of fields • Applications of field concepts <p>Area of Study 2 How are fields used to move electrical energy?</p> <ul style="list-style-type: none"> • Generation of electricity • Transmission of electricity <p>Area of Study 3 How fast can things go?</p> <ul style="list-style-type: none"> • Newton's laws of motion • Einstein's theory of special relativity • Relationships between force, energy and mass | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Annotations of practical activities • Student investigation • Report of a physics phenomenon • Data analysis • Media analysis/response • Evaluation of a device • Solution to a scientific/technological problem • Response to structured questions • Reflective learning journal • Test |
| <p>UNIT 4</p> <p>WHAT IS STUDIED?</p> <p>Area of Study 1 How can waves explain the behaviour of light?</p> <ul style="list-style-type: none"> • Properties of mechanical waves • Light as a wave <p>Area of Study 2 How are light and matter similar?</p> <ul style="list-style-type: none"> • Behaviour of light • Matter as particles of waves • Similarities between light and matter • Production of light from matter <p>Area of Study 3 Practical Investigation</p> <ul style="list-style-type: none"> • Student nominated and designed practical investigation • Results summary presented in a scientific poster | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Annotations of practical activities • Student investigation • Report of a physics phenomenon • Data analysis • Media analysis/response • Evaluation of a device • Solution to a scientific/technological problem • Response to structured questions • Reflective learning journal • Test • Scientific poster • End of year external examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Physics is the basis of most of the sciences. It underpins studies of all other sciences including Chemistry and Biology. Physics would be an asset to students interested in undertaking tertiary study in the Science, Computer Science or Engineering fields.</p> <p>Currently in Australia there is an undersupply of science graduates. Graduates of Physics degrees have a higher full employment rate than the national average and have average salaries in the top ten to twenty per cent of the workforce for their age group.</p> | |

PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

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| <p>WHY STUDY THIS SUBJECT? Students undertake this subject if they:</p> <ul style="list-style-type: none"> • Like making and designing products with fabrics and fibres. • Are interested in fashion and textiles. • Like designing and drawing fashion illustrations. • Would like to design and produce their own clothing. • Would like to become proficient at fitting and sewing garments / textile products. • Feel that Textiles would complement the other VCE studies that they are undertaking. | |
| <p>UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY WHAT IS STUDIED?</p> <p>Outcome 1: Students should be able to redesign a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including considerations of sustainability.</p> <p>Outcome 2: Students should be able to use and evaluate materials, tools, equipment and processes to make a re-designed product or prototype, and compare the finished product or prototype with the original design.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Research using a range of resources and methods • Case studies on designers and design eras • Develop ideas and options, using a range of communication techniques • Basic pattern modification and drafting • Materials and product testing • Design and production techniques using the sewing machine and overlocker • Evaluate the planning and production process • End of semester examination |
| <p>UNIT 2: COLLABORATIVE DESIGN WHAT IS STUDIED?</p> <p>Outcome 1: The student should be able to design and plan a product, a product range or group product with component parts in response to a design brief based on a common theme, both individually and within a team.</p> <p>Outcome 2: The student should be able to justify, manage and use appropriate production processes to safely make a product and evaluate, individually and as a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Work individually and as a team to develop a range of design options and present these using a range of communication techniques • Using mock-ups to develop design concepts • Pattern development • Design and production techniques using the sewing machine and overlocker • Analyse and evaluate design and production • End of semester examination |

PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)

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| <p>UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS</p> <p>WHAT IS STUDIED?</p> <p>Outcome 1: The student should be able to explain the role of the designer, client and/or end-user/s, the product design process and its initial stages, including investigating and defining a design problem and explain how the design process leads to the product design development.</p> <p>Outcome 2: On completion of this unit the student should be able to explain and analyse influences on the design development and manufacture of products within industry settings.</p> <p>Outcome 3: The student should be able to present a folio that documents the product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Develop design briefs • Extensive primary and secondary research and the development of design ideas • Research, test and experiment with materials • Trial processes and specific techniques (productions samples) • Create innovative design ideas • Extensive folio development for the School Assessed Task • Test or short answer responses • Outcome 1 and 2 are graded through a SAC (School assessment coursework) |
| <p>UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION</p> <p>WHAT IS STUDIED?</p> <p>Outcome 1: On completion of this outcome the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.</p> <p>Outcome 2: On completion of this outcome the student should be able to safely apply a range of production skills and processes to make a product design from Unit 3 and manage time effectively and efficiently.</p> <p>Outcome 3: The student should be able to evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or end-user and outline its care requirements.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Primary / secondary research • Visual and written reports • Production of SAT (School Assessed Task) • Product analysis and evaluation • Final completion of the Design Folio (SAT) • Outcome 1 is graded through a SAC (School Assessed Coursework) • End of year external examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>Studying textiles can contribute to the entry to many tertiary courses and careers such as Fashion Designer, Costume Maker, Clothing Cutter, Interior Decorator, Pattern Designer, Graphic Designer, Leather Goods Maker, Fashion Designer, Fibre Textile Worker, Patternmaker, Milliner, Textile Designer, Set Designer, Theatrical Costume and Set Designer, Draftsperson. Cadetships or traineeships are available in the fashion, manufacturing or merchandising sectors of the Textiles Industry.</p> | |

PSYCHOLOGY

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| <p>WHY STUDY THIS SUBJECT?</p> <ul style="list-style-type: none"> • Psychology develops student skills and understanding of the human mind and behaviour • Students will develop strong analytical skills, and the ability to evaluate the worth of a variety of theories in each area of this scientific study • A comprehensive coverage of research methods, including the ethical considerations of psychological studies • Psychology is an extremely relevant subject – the vast majority of the course content will be very familiar to the student simply from their own everyday life • The choice of future career paths can be broadened with the inclusion of a science subject • Psychology is an accessible subject; it rewards students who display a breadth of skills as opposed to a specific and exceptional skill in one area. | |
| <p>UNIT 1 – How are behaviour and mental processes shaped?</p> <p>WHAT IS STUDIED?</p> <p><i>Area of Study 1</i> How does the brain function?</p> <ul style="list-style-type: none"> • Role of the brain in mental processes and behaviour • Brain plasticity and brain damage <p><i>Area of Study 2</i> What influences psychological development?</p> <ul style="list-style-type: none"> • The complexity of psychological development • Atypical psychological development <p><i>Area of Study 3</i> Student-directed research investigation Students communicate a substantiated response to a selected question related to one of six topics: biopsychology; brain and the use of technology; cognition; psychological development; mental health and disorder; and changing thoughts, feelings and behaviour.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Psychological testing • Observations of behaviour • Evaluation of research • Classroom activities • Annotated poster reports • Analysis tasks • Data presentation • Multimedia presentations • Ethical considerations • End of semester examination |
| <p>UNIT 2 – How do external factors influence behaviour and mental processes?</p> <p>WHAT IS STUDIED?</p> <p><i>Area of Study 1</i> What influences a person's perception of the world?</p> <ul style="list-style-type: none"> • Sensation and perception • Distortions of perception <p><i>Area of Study 2</i> How are people influenced to behave in particular ways?</p> <ul style="list-style-type: none"> • Social cognition • Social influences on behaviour <p><i>Area of Study 3</i> Student-directed practical investigation Students design and undertake a practical investigation related to external influences on behaviour.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Psychological testing • Observations of behaviour • Evaluation of research • Classroom activities • Poster reports • Analysis tasks • Multimedia presentations • Ethical considerations • End of semester examination |

PSYCHOLOGY

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| <p>UNIT 3 – How does experience affect behaviour and mental processes?</p> <p>WHAT IS STUDIED?</p> <p><i>Area of Study 1</i> How does the nervous system enable psychological functioning?</p> <ul style="list-style-type: none"> • The functions of the nervous system • Stress as an example of a psychobiological process <p><i>Area of Study 2</i> How do people learn and remember?</p> <ul style="list-style-type: none"> • Neural basis of learning and memory • Models to explain learning • The process of memory • Reliability of memory | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Annotated folio work • Psychological testing • Observations of behaviour • Evaluation of research • Classroom activities • Poster reports • Analysis tasks • Skills testing • Multimedia presentations • Ethical considerations • Example exam questions • End of semester examination |
| <p>UNIT 4 – How is Wellbeing developed and maintained?</p> <p>WHAT IS STUDIED?</p> <p><i>Area of Study 1</i> How do levels of consciousness affect mental processes and behaviour?</p> <ul style="list-style-type: none"> • The nature of consciousness • The importance of sleep • Effects of sleep disturbances and possible treatments <p><i>Area of Study 2</i> What influences mental wellbeing?</p> <ul style="list-style-type: none"> • Defining mental health • Factors that contribute to the development and progression of mental health disorders • Application of a biopsychosocial approach, a scientific model, to explain specific phobia • Maintenance of mental health <p><i>Area of Study 3</i> Practical investigation The investigation requires the students to identify an aim, develop a question, formulate a research hypothesis including operationalised variables and plan a course of action to answer the question and that taking into account safety and ethical guidelines. Students then undertake an experiment that involves the collection of primary qualitative and/or quantitative data, analyse and evaluate the data, identify limitations of data and methods, link experimental results to science ideas, reach a conclusion in response to the question and suggest further investigations which may be undertaken.</p> | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Annotated folio work • Psychological testing • Observations of behaviour • Evaluation of research • Classroom activities • Poster reports • Media responses • Analysis tasks • Skills testing • Multimedia presentations • Ethical considerations • Example exam questions • End of year external examination |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <ul style="list-style-type: none"> • Various careers in the field of Psychology, including Clinical, Forensic, and Sports Psychology • Various careers in the Medical field, such as Nursing, Health, Occupational Therapy, Neuropsychology and Psychiatry • Counselling and Community Psychology • Tertiary courses include Science, Arts etc. • Education, Teaching, Academic Psychology • Psychological research | |

RELIGIOUS EDUCATION: LOOKING IN, LOOKING OUT

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| WHY STUDY THIS SUBJECT? Students explore their personal and spiritual growth through the lens of social justice and the dignity of all people, the common good and their call to service. They investigate Christ's vision of a just society and living in a multi-faith, multicultural society. | |
| WHAT IS STUDIED? Topic 1: Who am I Who Am I Called to Be? Students explore Christ's vision of a just society. They investigate the history of justice and Catholic social teaching. There is a focus on the Mercy value of justice. Students examine how individuals and groups have responded to the call to service and their contribution to the common good. The unit provides an opportunity for students to understand and reflect on their personal journey and call to service. | WHAT TYPE OF WORK IS DONE? <ul style="list-style-type: none"> • Research and report writing • Comparison and evaluation • Class discussions • Oral presentations • Analysis of religious texts • Visual displays • Note taking • Analysis of media texts • Interpreting, synthesising and applying primary and secondary source material |
| Topic 2: Truth and Beauty Students explore the impact of Jesus on Church history and the world through the concepts of truth and beauty. They investigate world religions with an emphasis on aboriginal spirituality. The unit provides an opportunity for the students to reflect on their role in upholding the dignity of all people in a multi-faith, multicultural society. | As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies and the Year 11 Retreat |
| Topic 3: Who is our Neighbour? Students explore the concept of 'Imago Dei', being made in the image and likeness of God, and what this means in practise. They develop an image of Jesus and his teaching to love our neighbour. Students examine our call to justice by investigating human trafficking within Australia. The unit provides an opportunity for students to prepare and participate in prayer via meditation and the Examen. | |

RELIGION AND SOCIETY

WHY STUDY THIS SUBJECT?

Religion and Society enables students to understand the complex interactions between religion and society over time. The study of religion and society can assist students in reaching a deeper, balanced understanding of societies and cultures in which multiple worldviews coexist. Students explore how such societies and their religious traditions negotiate significant ethical issues.

Religious traditions offer value systems that guide their interactions with society and influence society's decision making. This study offers an insight into the religious beliefs and other aspects of religion that express these value systems. In this unit students explore ethical issues in societies where multiple worldviews coexist. Ethics is concerned with discovering the perspectives that guide practical moral judgment. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments.

UNIT 2 WHAT IS STUDIED?

Ethical decision making and moral judgement:

- methods of ethical decision-making and the theories that support them
- influences involved in moral judgments, such as: reasoning, conscience, intuition, assumptions, authorities, worldviews, values and codes of behaviour

Religion and ethics:

- the authorities, principles and values of at least two religious traditions
- the ethical decision-making methods of religious traditions

Ethical issues in society:

- why some issues are regarded as ethical issues
- religious and non-religious contributions to ethical debates
- the ethical decision-making methods involved in the debate process and their strengths and weaknesses

WHAT TYPE OF WORK IS DONE?

- Research and report writing
- Comparison and evaluation
- Class discussions
- Oral presentations
- Analysis of religious texts
- Visual displays
- Note taking
- Analysis of media texts
- Interpreting, synthesising and applying primary and secondary source material

As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, and the Year 12 Retreat

WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens and preparing them for work and further study in fields such as anthropology, theology, philosophy, sociology, journalism, politics and international relations.

TEXTS AND TRADITIONS

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| <p>WHY STUDY THIS SUBJECT?</p> <p>The Christian Gospels are foundational in that they recount events, narratives, prophetic pronouncements and teachings that describe the beginnings and initial development of the Christian tradition. In Texts and Traditions, students explore the society and culture from which Christianity emerged. They seek an understanding of the historical background that lent shape and content to the Gospels themselves. Students develop an understanding of how the Gospel according to Luke is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the Gospel itself, the intended audience of the text, and the messages and teachings found within the text.</p> | |
| <p>UNIT 1</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Exploring literary forms: In this area of study students focus on how texts function as literature in themselves and as part of a wider body of religious writing. • The formation and exegesis of text: In this area of study students undertake textual analysis, which involves an understanding of the sociocultural, historical settings and literary aspects of these ancient texts. • Later uses and interpretations of sacred texts: In this area of study students focus on interpretations of selected texts at points later than the original founding tradition. These later interpretations may be modern or from an earlier point in history. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Research and report writing • Comparison and evaluation • Class discussions • Analysis of religious texts • Note taking • Summaries • Textual commentaries • Essays • Short answer questions • Analysis of media texts • Interpreting, synthesising and applying primary and secondary source material <p>As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, and the Year Level Retreats.</p> |
| <p>UNIT 2</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> • Sacred texts in the past: In this area of study students investigate the general background to selected texts, using historical research skills and scholarly works to identify people, places and events relevant to the origins of the texts. • Sacred texts today: Students focus on how religious traditions use their sacred texts when confronted with particular social issues. • Comparing religious traditions Students compare religious traditions through the values and teachings of at least one sacred text from each of two or more religious traditions in relation to a common social issue. | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> • Research and report writing • Comparison and evaluation • Class discussions • Analysis of religious texts • Note taking • Summaries • Textual commentaries • Essays • Short answer questions • Analysis of media texts • Interpreting, synthesising and applying primary and secondary source material <p>As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, and the Year Level Retreats.</p> |

TEXTS AND TRADITIONS

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| <p>UNIT 3: TEXTS AND THE EARLY TRADITION</p> <p>WHAT IS STUDIED?</p> <p><i>The background of the tradition</i></p> <ul style="list-style-type: none"> students explore the social, cultural, religious and political conditions of the society out of which the Christian tradition emerged <p><i>Thematic and literary aspects of the Gospel</i></p> <ul style="list-style-type: none"> students explore the major themes and the literary structure of the Gospel according to Luke <p><i>Interpreting texts</i></p> <ul style="list-style-type: none"> students learn to apply exegetical methods to develop an interpretation of the passages for special study | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> The focus of Units 3 and 4 is centred on exploring the Gospel according to Luke. <p>Students study this Gospel in its original social, cultural, religious, political and historical settings, as well as investigating the impact the Christian Gospels have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate the Gospel according to Luke as a work of literature and consider how others have understood and interpreted this text.</p> <p>In conducting this work, students will develop their capacity to research, compare, evaluate and analyse texts. They will learn how to conduct an exegesis and develop the skills to engage in biblical hermeneutics.</p> |
| <p>UNIT 4: Texts and their teaching</p> <p>WHAT IS STUDIED?</p> <p><i>Interpreting texts</i></p> <ul style="list-style-type: none"> students refine their exegetical skills and consider the social, cultural, religious and political concerns present in the text <p><i>Religious ideas, beliefs and themes</i></p> <ul style="list-style-type: none"> students investigate a significant religious idea, belief or theme arising out of the passages for special study | |
| <p>What does studying this subject lead to?</p> <p>Texts and Traditions encourages independent and critical thinking in students that will assist them in fields that require research, analysis and interpretation of written texts.</p> <p>Studying Texts and Traditions offers students an opportunity to engage in the discipline of theology, and to embark on a detailed reading of the Gospel according to Luke.</p> | |

VISUAL COMMUNICATION DESIGN

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| <p>WHY STUDY THIS SUBJECT?</p> <p>There are not many VCE studies that challenge both sides of the brain as effectively as Visual Communication Design. This study allows students to develop creative, critical and reflective thinking, (design thinking) and to gain confidence using drawing and digital design technologies to visualise thinking. Visual Communication Design examines the way visual language can convey ideas, information and messages. The Visual communication design study encourages students to create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Students will employ the design process to generate and develop creative innovative solutions and refine presentations for a wide range of design problems. Students will develop skills using a variety of manual drawing and digital methods to develop and refine presentations.</p> | |
| <p>UNIT 1: INTRODUCTION TO VISUAL COMMUNICATION DESIGN</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> ● Create drawings for different purposes using a range of drawings methods, media and materials ● Select and apply design elements and design principles to create visual communications that satisfy stated purposes ● Describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> ● Use freehand drawings for observational, visualisation and presentation ● Apply two and three dimensional drawing to represent the form and structure of objects ● Select and apply media, materials and techniques to draw and render forms ● Apply design thinking techniques to generate alternative ideas ● Apply appropriate drawing methods to make visible ideas and concepts ● Apply design elements and principles generate and develop design options ● Use Photoshop and Illustrator to refine concept designs ● Practical design folio of tasks using the design process ● A written task based on past, contemporary, social and cultural factors. |
| <p>UNIT 2: APPLICATIONS OF VISUAL COMMUNICATION DESIGN</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> ● Create presentation drawings that incorporate technical drawing conventions and communicate information and ideas for selected design fields ● Manipulate type and images to create visual communications suitable for print and screen based presentations, taking into account copyright ● Apply stages of the design process to create a visual communication appropriate to a given brief | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> ● Apply drawing methods suitable for presentation drawings: Environmental design (architectural, interior or landscape design); Industrial design (appliances or homewares, packaging, tools, transport) ● Look at historical and contemporary typography ● Use terminology to describe family types and faces ● Apply a design process to develop a visual communication solution to a set task, refer to design thinking techniques ● End of semester examination |

VISUAL COMMUNICATION DESIGN

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| <p>UNIT 3: DESIGN THINKING AND PRACTICE</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> ● Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications ● Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices ● Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> ● Create 3 visual communications for different contexts, purpose and audiences ● Include 2 and 3 dimensional presentation drawing and digital methods ● Annotate visual communications or prepare a written or oral report that explains the connections between each of their visual communications and existing communications ● Prepare a report or answer structured questions ● Prepare a brief and developmental folio of work relevant to the brief |
| <p>UNIT 4: DESIGN DEVELOPMENT AND PRESENTATION</p> <p>WHAT IS STUDIED?</p> <ul style="list-style-type: none"> ● Develop distinctly different design concepts for each need, select and refine for each need a concept that satisfies each of the requirements of the brief ● Produce final visual communication presentations that satisfy the requirements of the brief ● Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief | <p>WHAT TYPE OF WORK IS DONE?</p> <ul style="list-style-type: none"> ● Students prepare a folio of conceptual developments for each need ● Students prepare two distinct separate presentation formats as detailed in the brief developed in Unit 3 ● Students devise a pitch to present and explain their visual communications to the client, either an oral report, a written task or annotated visual report evaluating the visual communications against the brief |
| <p>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</p> <p>The study of Visual Communication Design can provide a career pathway to design and design and art related studies, including Graphic Design, Digital and Web Design, Advertising, Print Publication/Book illustration, Typographic Design, Package/Surface Design, Logo Design, Brand Identity, Architecture, Spatial Design, Collaborative Design, Game Design, Environmental Design, Landscape Architecture, Product Design, Object Design, Engineering, Draftsperson.</p> | |

NOTES

CAREER

INFORMATION

FOR YOUNG PEOPLE

Useful Websites

www.shckynetoncareers.com Sacred Heart College Career Tools Website

www.aapathways.com.au Find out about Australian Apprentices job pathways and availability

www.australianapprenticeships.gov.au www.aen.org.au Australian Apprenticeships combine paid work with structured training to give people nationally recognised industry qualifications

www.fairwork.gov.au Information about Australia's national workplace relations systems

www.studyassist.gov.au Study Assist provides information to students about Australian Government assistance for financing tertiary study. The website offers information on courses, providers, Government loan schemes, student support services and publications

www.gooduniguide.com.au Find courses and places to study and check out ratings of universities, campuses and courses

www.graduatecareers.com.au Employment and career opportunities for graduates

www.grouptraining.com.au Find out about traineeships and apprenticeships.

www.jobaccess.gov.au Information for matters relating to the employment of people with a disability

www.joboutlook.gov.au A career and labour market research information site

www.jobsearch.gov.au A free service to help job seekers find jobs and career information

www.ntis.gov.au Provides information about courses, qualifications, competencies, training, packages and Registered Training Organisations

www.open.edu.au A flexible way to study toward a university degree off-campus.

www.myskills.gov.au Information on education and training skill shortages.

www.volunteeringaustralia.org A range of opportunities for volunteers

www.youth.gov.au A central hub of government information for young people



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