



# Senior Subject Information 2024

YEAR 10 | VCE | VET



**St. Joseph's  
College Echuca**  
STRENGTH & KINDLINESS



**Kildare  
EDUCATION  
MINISTRIES**  
*In the Brigidine Tradition*

*A Kildare Education Ministries  
Catholic secondary school in  
the Brigidine tradition*





MIDWINTER HOTEL  
1888.



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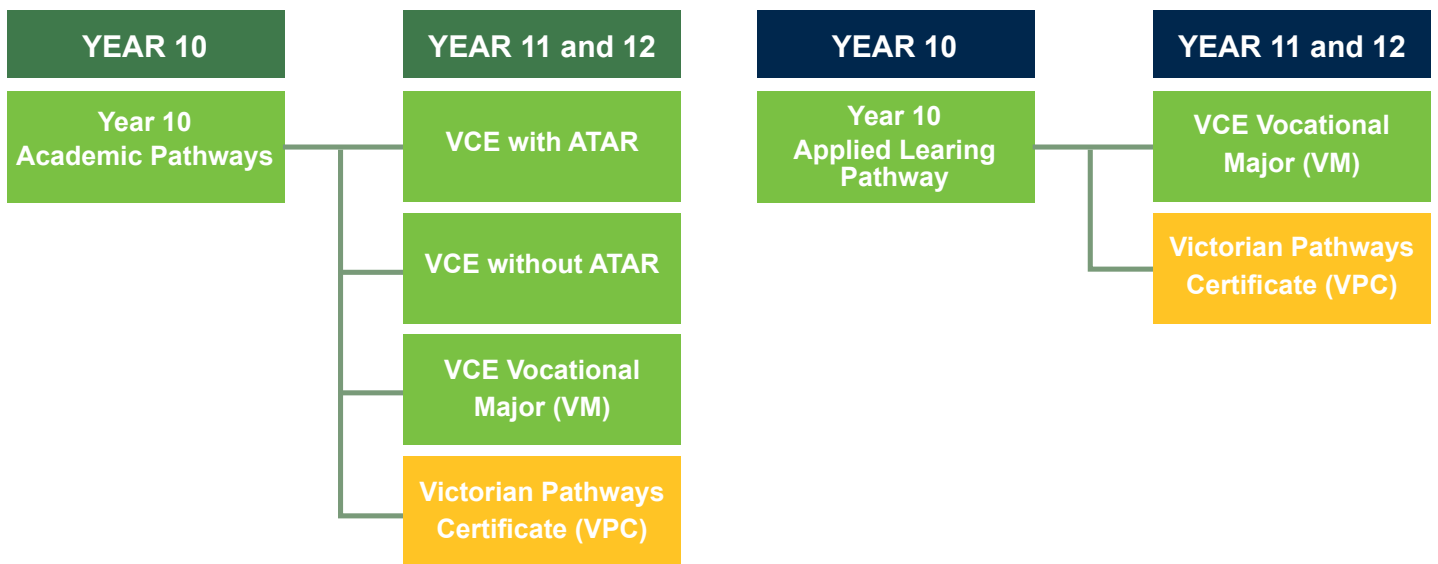
# Welcome to the Senior School

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You are about to embark on an exciting journey: your final three years of secondary school. This is a time of increased independence, exploring the pathways and passions that will take you beyond our school and onto the industry in which you will begin your study or work life.

This handbook will provide you with an overview of the many academic and vocational opportunities available to you at St Joseph's College. Read it and seek information from your teachers and at the course expo. Then discuss your options with your family, learning mentor, teachers and our pathways coordinator.

In the Senior School, we offer both an academic and an applied learning pathway. The diagram below will assist you in understanding how these different programs operate and how they all lead either directly or indirectly to higher education at TAFE or university, an apprenticeship or employment.



It is important to know whether you need an ATAR or not for direct entry to university following VCE.

In both the VCE VM or VCE (unscored), because no ATAR is generated, and English prerequisites are not demonstrated, these pathways will not usually lead to many university courses because of their ATAR requirements. There are some university courses that do not require an ATAR, however, do require an English score. It is important to know that if you choose a VCE (unscored) or VCE VM that does not limit the ability to reach this goal, but this pathway is not as direct. Pathways are designed to suit all types of students. There's more than one way to get into the course you choose.

The VPC is not a senior secondary qualification therefore it is important to discuss post school options before making this choice.

Whether the goal is to improve an educational level, or to enhance life or employment opportunities, students will find a pathway course that is right for them and we will work with you to assist and advise you in this journey.

Lisa Saillard  
Assistant Principal: Learning & Teaching



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# Selecting Subjects

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Within this booklet are all the studies that St Joseph's College is offering in Years 10, 11 and 12. It is not possible, however, for all these subjects to run. Students are to talk with their family and teachers about subject and career possibilities prior to making their selection. Students will indicate on the online subject selection form what their preferred subjects are and a 'timetable blocking grid' will be generated from this. Student choices and staffing will determine which subjects run and in what combinations.

**The key points to guide you in your selection should be:**

**1. What do you need?**

- a. Are there pre-requisite subjects that you need for possible career pathways?
- b. Are there recommended subjects for your career path?
- c. Are there recommended subjects in Year 10 to enable best preparation for Year 11 subjects?
- d. Are there subjects you need to complete in Year 11 to enable entry in Year 12?
- e. Is the Applied Learning Pathway a better option for your future?

**2. What subjects are you good at?**

**3. What subjects do you most enjoy?**

**Making informed choices**

In making your choices, your experience with subjects in previous years will have an impact. It is vital that you also make informed choices, and that means you need to:

1. Seek recommendations and advice from appropriate staff members; including if considering attempting an accelerated VCE course.
2. Read all available information that is available in the area/s in which you are interested in terms of a career (especially for VCE students, pre-requisite and recommended subjects in the VTAC publications and Career Tools).
3. Discuss with family, teachers or our Pathways Coordinator Mrs Beth Crossman, about issues relating to the choices you are intending to make.
4. Speak with somebody who already works in the area of your interest.
5. Consult with the Applied Learning Leader if you are considering an Applied Learning Pathway.

**Subject counselling**

All students in Years 9 and 10 will be involved in subject counselling interviews at the College. Academic or Applied Learning Pathways will be determined on the basis of students' results, subject counselling and College policies. Families are welcome to make an appointment with Mrs Crossman, our Pathways Coordinator, to discuss selections at any time.

**Final subject offerings**

Structuring a subject grid in 'timetable blocks' to reduce student clashes and allow appropriate staffing of subjects takes considerable time. Consequently, final subject selections will not be available until later in the year. Students who experience clashes will be re-interviewed at this time.

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# Web Preferences

## Registering your subject choices online

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### Introduction

Web Preferences is a web application that allows students to enter their subject preferences.

***Each student will be given a unique username and password to allow them to access the Web Preferences program. This username is different to the College username and password and is only to be used for registering subject preferences.***

Students are required to register their subject preferences online. This may be completed at home or at school.

Before you begin, make sure you have access to a computer that has the following:

- an internet connection
- a web browser (Microsoft Internet Explorer 6.0 or higher)
- a printer.

### Step One - Accessing Web Preferences

To use Web Preferences, open your web browser and go to the following internet site:

- **<https://www.webpreferences.com.au>**

Click on the button 'Access Web Preferences Student Portal' to access the login page.

### Step Two - Logging into Web Preferences

To login enter your unique Student Access Code and Password. Note the entries are case sensitive.

**EXAMPLE ONLY: Student Access Code: TIM30-249-15024  
Password: ZCJSSS**

Then click on the button 'Enter the Web Preferences Student Portal'.

If there is an error in entering either the Student Code or Password, an error message in red text will be displayed at the bottom of the page.

### Step Three – Selecting Preferences

To view a list of the subjects available for selection and any personal restrictions click on the 'View Subject Report' button. To continue click on the button 'Return to Home Page'.

To select or change your preferences click on the 'Add New Preferences' button. An 'Initial Instructions' page may appear, once you have read these instructions click the 'Continue' button.

On the 'Preference Selection' page, follow the instructions to select subjects from the drop down list boxes. When you have finished, click on the 'Submit Selected Preferences' button.

### Step Four – Validating Preferences

The 'Preference Validation' page will display all your preferences in the order you selected them. If you are happy with your preferences, continue by clicking the 'Submit Valid Preferences' button which will open a page titled 'Preference Receipt'. Alternatively, if you would like to make changes to the preferences entered click on the 'Cancel' button and this will take you back to the 'Preference Selection' page.

### Step Five – Finishing Up

You can print your 'Preference Receipt' page by clicking on the 'Open Print View' button and clicking the 'Print Receipt' button. Sign the printed receipt and return it to the College.

To continue click on the 'Return to Home Page' button. If you want to change your preferences, repeat the process by clicking the 'Add New Preferences' button, otherwise exit by clicking the 'Log Out' button.



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# Pathways

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Senior students are provided with considered and professional career and pathway advice.

Access to the careers website can be found at: <https://www.sjecareers.com.au/>

Our Pathways Coordinator, Mrs Beth Crossman is always happy to meet with students and discuss their individual needs. Assistance can also be obtained via a variety of self-guided computer programs purchased by the school for students' use, i.e. Careers Tools & Morrisby.

Students have access to the latest university, TAFE and other course information at the careers office and via the careers website.

The school's career centre gives students access to:

- study resources
- apprenticeships and traineeships
- university open days
- university and TAFE college handbooks
- job guides and career events
- scholarships and special entry programs
- testing and pathway planning.

The careers office is a valuable resource for students. We are committed to supporting the students in their important decision making. Mrs Crossman is available to meet with students and parents to discuss a student's options regarding university courses, subject selections, apprenticeships etc. Please call the careers office during office hours or email - [bcrossman@sje.vic.edu.au](mailto:bcrossman@sje.vic.edu.au) to make an appointment.



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# VET in Schools (VETiS)

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Students completing the VCE VM (Vocational Major) must have a VET study in their program, however students completing the VCE Certificate may also consider including a VET study in their program.

VET studies may contribute to a VCE student's ATAR and also allow them to gain an additional qualification – such as a Certificate II or Certificate III. VET courses offered at St Joseph's College that have scored assessment and can be used as a 'Best 4' subject in the students ATAR are:

- Allied Health
- Hospitality
- Music Performance
- Music Technical Production
- Engineering
- Sport and Recreation
- Community Service

Most other VET subjects offer a 10% increment to the student's ATAR. Salon Assistance is an exception and is one of several vocationally-oriented school programs designed to develop specific skills and competencies in students. VET helps make school leavers 'job ready', providing them with broad vocational skills and a high standard of general education, as well as the ability to take on further study as the skill requirements change.

VET is a program that combines VCE studies and accredited vocational education and training. Students have the opportunity to reinforce classroom learning with structured training and practice in the workplace.

Some VET programs are undertaken between the cluster schools, while others are offered exclusively at St Joseph's. VET units are delivered by a registered provider. VET in Schools can involve work placements in an industry where students undertake structured on-the-job training under supervision, and carry out specific tasks in actual workplace conditions. Certificate III Allied Health Assistance requires students to complete a mandatory 80 hours of structured work placement spread out over two years.

Where practical skills are assessed on the job, students are required to demonstrate their competency.





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# School Based Apprenticeships and Traineeships

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## (SBAT)

Students who are 15+ may commence a School Based Apprenticeship/Traineeship whilst studying VCE / VCE VM or Applied Learning.

Students who undertake an SBAT while still at school must:

- Attend school for a minimum of 3 days. Students undertaking VCE will only be able to complete 1 day of work.
- Complete a training program that leads to a nationally recognised vocational qualification - Certificate II or III.
- Attend the Training Program in negotiation with the employer and school.

It is the responsibility of the student to obtain their own SBAT, Mrs Beth Crossman Pathways Co-ordinator can assist, however it is in the student's best interest to make the initial contact.





**YEAR 10**







# Pathways at St Joseph's College

The Year 10 Program enables students to select an individual pathway that reflects their skills, interests and aspirations.

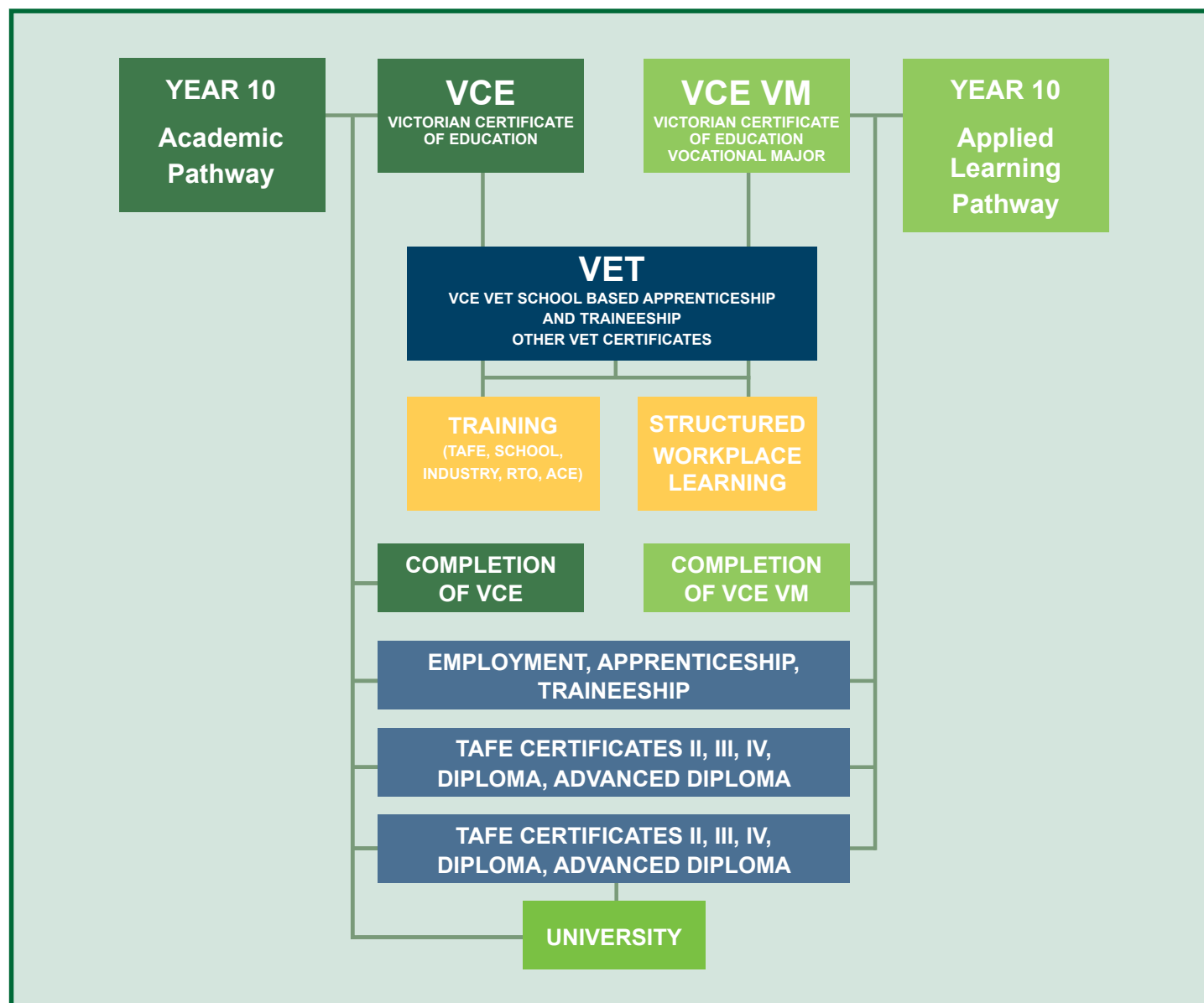
There are two pathways for students in Year 10:

1. Academic Pathway
2. Applied Learning Pathway

Students in Year 10 can select an Applied Learning Pathway through our Vocational Minor which leads into the new Vocational Major (VM) within the VCE, or the Victorian Pathways Certificate (VPC), or select from a wide range of subjects to prepare them for the academic pathway within the VCE.

VET is available in both programs.

In 2024 Victorian Certificate of Education: Vocational Major (VCE VM) replaces the Victorian Certificate of Applied Learning (VCAL) for students in Years 11 & 12.





# Year 10 Academic Pathway

The Year 10 Academic Pathway is designed to provide students with a strong base and understanding of the key knowledge and skills required to successfully complete their VCE program. Students will undertake 14 semester units throughout the year, 7 each semester. These will consist of a range of compulsory subjects as well as optional subjects.

## Compulsory studies

All students must complete two semester units of the following subjects over the duration of the year.

- English
- Mathematics (choice available)
- Religious Education

In addition, to maintain breadth, students must also select at least one semester unit in each of the following areas.

- Arts or Technology
- Humanities
- Science

## Elective subjects

To complete their Year 10 program, students will choose five elective semester units.

In selecting their elective units students can:

- Choose from any of the subject areas, ensuring that no more than three units from any one subject area (eg. science, humanities, arts and technology) are selected.
- Choose VCE or VET subjects provided they satisfy the prescribed criteria for acceleration.

<b>SEMESTER 1</b>	<b>RE</b>	<b>ENGLISH</b>	<b>Mathematics</b>	<b>Arts and Technology*</b>	<b>Science *</b>	<b>Elective Choice</b>	<b>Elective Choice</b>
			Choose from: <ul style="list-style-type: none"> <li>• Mathematics (Methods)</li> <li>• Mathematics (General)</li> <li>• Mathematics (Foundation)</li> </ul>	Choose from a range of units	Choose from <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• STEM</li> <li>• Psychology</li> </ul>	Choose from a range of units	Choose from a range of units
<b>SEMESTER 2</b>	<b>RE</b>	<b>ENGLISH</b>	<b>Mathematics</b>	<b>Humanities *</b>	<b>Elective Choice</b>	<b>Elective Choice</b>	<b>Elective Choice</b>
			Choose from: <ul style="list-style-type: none"> <li>• Mathematics (Methods)</li> <li>• Mathematics (General)</li> <li>• Mathematics (Foundation)</li> </ul>	Choose from <ul style="list-style-type: none"> <li>• History</li> <li>• Geography</li> <li>• Government and Justice</li> <li>• World of Commerce</li> <li>• Global Politics</li> </ul>	(Choose from a range of units)	(Choose from a range of units)	(Choose from a range of units)

# Year 10 Applied Learning Pathway

## Vocational Minor

The Year 10 Applied Learning Pathway provides students with the knowledge and skills to enhance their continued education and employment prospects. It aims to better prepare our students for a pathway that leads them into the VCE-Vocational Major (VCE-VM) or the Victorian Pathways Certificate (VPC), while also giving them a range of life skills.

Students will gain skills and experience in a range of areas which will include development of their literacy and numeracy as well as personal development. There will also be a strong focus on applied and authentic learning experiences and students will aim to develop their understanding of the world of work and employability, with students completing work experience blocks throughout the year. Students who undertake this pathway can undertake a VET subject.

It is anticipated that after a successful year in this program students will be able to transition smoothly to either the VCE-VM or VPC. Students who apply for the Vocational Minor are interviewed along with their parents/carers to make sure that this pathway is the most suitable option for their future.

## Compulsory subjects

All students must complete two semester units of the following over the duration of the year:

- Literacy
- Numeracy
- Religious Education
- Personal Development Skills
- Work Related Skills (including Work Experience)
- A VET or Hands on Learning

## Elective subjects

Students will select one of the following VET subjects or are able to participate in the Hands on Learning Program:

- Building & Construction
- Child Care (TBC)
- Engineering
- Hair & Beauty
- Hospitality
- Public Safety

SEMESTER	COMPULSORY UNITS					ELECTIVE
SEMESTER 1	Literacy	Numeracy	Personal Development Skills	Work Related Skills	Religion	VET Choice Available
SEMESTER 2	Literacy	Numeracy	Personal Development Skills	Work Related Skills	Religion	VET Choice Available



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# Acceleration into VCE/VET at Year 10

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The senior school timetable is structured in a way that allows students to access VCE or VET subjects at Year 11 level. The option to choose VCE / VET subjects as part of the student's program during Year 10 will be dependent upon:

- The student demonstrating an ability to meet prescribed criteria for acceleration.
- The subject having enough student numbers to run.
- The subject having room to accommodate a Year 10 student (Year 11 students would take priority).
- The timetable structure being able to accommodate this choice.

Acceleration into a VCE / VET study is not an option that will suit everyone. It requires greater demands in terms of skill level and organisation and a commitment to maintain a strong and consistent work ethic. For those who are interested and feel capable, it offers an excellent opportunity to experience a taste of VCE / VET and confront new and more difficult challenges.

## Criteria for acceleration:

- Ability to work and think independently
- Appropriate level of literacy skills
- Ability to use appropriate technology with confidence
- Ability to work in a mature manner
- Positive attitude to class work and makes productive use of class time
- Submits assigned work on time
- Ability to research independently and adapt information to the topic being studied
- Ability to work cooperatively in a group
- Willingness to seek teacher assistance when appropriate.

## Constraints on acceleration:

You can choose no more than three VCE units. This is not recommended, except in exceptional circumstances. Generally, experience in one or two VCE units or one VET unit would be sufficient. Students must apply to enrol in a VCE / VET unit and may be extensively counselled about their options during an interview. The school reserves the right to refuse the application if the criteria has not been met.

## Applying for acceleration:

Students interested in applying for an Accelerated VCE/VET Course need to indicate this, the subject they are interested in accelerating in from the list below and how they meet the Criteria for Acceleration described above on their Year 9 into 10 Subject Selection Planner - 2024 Academic Pathway (Insight Survey on COMPASS)

## VCE & VET Subjects available for Acceleration:

- VCE/VET Allied Health
- VCE Biology
- VCE Business Management
- VCE Health & Human Development
- VCE Geography
- VCE General Maths
- VCE Math Methods
- VCE Outdoor Education
- VCE Physical Education
- VCE Philosophy
- VCE Psychology
- VET Sport & Recreation

# Overview of Year 10 Subjects Offered

DOMAIN	YEAR 10	VCE YEAR 11 (FOR ACCELERATING YEAR 10 STUDENTS)
LEARNING AREA	The following subjects are offered as traditional Year 10 subjects.	The following accelerated options are available if students meet the prescribed criteria and spaces exist.
<b>ENGLISH</b> Compulsory	ENGLISH OR LITERACY (APPLIED LEARNING) LITERATURE (OPTIONAL) LINGUISTICS MATTERS (OPTIONAL)	VCE LITERATURE UNIT 1 VCE LITERATURE UNIT 2 VCE ENGLISH LANGUAGE UNIT 1 VCE ENGLISH LANGUAGE UNIT 2
<b>RELIGIOUS EDUCATION</b> Compulsory	RELIGIOUS EDUCATION	TEXT AND TRADITIONS UNIT 1 TEXT AND TRADITIONS UNIT 2
<b>MATHEMATICS</b> Compulsory	MATHEMATICS (METHODS) MATHEMATICS (GENERAL) MATHEMATICS (FOUNDATION) NUMERACY (APPLIED LEARNING)	VCE GENERAL MATHS UNIT 1 VCE GENERAL MATHS UNIT 2
<b>APPLIED LEARNING</b> Compulsory for Applied Learning Pathway	LITERACY NUMERACY PERSONAL DEVELOPMENT SKILLS (PDS) WORK RELATED SKILLS (WRS)	
<b>ARTS</b>	ART A ART B MEDIA ARTS VET MUSIC CERTIFICATE II VISUAL COMMUNICATION and PRODUCT DESIGN VISUAL COMMUNICATION and ARCHITECTURAL DESIGN DRAMA	VCE ART MAKING and EXHIBITING (UNIT 1) VCE ART MAKING and EXHIBITING (UNIT 2) VCE MEDIA STUDIES UNIT 1 VCE MEDIA STUDIES UNIT 2 VCE VISUAL COMMUNICATION UNIT 1 VCE VISUAL COMMUNICATION UNIT 2 VCE DRAMA UNIT 1 VCE DRAMA UNIT 2
<b>HEALTH and PHYSICAL EDUCATION</b>	PHYSICAL EDUCATION SPORTS SCIENCE ALL ABOUT HEALTH DUKE OF EDINBURGH AWARD - SILVER OUTDOOR EDUCATION	VCE HEALTH AND HUMAN DEVELOPMENT (UNIT 1) VCE HEALTH AND HUMAN DEVELOPMENT (UNIT 2) VCE OUTDOOR AND ENVIRONMENTAL STUDIES (UNIT 1) VCE OUTDOOR AND ENVIRONMENTAL STUDIES (UNIT 2) VCE PHYSICAL EDUCATION (UNIT 1) VCE PHYSICAL EDUCATION (UNIT 2) VET CERTIFICATE III SPORT AND RECREATION VET CERTIFICATE III ALLIED HEALTH
<b>HUMANITIES</b>	HISTORY GEOGRAPHY WORLD OF COMMERCE GOVERNMENT and JUSTICE GLOBAL POLITICS	VCE HISTORY 20th CENTURY 1918-1939 — UNIT 1 VCE HISTORY 20th CENTURY 1945-2000 — UNIT 2 VCE GEOGRAPHY UNIT 1 VCE GEOGRAPHY UNIT 2 VCE ACCOUNTING UNIT 1 VCE ACCOUNTING UNIT 2 VCE LEGAL STUDIES UNIT 1 VCE LEGAL STUDIES UNIT 2 VCE ECONOMICS UNIT 1 VCE ECONOMICS UNIT 2 VCE BUSINESS MANAGEMENT UNIT 1 VCE BUSINESS MANAGEMENT UNIT 2 VCE PHILOSOPHY UNIT 1 VCE PHILOSOPHY UNIT 2 VCE POLITICS UNIT 1 VCE POLITICS UNIT 2
<b>LOTE</b>	ITALIAN	VCE ITALIAN UNITS 1 AND 2
<b>SCIENCE</b>	BIOLOGY CHEMISTRY STEM PHYSICS PSYCHOLOGY	VCE BIOLOGY UNIT 1 VCE BIOLOGY UNIT 2 VCE ENVIRONMENTAL SCIENCE UNIT 1 VCE ENVIRONMENTAL SCIENCE UNIT 2 VCE PHYSICS UNIT 1 VCE PHYSICS UNIT 2 VCE CHEMISTRY UNIT 1 VCE CHEMISTRY UNIT 2 VCE PSYCHOLOGY UNIT 1 VCE PSYCHOLOGY UNIT 2
<b>TECHNOLOGY</b>	FOOD FOR DESIGN FOOD FOR HEALTHY EATING DIGITAL TECHNOLOGY DESIGN TECHNOLOGY - CUSTOM DESIGN DESIGN TECHNOLOGY - INDUSTRIAL DESIGN SYSTEMS ENGINEERING TEXTILES	VCE FOOD STUDIES UNIT 1 VCE FOOD STUDIES UNIT 2 VCE APPLIED COMPUTING UNIT 1 VCE APPLIED COMPUTING UNIT 2 VCE PRODUCT DESIGN AND TECHNOLOGY (WOOD OR TEXTILES) UNIT 1 VCE PRODUCT DESIGN AND TECHNOLOGY (WOOD OR TEXTILES) UNIT 2 VCE SYSTEMS ENGINEERING (UNIT 1) VCE SYSTEMS ENGINEERING (UNIT 2) VET CERTIFICATE II ENGINEERING
<b>INDUSTRY SKILLS</b> (Applied Learning Pathway)	VET CERTIFICATE II IN PUBLIC SAFETY/ FIRE OPERATIONS	



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# Year 10 Subject Planning Sheet

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This planning sheet is to assist students in planning their Year 10 Program.

## Academic Pathway

### Compulsory Studies

- Year 10 Religion
- Year 10 English
- Year 10 Mathematics (Select one)
  - Mathematics (Methods)
  - Mathematics (General)
  - Mathematics (Foundation)

Science \_\_\_\_\_  
Humanities \_\_\_\_\_  
Arts/Technologies \_\_\_\_\_

### Elective Studies

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
- Reserve: \_\_\_\_\_

## Applied Learning Pathway

### Compulsory Studies

- Year 10 Religion
- Year 10 Literacy
- Year 10 Numeracy
- Personal Development Skills
- Work Related Skills

### VET

1. \_\_\_\_\_
  2. \_\_\_\_\_
- Reserve: \_\_\_\_\_  
Reserve: \_\_\_\_\_

Please be aware that if choosing a VET, that this will take up two choices: one for each semester.



# YEAR 10

## Subject Descriptions





# English

Year 9	Year 10	VCE/VET Units
9 English	10 English	VCE English
	10 English Literature	VCE English Literature
	10 English Linguistics Matters	VCE English Language
	10 Literacy (Applied Learning)	VCE (VM) VPC Literacy



## ENGLISH (COMPULSORY)

### COURSE LENGTH: FULL YEAR

#### COURSE DESCRIPTION:

“The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.”

VCAA - *Victorian Curriculum, 2017*

#### TOPICS:

- In semester 1, students begin the year by studying the film, ‘The Hate U Give’. They study the key themes within the film, culminating in an essay as the assessment. Afterwards, students will analyse the famous Shakespearean drama, ‘Macbeth’. Again, they will produce an analytical piece as their major assessment.
- In semester 2, students will focus on analysing arguments, with the opportunity to develop their own persuasive speech and deconstruct current events in the media. Afterwards, they will focus on a creative unit, titled ‘Writing about Injustice’, whereby they will develop a creative piece of their own.

#### KEY SKILLS:

It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

#### ASSESSMENT:

- Creative response
- Analytical text response essay on ‘Macbeth’ and ‘The Hate U Give’
- Persuasive oral on current media issue
- Analysis of written media articles (essay)
- Semester exam

#### FUTURE CAREER PATHWAYS:

This course is tailor-made to assist students to work toward their chosen career pathway.

## ENGLISH LINGUISTICS MATTERS

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Linguistics is a unique science dealing with various language and communication-related questions. It cuts across many other disciplines like psychology, education, history, philosophy, neurology and anthropology and sociology. Similar to any other science, it can help to solve concrete practical tasks like the best ways to teach children to read or computational problems. Study of linguistics also contributes to theory which helps us understand how we think, how our culture evolves and changes and how we can best use language to achieve what we want. Many people who enjoy English don’t necessarily love analysing text but they do appreciate and love the ‘music’ of language; the patterns, the intricacy. People who are drawn to linguistics seem to intuitively see the ‘miracle’ of it and how essential it is to our humanity. The study of language is the study of something beautifully human; something so stupendously impressive yet so familiar and common at the same time. In Linguistics, no matter how deeply debated a question remains, the fact will always stand that which we model and debate over, is what allows us to model and debate in the first place. Language is such an important part of humanity that to study it is to take a step towards understanding what it means to be a human; a normal, boring, wonderful and unique human.

#### TOPICS:

- Language and languages
- Speech vs writing
- Approaches to language: descriptive vs prescriptive
- Grammar and its parts
- Arbitrariness

#### KEY SKILLS:

Identification, observation and analysis of the following subsystems of language:

- Syntax, Morphology, Phonology, Semantics and Discourse, Lexicology.
- Application of linguistic theory to field data.

#### ASSESSMENT:

- Research reports: analysing the evolution of English language, and how children acquire their language.
- Investigation into the cultural impact of language choices.
- Semester exam.



## ENGLISH LITERATURE

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

There is great power in stories. Stories communicate our humanity and our connectedness. Characters, plotlines, language setting and poetry all communicate our humanity in vivid and often deeply personal and communally satisfying ways. Literature is like a doorway into loving life more deeply.

Literature is a great option for those who enjoy English and are looking for an additional challenge.

#### TOPICS:

- Poetry
- Novel study

#### KEY SKILLS:

Literature is the right choice for you if you:

- Have high-level reading and writing skills
- Can think independently
- Are prepared to work diligently
- Enjoy reading and writing
- Enjoy discussing films and novels with peers

#### ASSESSMENT:

- Poetry analysis essay
- Creative and analytical writing
- Semester exam

#### FUTURE CAREER PATHWAYS:

Education

Journalism

Business

Law and diplomacy

Travel and tourism

Librarians

Literary or film critics

Consultants

Public relations specialists

Translators

## LITERACY

### COURSE LENGTH: FULL YEAR

#### COURSE DESCRIPTION:

The Literacy strand aims to develop students' ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in the workplace and community.

Texts chosen include media texts, everyday texts and workplace texts from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language, including the language of schooling and academic study.

Students learn to adapt language to meet the demands of more general or more specialised purposes, audiences and contexts. They learn about the different ways in which knowledge and opinion are represented and developed in texts, and about how more or less abstraction and complexity can be shown through language and through multimodal representations. This means that print and digital contexts are included, and that listening, viewing, reading, speaking, writing and creating are all developed systematically and concurrently.

#### TOPICS:

- Reading and writing for knowledge
- Reading and writing for self-expression
- Communication skills through a range of different methods such as letter, email writing and oral media

#### KEY SKILLS:

Students will develop writing skills that will enable them to communicate with employers and complete required components of vocational training.

#### ASSESSMENT:

There is no exam for this subject.

#### FUTURE CAREER PATHWAYS:

This course is tailor-made to assist students who are looking to undertake an apprenticeship or traineeship.

# Religion

Year 9

Year 10

VCE/VET Units

## RELIGION

Differences in  
the World (Core)

10 Religion

VCE  
Religion and  
Society

Religious Art

Seeking Social  
Justice

How do you  
Decide?

Personal Best  
and Careers





# RELIGION

## COURSE LENGTH: FULL YEAR

### COURSE DESCRIPTION:

Religious Education in Year 10 is a year-long program and students are encouraged to examine their world in relation to the themes presented in each of the units.

Students will explore key units of learning in their Religious Education Classes. These are outlined below.

### TOPICS:

A rotation of the following topics:

- **Ministry and Mission**  
Through a study of the signs, symbols, rituals and words of the Eucharist, students will focus on and explore ways of living out the Eucharist. Students will explore vocation, becoming familiar with the sacraments of Matrimony and Holy Orders as expressions of mission in the service of the Church.
- **Positive and Powerful Relationship (CEPD)**  
The unit focuses on the development and maintenance of fulfilling relationships and the many issues that influence young people's sexuality during the adolescent years and into early adulthood.
- **The World of Prayer**  
Students will focus on the concept of prayer as communication with God, expressing our relationship with God, both individually and communally. Such communication and expression assists in making meaning of life experiences. In investigating prayer, students will consider a range of formal and informal prayer forms.
- **Death and New Life**  
In this unit students will examine the central Christian belief in the resurrection of Jesus as the foundation of Christian hope. Through a study of Church teachings on death and eternal life, students will deepen their understanding of how, for Christians, death has been transformed by Jesus. Students will develop an awareness of the grief process and examine Christian funeral rites and practices within the context of Christian hope and belief in eternal life and the Kingdom of God.
- **Our Common Home**  
Students will examine the contribution that Christianity makes to understanding the place of humanity in God's creation and the development of an authentic attitude of stewardship towards the environment.

### KEY SKILLS:

- Servant leadership
- Critical evaluation
- Personal identity

### ASSESSMENT:

- Film analysis
- Research report / research tasks
- Instructional guide

### FUTURE CAREER PATHWAYS:

Priest  
Brother  
Sister  
Teacher  
Social worker  
Youth and community worker  
Counsellor  
Librarian  
Researcher  
Lawyer  
Historian  
Pastoral care worker  
Curator  
Foreign affairs officer  
Indigenous community worker  
International aid  
Writer

# Mathematics

Year 9

Year 10

VCE/VET Units

## MATHS

9 Maths

10  
Foundation  
Maths

VCE  
Foundation  
Maths

10  
General Maths

VCE  
General Maths

10  
Maths Methods

VCE  
Maths Methods

VCE  
Specialist Maths

10  
Numeracy  
(Applied Learning)

VCE (VM)  
VPC  
Numeracy





# MATHEMATICS SUBJECT SELECTION PROCEDURE

St Joseph's College aims to ensure that all students are completing work which is challenging but not overwhelming. Correct selection of a student's mathematics stream is vital to achieving this balance.

This following procedure outlines the process involved in determining which mathematics subject students are advised to take, to ensure they are working at their ability level.

## YEAR 10 MATHS SELECTION

### Mathematical Methods

This subject is suitable for students demonstrating strong skills in algebra, graphing and equations.

- Students must be a minimum of level 8 on Maths Pathways and have completed level 9 in fractions and decimals, patterns and algebra, pythagoras and trigonometry and linear relations.

### General Maths

- Students must be a minimum of level 7.5 on Maths Pathway and have completed linear relations, chance and data interpretation and representation.
- Students who select General Maths at Year 10, do not have the option to move into Mathematical Methods in Year 11.

### Foundation Maths

- No minimum mark required.
- Students who complete Foundation Maths in Year 10 can only select Foundation Maths (VCE) or Numeracy (VCE VM) in Years 11 and 12.

### Numeracy

- No minimum mark required
- Part of the Applied Learning Program (AEL)
- Students who complete this subject can only select Numeracy (VCE VM) in Years 11 and 12.

## UNITS 1 AND 2 MATHS SELECTION

### Specialist Maths

- Students must have completed Year 10 Mathematical Methods with a B+ average or higher and passed both Year 10 Maths exams.
- Students must be enrolled in either Unit 1 and 2 Mathematical Methods or Units 3 and 4 Mathematical Methods in the same year in which they complete Specialist Maths.

### Mathematical Methods

- Students must have completed Year 10 Mathematical Methods and maintained a minimum of a C average to continue with Mathematical Methods in Units 1 and 2.
- Students must have passed both Year 10 Maths exams.

### General Maths

- Students must have completed Year 10 General Maths and maintained a minimum of a D average to continue with General Maths.
- Students may also enter General Maths having completed Year 10 Mathematical Methods.

### Foundation Maths

- No minimum mark required.

### Numeracy

- No minimum mark required
- Part of the VCE VM Program

# MATHEMATICS SUBJECT SELECTION PROCEDURE

## YEAR 12 MATHS SELECTION

### Specialist Maths

- Students must have completed Unit 1 and 2 Specialist Maths with a C average or higher and passed the Unit 3 and 4 Maths exams.
- Students must have completed Unit 1 and 2 Mathematical Methods with a B+ average or higher.
- Students must be enrolled in Unit 1 and 2 Mathematical Methods in the same year in which they complete Specialist Maths unless they have already completed it.

### Mathematical Methods

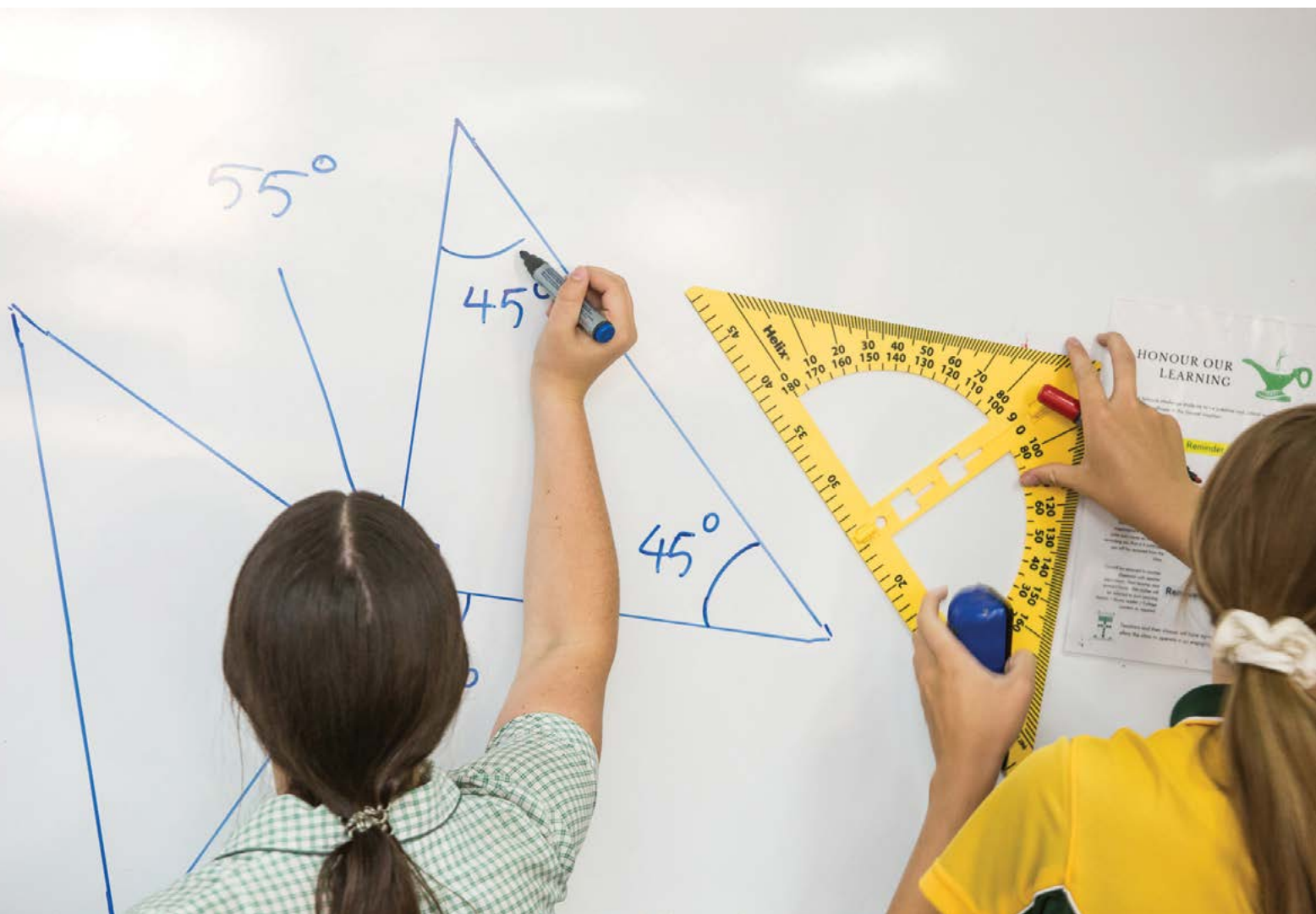
- Students must have completed Unit 1 and 2 Mathematical Methods, maintained a minimum of a C average and passed the Unit 1 and 2 maths exams.

### General Maths

- Students must have completed Unit 1 and 2 General Maths and maintained a minimum of a D average to continue with General Maths.
- Students may also enter General Maths having completed Unit 1 and 2 Mathematical Methods.

### Foundation Maths

- Students must have completed Unit 1 and 2 Foundation Maths.
- Students may also enter Foundation Maths after completing Unit 1 and 2 General Maths.



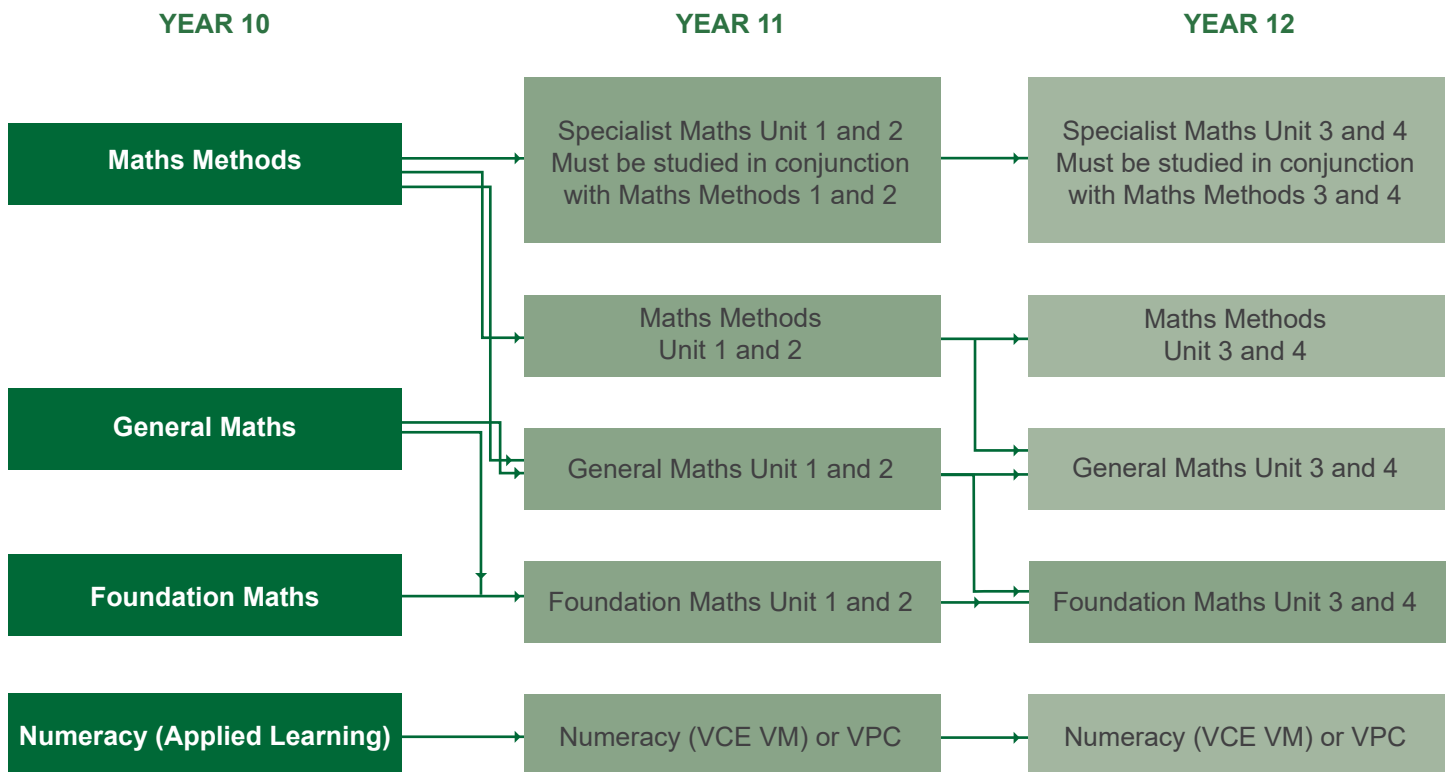


# MATHEMATICS PATHWAYS

## YEAR 10 MATHEMATICAL PATHWAYS

The following table provides suggested mathematical pathways and is an indication of the implications of Mathematics choices made in Year 10 in relation to the possible options for Years 11 and 12.

Students are advised that **all** Year 10 Mathematics subjects require regular homework, including frequent revision.



## MATHEMATICS FOUNDATION

### COURSE LENGTH: FULL YEAR

#### COURSE DESCRIPTION:

Foundation Maths provides students with the critical maths skills they need post secondary school. Students will learn how to budget, choose the right insurance plan, open and operate a bank account, choose a suitable loan and income and tax calculations. They will also learn about different units of measurement and apply these to real world scenarios in their future workplace. There is a focus on operations and calculations along with problem solving in real life situations.

Foundation maths as a subject runs right to the end of Year 12.

#### TOPICS:

##### Semester 1

- Number
- Financial Maths
- Measurement
- Statistics

##### Semester 2

- Algebra
- Financial Maths
- Probability
- Statistics

#### KEY SKILLS:

- Use technology to carry out calculations
- Calculate and interpret length, area, surface area, volume and capacity
- Read, interpret and perform calculations related to financial services such as with banking, utility bills and GST
- Collect, organise, collate and represent categorical and numerical data
- Accurately read and interpret diagrams, charts, tables and graphs

#### ASSESSMENT:

- Tests
- Semester exams

#### FUTURE CAREER PATHWAYS:

Building and construction  
Plumbing and other trades  
Retail services  
Cooking  
Hairdressing  
Beautician

## MATHEMATICS GENERAL

### COURSE LENGTH: FULL YEAR

#### COURSE DESCRIPTION:

This subject should be chosen by students wishing to take General Maths in Year 11 and Year 12. General Mathematics is aimed at developing and extending the mathematical skills of students in the areas of statistics, financial mathematics, geometry and trigonometry, number patterns, graphing and matrices. Students are required to apply different mathematical skills and concepts to a range of situations. Students also develop skills in using technology to aid them in solving a variety of mathematical problems.

#### TOPICS:

##### Semester 1

- Number
- Univariate data
- Financial maths
- Geometry and trigonometry

##### Semester 2

- Bivariate data
- Linear Relations
- Number patterns
- Matrices

#### KEY SKILLS:

- Problem solving
- Use of the TI-Nspire CAS calculator
- Plotting graphs by hand

#### ASSESSMENT:

- Topic tests
- Semester exam

#### FUTURE CAREER PATHWAYS:

Accounting  
Building design and construction  
Business management  
Computer programming  
Game design  
Electrician  
Trades

# MATHEMATICAL METHODS

## COURSE LENGTH: FULL YEAR

## COURSE DESCRIPTION:

**Year 10 Maths Methods is a prerequisite for VCE Maths Methods.**

Year 10 Maths Methods is a prerequisite for VCE Maths Methods. Students build their mathematical skills towards Mathematical Methods and Specialist Mathematics at VCE level. They develop their algebraic skills by solving and graphing linear equations and the application of the index laws.

Students learn to express answers in 'exact value' form by simplifying and rationalising surds. They investigate the unit circle and build on their understanding of the trigonometric ratios. Students begin exploring quadratic functions, both graphically and algebraically.

The use of CAS calculator technology is integral to the study of each topic including graphing and algebraic functionalities. Students must be competent in the use of technology, while still being able to do calculations and graphing by hand.

## TOPICS:

### Semester 1

- Algebraic fractions, linear equations and inequations
- Surds and the real number system
- Index Laws
- Exponential expressions and equations
- Trigonometry of right-angled and non-right angled Triangles
- Symmetry of the unit circle

### Semester 2

- Quadratic functions and graphs
- Probability and Statistics
- Measurement

## KEY SKILLS:

- Simplification of algebraic fractions
- Transposition and solution of linear equations and inequations
- Graphing linear equations
- Simplification and operations with surds and indices
- Use of trigonometric ratios in right-angled triangles
- Use of the sine and cosine rules in non right-angled triangles
- Understanding the unit circle and radian measure
- Factorisation and solution of quadratic equations
- Sketching parabolic graphs of quadratic equations

- Use of measurement formulae to find perimeter and area of 2D shapes and surface area and volume of 3D solids
- Use of venn diagrams, two way tables and lattice diagrams to determine probability of events occurring
- Operations with CAS technology

## ASSESSMENT:

- Topic tests
- Assignments
- Semester exam

## FUTURE CAREER PATHWAYS:

Actuarial studies  
Accountancy  
Chemistry  
Computer programming  
Physics  
Physiotherapy  
Engineering  
Medicine  
Pharmacology  
Radiography  
Teaching  
Veterinary science



# NUMERACY

## **COURSE LENGTH: FULL YEAR**

### **COURSE DESCRIPTION:**

Students will develop their everyday numeracy practices to make sense of their personal, public and future vocational lives. This study allows students to explore the underpinning mathematical knowledge of number, shape and quantity & measures. This mathematical knowledge is then applied to tasks which are part of the student's daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

This subject will lead into Unit 1 & 2 Numeracy in the VCE VM.

### **TOPICS:**

- Number
- Shape
- Quantity & measures

### **ASSESSMENT:**

- Topic Tests
- Assignments

### **FUTURE CAREER PATHWAYS:**

Building and construction

Retail services

Hospitality

Hairdressing

Trades

# Applied Learning

Year 10

VCE/VET Units

## APPLIED LEARNING

10  
Literacy

VCE VM  
VPC  
Literacy

10  
Numeracy

VCE VM  
VPC  
Numeracy

10  
Work Related  
Skills

VCE VM  
VPC  
Work Related  
Skills

10  
Personal  
Development Skills

VCE VM  
VPC  
Personal  
Development Skills

VET (Selection  
available)

Hands on  
Learning

VET  
(Selection  
available)



## PERSONAL DEVELOPMENT SKILLS (PDS)

### COURSE DESCRIPTION:

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

This study provides opportunities for students to explore influences on identity, set and achieve personal goals, interact positively with diverse communities, and identify and respond to challenges. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world they live in, and build their potential to be resilient, capable citizens.

## WORK RELATED SKILLS

### COURSE DESCRIPTION:

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

The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.

Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Work Experience (WE).

Commencing in Term 2, the goal is for students to undertake one day of work experience a week (on a Thursday) in a range of industries, to prepare students for undertaking structured work placement as part of their VCE VM in Years 11 & 12. Students will be supported to find these work experience placements.



# Arts

Year 9

Year 10

VCE/VET Units

## ART

Art

Art A

VCE  
Art Making and  
Exhibiting

Art B

VCE  
Art Making and  
Exhibiting

Design

Visual  
Communication and  
Product Design

VCE Visual  
Communication  
and Design

Visual  
Communication and  
Architectural Design

VCE Visual  
Communication  
and Design

## DRAMA

Tell Me Your  
Stories

From Page To  
Stage

VCE  
Drama

## MEDIA

Media: The Reel  
Deal

Media Arts

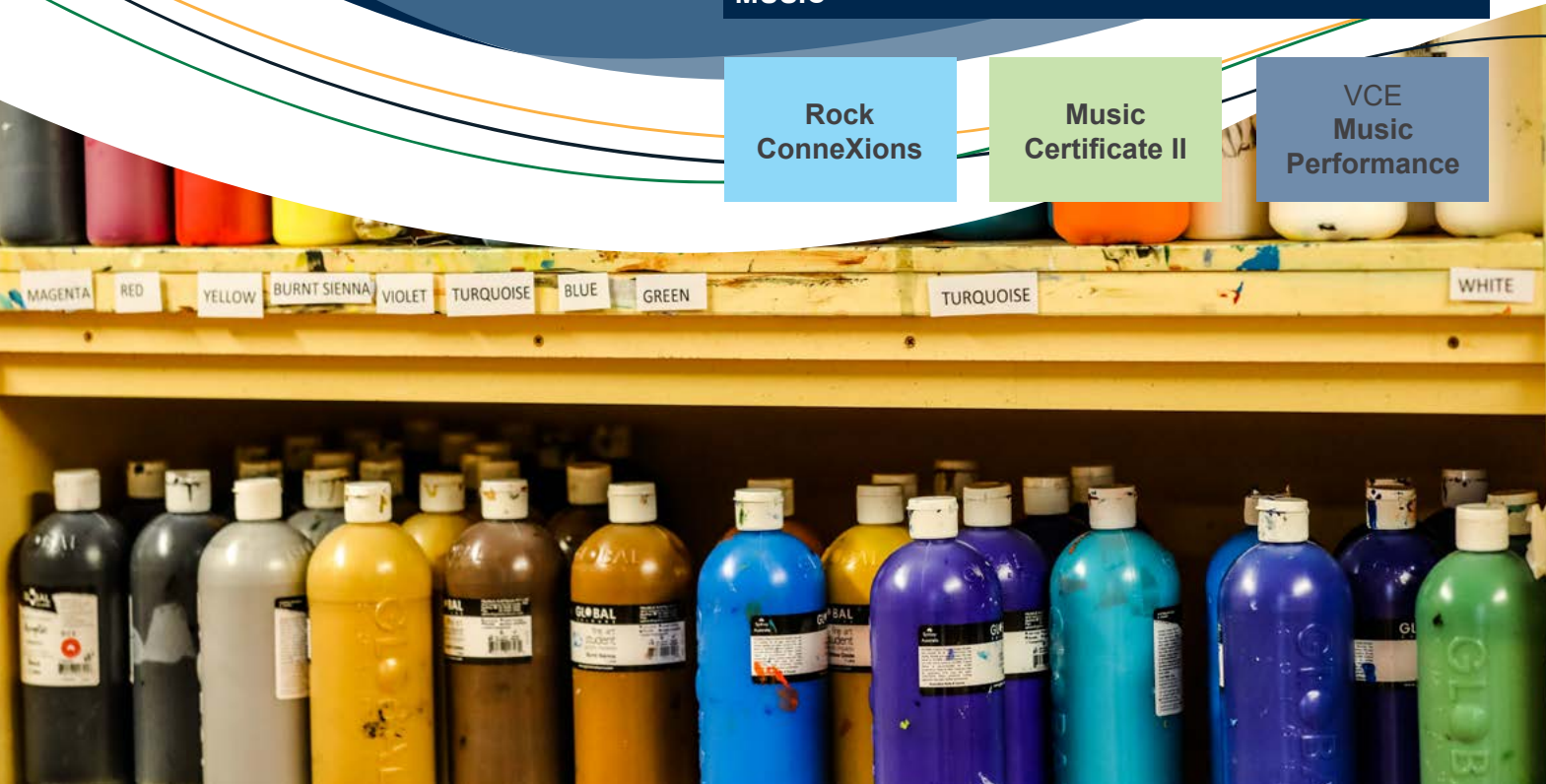
VCE  
Media

## MUSIC

Rock  
ConneXions

Music  
Certificate II

VCE  
Music  
Performance



## ART A

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Art A focuses on developing the student's ability to explore and understand major movements throughout art history. Students will trial and experience different studio arts practices by working through a series of introductory exercises covering a range of different studio art forms. The unit is designed to cater for all students irrespective of their ability or previous experience in the arts. Students will use a range of arts media to record, experiment and refine ideas. Students will complete a folio of experimental artworks throughout the course. Students will observe how artists in various time periods and art movements have explored ideas and styles in their artworks. This theoretical aspect of the course should inspire the students' practical work. They will be required to investigate and interpret artists and their artwork.

#### TOPICS:

- Reverse graffiti
- Street art
- Written analysis
- Cubism

#### KEY SKILLS:

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

#### ASSESSMENT:

- Folio and finals
- Semester exam

#### FUTURE CAREER PATHWAYS:

Artist  
Photographer  
Teacher  
Set designer  
Graphic designer  
Interior designer  
Fashion designer  
Architect

## ART B

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Students in this course will become expressive creators following the studio arts process. Art B allows for all students to experience the visual arts with confidence, curiosity, imagination and enjoyment while exploring a personal aesthetic.

This is done through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating. The unit is designed to cater for all students irrespective of their ability or previous experiences in the arts. Students undertaking Art B will work through a series of introductory exercises. Students will become more independent in their approach to exploring, developing and refining images and forms. Art B is more exploratory in comparison to Art A. This means it has less structure around the style to base artworks on.

#### TOPICS:

- Printmaking
- Themed artworks
- Surrealism

#### KEY SKILLS:

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

#### ASSESSMENT:

- Folio and finals
- Semester exam

#### FUTURE CAREER PATHWAYS:

Artist  
Photographer  
Teacher  
Set designer  
Graphic designer  
Interior designer  
Fashion designer  
Architect

## CERTIFICATE II IN MUSIC

### COURSE LENGTH: FULL YEAR

#### COURSE DESCRIPTION:

Certificate II in Music provides students with the foundation knowledge and skills required for entry into the music industry.

The elective units in the program allow students to specialise in an area of interest from preparing for performances, mixing sound in a broadcasting environment or developing ensemble skills for playing music. Students will also develop and apply musical ideas and listening skills and play music on their chosen instruments from notation and tablature.

#### TOPICS:

- Contribute to health and safety of self and others
- Develop and apply creative arts industry knowledge
- Develop skills to play or sing music
- Develop ensemble skills to perform simple musical parts
- Play or sing simple musical pieces
- Develop ensemble skills for playing or singing music
- Work effectively in the music industry
- Assist with sound recording

#### KEY SKILLS:

Students should experience an introduction to recording and sound engineering in a context that supports their developing music performance skills.

#### ASSESSMENT:

Each module is graded competent or not yet competent.

#### FUTURE CAREER PATHWAYS:

Sound engineer

## DRAMA

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Year 10 Drama focuses on the development of acting techniques. Students will develop interpretation and performance skills. They will view a live performance and develop an understanding of how to analyse a piece of theatre.

Students will explore Modern and Pre-Modern styles of theatre, and will perform a pre-existing script to rehearse, workshop, direct and perform as an ensemble. Students begin to develop their dramatic terminology and maintain a record of how ideas develop through the creative process and presentation of their art. They will have the opportunity to perform a play to the St Joseph's College community.

#### TOPICS:

- Develop their talent in the dramatic arts
- Gain the confidence to perform in public
- Interpret and analyse plays

#### KEY SKILLS:

Skills obtained in this subject will enable students to further develop their talent in the dramatic arts and gain the confidence to perform in public as well as interpret and analyse plays.

#### ASSESSMENT:

- Semester exam
- Play analysis
- Ensemble performance

#### FUTURE CAREER PATHWAYS:

Actor  
Dancer  
Entertainer  
Arts administrator  
Journalist  
Multimedia developer  
Musician  
Film, stage and television director



## MEDIA ARTS

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Media Arts presents students with the opportunity to research, explore, and analyse various aspects of mass media. The unit involves the close analysis of images, sounds and texts and how these aspects are used by the media to create stereotypes. It also looks at the role of the media in creating representations in the news. Media in Year 10 involves both a practical and theoretical component which mirrors the VCE Media curriculum, preparing students for the variety of topics they will study in Units 1 and 2.

Students are exposed to the use of professional media equipment, as well as video based editing software.

#### TOPICS:

- Narrative, genre and media basics
- What's news?
- Representation and culture jamming

#### ASSESSMENT:

- Create your own Media Representation (video/ advertisement with an altered meaning and message)
- Choose Your Own Adventure Project (where students choose from a number of potential projects the skills they would like to develop, explore and be assessed upon.
- Cinematography test
- Your day in 60 seconds (edited clip)
- Semester exam

#### FUTURE CAREER PATHWAYS:

Journalism  
Public relations  
Writing and editing  
Photography  
Directing  
Presenting  
Behind the scenes and front of house work

## VISUAL COMMUNICATION AND PRODUCT DESIGN

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Visual Communication and Product Design introduces students to ways of conveying ideas and information to an audience through visual language with a focus on the design fields of Visual Communication (logo design and packaging design) and Industrial Design (designing products and furniture)

Students develop skills in manual and digital drawing to research, develop and communicate ideas and to create final design presentations.

Model making is used for students designing in three-dimensional form. Students complete design tasks with a specific purpose and audience in mind. They use visual communication practices and technologies. The formal aspects of product design and drawing conventions are introduced.

This course focuses on developing the skills essential for success at VCE level in both Visual Communication Design and Product Design and Technology.

#### TOPICS:

- Illustration and design methods
- Logo and poster design
- Industrial design / an introduction to product design

#### KEY SKILLS:

- Creative, reflective and critical thinking
- Problem Solving

#### ASSESSMENT:

- Development folios
- Final presentations
- Semester exam

#### FUTURE CAREER PATHWAYS:

Website Design  
Graphic Design  
Branding and Marketing  
Engineering  
Product Design  
Furniture Design

# VISUAL COMMUNICATION AND ARCHITECTURAL DESIGN

## **COURSE LENGTH: SEMESTER**

### **COURSE DESCRIPTION:**

Visual Communication and Architectural Design introduces students to ways of conveying ideas and information to an audience through visual language with a focus on the design fields of Visual Communication (logo design, menu and brochure design) and Architectural Design (architecture, interior design, landscape design).

Students develop skills in manual and digital drawing to research, develop and communicate ideas and to create final design presentations. Model making is used for students designing in three-dimensional form.

Students complete design tasks with a specific purpose and audience in mind. They use visual communication practices and technologies. The formal aspects and conventions of Architectural Design are introduced.

This course focuses on developing the skills essential for success at VCE level in Visual Communication Design.

### **TOPICS:**

- Illustration and design methods
- Logo, menu, brochure design
- Environmental design / an introduction to Architecture, Interior Design and Landscape Design

### **KEY SKILLS:**

- Creative, reflective and critical thinking
- Problem solving
- Spatial awareness

### **ASSESSMENT:**

- Development folios
- Final presentations
- Semester exam

### **FUTURE CAREER PATHWAYS:**

Website Design

Graphic Design

Branding and Marketing

Architecture

Interior Design

Landscape Design

Set, exhibition and theatre design

# Health and Physical Education

Year 9

Year 10

VCE/VET Units

## Health and Physical Education - HPE

Life's Essentials  
(Core)

Physical  
Education

VCE  
Physical  
Education

Fitness and  
Training

Sports Science

VET  
Certificate III  
In Sport  
Recreation

Leadership and  
Coaching

Active for Life

All About  
Health

VCE  
Health and Human  
Development

VET  
Certificate III  
Allied Health

Outdoor  
Education

VCE  
Outdoor and  
Environmental  
Studies





## ALL ABOUT HEALTH

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

This subject presents students with the opportunity to investigate and learn fundamental skills and models that will build on their health literacy, understanding of health and wellbeing in our society, and broad ideas of ways in which we can live happy and healthy lives.

Although this is not a prerequisite subject, it is designed to prepare students for VCE HHD and VET Allied Health.

#### TOPICS:

- Basic anatomy and physiology
- Concepts of health and wellbeing
- Measurements and indicators of health status
- Nutrition and characteristics of a healthy lifestyle
- Health in Australia

#### KEY SKILLS:

- Develop an understanding of the human body systems and how they relate to health
- Understand positive food choices and the impact of diet on health
- Investigate key health-related issues for youth and ways to manage these
- Develop an understanding of the dimensions that underpin health and wellbeing

#### ASSESSMENT:

- Aspects of health and wellbeing test
- Research into non-communicable diseases and health promotion in Australia
- Semester exam

#### FUTURE CAREER PATHWAYS:

Health professional  
Health teacher  
Allied health assistant  
Health promotion  
Nurse  
Nutrition

## DUKE OF EDINBURGH AWARD - SILVER

### COURSE LENGTH: FULL YEAR

#### COURSE DESCRIPTION:

This elective is based around the Silver Level of the Duke of Edinburgh Award. The award is made up of 4 key components; Voluntary Service, Skills, Physical Recreation and Adventurous Journey.

As part of the subject selection process students will be involved in an interview process to discuss their ambitions and reasons for selecting the subject.

The type of student who will be a part of the Duke of Edinburgh subject is a leader who is self-motivated and wants to, or already is giving back to the community. As a part of the Duke of Edinburgh program participants are required to find a mentor for each section of the award. The role of a mentor is to guide participants through their award by offering advice and expertise that is specific to their goal.

The Duke of Edinburgh award is an internationally recognised program for young people which will build students' confidence, leadership capacity, communication skills, empathy and relationships with others. It also aims to improve the social outcomes for members of their community.

#### TOPICS:

- **Voluntary Service** - Encourages students to volunteer their time and understand the benefits of volunteering to the community. The Voluntary Service section will develop the students' ability to identify the needs of the vulnerable, plan interventions or actions that will help the community and implement action plans. Examples of Voluntary Service include but are not limited to: environmental service, youth service, elderly service, disability service.
- **Skill** - Encourages students to develop an existing skill or develop a new skill. The Skills section will develop students' ability to focus on tasks and break them into smaller components to then achieve overall success. Examples of Skills include but are not limited to: music, officiating, arts and crafts, nature and the environment, languages and public speaking.
- **Physical Recreation** - Encourages students to participate in physical recreation for the improvement of health, team skills, self-esteem and confidence of participants. The Physical Recreation section will develop the students' ability to reflect on their performance in their chosen physical activity by reviewing game performance as well as reviewing effort and execution in training sessions to achieve their overall goal. Examples of Physical Recreation include but are not limited to; ball sports, athletics, water sports, martial arts, animal sports.

## DUKE OF EDINBURGH AWARD - SILVER (continued)

- **Adventurous Journey** - Encourages students to embrace a sense of adventure while gaining more independence and autonomy over their Adventurous Journey experience. The aim of this section is to provide participants with the opportunity to learn more about the wider environment, as well as develop their self-confidence, team work and health. There are 2 types of Adventurous journeys that the class might choose to undertake: Expedition or Exploration. An Expedition is a journey with a purpose where the aim of the trip is to travel from one destination to another. An Exploration is a journey with a purpose where the aim of the trip is to gather some sort of information or assist a group in a setting where there is also travel involved.

### KEY SKILLS:

Through the completion of the award students will develop their capacity to be a part of a group and take on leadership roles, develop their communication skills, build confidence and improve their physical fitness.

### ASSESSMENT:

The overall assessment in this subject is the successful completion of the Duke of Edinburgh award.

The details are listed below. There are also school based assessment tasks linked with and based on a student's progress through the award.

### Achieving your award

- There is a minimum amount of hours that must be completed for each section in order to achieve this award
- 26 hours for 2 sections
- 52 hours for 1 section (chosen by the student)
- Adventurous Journey Camp

\*Students who are wanting to complete the 'Gold' award the year after completing their silver award have the opportunity to be supported to complete this, however it will not be offered as a subject.

### FUTURE CAREER PATHWAYS:

The Duke Of Edinburgh award is recognised by a range of universities; the one that is closest to our College is the La Trobe University early admissions Aspire Program.

Participants who successfully complete the award will be completing an award recognised by more than 130 countries and join a network of over 8 million people who have also completed the award.

## OUTDOOR EDUCATION

### COURSE LENGTH: SEMESTER

### COURSE DESCRIPTION:

Outdoor Education introduces students to some of the key skills and knowledge studied in VCE Outdoor and Environmental Studies. This course allows students to explore outdoor environments and the impacts humans have on these environments. Students look into ways we can be more sustainable in outdoor environments and ways we can start to protect and preserve our precious resources. Students will have the opportunity to take part in practical activities within the local environment such as bike riding, camping, bushwalking and cultural understanding. This subject is theory based allowing students to develop knowledge and skills required for VCE OES.

### TOPICS:

- Safety in the outdoors including first aid
- Navigation
- Relationships – Self, others, environment / Human-nature relationships
- Aboriginal and Torres Strait Islander Histories and Cultures
- Conservation and Sustainability
- Environmental Impacts
- Management Strategies

### KEY SKILLS:

- Plan for and reflect upon a range of practical outdoor experiences and analyse relevant information collected during these experiences
- Analyse ways in which outdoor environments can be known, experienced and responded to, by reflecting on both personal experiences and the experiences of other people
- Identify and evaluate the impacts of different types of activities on outdoor environments.
- Evaluate the contemporary state of Australian outdoor environments
- Analyse the importance of healthy outdoor environments for individuals and society.
- Identify and predict the potential impact of significant threats on society and on outdoor environments

### ASSESSMENT:

- Journal of Practical Experience
- Test
- Inquiry based assessment
- Semester exam

### FUTURE CAREER PATHWAYS:

Outdoor Education Group (and similar camps)  
Secondary Schools  
Park Ranger  
Outdoor adventure guide

## PHYSICAL EDUCATION

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Physical Education presents students with the opportunity to investigate and learn about the broad topics of advancements in sport, drugs and ethics in sport and how to design and teach games. Practical classes allow students to develop knowledge and skills in a variety of traditional sports such as football, netball, soccer, badminton and volleyball. Although this is not a prerequisite subject, it is designed to prepare students for VCE Physical Education and VET Sport and Recreation.

#### TOPICS:

##### Semester 1

##### Practical:

- Term 1: Gaelic football, European handball, soccer and volleyball
- Term 2: Game design (student taught)

##### Theory

- Injury Prevention
- Performance enhancing drugs (PEDs)
- Ethics in sport

#### KEY SKILLS:

- Motor skills performance (kicking, throwing, catching, striking)
- Researching information, planning and organising

#### ASSESSMENT:

- Drugs and Ethics in Sport Research Task
- Injury Prevention Test
- Game Design Planning and Implementation

#### FUTURE CAREER PATHWAYS:

Psychologist  
Health professional  
Coach  
Secondary school teaching

## SPORTS SCIENCE

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Sports Science studies the application of scientific principles with the aim of improving sporting performance. This subject is designed to prepare students for VCE Physical Education.

Throughout their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the body works to produce movement, how this movement can be improved, as well as how biomechanical principles apply.

Students will explore the relationship between the energy systems and body systems during physical activity. They participate in fitness testing and analyse test results to plan, implement and evaluate training programs to enhance specific fitness components.

#### TOPICS:

- Energy systems
- Training programs
- Biomechanics and skill acquisition

#### KEY SKILLS:

- Sport performance analysis
- Training methods

#### ASSESSMENT:

- Energy systems test
- Training program project
- Biomechanics laboratory report
- Semester exam

#### FUTURE CAREER PATHWAYS:

Sports trainer  
Physiotherapy  
Exercise and sports science  
Exercise physiology  
Fitness trainer  
Sports therapist  
Sports coach  
Sports administrator



# Humanities

Year 9	Year 10	VCE/VET Units
<b>HUMANITIES</b>		
Australia: Birth of a Nation	History	VCE History
Food Security and Fair Trade	Geography	VCE Geography
Laws and Democracy	Government and Justice	VCE Legal Studies
	Global Politics	VCE Politics
Innovating Business	World of Commerce	VCE Business Management
		VCE Economics



## HISTORY

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

In this subject, students study the period of history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

#### TOPICS:

- Australia at war (1914 – 1945): World War II
- Political Crisis: The Vietnam War
- Rights and Freedoms (1945 - present)

#### KEY SKILLS:

- Chronology - sequencing significant events
- Historical sources as evidence - analyse and corroborate sources and evaluate their accuracy
- Continuity and change - identify and evaluate
- Cause and effect - analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments
- Historical significance - value the historical significance of an event, idea, individual or place

#### ASSESSMENT:

- Historical Inquiry Task WW II
- Vietnam Source Analysis
- Semester examination

#### FUTURE CAREER PATHWAYS:

Information management  
Curating/Public Programs  
Research  
Public Service (Policy advisor, intelligence service)  
Teaching  
Journalism  
Communication  
International Relations  
Diplomacy  
International Development / Aid  
Law  
Indigenous History  
Business management  
Sociology  
Archaeology  
Tourism

## GEOGRAPHY

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

There are two topics of study in the Year 10 curriculum for Geography which are designed to give students the opportunity to use their geographical thinking, skills and technological tools to examine some environmental challenges that will affect their future lives, and how to find out how geography contributes to the understanding and management of these challenges.

#### TOPICS:

- Geographies of human wellbeing focuses on investigating differences in human wellbeing, locally, nationally and globally. Students analyse reasons for variations and explore global and national programs designed to improve human wellbeing.
- Environmental change and management. Students study global environmental change and management; they will also complete an in-depth field work based investigation on environmental change and management at Gunbower Forest and Gunbower Creek.

#### KEY SKILLS:

- Predict, identify, analyse, explain and evaluate changes, their distributions and consequences
- Collect, record, organise and represent data
- Construct graphs and maps, also using spatial technology
- Interpret and analyse data

#### ASSESSMENT:

- Human wellbeing presentation/report
- Environmental change and management field report
- Semester examination

#### FUTURE CAREER PATHWAYS:

Climate change assessment and planning, Climatology and meteorology, Coastal, marine and hydrographic analysis, Community development, Conservation, heritage and land management, Consulting and project management, Education, Environmental and social impact assessment, Environmental monitoring and management, Environmental science, Geographic information systems (GIS), Geomorphology, Hazard assessment, mitigation and disaster management, International development and aid, Local and regional development, Mapping and cartography, Natural resource management and agriculture, Planning (including urban, regional, environmental, social and transport planning), Population analysis, Public policy, Public safety, defence and national security, Real estate and land development, Remote sensing, Social services and welfare, Surveying and geomatics, Sustainability, Tourism management

## WORLD OF COMMERCE

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

World of Commerce is an introductory subject giving students an insight into VCE Business Management, Economics and Accounting.

#### TOPICS:

- The Business World - students meet with local business owners and investigate types of commerce in two separate locations of Echuca's business district and report on their operations.
- Introduction to Economics - students are introduced to the basic economic questions, needs vs wants, globalisation and important topics that are occurring in the world of economics today.
- Financial Literacy - students look at the profession of accounting, industry groups such as the CPA and futures in the accounting profession. We also look at important accounting practices such as budgeting, the importance of superannuation and risks of investment.

#### KEY SKILLS:

- Enterprising behaviours and capabilities
- Economic and business reasoning and interpretation

#### ASSESSMENT:

- Economics test
- Business environment investigation report
- Semester examination

#### FUTURE CAREER PATHWAYS:

Entrepreneur  
Business Owner  
Consulting and political analysis  
Government  
Industry associations and trade unions  
Merchant and trading banks, investment firms, and stockbroking and insurance companies  
Transport, communications, mining, retail and manufacturing  
Accounting (forensics, auditor, CFO)

## GOVERNMENT AND JUSTICE

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

This subject examines vital aspects of Australia's legal system. Students investigate the nature of laws and the reasons for having them in our society, how laws are made in Australia, the principles of justice, the rights of citizens, Australia's systems of courts and the legal system, criminal law and their application.

Students also learn about the role of government at a federal, state and local level. They also study political parties and the democratic process of running an election.

#### TOPICS:

- Living with the law - students will investigate the nature of laws and the reasons for having them in our society, how laws are made in Australia, the principles of justice, the rights of citizens, the powers and activities of the police, Australia's system of courts and legal system, criminal law and its application, civil law and its application.
- Politics - students will investigate the principles in which Australia's political environment hinge upon.
- United Nations - In looking at how Australia carries out its duties and obligations towards other countries through humanitarian aid, students will look at key issues the United Nations addresses by representing a country of their own and advocating for it.

#### KEY SKILLS:

- Develop an understanding of our legal system
- Develop understanding of Australian politics
- Reasoning and understanding of legal reports and terminology
- Investigating roles of parliament and elected representatives
- Developing understanding of international organisations (UN) and their role in improving living standards

#### ASSESSMENT:

- Government and Democracy Test
- Law and Justice Case Study
- Semester examination

#### FUTURE CAREER PATHWAYS:

Social worker                      Teacher  
Politician                              Solicitor  
Journalist                              Police officer



# GLOBAL POLITICS

## **COURSE LENGTH: SEMESTER**

### **COURSE DESCRIPTION:**

In the past 200 years the world has become increasingly interconnected. This interconnectedness has brought many advantages but has also given rise to many challenges. In this subject, students study contemporary political power, conflict and cooperation in our unpredictable, constantly changing and interconnected world as an introduction to VCE Australian and Global Politics. Through contemporary case studies, they will learn about the development of global politics and Australia's interactions within the international political arena.

### **TOPICS:**

- Introduction to Global Politics
- Global cooperation and conflict
- Australia in the international political arena

### **KEY SKILLS:**

- Develop an understanding of Global Politics
- Explore and understand the development of our increasingly interconnected world
- Develop an understanding of Australia's national interests and interactions within a globally interconnected world

### **ASSESSMENT:**

- Inquiry task
- Multimedia presentation
- Semester examination

### **FUTURE CAREER PATHWAYS:**

Journalist  
Government Policy Developer  
NGO  
Politician  
Historian

# LOTE

Year 9

Year 10

VCE/VET Units

ITALIAN

9 Italian

10 Italian

VCE Italian



# LOTE

## (LANGUAGES OTHER THAN ENGLISH) ITALIAN

### COURSE LENGTH: FULL YEAR

### COURSE DESCRIPTION:

When you gain fluency in your speaking, listening and writing at this level of Italian, it is really easy to fall in love with the subject! You will make strong and frequent gains at this level. English isn't enough! Learning another language demonstrates learning skills and commitment to employers that are rare among the numbers of people applying for job - you will stand out from the crowd! Learning a foreign language is so helpful in understanding your own language and opens up whole other cultures apart from your own - foreign art, food, music, literature, film, shopping and sport - all these are done particularly well by the Italians! Imagine being able to share in it.

### TOPICS:

- Grammatica Italiana
- Il Mio Profilo
- La Casa e le Stanze della Casa
- Moda e Abbigliamento - fashion

### KEY SKILLS:

- Grammar/reading/writing
- Orals
- Tests
- Semester exam

### ASSESSMENT:

- The weekend project
- Italian culture

### FUTURE CAREER PATHWAYS:

Social worker  
Translator  
Language teaching  
International intelligence services  
Military language services  
Humanitarian services  
Language blogger and online content creator  
Hospitality  
Language teacher  
Journalist  
Diplomat



# Science

Year 9

Year 10

VCE/VET Units

## SCIENCES

Cells, Genetics  
& Evolution

Biology

VCE  
Biology

Alarming  
Alchemy

Chemistry

VCE  
Chemistry

What Floats  
Your Boat?

Physics

VCE  
Physics

Psychology

VCE  
Psychology

Love Where  
You Live

VCE  
Environmental  
Science

STEM



# BIOLOGY

## COURSE LENGTH: SEMESTER

### COURSE DESCRIPTION:

This subject presents students with the opportunity to explore in detail the biological processes and concepts that are essential to life.

While studying Biology students will develop knowledge and skills of inquiry that help them to examine critically issues that arise in their own lives and in the public domain and build an understanding of the interconnectedness of all living things and their environment.

### TOPICS:

- Staying alive - includes the different types of living cells, the structure and function of cell organelles, cellular transport, photosynthesis, cellular respiration and enzymes.
- Immunity and disease - includes investigation of the impact of disease on living things, and how the immune system works and responds to infection.
- Getting into genes - includes the exploration of the structure of DNA and genes, the processes of protein synthesis, mitosis and meiosis, inheritance and the question of genetic engineering.
- Evolution - includes developing an understanding of the changes species will undertake to fit a changing environment. Students will look into mutations, speciation and the processes of convergent and divergent evolution.

### KEY SKILLS:

- Understanding of the structure and function of living things
- Skills of inquiry to examine critical issues
- Understanding of the interconnectedness of all living things and their environment

### ASSESSMENT:

- Research task
- Topic test
- Practical report
- Semester exam

### FUTURE CAREER PATHWAYS:

Environmental science	Genetics
Nursing and Medicine	Natural resources
Scientific research	Pathology
Various allied health fields	Animal science
Science education	Agriculture
Ecology	

# CHEMISTRY

## COURSE LENGTH: SEMESTER

### COURSE DESCRIPTION:

Students explore the principles behind the periodic table and how it is used to predict bonding between atoms. They experiment with the chemistry of combustion, acid-base and redox reactions including the construction of simple galvanic cells. They also learn to write chemical equations to describe the reactions occurring. Students develop their laboratory and scientific inquiry skills by designing, performing and reporting on an experiment.

### TOPICS:

- Atomic Theory, Bonding and the Periodic Table
- Energy
- Chemical reactions

### KEY SKILLS:

- Collect, analyse and interpret data
- Recognise patterns and trends
- Scientific enquiry

### ASSESSMENT:

- Topic tests
- Laboratory reports
- Semester exam

### FUTURE CAREER PATHWAYS:

Engineer  
Nurse  
Doctor  
Vet  
Pharmacist  
Forensic chemist  
Agronomist  
Petrochemical engineer  
Mining industry  
Analytical chemist  
Research chemist  
Inventor  
Teacher  
University lecturer  
Patent attorney

# PHYSICS

## COURSE LENGTH: SEMESTER

### COURSE DESCRIPTION:

Mathematics is integral in all areas of this study and students should have sound problem-solving skills that include algebraic equations. As preparation for VCE Physics, students complete three areas of study in this unit. Theoretical concepts are enhanced with a range of practical investigations.

### TOPICS:

- Motion - Students learn to describe and analyse graphically, numerically and algebraically the motion of an object, using specific physics terminology and conventions. Then explore how this information can be used to find the causes of this motion by exploring the effects of balanced and unbalanced forces and applying Newton's 3 laws.
- Energy - Students explore the concept of energy as the ability to make things happen. Comparing the energy associated with height, with the energy of moving objects and the energy stored in springs. Learning how we can analyse transfer of energy to predict the outcomes of real world scenarios.
- Practical Investigation - students determine a question to investigate, plan and conduct an experiment and analyse data to identify relationships in data and relate these findings to a wide range of applications.

### KEY SKILLS:

- Problem-solving
- Analytical
- Reasoning

### ASSESSMENT:

- Topic tests
- Practical poster
- Semester exam

### FUTURE CAREER PATHWAYS:

Industrial designer	Inventor
Engineering	Manufacturing
Teacher	Medicine
Science	Research
Medical imaging	Sports science
Robotics	

# PSYCHOLOGY

## COURSE LENGTH: SEMESTER

### COURSE DESCRIPTION:

This subject should be chosen by students wishing to take VCE Psychology.

This subject involves the study of human behaviour and mental processes, particularly identifying the reasoning behind why we do what we do.

Students will be taught how to analyse and enquire with a critical mind and how to apply what they learn to their daily interactions.

An understanding of Psychology is highly beneficial in almost any career that involves dealing with people. Studying Psychology can also be the first step towards pursuing a career as a Psychologist.

### TOPICS:

- Research methods
- Sport psychology
- Clinical psychology
- Forensic psychology

### KEY SKILLS:

- Develop skills in conducting empirical research
- Link psychology with everyday life

### ASSESSMENT:

- Topic tests
- Media analysis
- Scientific poster
- Semester exam

### FUTURE CAREER PATHWAYS:

Psychologist  
Health professional  
Coach  
Counsellor



# STEM

## COURSE LENGTH: SEMESTER

### COURSE DESCRIPTION:

STEM offers students the chance to explore real world sciences through a variety of hands-on problem-based activities.

Students will experience a range of disciplines and apply their knowledge to solve real world problems, demonstrating their knowledge in a vast array of methods including hands-on construction, laboratory work, computer programs and other technologies.

Students will gain an understanding of disease and medical science by exploring the world of microbiology. They will be creating and producing their own antibacterial products, which will be tested on microbial cultures produced in the laboratory.

The forces involved during an impact and the design aspects of crash structures will be analysed using technology including Lego Mindstorm.

Students will be assessed by undertaking a wide variety of tasks, with a focus on using modern technology and scientific techniques to demonstrate their understanding.

This subject helps prepare students for VCE Physics, Systems Engineering and Biology.

### TOPICS:

- Robotics and coding
- Forces and motion
- Forensics
- Microbiology

### KEY SKILLS:

- Problem-based learning
- Inquiry
- Data representation and interpretation

### ASSESSMENT:

- Projects
- Tests
- Presentations
- Semester exam

### FUTURE CAREER PATHWAYS:

Engineering	Pathology
Health and chemical sciences	Education
Information technology	Environmental sciences
Construction	Systems analytics
Research scientist	

# Technology

Year 9

Year 10

VCE/VET Units

## FOOD

Culture Shock

Food For Healthy Eating

VCE Food Studies

Food for Design

VET Certificate II Kitchen Operations

## WOOD

Made From Scratch

Custom Design

VCE Product Design and Technology (Wood)

Commercial Furniture

Industrial Design

VET Certificate II in Building and Construction

## METAL/ENGINEERING

Robot Wars

Systems Engineering

VCE Systems Engineering

VET Engineering

## TEXTILES

Textiles by Design

10 Textiles

VCE Product Design and Technology (Textiles)

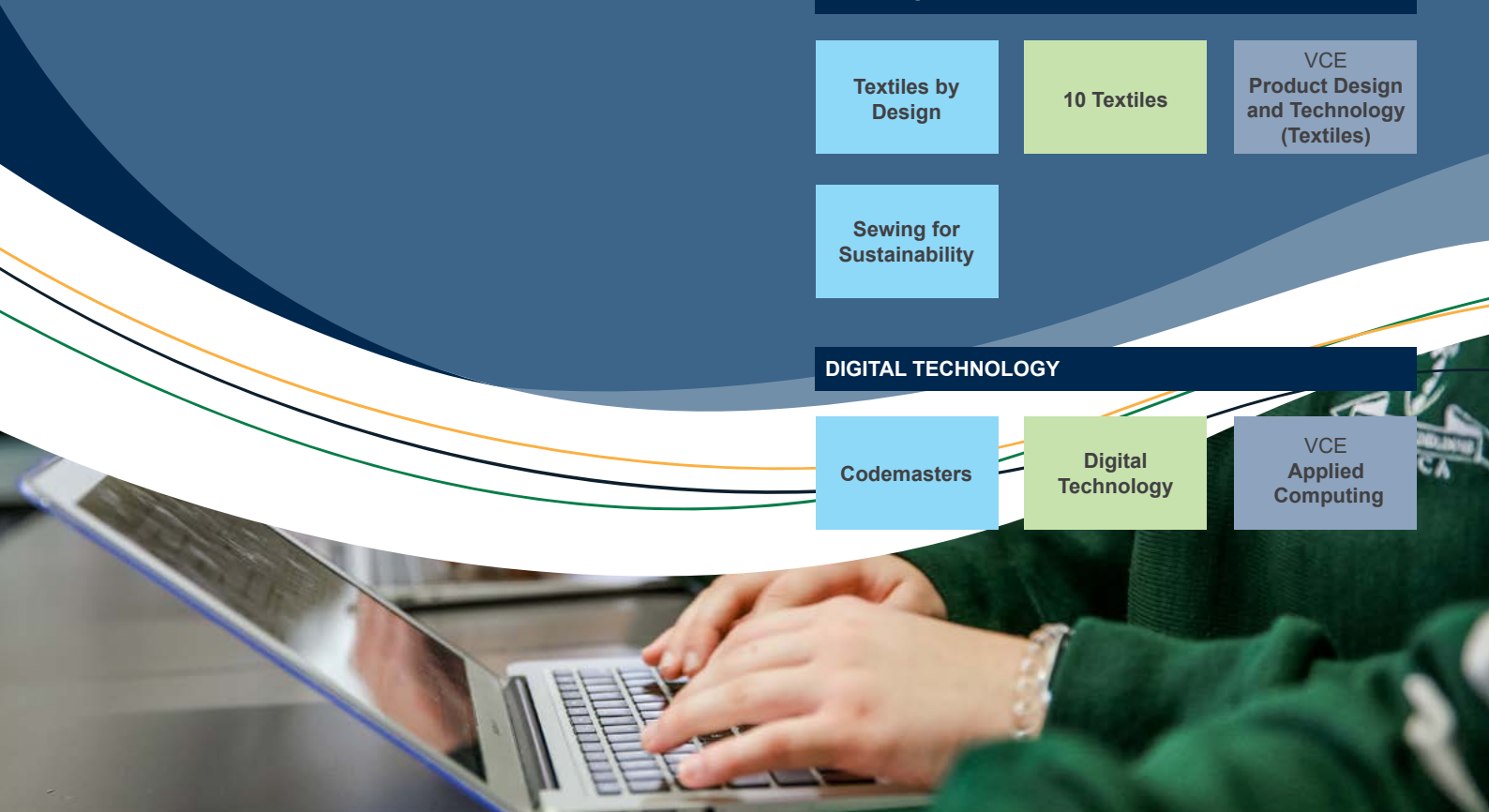
Sewing for Sustainability

## DIGITAL TECHNOLOGY

Codemasters

Digital Technology

VCE Applied Computing



## DIGITAL TECHNOLOGY

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Students will focus on two key areas of digital technology in today's industry: data and information and creating digital solutions.

Data and information focuses on techniques of gathering, analysing and manipulating data and presenting it as information in different formats.

Creating digital solutions centres around how to gather and analyse requirements for real-world problems, then designing, developing and evaluating digital solutions for such problems.

#### TOPICS:

- Data and information
- Creating digital solutions

#### KEY SKILLS:

- Requirements gathering
- Research
- Analysis
- Design
- Production and development
- Evaluation

#### ASSESSMENT:

- Semester exam
- Research and infographics presentation
- Software design and development package

#### FUTURE CAREER PATHWAYS:

Data or systems analyst

Database administrator

Software design and development (engineer)

IT project manager

Data research

## DESIGN TECHNOLOGY CUSTOM DESIGN

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Students will be expected to explore a range of factors that affect product design and technological innovation including function, aesthetics, environmental and economic factors. Students will be required to work through the four stages of the design process to produce a hall table.

Students will be required to investigate the properties of natural timbers compared to manufactured timbers, methods of joining timber and the quality of the various finishes available.

The production and evaluation stages of the design process will be ongoing and students will be required to maintain a folio.

#### TOPICS:

- Components and purpose of a design brief
- Sketches and designs (e.g. use of Onshape)
- Production plan
- Operation of tools
- Application of evaluation criteria

#### KEY SKILLS:

- Investigating - critiquing the needs or opportunities to develop design briefs
- Generating - apply design thinking
- Producing - work flexibly to safely test, select, justify and use appropriate technologies
- Evaluate - evaluate design ideas, processes and solutions
- Planning and managing - develop project plans

#### ASSESSMENT:

- Design folio
- Production piece
- Written evaluation and journal
- Semester exam

#### FUTURE CAREER PATHWAYS:

Cabinetmakers

Bench carpenters

Construction managers

Household and institutional furniture manufacturing

Furniture finishers

Interior or industrial design



## DESIGN TECHNOLOGY INDUSTRIAL DESIGN

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Students will be expected to explore a range of factors that affect product design and technological innovation including function, aesthetics, environmental and economic factors.

Students will be required to work through the four stages of the design process to produce a storage cabinet unit. Students will be required to investigate the properties of natural timbers compared to manufactured timbers and methods of joining timber.

The production and evaluation stages of the design process will be ongoing and will require the students to maintain a folio of drawings with all changes and important stages in the production of the project to be clearly documented.

#### TOPICS:

- Components and purpose of a design brief
- Sketches and designs (e.g. use of Onshape)
- Production plan
- Operation of tools
- Application of evaluation criteria

#### KEY SKILLS:

- Investigating - critiquing the needs or opportunities to develop design briefs
- Generating - apply design thinking
- Producing - work flexibly to safely test, select, justify and use appropriate technologies
- Evaluate - evaluate design ideas, processes and solutions
- Planning and managing - develop project plans

#### ASSESSMENT:

- Design folio
- Production piece
- Written evaluation and journal
- Semester exam

#### FUTURE CAREER PATHWAYS:

Cabinetmakers  
Bench carpenters  
Construction managers  
Household and institutional furniture manufacturing  
Furniture finishers  
Interior or industrial design

## FOOD FOR DESIGN

### COURSE LENGTH: SEMESTER

#### COURSE DESCRIPTION:

Emphasis in this subject will be placed on topics for VCE Units 1 - 4 Food Studies. It investigates the chemical and physical make-up of key foods, including:

- The design process
- The design brief
- Work plans
- Food production
- How food changes
- Why we eat certain foods
- Food evaluations

#### TOPICS:

- Designing and the green grocer
- Designing and meaty ideas

#### KEY SKILLS:

- Investigating - critiquing the needs or opportunities to develop design briefs
- Generating - apply design thinking, creativity, innovation and enterprise skills
- Producing - work flexibly to safely test, select, justify and use appropriate technologies
- Evaluate - evaluate design ideas and processes
- Planning and Managing - develop project plans to plan and manage projects individually and collaboratively

#### ASSESSMENT:

- Design brief
- Food evaluation
- Semester exam

#### FUTURE CAREER PATHWAYS:

Environmental health officer  
Cook  
Caterer  
Food processing technician  
Nutritionist  
Home economist  
Dietitian

## FOOD FOR HEALTHY EATING

### COURSE LENGTH: SEMESTER

### COURSE DESCRIPTION:

This unit also links to Units 1 - 4 Food Studies. It focuses on the use of energy in the body, dietary needs, designing and preparing meals, including:

- The design process - eating well for the future
- Influences on our food choices
- Garnishing and food styling
- Food photography - food production
- Changes in eating patterns - food evaluations

### TOPICS:

- Energy balances
- Lifestyle diseases
- Commercially produced food vs store bought
- Individual dietary needs - food allergies, vegetarianism

### KEY SKILLS:

- Investigating - critiquing the needs or opportunities to develop design briefs
- Generating - apply design thinking, creativity, innovation and enterprise skills
- Producing - work flexibly to safely test, select, justify and use appropriate technologies
- Evaluate - evaluate design ideas and processes
- Planning and Managing - develop project plans to plan and manage projects individually and collaboratively

### ASSESSMENT:

- Design brief
- Food evaluation
- Semester exam

### FUTURE CAREER PATHWAYS:

Environmental health officer  
Cook  
Caterer  
Food processing technician  
Nutritionist  
Home economist  
Dietitian

## TEXTILES

### COURSE LENGTH: SEMESTER

### PREREQUISITE

Textiles A must have been successfully completed.

### COURSE DESCRIPTION:

Students will complete the three following units that are preparatory for Unit 3 and 4 Design and Technology.

- Samplers - students will develop a sampler's folder where they will consolidate all of their basic sewing skills - e.g. buttonholes, zips, invisible zips, seams, hems etc.
- Making a simple garment - students will follow the design process to make a garment of their choice.
- Fibres and fabric - students will develop the knowledge to identify fibres, yarns, fabrics and textile materials and how they are used in the construction of garments in textile production.

### TOPICS:

- Samplers
- Making a simple garment
- Fibres and fabrics

### KEY SKILLS:

- Critique needs or opportunities to develop design briefs
- Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication
- Work flexibly to safely test, select, justify and use appropriate technologies
- Evaluate design ideas, processes and solutions
- Develop project plans to plan and manage projects individually and collaboratively

### ASSESSMENT:

- Folio
- Product
- Design brief
- Semester exam

### FUTURE CAREER PATHWAYS:

Interior designer  
Fashion designer  
Screen printer  
Textile technician  
Costume maker

# SYSTEMS ENGINEERING

## COURSE LENGTH: SEMESTER

### COURSE DESCRIPTION:

Systems Engineering will focus on developing both practical skills and the application of scientific and engineering principles to design and produce projects that integrate electronic and mechanical functions.

Students will learn about mechanical and electronic systems, properties, and study how motion and energy systems contribute to functional design.

Students will construct projects and evaluate using a variety of techniques. They will work towards developing the skills necessary to construct an integrated programmed system in the second term of this unit.

### TOPICS:

- Mechanical and electronic systems
- System design
- Control and feedback
- Fabrication of an integrated system

### KEY SKILLS:

- Engineering principles and systems - investigate and make judgements on how materials work in conjunction with force, motion and energy to create engineered systems
- Investigating - develop design ideas using a sophisticated range of materials, systems, components and tools
- Generating - apply design thinking creativity, innovation and enterprise to communicate sophisticated design ideas
- Producing - work flexibly to safely test, select, justify and use appropriate technologies
- Evaluate - evaluate design ideas, processes and solutions against success criteria
- Planning and managing - develop and manage project plans both individually and collaboratively

### ASSESSMENT:

- Developmental folio
- Production of an integrated system
- Semester exam

### FUTURE CAREER PATHWAYS:

Industrial designer	Inventor
Mechanical engineering	Teacher
Manufacturing	Technical trades
Science research	Electrician
Robotics	







VCE



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# VCE

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## What is the Victorian Certificate of Education (VCE)?

The Victorian Certificate of Education is an accredited senior school qualification. The Victorian Certificate of Education is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Studies in VCE are broken into four units (Unit 1, 2, 3 and 4) and each unit runs for one semester (two terms). Most students will study Units 1 and 2 (Semester 1 and 2) in Year 11 and Units 3 and 4 at Year 12. All students take six subjects plus Religious Education at Year 11 and five subjects plus Religious Education at Year 12. All students must complete at least five VCE studies.

At St Joseph's College students can accelerate into a VCE study at Year 10 and we recommend that all students investigate this as a possibility. This allows students to complete one subject in Year 11 which can lead to either taking on a sixth subject or doing only four at Year 12.

## Satisfactory completion of the VCE – the requirements

To obtain your VCE, you must satisfactorily complete at least 16 units. In addition, the 16 units:

- must include 3 units from English group
- must include 3 pairs of units at the 3 and 4 level, other than English
- may include an unlimited number of VET units.

## What is a VCE Program?

A VCE program is a set of semester units undertaken over a minimum period of two years from a number of subject areas called Studies. A VCE program will generally consist of 24 units taken over two years, although you can vary the number of units that you do in one year.

## What are Studies and Units?

A study is broken up into four subject units. Each VCE subject unit is numbered 1, 2, 3 or 4.

A unit is half a year or a semester in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 must be taken as a sequence of two units. If you enrol in Unit 3 in a study, you will also be expected to enrol in Unit 4 of that study. Units 1 and 2 are generally taken in Year 11. Units 3 and 4 are generally attempted in Year 12.

## Flexibility in the VCE

There is flexibility in when units can be taken. At St Joseph's Year 10 students may apply to undertake Unit 1 or 2 studies. In Year 11, some students may elect to apply for a Unit 3/4 study offered at Year 12 level. This plan allows for students to vertically accelerate into certain subjects.

Completing a Unit 3/4 study in Year 11 allows for students to (i) develop an understanding of the study techniques required at this level and (ii) contribute to their ATAR calculations over a two year period. This option does not suit everyone. Students wishing to accelerate their VCE program need to apply using the formal application form and demonstrate prescribed criteria.

## Preparing for Year 12:

While many units in Year 11 can be taken as single units we do recommend that students look ahead and consider which subjects they would like to complete in Year 12. These are the subjects that students should look to consolidate in and ensure the best preparation by doing both Units 1 and 2. Some variety and breadth can be included in the last couple of choices if appropriate.

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# VCE VM

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## VCE Vocational Major (VM)

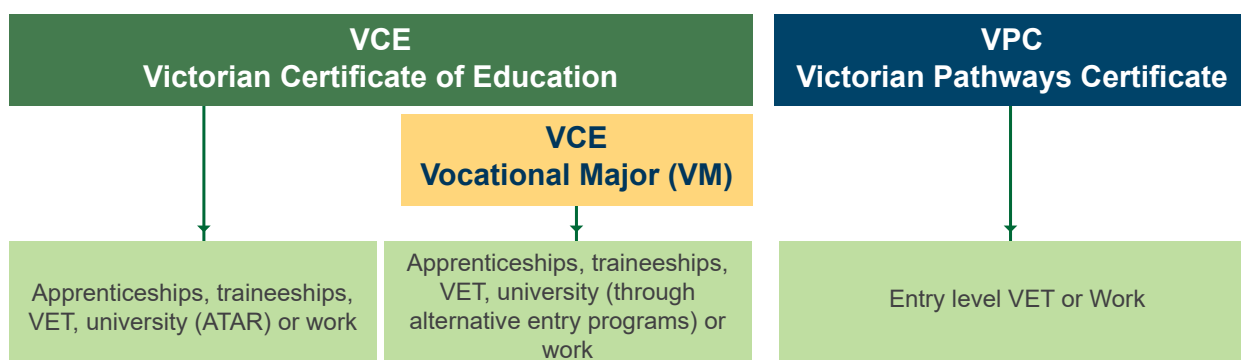
The VCE Vocational Major (VCE-VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE-VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed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

### Unit Requirements

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

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. Most students will undertake between 16-20 units over the two years.



### Assessment of VCE Vocational Major studies

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

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

### Certification

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

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

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

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# VPC

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The Vocational Pathway Certificate (VPC) is an applied learning program that has greater flexibility than the Vocational Major (VCE VM) to cater for individual strengths and interests and develop the skills and capabilities needed to succeed in the transition to work, senior secondary or VET.

The new VPC will be introduced as an inclusive Year 11 and 12 certificate that will replace VCAL at the Foundation level and will meet the needs of a smaller number of students not able or ready to complete a certificate at the VCE level.

The Victorian Pathways Certificate has:

- An Applied Learning approach
- S or N results are still decided by the teacher
- No external or exam-like assessments, except for some VET subjects
- May be completed in 12 months
- Mid-year completion available
- Is not a Senior Secondary Certificate
- Has clear suitability guidelines
- 12 units in total
- Will receive credit for Cert I level VET units

## Unit Requirements

To be eligible to receive the Victorian Pathways Certificate (VPC), students must satisfactorily complete a minimum of 12 units, including:

- 2 units of VPC Literacy (or units from the VCE English group including VCE VM Literacy)
- 2 units of VPC Numeracy (or units from the VCE Mathematics group including VCE VM Numeracy)
- 2 VPC Work Related Skills units
- 2 VPC Personal Development Skills units

A VPC program can also include VET, VCE subjects and structured workplace learning.



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# School-based apprenticeships and traineeships (SBAT)

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## **School-based apprenticeships and traineeships (SBAT)**

What is a school-based apprenticeship?

A school-based apprenticeship offers students the option of combining school with part-time employment and training. The program is undertaken under a Training Contract with an employer.

The school-based apprenticeship incorporates part completion of a certificate II or III level qualification that is undertaken during school hours in conjunction with a VCE or VCE-VM program.

The school-based traineeship often sees students completing a full certificate at certificate II or III level.

Students are paid a wage and depending on the course, they can access government funding to subsidise the cost of the course.

## **What days do SBATs take place on?**

SBATs generally consist of one placement day per week and one day per week at the VET provider.

## **Who can undertake a School Based Apprenticeship/Traineeship?**

Senior School students can undertake a SBAT as part of their studies.

## **How does an SBAT contribute to VCE or VCE-VM?**

A SBAT can contribute to VCE studies in the form of a Block Credit Recognition and contributes to a VCE-VM certificate.

## **How much do SBATs cost?**

This is dependent on the course and the provider. Some employers pay the cost of the course, some attract funding and others have to be paid by the student. This is organised directly through the provider and employer, not the School.

## **What industries can I undertake an SBAT in?**

SBATs can be undertaken in a very broad range of fields such as Health, Hairdressing, Music, Automotive, Carpentry, Plumbing and Electrical. These are subject to changes each year.

## **Who can I see about getting an SBAT?**

To explore the option of gaining a school-based apprenticeship, register your interest with the Pathways Coordinator.

A meeting will then be held to determine if you are suitable to take on an SBAT program.

Once your application has been received the Pathways Leader will forward your application through.

# VCE Subjects Offered

*\*The subject is strongly advised before attempting a Unit 3/4 sequence.*  
*\*\* The subject is a prerequisite at St Joseph's to attempt a Unit 3/4 sequence.*

**Please note that a subject may be withdrawn if numbers do not warrant a class.**

YEAR 11	Unit 1 Code	Unit 2 Code	YEAR 12	Unit 3 Code	Unit 4 Code
<b>ENGLISH</b>					
English	EN011	EN012	English	EN013	EN014
English Literature	LI011	LI012	English Literature	LI013	LI014
English Language	EL011	EL012	English Language	EL013	EL014
<b>ARTS</b>					
Media Arts	ME011	ME022	Media Arts	ME033	ME034
Music Industry Performance Specialisation (VCE VET)	MC011	MC022	Music Industry Performance Specialisation (VCE VET)	MC023	MC024
Music Industry Sound Specialisation (VCE VET)			Music Industry Sound Specialisation (VCE VET)		
Art Making and Exhibiting	AM011	AM022	Art Making and Exhibiting	AM033	AM034
Drama	DR011	DR022	Drama	DR033	DR034
Visual Communication	VC011	VC022	Visual Communication	VC033	VC034
<b>HEALTH AND PHYSICAL EDUCATION</b>					
Health and Human Development	HH011	HH022	Health and Human Development	HH033	HH034
Outdoor and Environmental Studies	OE011	OE022	Outdoor and Environmental Studies	OE033	OE034
Physical Education	PE011	PE022	Physical Education	PE033	PE034
<b>HUMANITIES</b>					
Accounting	AC011	AC022**	Accounting	AC033	AC034
Business Management	BM011	BM022	Business Management	BM033	MB034
Economics	EC011	EC022	Economics	EC033	EC034
Geography	GE011	GE022	Geography	GE033	GE034
History: 20th Century (1918-1939)	HI031		History: Revolutions	HI133	HI134
History: 20th Century (1945 – 2000)		HI062	History: Revolutions		
Legal Studies	LS011*	LS022	Legal Studies	LS033	LS034
Philosophy	PL011	PL022	Philosophy	PL033	PL044
Politics	PO011	PO012	Politics (not offered in 2024)	PO033	PO034

# VCE Subjects Offered

\*The subject is strongly advised before attempting a Unit 3/4 sequence.  
 \*\* The subject is a prerequisite at St Joseph's to attempt a Unit 3/4 sequence.

Please note that a subject may be withdrawn if numbers do not warrant a class.

YEAR 11	Unit 1 Code	Unit 2 Code	YEAR 12	Unit 3 Code	Unit 4 Code
<b>LOTE</b>					
Italian	LO141	LO142	Italian	LO143	LO144
<b>MATHEMATICS</b>					
Foundation Mathematics	MA101	MA102	Foundation Mathematics	MA034	MA034
General Mathematics	MA071	MA072	General Mathematics	MA073	MA074
Mathematical Methods	MA111**	MA112**	Mathematical Methods	MA113	MA114
General Maths–Specialist (Must be done with Maths Methods)	MA091**	MA092**	Specialist Mathematics (Must be done with Methods)	MA093	MA094
<b>RELIGIOUS EDUCATION (Compulsory)</b>					
Religion and Society Unit 1	RE011		Religion and Society Unit 2 (Ethics)	RE022	
<b>SCIENCE</b>					
Biology	BI011*	BI022*	Biology	BI033	BI034
Chemistry	CH011**	CH022**	Chemistry	CH033	CH034
Environmental Science	EV011	EV022	Environmental Science	EV033	EV034
Physics	PH011	PH022**	Physics	PH033	PH034
Psychology	PY011	PY022	Psychology	PY023	PY033
<b>TECHNOLOGY</b>					
Product Design and Technology (Wood)	DT011	DT022	Product Design and Technology (Wood)	DT033	DT034
Product Design and Technology (Textiles)	DT011	DT022	Product Design and Technology (Textiles)	DT033	DT033
Food Studies	FY011	FY022	Food Studies	FY033	FY034
Applied Computing	IT011	IT022	Applied Computing	IT023	IT024
Systems Engineering	SE011	SE022	Systems Engineering	SE033	SE034
<b>VOCATIONAL MAJOR</b>					
Literacy	LI 011	LI 022	Literacy	LI 033	LI 034
Numeracy	NU 011	NU022	Numeracy	NU033	NU 034
Work Related Skills	WR 011	WR022	Work Related Skills	WR 033	WR 034
Personal Development Skills	PD 011	PD 022	Personal Development Skills	PD 033	PD 034

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# VCE Subject Planning Sheet for Year 11

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The space below is to help guide Year 11 students in planning their choice of subjects before ultimately entering them online. In VCE students will complete 13 units over the year. Each unit represents one selection. So for example Chemistry Unit 1 and 2 would represent two choices. VET choices would also represent two choices.

## Year 11 VCE

1. Religion and Society Unit 1
  2. English 1/ English Lang. 1/ English Lit. 1
  3. English 2/ English Lang. 2/ English Lit. 2
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
  8. \_\_\_\_\_
  9. \_\_\_\_\_
  10. \_\_\_\_\_
  11. \_\_\_\_\_
  12. \_\_\_\_\_
  13. \_\_\_\_\_
- Reserve: \_\_\_\_\_

## Year 12 VCE

1. Religion and Society Unit 2
  2. English 3/ English Lang. 3/ English Lit. 3
  3. English 4/ English Lang. 4/ English Lit. 4
  4. \_\_\_\_\_
  5. \_\_\_\_\_
  6. \_\_\_\_\_
  7. \_\_\_\_\_
  8. \_\_\_\_\_
  9. \_\_\_\_\_
  10. \_\_\_\_\_
  11. \_\_\_\_\_
- Reserve: \_\_\_\_\_

## Year 11 VCE Vocational Major

1. Religion and Society Unit 1 \_\_\_\_\_
2. Literacy 1 and 2/English 1 and 2 \_\_\_\_\_
3. Numeracy 1 and 2 \_\_\_\_\_
4. Work Related Skills 1 and 2 \_\_\_\_\_
5. Personal Development Skills 1 and 2 \_\_\_\_\_
6. VET Year 1 at Certificate II or above \_\_\_\_\_
7. Work placement \_\_\_\_\_

*\* While many units in Year 11 can be taken as single units we do recommend that students look ahead and consider which subjects they would like to complete in Year 12. While each individual case is different, generally these are the subjects that students should look to consolidate in, and ensure the best Year 12 preparation, by doing both Units 1 and 2. Some variety and breadth can be included in the last couple of choices, if appropriate.*



# ACCOUNTING

## UNIT 1: ROLE OF ACCOUNTING IN BUSINESS

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

### AREAS OF STUDY:

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

## UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

In this unit students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

### AREAS OF STUDY:

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

## UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

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

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business.

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

### AREAS OF STUDY:

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

## UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

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

### AREAS OF STUDY:

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

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education:

University/TAFE – accounting, commerce, business, marketing, finance, communication, human resources, and advertising.

### Employment:

Accounting firms, banking, business firms, retail companies, human resources, real estate, small business ownership.

### Life:

Budgeting, running a small business, communication and organising your own personal finances.

# APPLIED COMPUTING - SOFTWARE DEVELOPMENT

## UNIT 1: APPLIED COMPUTING

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

### AREAS OF STUDY:

- Data analysis
- Programming

## UNIT 2: APPLIED COMPUTING

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

### AREAS OF STUDY:

- Innovative solutions
- Network security

## UNIT 3: SOFTWARE DEVELOPMENT

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

### AREAS OF STUDY:

- Programming
- Analysis and design

## UNIT 4: SOFTWARE DEVELOPMENT

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

### AREAS OF STUDY:

- Development and evaluation
- Software security

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education:

Certificate courses through to Diploma, Degree and Masters. Courses can be done at both TAFE and university; such as, information technology, IT computer science/software development, IT games design and development, IT multimedia, business and commerce / information technology and systems.

### Employment:

Networks and systems analyst, technical writer, web designer/development, education, computer programmer, office administration, database management, computer science, internet security, game design, network management, web design.

### Life:

It plays a very important role in today's society. Students who study Information Technology will broaden their knowledge on the workings of IT. This subject will develop their problem-solving techniques and the ability to work with many computer programs.

# ART MAKING AND EXHIBITING

## UNIT 1: EXPLORE, EXPAND AND INVESTIGATE

In this unit students explore materials, techniques and processes in a range of art forms. They expand their knowledge and understanding of the characteristics, properties and application of materials used in art making. They explore selected materials to understand how they relate to specific art forms and how they can be used in the making of artworks. Students also explore the historical development of specific art forms and investigate how the characteristics, properties and use of materials and techniques have changed over time. Throughout their investigation students become aware of and understand the safe handling of materials they use.

Students explore the different ways artists use materials, techniques and processes. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

### AREAS OF STUDY:

- Explore – materials, techniques and art forms
- Expand – make, present and reflect
- Investigate – research and present

## UNIT 2: UNDERSTAND, DEVELOP AND RESOLVE

In Unit 2 students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. They broaden their investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning.

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

### AREAS OF STUDY:

- Understand – ideas, artworks and exhibition
- Develop – theme, aesthetic qualities and style
- Resolve – ideas, subject matter and style

## UNIT 3: COLLECT, EXTEND AND CONNECT

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make.

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects

of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

### AREAS OF STUDY:

- Collect – inspirations, influences and images
- Extend – make, critique and reflect
- Connect – curate, design and propose

## UNIT 4: CONSOLIDATE, PRESENT AND CONSERVE

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal.

The progress of individual student artworks is an important element of Unit 4, and throughout the unit students demonstrate their ability to communicate to others about their artworks. They articulate the development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities.

### AREAS OF STUDY:

- Consolidate – refine and resolve
- Present – plan and critique
- Conserve – present and care

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education:

University Studies: fine arts (painting, printmaking, ceramics, sculpture, etc.), graphic design, visual communication, textiles design, fashion, interior design, photography, advertising, media arts.

#### TAFE Studies:

Diplomas and Certificates in applied design, graphic arts, visual arts, visual merchandising, product design, interior decoration, photography and fashion.

#### Employment:

Advertising, teacher, designer (fashion, industrial, interior), architect, artist, illustrator, arts administrator, graphic artist, jeweller, desktop publisher, photographer.

#### Life:

Studio Arts helps develop your creative and analytical thinking skills as well as creative ways to express yourself and present artworks and ideas.

# AUSTRALIAN AND GLOBAL POLITICS

## UNIT 1: POLITICS, POWER AND POLITICAL ACTORS

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate.

Political actors are individuals such as political leaders or ordinary citizens, or organisations such as parliaments or the United Nations, who have some measure of political power and/or authority and who engage in activities that can have a significant influence on decisions, policies, public discussion, media coverage and outcomes associated with a given issue. They may be local, national, regional or global.

Political issues typically arise from the tension between political stability and change; that is, the forces or people working to maintain the status quo and the forces or people working to create change.

Power can be thought of as different kinds of capacity, for example economic or military capacity or the capacity that stems from a position or office, which gives political actors the ability to achieve their interests. Students consider the concept of power by examining why and how political power is used, with special attention to the way national and global political actors exercise power and the consequences of that use.

### AREAS OF STUDY

- Power and national political actors
- Power and global political actors

## UNIT 2: DEMOCRACY: STABILITY AND CHANGE

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

### AREAS OF STUDY:

- Issues for Australia's democracy
- Global challenges to democracy

**There are two options for Unit 3 and 4: Australian Politics and Global Politics**

**To be offered in 2025**

## UNIT 3: GLOBAL COOPERATION AND CONFLICT

In this unit, students investigate an issue and a crisis that pose challenges to the global community. Students begin with an

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

### AREAS OF STUDY:

- Global issues, global responses
- Contemporary crises: conflict, stability and change

## UNIT 4: POWER IN THE INDO-PACIFIC

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

### AREAS OF STUDY:

- Power and the national interest
- Australia in the Indo-Pacific

### LOOKING TO THE FUTURE:

This subject offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.



## UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

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

### AREAS OF STUDY:

- How do cells function?
- How do plant and animal systems function?
- How do scientific investigations develop understanding of how organisms regulate their functions?

*\* Both Units 1 and 2 are recommended for Year 12 Biology*

## UNIT 2: HOW DOES INHERITANCE IMPACT DIVERSITY?

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

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

### AREAS OF STUDY:

- How is inheritance explained?
- How do inherited adaptations impact on diversity?
- How do humans use science to explore and communicate contemporary bioethical issues?

*\* Both units 1 and 2 are recommended for Year 12 Biology.*

## UNIT 3: HOW DO CELLS MAINTAIN LIFE?

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

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

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

### AREAS OF STUDY:

- What is the role of nucleic acids and proteins in maintaining life?
- How are biochemical pathways regulated?

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

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

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

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

### AREAS OF STUDY:

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

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education and Employment:

Science, environmental science, nursing, medicine, scientific research, various allied health fields, science education, ecology, genetics, natural resources, pathology, animal science, agriculture, etc.

#### Life:

Biology promotes an understanding of the structure and function of living things. Students acquire knowledge and skills of inquiry that help them to examine critically issues that arise in their own lives and in the public domain.

## UNIT 1: PLANNING A BUSINESS

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. The ability of entrepreneurs to establish a business and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, as well as the effect of these on planning a business. They also consider the importance of the business sector to the national economy and social wellbeing.

### AREAS OF STUDY:

- The business idea
- Internal business environment and planning
- External business environment and planning

## UNIT 2: ESTABLISHING A BUSINESS

This unit focuses on the establishment phase of a business. Establishing a business involves compliance with legal requirements as well as decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be met to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse management practices by applying key knowledge to contemporary business case studies from the past four years.

### AREAS OF STUDY:

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

## UNIT 3: MANAGING A BUSINESS

In this unit students explore the key processes and considerations for managing a business efficiently and effectively to achieve business objectives. Students examine different types of businesses and their respective objectives and stakeholders. They investigate strategies to manage both staff and business operations to meet objectives, and develop an understanding of the complexity and challenge of managing businesses. Students compare theoretical perspectives with current practice through the use of contemporary Australian and global business case studies from the past four years.

### AREAS OF STUDY:

- Business foundations
- Human resource management
- Operations management

## UNIT 4: TRANSFORMING A BUSINESS

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of effective management and leadership in change management. Using one or more contemporary business case studies from the past four years, students evaluate business practice against theory.

### AREAS OF STUDY:

- Reviewing performance – the need for change
- Implementing change

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education:

Commerce, business, accounting, marketing, finance, communication, human resources, and advertising

#### Employment:

Banking, business firms, accounting firms, retail companies, human resources, real estate, agribusiness, teaching

#### Life:

Budgeting, running a small business, communication.

## UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3. The investigation explores how sustainability factors such as green chemistry principles and the transition to a circular economy are considered in the production of materials to ensure minimum toxicity and impacts on human health and the environment.

### AREAS OF STUDY:

- How do the chemical structures of materials explain their properties and reactions?
- How are materials quantified and classified?
- How can chemical principles be applied to create a more sustainable future?

## UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to the production of gases, acid-base or redox reactions, or the analysis of substances in water.

### AREAS OF STUDY:

- How do chemicals interact with water?
- How are chemicals measured and analysed?
- How do quantitative scientific investigations develop our understanding of chemical reactions?

## UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?

The global demand for energy and materials is increasing with world population growth. In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment. Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential

applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying society's needs for energy and materials. Students evaluate chemical processes with reference to factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products.

### AREAS OF STUDY:

- What are the current and future options for supplying energy?
- How can the rate and yield of chemical reactions be optimised?

## UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity. Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations.

### AREAS OF STUDY:

- How are organic compounds categorised and synthesised?
- How are organic compounds analysed and used?
- How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

### LOOKING TO THE FUTURE:

An understanding of Chemistry is advantageous for a variety of careers, ranging from medicine to hairdressing. It is also a pre-requisite for many tertiary education courses such as Science, Engineering, Medicine and Veterinary Science.

### Post-Secondary Education:

Science, engineering, nursing, medicine, veterinary science, pharmacology, hairdressing, forensic science, agronomy, environmental science, education and many more.

### Employment:

Engineer, nurse, doctor, vet, pharmacist, hairdresser, forensic chemist, agronomist, petrochemical engineer, mining industry, analytical chemist, research chemist, inventor, teacher, university lecturer, patent attorney and many more.

### Life:

Problem solving, communication, critical thinking, analysis, resilience.

## UNIT 1: INTRODUCING PERFORMANCE STYLES

Students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. Focusing on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. It also involves analysis of a student's own performance work and a work by professional drama performers.

Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes used, they explore a range of stimulus material and experiment with production areas, dramatic elements, conventions and performance styles.

### AREAS OF STUDY:

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing a professional drama performance

## UNIT 2: AUSTRALIAN IDENTITY

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. Focusing on the use and documentation of the processes involved in constructing a devised solo or ensemble performance, students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. They examine selected performance styles and explore the associated conventions. Students further develop their knowledge of the conventions of transformation of character, time, place, the application of symbols, and how these conventions may be manipulated to create meaning in performance and the use of dramatic elements and production areas. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors. An Australian work might:

- be written, adapted or devised by Australian writers or theatre-makers.
- reflect aspects of Australian identity, for example the voice of Australia's First People, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, urban and rural perspectives.

### AREAS OF STUDY:

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing an Australian drama performance

## UNIT 3: DEvised ENSEMBLE PERFORMANCE

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout their development they experiment with transformation of character, time, place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

### AREAS OF STUDY:

- Devising and presenting ensemble performance
- Analysing a devised ensemble performance
- Analysing and evaluating a professional drama performance

## UNIT 4: DEvised SOLO PERFORMANCE

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance. They experiment with application of symbol and transformation of character, time and place. They apply conventions, dramatic elements, expressive skills, performance skills and performance styles to shape and give meaning to their work. Students further develop and refine these skills as they create a performance in response to a prescribed structure. They consider the use of production areas to enhance their performance and the application of symbol and transformations. Students document and evaluate the stages involved in the creation, development and presentation of their solo performance.

### AREAS OF STUDY:

- Demonstrating techniques of solo performance
- Devising a solo performance
- Analysing and evaluating a devised solo performance

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education:

Drama, performing arts, music theatre, theatre studies, education.

#### Employment:

Acting, music theatre, arts administrator, entertainer, film stage, television director, media presenter, musician, stage manager, producer.

#### Life:

Skills obtained will enable students to further develop their talent in the dramatic arts and gain the confidence to perform in public and interpret and analyse plays.



## UNIT 1: ECONOMIC DECISION-MAKING

In this unit students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour. They examine how individuals might respond to incentives. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economics concepts.

Students use demand and supply models to explain changes in prices and quantities traded. Through close examination of one or more markets, they gain insight into the factors that may affect the way resources are allocated in an economy and how market power can affect efficiency and living standards.

### AREAS OF STUDY:

- Thinking like an economist
- Decision-making in markets
- Behaviour economics

## UNIT 2: ECONOMIC ISSUES AND LIVING STANDARDS

A core principle of economics is maximising the living standards of society. This is done through economic decisions that optimise the use of resources to produce goods and services that satisfy human needs and wants. Economic activity is therefore a key consideration for economics. Students consider the link between economic activity and economic growth and investigate the importance of economic growth in raising living standards. They evaluate the benefits and costs of continued economic growth and consider the extent to which our current measurements of living standards are adequate.

Students undertake an applied economic analysis of two contemporary economics issues from a local, national and international perspective. They use the tools of data collection, analysis, synthesis and evaluation to examine the issue through an economics lens. They do this through investigation of the economic factors influencing the issue and via examination of its economic importance at a local, national and international level. Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to the issue.

### AREAS OF STUDY:

- Economic Activity
- Applied Economic Analysis of Local, National and International Economic Issues

## UNIT 3: AUSTRALIA'S LIVING STANDARDS

The Australian economy is constantly evolving. The main instrument for allocating resources is the market, but the government also plays a significant role in resource allocation. In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measures of

efficiency and how market systems might result in efficient outcomes. As part of a balanced examination, students also consider unintended consequences of government intervention in the market.

Students develop an understanding of macroeconomics. They investigate the factors that affect the level of aggregate demand and aggregate supply in the economy and apply theories to explain how changes in these variables might affect achievement of domestic macroeconomic goals and living standards. Students investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded, and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness.

### AREAS OF STUDY:

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

## UNIT 4: MANAGING THE ECONOMY

This unit focuses on the role of aggregate demand policies in stabilising the business cycle to achieve the domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards.

Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

### AREAS OF STUDY:

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

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education:

Economics, accounting, commerce, business, marketing, finance, communication, human resources, and advertising.

### Employment:

Government agencies, accounting firms, banking, business firms, retail companies, human resources, real estate, small business ownership.

### Life:

Gaining an understanding of budgeting, running a small business, communication and interest rates.

## UNIT 1:

In this unit, students firstly focus on engaging in reading and viewing texts with a focus on personal connections with the story. They draw on personal experience and understanding in developing writing about a text, and work to shape their ideas and knowledge into formal essay structures.

As well as this, students apply, extend and challenge their understanding and use of imaginative, persuasive and informative text. They do this through a growing awareness of situated contexts, stated purposes and audience in order to develop their own creative pieces.

### AREAS OF STUDY:

- Reading and exploring texts
- Crafting Texts

## UNIT 2:

In this unit, students read or view a text, engaging with the ideas, concerns and tensions. Students are provided with opportunities to practise and extend their writing about texts, to improve their analytical writing.

They further consider the way arguments are developed and delivered in many forms of media. Students read, view and listen to a range of texts that attempt to position an intended audience in a particular context. Students apply their knowledge of argument to create a point of view text for oral presentation.

### AREAS OF STUDY:

- Reading and exploring texts
- Exploring argument

## UNIT 3:

In this Unit, students apply reading and viewing strategies to critically engage with a text, considering its dynamics and complexities and reflecting on the motivations of its characters. They analyse the ways authors construct meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They are provided with opportunities to understand and explore the historical context, and the social and cultural values of a text, and recognise how these elements influence the way a text is read or viewed, is understood by different audiences, and positions its readers in different ways

Students will also read and engage imaginatively and critically with mentor texts, and effective and cohesive writing within identified contexts. Through close reading, students expand their understanding of the diverse ways that vocabulary, text structures, language features, conventions and ideas can interweave to create compelling texts. They further consider mentor texts through their understanding of the ways that purpose, context (including mode), and specific and situated audiences influence and shape writing. Students work with mentor texts to inspire their own creative processes, to generate ideas for their writing, and as models for effective writing.

## AREAS OF STUDY:

- Reading and responding to texts
- Creating texts

## UNIT 4:

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey.

Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant national or international issue. Students read, view and/or listen to a variety of texts from the media, including print and digital, and audio and audio visual, and develop their understanding of the ways in which arguments and language complement one another to position an intended audience in relation to a selected issue. Students consider the purpose, audience and context of each text, the arguments, and the ways written and spoken language, and visuals are employed for effect. They analyse the ways all these elements work together to influence and/or convince an intended audience.

### AREAS OF STUDY:

- Reading and responding to texts
- Analysing argument

## LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### The skills that are important to this subject are:

Competence in writing for a range of audiences and purposes. Comprehension, enjoyment and discrimination of set texts. Identifying logical appeals and producing reasoned argument.

### This subject is important for the following reasons:

Students' English or Literature score must be included in their ATAR.

### Tertiary courses:

Bachelor Degrees in arts, humanities, social science, social work, family studies, public relations, journalism, teaching, arts/media, librarianship.

Associate diplomas, advanced certificates and certificates in a wide range of areas.

### Employment:

It is crucial for interviews, job seeking, oral and written communication, and interpreting all types of information.

### Life:

It gives students skills that will be vital to their home life and their working life. It develops their ability to communicate with others, educate themselves and appreciate their environment.

## UNIT 1: LANGUAGE AND COMMUNICATION

Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language and the stages of language acquisition across a range of subsystems.

### AREAS OF STUDY:

- The nature and functions of language
- Language acquisition

## UNIT 2: LANGUAGE CHANGE

In this unit, students focus on language change. Languages are dynamic and language change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Students explore the various possibilities for the future of English. They consider how the global spread of English has led to a diversification of the language and to English now being used by more people as an additional or a foreign language than as a first language. Contact between English and other languages has led to the development of geographical and ethnic varieties, but has also hastened the decline of Indigenous languages. Students consider the cultural repercussions of the spread of English.

### AREAS OF STUDY:

- English across time
- Englishes in contact

## UNIT 3: LANGUAGE VARIATION AND PURPOSE

In this unit students investigate English language in contemporary Australian settings. They consider language as a means of interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn that language choices are always influenced by the function, register and tenor, and the situational and cultural contexts in which they occur. They learn that the situational elements of a language exchange, such as the field, language mode, setting and text type, influence language choice, as do the values, attitudes and beliefs held by participants and the wider community. Students learn how speakers and writers select language features and how this in turn establishes the degree of formality within a discourse.

They learn how language can be indicative of relationships, power structures and purpose through the choice of a particular variety of language and through the ways in which language varieties are used in processes of inclusion and exclusion.

### AREAS OF STUDY:

- Informality
- Formality

## UNIT 4: LANGUAGE VARIATION AND IDENTITY

In this unit students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, influenced by the intersection of geographical, cultural and social factors. Standard Australian English is the variety that is granted prestige in contemporary Australian society and, as such, has a central role in the complex construct of a national identity. However, the use of language varieties can play important roles in constructing users' social and cultural identities. Students examine texts to explore the ways different identities are imposed, negotiated and conveyed. Students explore how our sense of identity evolves in response to situations and experiences, and is influenced by how we see ourselves and how others see us. Through our language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between 'us' and 'them', creating solidarity and reinforcing social distance.

### AREAS OF STUDY:

- Language variation in Australian society
- Individual and group identities

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### The skills that are important to this subject are:

Competence in writing for a range of audiences and purposes. Comprehension, enjoyment and discrimination of set texts. Identifying logical appeals and producing reasoned argument.

#### This subject is important for the following reasons:

Students' English or Literature score must be included in their ATAR.

#### Tertiary courses:

Bachelor Degrees in science, engineering, arts, humanities, social science, social work, family studies, public relations, technology, health sciences, journalism, teaching, arts/media, librarianship. Associate diplomas, advanced certificates, and certificates in a wide range of areas.

#### Employment:

It is crucial for interviews, job seeking, oral and written communication, and interpreting all types of information.

#### Life:

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

## ENGLISH LANGUAGE FAQ

### **Is English Language an accredited VCE subject?**

Yes.

### **Will I still get a VCE certificate if I complete this course instead?**

Yes. English Language is recognised as one of the English options that can be used by a student to satisfy the compulsory English requirements of the VCE.

### **Will this subject contribute to my ATAR?**

Yes, if the student continues with the course and satisfactorily completes Unit 3 and 4 (Year 12 level). English must be included in the primary 4 for ATAR calculations and English Language can be used for that purpose.

### **Can I include traditional English and English Language in my VCE program?**

Yes, you can do both if literacy is a genuine interest and strength. If you do both in Year 12, either English or English Language (or both) can be included in the primary 4 for ATAR calculations.

### **Is English Language easier than VCE English?**

English Language is different from standard English and should not be considered an easier option. Because it is different from the English you have studied thus far, you have to be willing to dedicate your time to learning and revising the metalanguage. It takes a scientific approach to English that is based on linguistics. It is a suitable choice for students who are interested in linguistics. The focus is more on the language use itself, rather than a deeper analysis of characters, themes and symbols. The focus moves away from fiction, so in a way lends itself to a more logical way of thinking.

### **Will I have to read a novel?**

Students will analyse a broad range of spoken and written texts using excerpts and selected passages as they explore the relationship between spoken and written language.

### **What is Linguistics?**

Linguistics is a way of exploring language in all its aspects. It examines what is common to all human languages, how language varies, how it is learnt and how it is used for human communication. Linguistics draws on systems and ideas from many fields including, psychology, anthropology, archaeology, sociology, mathematical science, history, philosophy and literature.

### **Will I have to write essays?**

Students will be required to demonstrate their knowledge in a range of ways including some expository essays and oral presentations. The focus for learning will be language and its use rather than narrative, themes and characterisation.

### **Will it help me in my tertiary studies pathway?**

Successful learning in English Language will provide an excellent foundation for further study across all disciplines from the arts to creative writing, education, engineering, health sciences, law, linguistic, mathematics, music, other languages, philosophy, politics, psychology, sciences, technology and wildlife and conservation.



## UNIT 1: HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

In this unit students examine the processes and interactions occurring within and between Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere. They focus on how ecosystem functioning can influence many local, regional and global environmental conditions such as plant productivity, soil fertility, water quality and air quality. Students explore how changes that have taken place throughout geological and recent history are fundamental to predicting the likely impact of future changes. They consider a variety of influencing factors in achieving a solutions-focused approach to responsible management of challenges related to natural and human-induced environmental change.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to ecosystem components, monitoring and/or change.

### AREAS OF STUDY:

- How are Earth's systems organised and connected?
- How do Earth's systems change over time?
- How do scientific investigations develop understanding of how Earth's systems support life?

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

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

In this unit students consider pollution as well as food and water security as complex and systemic environmental challenges facing current and future generations.

### AREAS OF STUDY:

- How can we manage pollution to sustain Earth's systems?
- How can we manage food and water security to sustain Earth's systems?
- How do scientific endeavours contribute to minimising human impacts on Earth's systems?

## UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

In this unit students focus on environmental management through the application of sustainability principles.

They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and wellbeing. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

### AREAS OF STUDY:

- Is maintaining biodiversity worth a sustained effort?
- When is development sustainable?

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

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

### AREAS OF STUDY:

- How can we respond to climate change?
- What might be a more sustainable mix of energy sources?
- How is scientific inquiry used to investigate contemporary environmental challenges?

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education:

Environmental science, urban, rural and environmental planning, conservation and land management.

#### Employment:

Environmental science, environmental management, environmental protection authority, conservation and land management, farming, catchment management, fisheries, national parks, planning, landscape architecture.

#### Life:

Understanding the relationship between people and the environment from a scientific perspective.

# FOOD STUDIES

## UNIT 1: FOOD ORIGINS

In this unit students focus on food from historical and cultural perspectives, and investigate the origins and roles of food through time and across the world.

In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian Indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine.

### AREAS OF STUDY:

- Food around the world
- Food in Australia

## UNIT 2: FOOD MAKERS

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances.

### AREAS OF STUDY:

- Food industries
- Food in the home

## UNIT 3: FOOD IN DAILY LIFE

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can

be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

### AREAS OF STUDY:

- The science of food
- Food choice, health and wellbeing

## UNIT 4: FOOD ISSUES, CHALLENGES AND FUTURES

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. The focus of this unit is on food issues, challenges and futures in Australia.

Practical activities provide students with opportunities to apply their responses to environmental and ethical food issues, reflect on healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and consider how food selections and food choices can optimise human and planetary health.

### AREAS OF STUDY:

- Environment and ethics
- Navigating food information

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education:

Bachelor Degree in home economics/food technology (teaching), consumer science, dietetics, health promotion, food and nutrition.

### Employment:

Environmental health officer, cook, caterer, food processing technician, nutritionist, home economist, dietitian.

### Life:

Home economics education facilitates the development of knowledge and skills to assist with the development of independent, resourceful consumer citizens capable of making informed decisions particularly about food and nutrition.

## UNIT 1: HAZARDS AND DISASTERS

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.

Students examine hazards and hazard events, and analyse the impacts of hazard events. They study at least two specific hazards at different scales. Students select one hazard from at least two different types of hazards, for example, bushfires and an alien animal invasion, or floods and oil spills.

Students distinguish between a hazard and a hazard event, which can result in a disaster, depending on its impact. They explore the effectiveness of specific measures such as warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters and technological resources to develop effective prevention and mitigation measures.

### AREAS OF STUDY:

- Characteristics of hazards
- Response to hazards and disasters

## UNIT 2: TOURISM ISSUES AND CHALLENGES

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable.

Students examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations, and the factors affecting different types of tourism. Students support this investigation with contrasting examples from within Australia and elsewhere in the world.

Students explore the environmental, economic, social and cultural impacts of different types of tourism, and the issues and challenges that these create for people and the environment. They investigate at least one tourism location using appropriate fieldwork techniques, and one location elsewhere in the world that requires an investigation of ethical tourism.

### AREAS OF STUDY:

- Characteristics of tourism
- Impact of tourism: issues and challenges

## UNIT 3: CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra, bare lands and wetlands, as well as land covered by ice and water, and is the natural state of the biophysical environment developed over time. Students investigate two major processes that are

changing land cover in many regions of the world: melting glaciers and ice sheets, and deforestation. They investigate the distribution and causes of the two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales.

People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation. Land use change is a characteristic of both urban and rural environments and occurs at both spatial and temporal scales. Students select a local area and use appropriate fieldwork techniques and secondary sources to investigate the nature, processes and impacts of land use change.

### AREAS OF STUDY:

- Land cover change
- Land use change

## UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES

In this unit students study human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Students undertake an overview of global population distribution and growth before investigating the dynamics of population change over time and space. Through the study of population dynamics, students investigate growth and decline in fertility and mortality, together with population movements, such as forced and voluntary migration from within and between countries with different economic and political conditions and social structures. Students develop understanding of the Demographic Transition Model and its applications, and the Malthusian theory of population.

### AREAS OF STUDY:

- Population dynamics
- Population issues and challenges

### LOOKING TO THE FUTURE:

This subject develops many skills in daily and future pathways.

### Post-Secondary Education:

Science, engineering, horticulture, aquaculture, environmental management, tourism, urban and regional planning, conservation, sustainability, international trade, education, logistics, global studies, geospatial technologies.

### Employment:

Tourism, agriculture, engineering, surveying, conservation and land management, urban planning, international development, teaching and education, environmental studies, geospatial technologies.

### Life:

Geography helps students make sense of the world around them; why natural and human environments are arranged as they are and what happens when these places and environments interact with people.

# HEALTH AND HUMAN DEVELOPMENT

## UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

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

Students investigate the World Health Organization's (WHO) definition of health and wellbeing as a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status.

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

### AREA OF STUDY:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

## UNIT 2: MANAGING HEALTH AND DEVELOPMENT

Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

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

### AREA OF STUDY:

- Developmental transitions
- Healthcare in Australia

## UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

In Area of Study 1 students explore health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing.

Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia. In Area of Study 2 students look at different approaches to public health over time, with an emphasis on changes and

strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They analyse the role of government and non-government organisations in promoting healthy eating and reflect on the challenges people face when making dietary changes. They conduct a detailed study on a successful health promotion campaign or program, and inquire into priorities for health improvements in Australia.

### AREAS OF STUDY:

- Understanding health and wellbeing
- Promoting health and wellbeing

## UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

In Area of Study 1 students look at similarities and differences in major burdens of disease in low, middle and high income countries, including Australia. Students investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human Development Index to further their understanding of health in a global context. Students consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

In Area of Study 2 students look at action for promoting health globally. They look at the rationale, objectives and interdependencies of the UN's SDGs, focusing on their promotion of health and wellbeing and human development. Students investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis. They reflect on meaningful and achievable individual actions that could contribute to the work of national and international organisations that promote health and wellbeing.

### AREAS OF STUDY:

- Health and wellbeing in a global context
- Health and the sustainable development goals

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education and Employment:

Bachelor Degree in nursing, chiropractor, health sciences, public health, childcare, human movement, occupational therapy, teaching, social work, healthcare.

### Life:

HHD teaches the ability to research and enquire, and make decisions related to a global setting. It also gives important information regarding healthcare in Australia and the relevance of health in development and growth across the lifespan.



## UNIT 1: MODERN HISTORY

In this unit students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. Modern History provides students with an opportunity to explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

Students focus on the events, ideologies, individuals and movements of the period that led to the end of empires and the emergence of new nation states before and after World War One; the consequences of World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the maps of Europe and its colonies, breaking up the former empires of the defeated nations, such as the partitioning of the German, Austro-Hungarian and Ottoman Empires. They consider the aims, achievements and limitations of the League of Nations. Students also study social life and cultural expression in the late nineteenth century and the first half of the twentieth century, and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period.

### AREAS OF STUDY:

- Ideology and conflict
- Social and cultural change

## UNIT 2: EMPIRES

In Unit 2 Empires, students investigate the foundations and features of empires and the significant global changes they brought to the wider world in the early modern period. Empires at their core were expansionist, dominating trade and political influence in their regional or global contexts. A range of key factors arising from the social, political, economic, cultural, religious, environmental and technological features of Empires played a role in the ambition and quest for power, prestige and influence over rival and competing states.

Students focus on the features of empires and what contributed to their rise. This includes how the social, political, economic, cultural, religious, environmental and technological features and conditions shaped an empire's quest for expansion. Students also study the challenges and changes facing the empire in the age of imperialism. Students explain how and why new colonies and new markets were established, and describe the empire's global power and why their influence prospered. They analyse the empire's social, political, economic and cultural structures of power and how it was used to maintain control. Students evaluate the consequences of empire expansion, especially for Indigenous peoples.

### AREAS OF STUDY:

- The rise of Empires
- Encounter, challenge and change

## UNIT 3: HISTORY REVOLUTIONS: FRENCH REVOLUTION FROM 5 AUGUST 1789 TO 1795

In this unit students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point

in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

### AREAS OF STUDY:

- Causes of Revolution
- Consequences of Revolution

## UNIT 4: HISTORY REVOLUTIONS: THE RUSSIAN REVOLUTION FROM 26 OCTOBER 1917 TO 1927

In this unit students investigate the significant historical causes and consequences of political revolution. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology.

### AREAS OF STUDY:

- Causes of Revolution
- Consequences of Revolution

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education:

Certificate courses through to Diploma, Degree and Masters. Courses can be done at both TAFE and university; such as, Bachelor of Archaeology, Bachelor of Arts, and Bachelor of Social Sciences.

#### Employment:

Archaeologist, cultural heritage officer, historian, sociologist, teacher, librarian, criminologist, law clerk, political scientist, parliamentarian, museum assistant, tourist information officer, public servant, tour guide.

#### Life:

Understanding how society has changed over time and develop the skills to interpret and analyse.

# ITALIAN

## UNIT 1:

On completion of this unit students should be able to establish and maintain a spoken or written exchange related to personal areas of experience. In addition to this, students should be able to listen to, read and obtain information from spoken and written texts, as well as being able to produce a personal response to a text focusing on real or imaginary experience.

### AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

## UNIT 2:

For this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions, as well as being able to listen to, read, and extract and use information and ideas from spoken and written texts. On the completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

### AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

## UNIT 3:

On completion of this unit students should be able to express ideas through the production of original texts. In addition to this, students should be able to analyse and use information from spoken texts, as well as being able to exchange information, opinions and experiences.

### AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

## UNIT 4:

On completion of this unit students should be able to analyse and use information from written texts as well as being able to respond critically to spoken and written texts, which reflect aspects of the language and culture of Italian-speaking communities.

### AREAS OF STUDY:

- Interpersonal communication
- Interpretive communication
- Presentational communication

## LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education:

Translator courses, primary, secondary and tertiary LOTE studies.

### Employment:

Teaching, translating and interpreting in government departments, international commerce and diplomatic professional opportunities, tourism service industries, social services.

### Life:

The study of a language such as Italian, apart from giving the ability to speak another language, promotes cultural awareness and understanding of different attitudes and values within the Australian community and beyond, travel and study opportunities, and an appreciation of one's own society in relation to the world stage. It improves communication skills, cognitive development, literacy and general knowledge.

## UNIT 1: THE PRESUMPTION OF INNOCENCE

Laws, including criminal law, aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order. When a criminal law is broken, a crime is committed which is punishable and can result in criminal charges and sanctions.

In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and an overview of parliament and the courts. Students are introduced to and apply the principles of justice. They investigate key concepts of criminal law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime. In doing this, students develop an appreciation of the manner in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused. Students also develop an appreciation of how a criminal case is determined, and the types and purposes of sanctions. Students apply their understanding of how criminal cases are resolved and the effectiveness of sanctions through consideration of recent criminal cases from the past four years.

### AREAS OF STUDY:

- Legal foundations
- Proving guilt
- Sanctions

## UNIT 2: WRONGS AND RIGHTS

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute.

Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

### AREAS OF STUDY:

- Civil liability
- Remedies
- Human rights

## UNIT 3: RIGHTS AND JUSTICE

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other means and institutions used to determine and resolve cases.

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles

of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### AREAS OF STUDY:

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

## UNIT 4: THE PEOPLE, THE LAW AND REFORM

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making.

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

### AREAS OF STUDY:

- The people and the law-makers
- The people and reform

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education:

Certificate courses through to Diploma, Degree and Masters. Courses can be done at both TAFE and university. Law / Legal Studies / Criminal Justice Studies / Legal Practice Management.

### Employment:

Solicitor, barrister, judge, paralegal, court officer, police officer, corrective services, community education, teaching, researcher, social planning and advocate, legal clerk/administration.

### Life:

The law influences all aspects of society – at home, at work and in the wider community. Students develop an understanding of processes and the way the law is made and changed and a means to identify legal problems and the ways they are resolved.

# LITERATURE

## UNIT 1

### Area of Study 1- Reading Practices

In this area of study students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape their own and others' interpretations of text.

### Area of Study 2- Exploration of Literary Movements and Genres

In this area of study students explore the concerns, ideas, style and conventions common to a distinctive type of literature seen in literary movements or genres. Examples of these groupings include literary movements and/or genres such as modernism, epic, tragedy and magic realism, as well as more popular, or mainstream, genres and subgenres such as crime, romance and science fiction. Students explore texts from the selected movement or genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.

#### AREAS OF STUDY:

- Reading practices
- Exploration of literary movements and genres

## UNIT 2

### Area of Study 1- Voices of Country

In this area of study students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonisation and its ongoing consequences, and issues of reconciliation and reclamation.

### Area of Study 2- The Text in its Context

In this area of study students focus on the text and its historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text.

Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts.

#### AREAS OF STUDY:

- Voices of country
- The text in its context

## UNIT 3

### Area of Study 1- Adaptations and Transformations

In this area of study students focus on how the form of a text contributes to its meaning. Students explore the form of a set text by constructing a close analysis of that text. They then reflect on the extent to which adapting the text to a different form, and often in a new or reimagined context, affects its meaning, comparing the original with the adaptation.

### Area of Study 2- Developing Interpretations

In this area of study students explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text.

Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language.

#### AREAS OF STUDY:

- Adaptations and transformations
- Developing Interpretations

## UNIT 4

### Area of Study 1- Creative Responses to Texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. They learn how authors develop representations of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text in order to create their own writing.

### Area of Study 2- Close Analysis of Texts

In this area of study students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text. They write expressively to develop a close analysis, using detailed references to the text.

#### AREAS OF STUDY:

- Creative responses to texts
- Close analysis of texts

#### LOOKING TO THE FUTURE:

Students may choose Literature as well as or instead of English. Students' English or Literature score must be included in their ATAR.

#### Post-Secondary Education:

Bachelor Degrees in arts, humanities, social science, social work, family studies, public relations, journalism, teaching, arts/media, librarianship, associate diplomas, advanced certificates and certificates in a wide range of areas.

#### Life:

The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.



# LITERACY (VCE VOCATIONAL MAJOR)

## UNIT 1

In this unit students explore the structure and features of a range of texts – print, visual and film – and the personal reasons readers may have for engaging with these texts. Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts will be chosen from a range of local and global perspectives, including First Nations peoples' and multicultural perspectives, and should include film, TV, online videos, song, poetry, biographies and digital content.

Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media.

As a part of their studies, students will discuss the reliability and effectiveness of websites in connecting with audiences and delivering factual messages and information.

### AREAS OF STUDY

- Literacy for personal use
- Understanding and creating digital texts

## UNIT 2

Students will explore the values and beliefs that underpin different perspectives and how these values create different biases and opinions, including thinking about how these issues might arise in particular vocational or workplace settings. Students will read, view and listen to a range of texts and content that demonstrate diverse opinions on a range of local and global issues, and which may impact on their community or be of particular concern to a vocational or workplace group.

Students practise their use of persuasive language and participate in discussion of issues, either in print, orally or via a digital platform. Students consider their own perspectives on issues and develop reasoned and logical responses to these discussions in a respectful and thoughtful manner.

### AREAS OF STUDY:

- Understanding issues and voices
- Responding to opinions

## UNIT 3

In this unit students will become familiar with and develop confidence in understanding and accessing texts of an informational, organisational or procedural nature. These texts should reflect real-life situations encountered by students and be representative of the sorts of texts students will encounter in a vocational setting or workplace, or for their health and participation in the community.

Students will focus on texts about an individual's rights and responsibilities within organisations, workplaces and vocational groups. Students read and respond to a variety of technical content from a vocational, workplace or organisational setting of their choice, demonstrating understanding of how these texts inform and shape the organisations they interact with.

### AREAS OF STUDY:

- Accessing and understanding informational, organisational and procedural texts.
- Creating and responding to organisational, informational or procedural texts

## UNIT 4

In this unit students will investigate, analyse and create content for the advocacy of self, a product or a community group of the student's choice, in a vocational or recreational setting. Students will research the differences between texts used for more formal or traditional types of advocacy, influence or promotion, as well as some of the forms that are increasingly being used in the digital domain for publicity and exposure.

Students will use their knowledge and understanding of language, context and audience to complete an oral presentation that showcases their learning.

### AREAS OF STUDY:

- Understanding and engaging with literacy for advocacy
- Speaking to advise or to advocate

### LOOKING TO THE FUTURE:

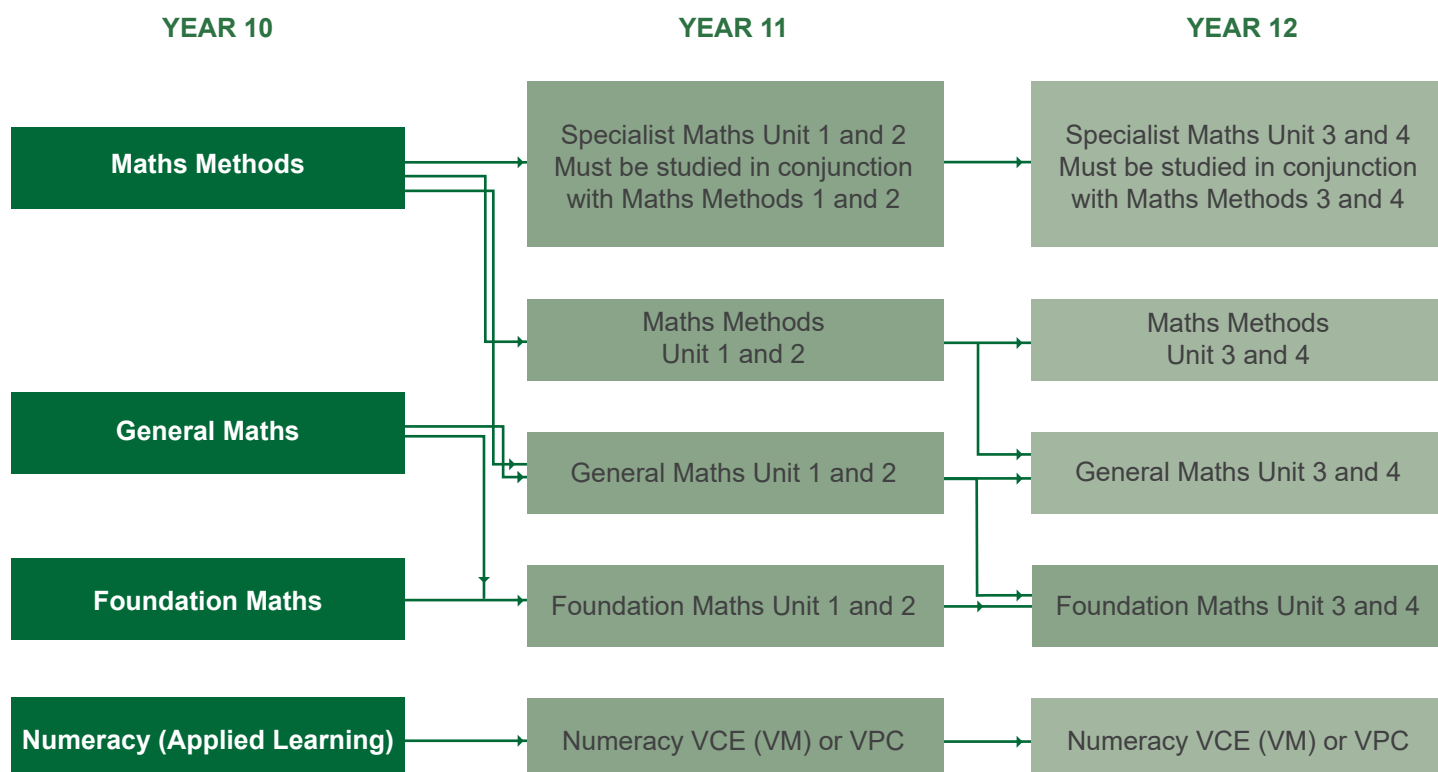
#### Post-Secondary Education:

Bachelor Degrees in arts, humanities, social science, social work, family studies, public relations, journalism, teaching, arts/media, librarianship, associate diplomas, advanced certificates and certificates in a wide range of areas.

#### Life:

The study of literature encourages independent and critical thinking in students' analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

# MATHEMATICS PATHWAYS



## Year 11 possible Maths combinations

Students can study a number of combinations at Year 11 level.

Specialist Maths Units 1 and 2 AND Mathematical Methods Units 1 and 2

OR

General Maths Units 1 and 2 AND Mathematical Methods Units 1 and 2

## Year 12 possible Maths combinations

Students can study a number of combinations at Year 12 level.

Specialist Maths Units 3 and 4 AND Mathematical Methods Units 3 and 4

OR

General Maths Units 3 and 4 AND Mathematical Methods Units 3 and 4

OR

General Maths Units 3 and 4 AND Mathematical Methods Units 3 and 4 AND Specialist Maths Units 3 and 4

*Please Note: At Year 12 level, the results for only two maths subjects can contribute to the primary four in the ATAR score calculations. If a third maths is studied it will only contribute 10% to the ATAR aggregate.*

# MATHEMATICS - FOUNDATION

## UNIT 1: FOUNDATION MATHEMATICS

Foundation Mathematics Unit 1 is designed to consolidate students' mathematical knowledge from Year 10 and provide them with a level of understanding that can be extended further in Foundation Mathematics Units 3 and 4. The unit is separated into four areas of study and consists of:

### AREAS OF STUDY:

- Algebra, Number and Structure (working and estimating with fractions, decimals and percentages, ratios, proportion and rates)
- Data Analysis, Probability and Statistics (collecting, presenting, summarising and interpreting data)
- Discrete Mathematics (understanding and operating with finances including income, banking, taxation and superannuation)
- Space and Measurement (properties of shapes, location and directions, routes, itineraries, distances and speeds)

## UNIT 2: FOUNDATION MATHEMATICS

Foundation Mathematics Unit 2 is designed to extend on students' mathematical knowledge from Unit 1 and further deepen their level of understanding in preparation for Foundation Mathematics Units 3 and 4. The unit is split into four areas of study and consists of:

### AREAS OF STUDY:

- Algebra, Number and Structure (patterns in number, exploring relationships between variables, transposing and solving equations)
- Data Analysis, Probability and Statistics (calculating statistics, representing, comparing and interpreting data sets)
- Discrete Mathematics (financial planning and personal debt, examining government benefits, comparison of health and financial services, interpreting local and national economic data)
- Space and Measurement (working and estimating with metric measures, interpreting scales in analogue and digital form, calculating and displaying time and date using common conventions, interpreting and creating schedules and timetables)

## UNIT 3 and 4: FOUNDATION MATHEMATICS

Foundation Mathematics 3 and 4 is designed to provide students with the mathematical knowledge, skills and understanding of problems in real contexts for a range of workplace, personal, community and global settings relevant to contemporary society. Prior knowledge and skills are drawn from Foundation Mathematics Units 1 and 2 and are developed over the four areas of study in each of Units 3 and 4.

### AREAS OF STUDY:

- Algebra, number and structure (rational and irrational numbers related to measurement, ratios and proportions in practical context, graphical analysis of relations including finding a break-even point, rounding, significant figures and leading-digit approximation)
- Data analysis, probability and statistics (collecting data, constructing tables, graphs representing data, interpolation and extrapolation, measures of centre and spread)
- Discrete Mathematics (income and expenditure calculations such as GST, comparing financial products such as insurance, investments and loans)
- Space and Measurement (calculations of enlargement and reduction for two- and three-dimensional plans, diagrams and models, measurements involving metrics and non-metric measures, measurement of perimeter, area, surface area and volume of compound shapes and objects)

# MATHEMATICS - GENERAL

## UNIT 1: GENERAL MATHEMATICS

General Mathematics Unit 1 is designed to extend students' mathematical knowledge from Year 10 and provide them with a strong foundation for General Mathematics Units 3 and 4. The unit is separated into four areas of study and consists of:

### AREAS OF STUDY:

- Data Analysis, Probability and Statistics (investigating and comparing data distributions)
- Discrete Mathematics (recurrence relations, arithmetic sequences and financial mathematics, matrices)
- Functions, Relations and Graphs (linear functions, graphs, equations and models)
- Space and Measurement (measurement, scale and similarity)

## UNIT 2: GENERAL MATHEMATICS

General Mathematics Unit 2 is designed to extend on students' mathematical knowledge from Unit 1 and further deepen their level of understanding in preparation for General Mathematics Units 3 and 4. The unit is split into four areas of study and consists of:

### AREAS OF STUDY:

- Data Analysis, Probability and Statistics (investigating relationships between two numerical variables)
- Discrete Mathematics (recurrence relations, geometric sequences and financial mathematics, graphs and networks)
- Functions, Relations and Graphs (inequalities and linear programming, variation)
- Space and Measurement (applications of trigonometry and spherical geometry)

## UNIT 3: GENERAL MATHEMATICS

The assumed knowledge and skills for General Mathematics Units 3 and 4 are drawn from General Mathematics Units 1 and 2. The appropriate use of technology (computer algebra systems calculators, spreadsheets and graphing packages) is used to support and develop the teaching and learning of mathematics.

The unit consists of two areas of study:

- Data analysis - this topic investigates data distributions using univariate data, bivariate data, regression analysis and data transformation.
- Recursion and financial modelling - this topic covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

### AREAS OF STUDY:

- Data analysis
- Recursion and financial modelling

## UNIT 4: GENERAL MATHEMATICS

The course builds on the skills and knowledge from Unit 3 and consists of two areas of study:

- Matrices - this covers the matrix representation of data in rectangular arrays, and the application of matrix arithmetic to the analysis of problems in practical situations
- Networks and Decision Mathematics - this covers the use of undirected and directed graphs (networks) to the modelling of situations involving the spatial representation of relationships and the optimisation of various measures such as coverage, flow, time and allocation.

### AREA OF STUDY:

- Matrices
- Networks and decision mathematics

### LOOKING TO THE FUTURE:

General Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in a wide variety of careers and in daily life.

### Post-Secondary Education:

General Mathematics Units 3 and 4 can lead to further study in fields where data analysis is important e.g. accounting, commerce, economics, nursing, environmental science, agriculture, sports science, psychology, teaching, information technology, sport and outdoor recreation, equine studies, aquaculture, viticulture, aviation, paramedic and health sciences, property and marketing.

### Employment:

General Mathematics is appropriate for those students who have an interest in practical maths and provides general preparation for employment in fields such as construction, nursing, health sciences and teaching.

### Life:

General Mathematics covers a range of mathematical topics and techniques which are used in many day-to-day applications in daily life, such as financial arithmetic and construction.



# MATHEMATICAL METHODS

## UNIT 1: MATHEMATICAL METHODS

Students studying Mathematical Methods Units 1 and 2 should have strong algebraic and graphical skills and be familiar with: linear functions; trigonometric ratios; solving algebraic expressions and exponential functions.

Students are expected to be able to apply techniques, routines and processes involving equation solving, graph sketching, with and without the use of technology, as applicable.

Students should be familiar with relevant mental and 'by hand' approaches in simple cases. The appropriate use of computer algebra system (CAS) technology to support and develop the learning of mathematics is incorporated throughout the unit.

In the functions, relations and graphs area of study students cover graphs of simple algebraic functions (polynomial and power functions) and the key features such as axis intercepts, domain and range, stationary points and asymptotic behaviour.

In Unit 1, the algebra, number and structure area of study focuses on the algebra of polynomial functions of low degree and transformations of the plane.

The study of calculus looks at rates of change introducing the derivative as a means for finding instantaneous rates.

In the data analysis, probability and statistics area, students revise the concepts of probability and are introduced to counting principles and techniques and their application to probability.

### AREAS OF STUDY:

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

## UNIT 2: MATHEMATICAL METHODS

Students studying Unit 2 Mathematical Methods build on their knowledge of Unit 1 material. Students are expected to be able to apply techniques of graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and 'by hand' approaches in simple cases, and are expected to apply these techniques to real life models.

Functions, relations and graphs: students cover graphs of circular, exponential and logarithmic functions and their key features.

Calculus: students study the process and applications of differentiation and are introduced to anti-differentiation.

Data analysis, probability and statistics extends study to include complementary, mutually exclusive, conditional and independent events.

### AREAS OF STUDY:

- Functions, relations and graphs
- Algebra, number and structure
- Calculus
- Data analysis, probability and statistics

## UNIT 3 and 4: MATHEMATICAL METHODS

- Students must have studied Mathematical Methods Units 1 and 2, in order to complete Units 3 and 4.
- Students require strong algebraic skills and should enjoy solving problems methodically.

- Students are expected to be able to apply techniques, routines and processes with and without the use of technology.

## UNIT 3: MATHEMATICAL METHODS

In Unit 3, students must apply the skills and processes of algebraic manipulation and graphical transformations in modelling real-life situations. In the Functions, relations and graphs area of study, students extend their knowledge of polynomial functions and those of exponential, logarithmic and circular functions. The Algebra, number and structure area of study considers inverse and composite functions, as well as simultaneous equations.

**Students use calculus in the analysis of key features of the functions and their graphs.**

### AREAS OF STUDY:

- Functions, relations and graphs
- Algebra, number and structure
- Differential calculus

## UNIT 4: MATHEMATICAL METHODS

In Unit 4 students continue their study of calculus to include integration (anti-differentiation). They apply the relationship between integration and the area of regions specified by lines or curves described by the rules of functions. They also apply anti-differentiation to find the rule for the original function.

There is extensive study of discrete and continuous probability distributions and their applications. Students study statistical inference, including definition and distribution of sample proportions, simulations and confidence intervals.

### AREAS OF STUDY:

- Integral calculus
- Data analysis, probability and statistics

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education and Employment:

Mathematical Methods may be a requirement for entry into some of the following tertiary courses: engineering, computer science, medicine, biomedicine, dentistry, veterinary science, games programming, information technology, accounting, commerce, economics, nursing, environmental science, agriculture, surveying, sports science, psychology, nanotechnology, teaching, physiotherapy, radiography and medical imaging, pharmacy and science.

### Life:

As this subject teaches you to break down difficult and long problems into a logical sequence of smaller and more manageable tasks, it aids with development of strong mathematical and problem solving skills. This means Mathematical Methods can be beneficial in daily life and may allow you to consider a variety of pathways after secondary school.

# MATHEMATICS - SPECIALIST

## UNIT 1: SPECIALIST MATHEMATICS

Specialist Mathematics Unit 1 is designed to extend students' mathematical knowledge from Year 10 and provide them with a strong foundation for Specialist Mathematics Units 3 and 4. Specialist Mathematics Unit 1 is suited to those students who have strong mathematical skills and who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. The unit is separated into two areas of study and consists of:

### AREAS OF STUDY:

- Algebra, Number and Structure (proof and number, graph theory, logic and algorithms)
- Discrete Mathematics (sequences and series, combinatorics, matrices)

## UNIT 2: SPECIALIST MATHEMATICS

Specialist Mathematics Unit 2 is designed to extend on students' mathematical knowledge from Unit 1 and further deepen their level of understanding in preparation for Specialist Mathematics Units 3 and 4. The unit is split into four areas of study and consists of:

### AREAS OF STUDY

- Data Analysis, Probability and Statistics (simulation, sampling, sampling distributions)
- Space and Measurement (trigonometry, transformations, vectors in the plane)
- Algebra Number and Structure (complex numbers)
- Functions, Relations and Graphs (trigonometric identities, reciprocal functions, restricted functions, inverse functions, locus, relations, kinematics)

## UNIT 3: SPECIALIST MATHEMATICS

Students may undertake this subject only in conjunction with Mathematical Methods Units 3 and 4, or having already completed the subject. Specialist Mathematics Units 1 and 2 are highly recommended.

**Students are expected to be able to apply techniques, routines and processes with and without the use of technology.**

In Unit 3 students build on their skills in the logic and proof area of study and continue to apply these to other areas throughout the year.

The functions, relations and graphs area of study covers graph sketching and algebra associated with reciprocal and other quotient functions.

In the algebra, number and structure area of study, the arithmetic and algebra of complex numbers; regions and paths in the complex plane; and the factorisation of complex polynomial functions is covered.

Calculus in Unit 3 covers advanced calculus techniques for differentiation and integration; and their applications in a variety of theoretical and practical situations.

Students extend their study of vectors in the space and measurement area of study looking at the linear dependence and the use of vectors in the proof of geometric results.

### AREAS OF STUDY:

- Discrete mathematics: logic and proof
- Functions, relations and graphs
- Space and Measurement
- Algebra, number and structure
- Differential and integral calculus

## UNIT 4: SPECIALIST MATHEMATICS

In the calculus area of study, students apply the principles of calculus to differential equations and kinematics (the study of motion).

In the space and measurement area of study, study of vectors is extended to include parametric equations and the application of vector calculus to motion in a plane.

The data analysis, probability and statistics area of study looks at statistical inference and hypothesis testing related to the distribution of sample means and confidence intervals.

### AREAS OF STUDY:

- Calculus
- Space and Measurement
- Data analysis, probability and statistics

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education and Employment:

Specialist Mathematics prepares students who may wish to study or work in the areas of engineering, computer science, medicine, biomedicine, dentistry, veterinary science, games programming, actuarial studies, nanotechnology, mathematics teaching, statistics and mathematics, physiotherapy, radiography and medical imaging, pharmacy and science.

#### Life:

As this subject teaches you to break down difficult and long problems into a logical sequence of smaller and more manageable tasks, it aids with development of strong mathematical and problem solving skills. This means Specialist Math can be beneficial in daily life and may allow you to consider a variety of pathways after secondary school.

## UNIT 1: MEDIA FORMS, REPRESENTATIONS & AUSTRALIAN STORIES

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

Students analyse how representations, narratives and media codes and conventions contribute to the construction of the media realities that audiences read and engage with. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production.

Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

### AREAS OF STUDY:

- Media representations
- Media forms in production
- Australian stories

## UNIT 2: NARRATIVE ACROSS MEDIA FORMS

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content.

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, digital streamed productions, audio news, print, photography, games and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society; design, production and distribution of narratives in the media; and audience engagement, consumption and reception.

Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

### AREAS OF STUDY:

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

## UNIT 3: MEDIA NARRATIVES, CONTEXTS AND PRE-PRODUCTION

In this unit, students explore stories that circulate in society through a close analysis of a media narrative. Narratives are defined as the depiction of a chain of events in a cause-and-effect relationship occurring in physical and/or virtual

space and time in fictional and non-fictional media products. Students consider the use of codes and narrative conventions to structure meaning and explore the role these play in media narratives. Through the close analysis of a media narrative, students develop media language and terminology and a deeper understanding of how codes and narrative conventions are combined in a narrative. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Students explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress.

### AREAS OF STUDY:

- Narratives and their contexts
- Research, development and experimentation
- Pre-production planning

## UNIT 4: MEDIA PRODUCTION; AGENCY AND CONTROL IN AND OF THE MEDIA

In this unit students focus on the production and post-production stages of the media production process, bringing the pre-production plans created in Unit 3 to their realisation. Students refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

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

### AREAS OF STUDY:

- Media production
- Agency and control in the media

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education:

Advertising, graphic design, communication (digital media), arts, creative arts, graphic design, media communication, sound production, multimedia studies, visual arts, information tech, journalism.

#### Employment:

Media and PR co-coordinator, advertising, digital media, production officer, web and graphic designer, teaching, publishing, journalism, television and radio, social media influencer.

#### Life:

VCE Media provides students with the opportunity to analyse media products and concepts in an informed and critical way. Students will examine industry production and distribution context, audience reception and the media's contribution to and impact on society.

# NUMERACY (VCE VOCATIONAL MAJOR)

## UNIT 1

Students will develop number sense through application of numeracy practices to a range of contexts where whole numbers, fractions, decimals and percentages are used. Students will select the appropriate method or approach required and communicate their ideas. They should be at ease with performing straightforward calculations both mentally, manually and using software tools and devices.

Students will learn to recognise, describe and name common two and three-dimensional shapes.

Students will develop an understanding of routine and familiar metric quantities and their units of measurement applied to single and multi-step measurement tasks. They will conduct estimations of measurements, undertake routine measurements, perform measurement calculations, and convert units within the metric system with the embedded use of different technologies.

Students will recognise, understand and represent simple patterns of relationship and change in mathematical terms where it exists in common and familiar contexts and applications.

### AREAS OF STUDY:

- Number
- Shape
- Quantity and measures
- Relationships

## UNIT 2:

Students will develop an understanding of space, direction and location in relation to common landmarks and key compass directions. They will give and follow directions to locations based on digital and printed maps and diagrams.

Students will collect, represent and undertake common analyses of data to look for patterns in data and derive meaning from data sets located within familiar and routine contexts.

Students will explore the basic concepts and everyday language of chance. They will make mathematical predictions about the likelihood of common and familiar events occurring or not occurring.

Students will understand the inputs and outputs of technology that can be used in everyday lives for the purposes of planning, collecting, sorting or categorising common and familiar quantitative or mathematical data and information.

### AREAS OF STUDY:

- Dimension and direction
- Data
- Uncertainty
- Systematics

## UNIT 3 and 4:

At the end of Units 3 and 4, students should be able to select the appropriate method or approach required, attempt a series of operations or tasks, and communicate their ideas in multiple formats, including verbal and written form. Students should be at ease with a range of calculations and mathematical processes both manually and/or using technology. They should be able to evaluate and critically reflect on the outcomes and results of their numeracy tasks and investigations and be aware of any real-world implications and consequences. They should be able to evaluate and critically reflect on the outcomes and results of their numeracy tasks and investigations and be aware of any real-world implications and consequences.

### UNIT 3 AREAS OF STUDY:

- Number
- Shape
- Quantity and measures
- Relationships

### UNIT 4 AREAS OF STUDY:

- Dimension and direction
- Data
- Uncertainty
- Systematics



# OUTDOOR AND ENVIRONMENTAL STUDIES

## UNIT 1: CONNECTIONS WITH OUTDOOR ENVIRONMENTS

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments.

Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. They study a range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments.

Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations.

### AREAS OF STUDY:

- Our place in outdoor environments
- Exploring outdoor environments
- Safe and sustainable participation in outdoor experiences

## UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

Students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.

Students develop the practical skills required to minimise the impact of humans on outdoor environments. They investigate different perspectives that inform human use of outdoor environments. Through experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

### AREAS OF STUDY:

- Understanding outdoor environments
- Observing impacts on outdoor environments
- Independent participation in outdoor environments

## UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years.

Students consider several factors that influence relationships with outdoor environments and examine the dynamic nature of relationships between humans and their environment.

Students are involved in multiple experiences in outdoor

environments, including in areas where there is evidence of human interaction. Through practical experiences, students make comparisons between outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments. Students undertake an independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments across the year.

### AREAS OF STUDY:

- Changing human relationships with outdoor environments
- Relationships with Australian environments in the past decade

## UNIT 4: SUSTAINABLE OUTDOOR ENVIRONMENTS

In this unit students explore the sustainable use and management of outdoor environments. They observe and assess the health of outdoor environments and consider the importance of this health for the future of Australian outdoor environments and the Australian population.

Students examine the importance of the sustainability of human relationships with outdoor environments. They investigate current strategies for achieving and maintaining healthy and sustainable Australian outdoor environments. Students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to achieving sustainability. Students engage in multiple related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ.

Students continue their independent investigation into the changing relationships with, and sustainability of, at least two different visited outdoor environments.

### AREAS OF STUDY:

- The importance of healthy outdoor environments
- The future of outdoor environments
- Investigating outdoor environments

## LOOKING TO THE FUTURE

This subject develops many skills for daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education:

Certificate III/IV in Outdoor Recreation, Bachelor of Arts (Outdoor Education), Diploma of Education (if interested in becoming a teacher), Bachelor of Sport and Outdoor Education, Bachelor of Sustainability and Outdoor Education.

### Employment:

Outdoor education group (and similar camps), secondary schools, park ranger, outdoor adventure guide, dive instructor.

### Life:

Skills obtained in this subject will enable students to live more sustainable lives, be able to perform basic navigation and identify ways in which they can minimise the impact they have on the environment when engaging in the outdoors.

# PERSONAL DEVELOPMENT SKILLS (VCE VOCATIONAL MAJOR)

## UNIT 1: HEALTHY INDIVIDUALS

In this unit students will be introduced to the concepts of personal identity and emotional intelligences in differing contexts. Students will explore the elements of emotional intelligence (self-awareness, self-regulation, motivation, empathy and social skills), and develop and apply strategies relating to personal identity and emotional intelligence.

Students will explore concepts of health and wellbeing for individuals and groups, the factors that affect wellbeing and the characteristics of inclusive and cohesive communities. They will investigate activities and support services that aim to improve individual and group wellbeing within the community. Students will explore the requirements for undertaking activities or voluntary work within the community. They will understand and apply the key elements involved in designing, implementing and evaluating a purposeful activity that aims to achieve a clear objective.

### AREAS OF STUDY:

- Personal identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life

## UNIT 2: CONNECTING WITH COMMUNITY

In this unit students focus on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

### AREAS OF STUDY:

- What is community?
- Community cohesion
- Engaging and supporting community

## UNIT 3: LEADERSHIP AND TEAMWORK

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

### AREAS OF STUDY:

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

## UNIT 4: COMMUNITY PROJECT

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present their project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.

### AREAS OF STUDY:

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

# PHILOSOPHY

## UNIT 1: EXISTENCE, KNOWLEDGE AND REASONING

What is the nature of reality? How can we acquire knowledge? These are some of the questions that have challenged humans for millennia. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics. Students learn through a pedagogy of philosophical inquiry – ‘doing philosophy’, for example through formulation of questions and philosophical exchanges with others. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems.

### AREAS OF STUDY:

- Logic and Reasoning
- Metaphysics
- Epistemology

## UNIT 2: QUESTIONS OF VALUE

What underpins our own judgments of what we value and know? What is the relationship between different types of value? How can we ever say something is true or important, or good or bad definitively? This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics.

Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and informed responses.

### AREAS OF STUDY:

- Ethics and moral philosophy
- Further problems in value theory
- Techniques of philosophical inquiry

## UNIT 3: MINDS, BODIES AND PERSONS

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time?

Students critically compare the viewpoints and arguments put forward in philosophical sources to their own views on these questions and to contemporary debates. For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning.

Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as religion, psychology, sociology and politics.

### AREAS OF STUDY:

- Minds and bodies
- Personal identity

## UNIT 4: THE GOOD LIFE

This unit considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a life well lived? Is morality central to a good life? How does our social context impact on our conception of a good life?

In this unit, students explore philosophical texts that have had a significant impact on western ideas about the good life. Students critically compare the viewpoints and arguments in set texts to their views on how we should live, and use their understandings to inform a reasoned response to contemporary debates.

For the purposes of this study, arguments make a claim supported by propositions and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments within other spheres of discourse such as psychology, sociology, science, engineering and politics.

### AREA OF STUDY:

- Conceptions of the good life
- Living the good life in the twenty-first century

### LOOKING TO THE FUTURE:

This subject develops a range of employability skills, especially in the following areas:

- Communication
- Self-management
- Planning and organising
- Advanced problem solving
- Analysis and synthesis
- Initiative and enterprise

These are transferable skills which are sought after by employers. In addition, this subject allows scope for personal development and the opportunity to grapple with important questions in life.

## UNIT 1: THE HUMAN BODY IN MOTION

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

### AREA OF STUDY:

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

## UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### AREA OF STUDY:

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

## UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

Students analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

### AREA OF STUDY:

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

## UNIT 4: TRAINING TO IMPROVE PERFORMANCE

Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training.

Students analyse the requirements of an activity and consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

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

### AREA OF STUDY:

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

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education:

Physical education, teaching, sports science, fitness trainer, personal trainer, sports administration, sports marketing, sports medicine, sports coaching, dietician, physiotherapy, health promotion, sport and recreation.

#### Employment:

Teaching, sports science, fitness trainer, personal trainer, sports administration, sports marketing, sports medicine, sports coaching, dietician, physiotherapy, health promotion.

#### Life:

Physical Education promotes the value of physical activity in our lives and how it is crucial for our health. It gives students the opportunity to learn about and practice ways of working with others (social interaction) and to adopt and maintain a healthy, productive and active life.



# PHYSICS

## UNIT 1: HOW IS ENERGY USEFUL TO SOCIETY?

In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

### AREAS OF STUDY:

- How are light and heat explained?
- How is energy from the nucleus utilised?
- How can electricity be used to transfer energy?

## UNIT 2: HOW DOES PHYSICS HELP US TO UNDERSTAND THE WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. In Area of Study 2, students choose one of 18 options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

### AREAS OF STUDY:

- How is motion understood?
- Options: How does physics inform contemporary issues and applications in society?
- How do physicists investigate questions?

## UNIT 3: HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken.

### AREAS OF STUDY:

- How do physicists explain motion in two dimensions?
- How do things move without contact?
- How are fields used in electricity generation?

## UNIT 4: HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONISED THINKING IN PHYSICS?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light.

They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS. A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken.

### AREAS OF STUDY:

- How has understanding about the physical world changed?
- How is scientific inquiry used to investigate fields, motion or light?

### LOOKING TO THE FUTURE:

Physics is a prerequisite for many science and engineering-based university courses.

### Post-Secondary Education:

Engineering (civil, mechanical, electrical, aeronautical), science, mathematics, information technologies, robotics, astronomy and astrophysics, optics, materials physics, mining, physiotherapy.

### Life:

Physics as a discipline is principally about understanding how things work, and using that knowledge for the betterment of society. Students who study physics gain a stronger understanding of how to think scientifically and how to approach problems in a systematic fashion.

# PRODUCT DESIGN AND TECHNOLOGIES (WOOD /TEXTILES)

## UNIT 1: DESIGN PRACTICES

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. When creating their own designs, students use appropriate drawing systems – both manual and digital – to develop graphical product concepts. They also experiment with materials, tools and processes to prototype and propose physical product concepts. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product. This is achieved through the development of graphical product concepts and the use of prototypes to explore and propose physical product concepts.

### AREAS OF STUDY:

- Developing and conceptualising designs
- Generating, designing and producing

## UNIT 2: POSITIVE IMPACTS FOR END USERS

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity. Students also explore cultural influences on design. They develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products, how sustainable design practices care for Country, and how traditions and culture are acknowledged in contemporary designs. Students also have opportunities to make connections to personal or other cultural heritages.

### AREAS OF STUDY:

- Opportunities for positive impacts for end users
- Designing for positive impacts for end users
- Cultural influences on design

## UNIT 3: ETHICAL PRODUCT DESIGN & DEVELOPMENT

In this unit students research a real personal, local or global need or opportunity with explicit links to ethical considerations. They conduct research to generate product concepts and a final proof of concept for a product solution that addresses the need(s) or opportunities of the end user(s). Students plan to develop an ethical product through a problem-based design approach, starting with a need or opportunity and using a design process and testing to problem-solve. Students undertake the role of a designer to generate, analyse and critique product concepts, with the chosen product concept becoming the final proof of concept. Throughout a design process, the product concepts and the final proof of concept are evaluated using relevant factors that influence product design, and shaped using design thinking.

Students learn about ethical research methods when investigating and defining their design need and/or opportunity and generating and designing their product concepts.

Students develop a scheduled production plan to manage the resources in a design process and implement this scheduled production plan to make their product safely.

### AREAS OF STUDY:

- Influences on design, development and production of products
- Investigating opportunities for ethical design and production
- Developing a final proof of concept for ethical production

## UNIT 4: PRODUCTION & EVALUATION OF ETHICAL DESIGNS

In this unit students continue to work as designers throughout the production process. They observe safe work practices in their chosen design specialisations by refining their production skills using a range of materials, tools and processes.

Students collect, analyse, interpret and present data, use ethical research methods and engage with end user(s) to gain feedback and apply their research and findings to the production of their designed solution. Students continue to make the product designed in Unit 3, using materials, tools and processes safely and responsibly. Throughout the production process, they monitor and record their progress during implementation of their scheduled production plan and justify decisions and modifications, if and when necessary. Students evaluate their product and a range of existing products using criteria, data and feedback. They speculate on how designers can be future-focused, innovative and entrepreneurial by suggesting and justifying possible product enhancements and/or improvements based on this evaluation.

### AREAS OF STUDY:

- Managing production for ethical designs
- Evaluation and speculative design

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education:

Furniture design, industrial design, construction project management, architecture, teaching, building trades (TAFE).

University studies and TAFE studies: Interior Design, Associate degree in Fashion, NIDA Bachelor of Fine Arts (Costume).

### Employment:

Building trades, carpentry, cabinet-making, apprenticeships, laboring, product design or interior design, industrial, product, interior and exhibition design, engineering, fashion, furniture, jewelry, textile and ceramic design.

### Life:

Home improvements, furniture making, general repairs, knowledge of materials used for building and construction, understanding of manufacturing / industrial settings.

## UNIT 1: HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

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

### AREAS OF STUDY:

- What influences psychological development?
- How are mental processes and behaviour influenced by the brain?
- How does contemporary psychology conduct and validate psychological research?

## UNIT 2: HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

### AREAS OF STUDY:

- How are people influenced to behave in particular ways?
- What influences a person's perception of the world?
- How do scientific investigations develop understanding of influences on perception and behaviour?

## UNIT 3: HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

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

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory.

### AREAS OF STUDY:

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

## UNIT 4: HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

### AREAS OF STUDY:

- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?
- How is scientific inquiry used to investigate mental processes and psychological functioning?

### LOOKING TO THE FUTURE:

This subject builds skills to allow the individual to investigate and inquire scientifically, apply psychological understanding, and communicate psychological information and understandings.

### Post-Secondary Education:

Science, criminology/psychological science, applied science, social work, psychology and psychophysiology, arts (psychology), education and business.

### Employment:

As diverse as teaching, human services and welfare, sport and training, market research, nursing and business, psychologist, counselling, social work and psychiatrist.

# RELIGION AND SOCIETY

## UNIT 1: THE ROLE OF RELIGION IN SOCIETY

In this unit students explore the spiritual origins of religion and understand its role in the development of society, identifying the nature and purpose of religion over time. They investigate religion, including the totality of phenomena to which the term 'religion' refers, and acknowledge religion's contribution to the development of human society. They also focus on the role of spiritualities, religious traditions and religious denominations in shaping personal and group identity over time. Students examine how individuals, groups and new ideas have affected and continue to affect spiritualities, religious traditions and religious denominations. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas, truth narratives, spiritualities and religious traditions broadly and in the Australian society in which they live.

### AREAS OF STUDY:

- The Nature and Purpose of Religion
- Religion Through the Ages
- Religion in Australia

## UNIT 2: RELIGION AND ETHICS

How do we know what is good? How do we make decisions in situations where it is unclear what is good or not good? Do we accept what society defines as good? Do we do what feels right? Or do we rely on a definition of what is good from a spirituality, religious tradition or religious denomination? What are the principles that guide decision-making? Ethics is concerned with discovering the perspectives that guide practical moral judgement. Studying ethics involves identifying the arguments and analysing the reasoning, and any other influences, behind these perspectives and moral judgments. An important influence on ethical perspective is the method of ethical decision-making, made up of concepts, principles and theories.

In this unit students study in detail various methods of ethical decision-making in at least two religious traditions and their related philosophical traditions. They explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

### AREAS OF STUDY:

- Ethical decision-making and moral judgement
- Religion and ethics
- Ethical issues in society

## UNIT 3: THE SEARCH FOR MEANING

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by a religious tradition or religious denomination in response to the big questions of life. Students study how particular beliefs within a religious tradition or religious denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experiences and religion.

### AREAS OF STUDY:

- Responding to the search for meaning
- Expressing meaning
- Significant life experiences, religious beliefs and faith

## UNIT 4: RELIGION, CHALLENGE AND CHANGE

This unit focuses on the interaction over time of religious traditions and religious denominations and the societies of which they are a part. For a large part of human history religion has been drawn on as a truth narrative, offering a means for finding answers to the big questions of life. Religious traditions and religious denominations are in a dynamic process of engagement and negotiation with members individually and collectively, as well as with other key institutions in wider society associated with power, authority and credibility. Religious traditions and religious denominations are living institutions that interact with society and can likewise be influenced by society. They can stimulate and support society, acting as levers for change themselves and embracing or resisting forces for change within society.

Opportunities for development also come from significant challenges in the interaction of religious traditions and religious denominations and society, including the needs and insights of their members and other people and groups within wider society. A challenge is a situation that stimulates a response from society and/or religious traditions and religious denominations. These challenges and the religious tradition and religious denomination are influenced by broader contexts such as changing economic and environmental conditions, and political, social or technological developments.

### AREAS OF STUDY:

- Challenge and response
- Interaction of religion and society

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

### Post-Secondary Education:

A range of theology, arts, social science, humanities degrees, political science, international studies, law, journalism, philosophy, history, sociology and philanthropy psychology, phenomenology, sociology and biblical scholarship.

### Employment:

Priest, brother, sister, teacher, social worker, youth and community worker, counsellor, librarian, administrator, foreign correspondent, researcher, lawyer, historian, pastoral care worker, curator, foreign affairs officer, Indigenous community worker, archivist, international aid/ development worker, writer.

### Life:

Studies in Religion and Society provide students with the opportunity to develop a range of skills such as: communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, technology and learning, critical evaluation and research skills.



## UNIT 1: MECHANICAL SYSTEMS

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes.

Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electro technological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

### AREAS OF STUDY:

- Mechanical system design
- Producing and evaluating mechanical systems

## UNIT 2: ELECTRO TECHNOLOGICAL SYSTEMS

In this unit students study fundamental electro technological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electro technological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electro technological systems and how they work, the focus is on the creation of electro technological systems, drawing heavily upon design and innovation processes.

Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits. This unit offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system.

### AREAS OF STUDY:

- Electro Technological systems design
- Producing and evaluating electro technological systems

## UNIT 3: INTEGRATED AND CONTROLLED SYSTEMS

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

engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system.

Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electro technological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

### AREAS OF STUDY:

- Integrated and controlled system design
- Clean energy technologies

## UNIT 4: SYSTEMS CONTROL

In this unit students complete the creation of the mechanical and electro technological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electro technological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system.

They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

### AREAS OF STUDY:

- Producing and evaluating integrated and controlled systems
- New and emerging technologies

### LOOKING TO THE FUTURE:

This study provides students with a focus on how innovation can be applied in the development of engineering skills. It assists in providing an insight into how mechanical and electro technological systems work.

#### Post-Secondary Education

Engineering, robotics, industrial design, technical trades, teaching.

#### Employment:

Industrial designer, mechanical engineering, manufacturing, science research, robotics, technical trades, teaching.

#### Life:

Systems Engineering provides a structured approach to how things work, and provides an application of scientific and engineering principles. Students develop a practical understanding which can be applied to designing, creating and repairing a wide range of systems.

# TEXT AND TRADITIONS

## UNIT 1: TEXTS IN TRADITIONS

In this unit students examine the place of sacred texts and their literary forms within a religious tradition. Students explore the importance of sacred texts as the source of a tradition and learn how to interpret and describe their meaning for the earlier and continuing tradition.

The process of searching for and giving expression to the meaning of texts is called exegesis. This unit introduces students to basic methods of exegesis to bring about a deeper awareness of how sacred texts came about, and the meaning of those texts for the religious tradition. The skills of exegetical methods are introduced to the students.

This unit also explores how sacred texts have been used by people both within and beyond the religious tradition to bring meaning to issues or ideas in a new cultural setting.

This unit requires the study of sacred texts in a variety of literary forms. The texts may come from one religious tradition or from a range of religious traditions.

### AREAS OF STUDY:

- The importance of sacred texts to the tradition
- The exegesis of texts
- Sacred texts and later traditions

## UNIT 2: TEXTS IN SOCIETY

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Therefore, the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Students compare how sacred texts from different religious traditions address these social issues.

### AREAS OF STUDY:

- Sacred texts in the past
- Sacred texts today
- Comparing religious traditions

## UNIT 3: TEXTS AND THE EARLY TRADITION

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves.

Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text.

### AREAS OF STUDY:

- The background of the tradition
- Audience, purposes and literary aspects of the set texts
- Interpreting texts

## UNIT 4: TEXTS AND THEIR TEACHINGS

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth.

Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through themes in the particular texts.

Some of the themes contained in the foundational texts have been reinterpreted at different times by the religious tradition. In this unit students study a significant theme contained in the set text and consider the interpretation of the text in light of the theme.

### AREAS OF STUDY:

- Interpreting texts
- Religious themes and their teaching purpose
- Themes in the later tradition and the later use of scripture

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education:

A range of theology, arts, social science, humanities degrees, political science, international studies, law, journalism, philosophy, history, sociology and philanthropy, psychology, phenomenology, sociology and biblical scholarship.

#### Employment:

Priest, brother, sister, teacher, social worker, youth and community worker, counsellor, librarian, administrator, foreign correspondent, researcher, lawyer, historian, pastoral care worker, curator, foreign affairs officer, Indigenous community worker, archivist, international aid/ development worker, writer.

#### Life:

Studies in Religion and Society provide students with the opportunity to develop a range of skills such as: communication, planning and organising, teamwork, problem solving, self-management, initiative and enterprise, technology and learning, critical evaluation, analysis of values and research skills.

# VISUAL COMMUNICATION DESIGN

## UNIT 1: FINDING, REFRAMING & RESOLVING DESIGN PROBLEMS

In this unit students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. They learn how design can improve life and living for people, communities and societies, and how understandings of good design have changed over time. This process of discovery introduces students to the phases of the VCD design process and to the modes of divergent and convergent thinking. Students integrate these ways of thinking and working into future design projects, together with their newly evolved conceptions of good design across specialist fields. Student projects invite exploration of brand strategy and product development, while promoting sustainable and circular design practices. They also consider how design decisions are shaped by economic, technological, cultural, environmental and social factors, and the potential for design to instigate change.

### AREAS OF STUDY:

- Reframing design problems
- Solving communication design problems
- Design's influence and influences on design

## UNIT 2: DESIGN CONTEXTS & CONNECTIONS

Unit 2 builds on understandings of visual communication practices developed in Unit 1. Students draw on conceptions of good design, human-centred research methods and influential design factors as they revisit the VCD design process, applying the model in its entirety. Practical tasks across the unit focus on the design of environments and interactive experiences. Students adopt the practices of design specialists working in fields such as architecture, landscape architecture and interior design, while discovering the role of the interactive designer in the realm of user-experience (UX). Methods, media and materials are explored together with the design elements and principles, as students develop spaces and interfaces that respond to both contextual factors and user needs. Student learning activities highlight the connections between design and its context, and the emotive potential of interactive design experiences in both physical and digital spaces. Students also look to historical movements and cultural design traditions as sources of inspiration, and in doing so consider how design from other times and places might influence designing for the future.

### AREAS OF STUDY:

- Design, place and time
- Cultural ownership and design
- Designing interactive experiences

## UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE

In this unit students explore and experience the ways in which designers work, while also analysing the work that they design. Through a study of contemporary designers practising in one or more fields of design practice, students gain deep insights into the processes used to design messages, objects, environments and/or interactive experiences. They compare the contexts in which designers work, together with their

relationships, responsibilities and the role of visual language when communicating and resolving design ideas. Students also identify the obligations and factors that influence the changing nature of professional design practice, while developing their own practical skills in relevant visual communication practices. Students study not only how designers work but how their work responds to both design problems and conceptions of good design. They interrogate design examples from one or more fields of design practice, focusing their analysis on the purposes, functions and impacts of aesthetic qualities.

### AREAS OF STUDY:

- Professional design practice
- Design analysis
- Design process: defining problems and developing ideas

## UNIT 4: DELIVERING DESIGN SOLUTIONS

In this unit students continue to explore the VCD design process, resolving design concepts and presenting solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. An iterative cycle is undertaken as students rework ideas, revisit research and review design criteria defined in the brief. Manual and digital methods, media and materials are explored together with design elements and principles, and concepts tested using models, mock-ups or low-fidelity prototypes. When design concepts are resolved, students devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements. Students choose how best to present design solutions, considering aesthetic impact and the communication of ideas. They select materials, methods and media appropriate for the presentation of final design solutions distinct from one another in purpose and presentation format, and that address design criteria specified in the brief.

### AREAS OF STUDY:

- Design process: refining and resolving design concepts
- Presenting design solutions

### LOOKING TO THE FUTURE:

This subject is beneficial for many skills in daily life and may allow you to consider a variety of pathways after secondary school.

#### Post-Secondary Education:

Design courses in the fields of communication and branding, architecture and product design.

#### Employment:

Communications, branding, marketing, advertising, graphic design, illustration, photography, publishing, animation, visual merchandise, web design, architecture, interior and industrial design, landscape design, small business, education, building and construction.

#### Life:

This subject enables students to problem solve critically and creatively. Students gain an appreciation of multiple aspects of design that can be applied in everyday situations to communicate through a visual language.

# WORK RELATED SKILLS (VCE VOCATIONAL MAJOR)

## UNIT 1: CAREERS AND LEARNING FOR THE FUTURE

In this unit students will evaluate information relating to employment. They will consider the reliability and credibility of information sources and the scope of labour market information available, including skills shortages and industry growth areas, emerging industries and current and future trends. Students will apply strategies to improve planning and decision-making related to gaining employment. They will develop research skills and collate evidence and artefacts relating to their future employment prospects.

Students will consolidate their knowledge and understanding of future careers and their personal aspirations, skills and capabilities. Students will develop strategies for conducting research and presenting their research findings, seek feedback and refine their goals through self-reflection.

### AREAS OF STUDY:

- Future careers
- Presentation of career and education goals

## UNIT 2: WORKPLACE SKILLS AND CAPABILITIES

In this unit students will consider the changing nature of work and the impact this has on future career pathways. They will distinguish between transferable skills that are valued across industries and specialist and technical work skills required for specific industries. They will be able to recognise how personal capabilities contribute to future success, and demonstrate their own skills and capabilities through artefacts and evidence.

Students will be able to identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.

### AREAS OF STUDY:

- Skills and capabilities for employment and further education
- Transferable skills and capabilities

## UNIT 3: INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE

In this unit students will focus on the core elements of a healthy, collaborative, inclusive and harmonious workplace.

The unit is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

Students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success.

They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate and productive workplaces.

### AREAS OF STUDY:

- Workplace responsibilities and rights
- Communication and collaboration

## UNIT 4: PORTFOLIO PREPARATION AND PRESENTATION

Portfolios are a practical and tangible way for a person to communicate relevant skills, experiences and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.

### AREAS OF STUDY:

- Portfolio development
- Portfolio presentation









# Vocational Education and Training (VET)



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# VET Subjects Offered

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Most VET subjects are a **two-year commitment**. In some VET Certificates, you must complete all four units to achieve award of the certificate.

If you intend to commence a VET subject offered by VETiS it is compulsory to attend the VET Information Evenings. This evening will be advertised on the College Bulletin and in the school newsletter. It will be held at Bendigo Kangan Institute, Echuca Campus.

For those who are continuing their current VET subject, attendance is not required, unless they intend to begin a new VET subject.

## VET UNITS OFFERED THROUGH VETiS (AS OF JUNE 15, 2023)

### First Year (Year 10 / 11)

Building and Construction

Early Childhood Education

Kitchens Operations (Hospitality)

Hair Salon Assistant and Retail Cosmetics

### Second Year (Year 11 / 12)

Building and Construction

Early Childhood Education

Kitchens Operations (Hospitality) (VCE Scored)

Hair Salon Assistant and Retail Cosmetics

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## VET UNITS OFFERED AT ST JOSEPH'S COLLEGE

### First Year (Year 10 / 11)

Allied Health

Community Services

Sport and Recreation (Fitness)

Public Safety (Fire Operations)

Music Industry Sound -  
Production Specialisation

Music Industry Performance Specialisation

Engineering

### Second Year (Year 11 / 12)

Allied Health (VCE Scored)

Community Services (VCE Scored)

Sport and Recreation (Fitness) (VCE Scored)

Public Safety (Fire Operations)

Music Industry Sound -  
Production Specialisation (VCE Scored)

Music Industry Performance Specialisation (VCE Scored)

Engineering (VCE Scored)





# VET Subjects offered at St Joseph's College





## CERTIFICATE III IN ALLIED HEALTH ASSISTANCE (2 YEAR COURSE)

Students completing the VCE accredited Allied Health Certificate pathway will complete a certificate which is run over two years - Years 10 and 11, or 11 and 12.

In their first year, students will initially undertake a series of generic qualifications including infection control, workplace health and safety, assisting with an allied health program and developing practical skills in moving patients and support care.

In the second year students will study healthy body systems, medical terminology, anatomy and physiology, and clinical measurements. A minimum of 80 hours work placement is required to gain the full qualification.

On completion of this certificate students will be qualified to work in:

- Rehabilitation services
- Hospital and medical clinic settings
- Pharmacy support
- Health support services
- Operating theatre technician
- Health administration
- Health services assistant - acute or geriatric

### **Credit towards VCE:**

Certificate III in Allied Health Assistance is now a recognised scored VCE subject and therefore upon completion students will sit an external examination.

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### **Pathways:**

Provides students with the knowledge and skills that will enhance their employment prospects in the health industry. These qualifications cover workers who provide assistance to allied health professionals and other health professionals with the care of clients. This course will suit students who are interested in careers in nursing, medicine, paramedicine, physiotherapy, dentistry, pharmacy, and many other health professions.

# **CERTIFICATE II IN COMMUNITY SERVICES**

## **(2 YEAR COURSE)**

The CHC22015 Certificate II in Community Services is an entry level qualification designed for people who are looking for skills for working with children in the community. This may be used as a pathway for workforce entry as a community services worker providing first point of contact and assisting individuals in meeting their immediate needs and also provides a pathway for students who wish to complete a CHC30121 Certificate III in Early Childhood Education and Care qualification at a later date.

### **Units of work - first year:**

- BSBWOR202 Organise and complete daily work activities
- FSKOCM07 Interact effectively with others at work
- CHCDIV001 Work with diverse people
- FSKLRG09 Use strategies to respond to routine workplace problems
- HLTAID011 Provide First Aid
- HLTWHS001 Participate in workplace health or community services
- CHCCOM005 Communicate and work in health or community services
- CHCCOM001 Provide first point of contact
- BSBWOR201 Manage personal stress in the workplace

### **Units of work - second year (students have the option to complete the Certificate III in Community Services as a scored subject):**

- CHCCC2016 Respond to client needs
- CHCCDE003 Work within a community development framework
- CHCCDE004 Implement participation and engagement strategies

### **Future Study:**

- Diploma of Community Service

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### **Pathways:**

- Social Welfare Worker
- Disability Services
- Drug and Alcohol worker
- Mental Health Support worker

# CERTIFICATE II IN ENGINEERING STUDIES (2 YEAR COURSE)

The aim of this course is to provide pre-employment training and a pathway into the engineering, manufacturing or related industries. It equips students with comprehensive skills and knowledge to work in steel and metal industries by introducing computer use in relation to engineering work, use of hand and power tools, engineering science, fabrication techniques and quality concepts.

## **It also provides:**

- knowledge of a range of occupations at engineering trade level enabling graduates to make informed choices in the selection of vocational career paths
- knowledge of advanced manufacturing and engineering technologies
- social and interpersonal skills relevant to participation in the engineering industry by integrating general competencies as part of the course curriculum

## **Units of Work - First Year:**

- MEM13014A      Apply principles of Occupational Health & Safety in work environment
- MEM18001C      Use hand tools
- VU22329          Report on a range of sectors in manufacturing engineering and related industries
- VU22330          Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- VU 22331          Perform basic machining processes
- VU22332          Apply basic fabrication techniques
- MEM18002B      Use power tools/hand held operations
- VU22336          Perform metal fabrication operations

## **Units of Work - Second Year:**

- MEMPE006A      Undertake a basic engineering project
- VU22333          Perform intermediate engineering computations
- VU22333          Produce basic engineering components and products using fabrication and machining operations

## **Future Study:**

- Bachelor of Civil Engineering
- Certificate III Mechanical Engineering
- Certificate III Light Fabrication Trade
- Certificate III Heavy Fabrication Trade
- Certificate IV in Engineering
- Certificate IV in Engineering Drafting
- Diploma of Engineering – Technical

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## **Pathways:**

- Civil engineer
- Mechanical engineer
- Electrical engineer
- Fitting and turning tradesperson
- Heavy fabrication (boilermaker) tradesperson
- Light fabrication (sheet metal) tradesperson
- Welder
- Tool maker

## CERTIFICATE II IN PUBLIC SAFETY FIRE OPERATIONS (1 YEAR COURSE)

The VET Public Safety program aims to provide students with an introductory overview of community safety. Students are provided with the opportunity to acquire and develop skills in Occupational Health and Safety, working in teams, communicating in the workplace and wildfire skills, as well as meeting the VCAL industry skills strand.

### The aims of the VET Public Safety course include:

- Providing students with the knowledge and skills to achieve competencies that will enhance their employment prospects in the community safety industries
- Enabling students to gain a recognised credit and make a more informed choice of vocation and career paths
- Enabling students to have practical experience in the application of their theory work

### Qualifications

Students who satisfactorily complete the VET Public Safety program will receive the Certificate II in Public Safety. They will also complete a level 2 first aid course and white card qualifications.

### Units of work:

- Prevent injury
- Prepare and maintain test response equipment
- Respond to wildfire
- Community safety
- Communicate in the workplace
- Follow OHS policies
- Respond to isolated structure fire
- Check installed fire safety systems
- Operate communication systems
- Maintain safety at an incident scene
- Protect and preserve an incident scene

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### Pathways:

The VCE VET Public Safety program provides an introductory overview of community safety which can lead to employment opportunities in most career fields, but focuses heavily on community safety fields such as CFA, SES, Police and Defence (Army, Navy, Air Force), Parks and Wildlife Officer, Paramedicine, Search and Rescue.



## CERTIFICATE III SPORT, AQUATICS AND RECREATION (2 YEAR COURSE)

Students undertaking this qualification will explore the sport and recreation industry. They will develop the skills and knowledge required to support the operation of facilities and assist in conducting sport and recreation programs as well as develop an understanding of the sport and recreation industry.

They will have the opportunity to participate in a range of sports and recreation activities as well as coaching and officiating.

### Units of work 1 and 2 – First Year:

- Organise personal work priorities and development
- Provide First Aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide quality service
- Respond to emergency situations
- Conduct sport, fitness or recreation events
- Participate in conditioning for sport
- Provide equipment for activities

### Units of work 3 and 4 – Second Year:

- Participate in WHS hazard identification, risk assessment and control
- Conduct sport coaching with foundation level participants
- Plan and conduct programs
- Facilitate groups
- Educate user groups

### Credit towards VCE:

Students will be eligible for credit for VCE VET Units 3 and 4 and an ATAR contribution with the scored assessment exam for Units 3 and 4.

### Courses:

Diploma of Sport Development, Fitness or Sport and Recreation Management

Bachelor of Applied Science, Human Movement or Exercise Science

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### Pathways:

The VCE VET Sport and Recreation program provides an introductory overview of the industry and activities which can lead to employment opportunities as a recreation officer, activity operation officer, sport and recreation attendant, community activities officer, leisure officer, sporting coach, sports administrator.

# CERTIFICATE III IN MUSIC INDUSTRY PERFORMANCE SPECIALISATION ( 2 YEAR COURSE)

Music Performance Specialisation provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making, performing music as part of a group or as a soloist and an external performance examination.

## Qualifications:

Students who satisfactorily complete the VCE VET Music Industry (Music Performance Specialisation) program will receive the Certificate III in Music Industry and a statement of attainment of selected units of competence from the Certificate III in Music Industry.

## Units of work:

- BSBWHS201 Contribute to health and safety of self and others
- CUACMP301 Implement copyright arrangements
- CUAIND303 Work effectively in the music industry
- CUAMLT302 Apply knowledge of style and genre to music industry practice
- CUAMPF203 Develop ensemble skills for playing or singing music
- CUAMPF301 Develop technical skills in performance
- CUAMPF302 Prepare for performances
- CUAMPF304 Make a music demo
- CUAMPF305 Develop improvisation skills
- CUAMPF402 Develop and maintain stagecraft skills
- CUAMPF406 Perform music as a soloist

## Credit towards VCE:

Music Performance Specialisation: recognition of two units at Units 1 and 2 level and at least one Units 3 and 4 sequence. Students who are able to undertake further training to complete the Certificate III in Music qualification may be eligible for further credit at Units 3 and 4 level.

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## Pathways:

Students who successfully complete this certificate could consider further studies of music performance at tertiary level.

# CERTIFICATE III IN MUSIC INDUSTRY SOUND PRODUCTION SPECIALISATION (2 YEAR COURSE)

Sound Production Specialisation provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program include core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to specialise in areas such as composing, event staging support and recording. Units 3 and 4 offer scored assessment and include units such as recording and mixing a basic music demo, providing sound reinforcement, setting up and disassembling audio equipment and an external examination.

## Qualifications:

Students who satisfactorily complete the VCE VET Music Industry (Sound Production Specialisation) program will receive the Certificate III in Music Industry and a statement of attainment of selected units of competence from the Certificate III in Music Industry.

## Units of Work:

- BSBWHS201 Contribute to health and safety of self and others
- CUACMP301 Implement copyright arrangements
- CUAIND303 Work effectively in the music industry
- CUAMLT302 Apply knowledge of style and genre to music industry practice
- CUASOU301 Undertake live audio operations
- CUASOU306 Operate sound reinforcement systems
- CUASOU307 Record and mix a basic music demo
- CUASOU308 Install and disassemble audio equipment
- CUASOU311 Mix music in a studio environment
- CUASOU402 Manage audio input sources
- CUASOU201 Develop basic audio skills and knowledge

## Credit towards VCE:

Sound Production Specialisation: recognition of two units at Units 1 and 2 level and at least one Units 3 and 4 sequence. Students who are able to undertake further training to complete the Certificate III in Music qualification may be eligible for further credit at Units 3 and 4 level.

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## Pathways:

Students who successfully complete this certificate, could do further studies in sound engineering.



# VET Subjects Offered through

## VET in Schools (VETiS)

These VET subjects are studied externally off-campus and are delivered by other registered providers.





## CERTIFICATE II IN BUILDING AND CONSTRUCTION (2 Year Course)

This course provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or building and construction-related industries. The course is ideal for students wanting to enter the building and construction industry as apprentice carpenters. Students will gain knowledge and practical skills to work safely in the building and construction industry.

### FUTURE PATHWAYS:

- Certificate III in Carpentry
- Certificate IV in Building and Construction
- Diploma of Building and Construction

### FUTURE CAREER OPPORTUNITIES:

- Carpenter
- Joiner
- Construction worker
- Building site administrator
- Project manager
- Building inspector

### COURSE STRUCTURE:

#### Year 1

- Work safely in the construction industry
- Provide basic emergency life support
- Workplace safety and site induction
- Building structures
- Calculations for the construction industry
- Levelling
- Quality principles for the construction industry
- Safe handling and use of plant and selected portable power tools
- Workplace documents and plans
- Carpentry hand tools
- Basic environmental sustainability in carpentry

#### Year 2

- Introduction to scaffolding and working platforms
- Basic setting out
- Sub-floor framing
- Wall framing
- Roof framing
- External cladding
- Installation of window and door frames
- Introduction to demolition

This subject will contribute an increment towards the ATAR (10% of the average of the primary four scaled studies) for students who successfully complete the Unit 3-4 sequence.

## CERTIFICATE III IN EARLY CHILDHOOD EDUCATION (2 Year Course)

This course will teach participants a range of practical early childhood skills. Participants will learn to facilitate children's play and leisure to help them to achieve developmentally.

### WORK PLACEMENT:

Students will be required to complete mandatory 80 hours of Structured Workplace Learning over 2 years (40 hours per year).

### FUTURE PATHWAYS:

- Certificate III in Early Childhood Education and Care

### FUTURE CAREER OPPORTUNITIES:

- Centre-based day care services
- Kindergartens and out-of school hours services

### COURSE STRUCTURE:

#### Year 1

- Work effectively in children's education and care
- Work with diverse people
- Support children to connect with the natural environment
- Follow basic food safety practices

#### Year 2

- Encourage understanding of Aboriginal and/or Torres Strait Islander peoples cultures
- Participate in workplace health and safety
- Observe children to inform practice
- Use an approved learning framework to guide practice.

## CERTIFICATE II IN HAIR SALON ASSISTANT AND CERTIFICATE II IN RETAIL COSMETICS (2 YEAR COURSE)

This course provides participants with the knowledge that will enhance their employability prospects in the hair and beauty industries, or moving forward into an apprenticeship.

### FUTURE PATHWAYS:

- Certificate III in Hairdressing
- Certificate III in Beauty Services

### FUTURE CAREER OPPORTUNITIES:

- Hairdresser
- Hair stylist
- Salon manager
- Beauty therapist
- Waxing technician
- Beauty consultant

### COURSE STRUCTURE:

#### Year 1 - Retail Cosmetics

- Contribute to health and safety of self and others
- Conduct salon financial transactions
- Comply with organisational requirements within personal services environment
- Participate in environmentally sustainable work practices
- Advise on beauty products and services
- Design and apply make-up
- Design and apply make-up for photography
- Research and apply beauty industry information
- Greet and prepare clients for salon services
- Recommend products and services
- Communicate as part of a salon team
- Receive and handle retail stock
- Produce visual merchandise displays
- Organise personal work requirements
- Sell to the retail customer

#### Year 2 - Salon Assistant

- Contribute to health and safety of self and others
- Conduct salon financial transactions
- Comply with organisation requirements within a personal services environment
- Provide shampoo and basin services
- Provide head, neck and shoulder massage for relaxation
- Dry hair to shape
- Braid hair
- Maintain and organise tools, equipment and work areas
- Greet and prepare clients for salon services
- Recommend products and services
- Communicate as part of a salon team
- Produce visual merchandise displays

## CERTIFICATE II IN KITCHEN OPERATIONS (HOSPITALITY) (2 Year Course)

This course provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the cookery or catering industries, or moving forwards into an apprenticeship.

### FUTURE PATHWAYS:

Certificate III in Commercial Cookery

### FUTURE CAREER OPPORTUNITIES:

- Chef / cook
- Café attendant
- Catering assistant
- Food and beverage attendant
- Hotel motel assistant
- Casual event staff
- Canteen operator
- Food truck entrepreneur

### COURSE STRUCTURE:

#### Year 1

- Work effectively with others
- Use food preparation equipment
- Prepare and present simple dishes
- Prepare dishes using basic methods of cookery
- Source and use information on the hospitality industry
- Clean kitchen premises and equipment
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices

#### Year 2

- Prepare appetisers and salads
- Prepare stocks, sauces and soups
- Prepare vegetables, fruits, eggs and farinaceous dishes
- Prepare poultry dishes
- Use hospitality skills effectively





# Glossary of Terms





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# Glossary of Terms

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## **ASSESSMENT TASKS**

Assessment Tasks are tasks designated for each unit, to demonstrate achievement of the set of outcomes specified for the unit. (VCAA will publish annually an assessment guide that will include advice on the scope of the assessment tasks and the criteria for assessment.)

## **ATAR**

Australian Tertiary Admissions Rank which is a percentile ranking among all eligible Year 12 students. The highest ATAR is 99.95 and the lowest rank is 00.00. The ATAR is used by tertiary institutions nationally to select students.

## **ATTENDANCE POLICY**

Students are to attend all scheduled classes, in order to maximise the teaching/learning opportunities. Students who are absent when school-assessed coursework is conducted will not receive a score unless their absence is approved by the subject teacher, House Leader or Senior School Leader. Legitimate absences would include a Doctor's certificate or notice of extreme personal or family crisis. If the absence is approved the subject teacher may give the student the same task or a different task depending on the nature of the task.

## **AUTHENTICATION**

Students must submit work that is clearly their own i.e. authentic. Teachers will be required to attest that the work is genuinely the work of the student. To aid in this process, students should keep all plans and drafts of Assessment Tasks.

## **CERTIFICATE I-III**

Six to twelve month TAFE awards. These are usually vocational in nature and can count towards the VCE Certificate.

## **COMMON STUDY**

All students must undertake common studies as part of their VCE program: English Study (English/ESL/Literature) (four units). In addition at St Joseph's College, students must undertake either Religion and Society 3 and 4, Text and Traditions 3 and 4 or Religion and Society Unit 1 at Year 11. In Year 12, all students undertake Religion and Society 2 – Ethics and Morality.

## **DEADLINE**

A date set internally within a unit of study. It is the date on which assessment tasks are due. They are designed to help the course progress effectively for the benefit of all concerned: to ensure that the workload is spread out and does not bank up at the end, and to help students to complete the work satisfactorily. PROGRESSIVE DEADLINES may be set to facilitate teacher monitoring of the process and progress toward fulfilling the assessment task.

## **EXAMINATIONS**

External assessments set and marked by the Victorian Curriculum and Assessment Authority (VCAA). Written examinations are held in November. Performance and Oral examinations are held in October and November.

## **EXTENSIONS**

An extension of time of a short duration may be granted for some students to satisfactorily complete assessment tasks if, for reasons deemed reasonable by the subject teacher, that assessment task(s) cannot be completed by the due date. The student must complete an 'Application for Re-Scheduling Form'.

## **GENERAL ACHIEVEMENT TEST (GAT)**

The test that is done by all students studying a Unit 3 and 4 sequence. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It doesn't count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results.

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# Glossary of Terms

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## **LEVELS OF PERFORMANCE (Units 1 and 2)**

A grade is generally given to students' work in Units 1 and 2 to introduce them to the way assessment will work in Year 12. These grades will not be included in the official statement of results. At this level it is a school-based decision. The grades are provided on a sliding scale from A+ - E.

## **LEVEL OF PERFORMANCE (UNITS 3 and 4)**

School-based Assessment: All outcome tasks (and other relevant assessment tasks will be graded by the subject teacher [A+ – E, UG (Ungraded), NA (Not Assessed)]. A brief descriptor will also be provided to enhance feedback on performance to students.

VCAA will provide three graded assessments (A+ - E) for each Unit 3 and 4 sequence. Each study includes at least one examination, most have coursework, and some have assessment tasks / projects.

## **LOTE**

Languages Other Than English – the official title for VCE foreign language studies.

## **MIDDLE-BAND**

Those applicants considered during the two-stage university selection process according to other factors, as indicated in the course entries.

## **OUTCOMES**

Outcomes are specified for each unit of study in the appropriate study design. They define what students will be able to do as a result of undertaking a study. There are two symbols for reporting achievement of outcomes:

- S means the outcome has been achieved (Satisfactory).
- N means the outcome has not been achieved (Not Satisfactory).

## **PREREQUISITE STUDIES**

Prescribed studies that must be completed to be eligible for a tertiary course (generally applies to Year 12 students)

## **PRIMARY FOUR**

The first four subjects included in the calculation of the ATAR: English and the best three other subjects.

## **SATISFACTORY COMPLETION OF A UNIT**

Satisfactory completion of a unit is based upon demonstration of outcomes prescribed for a unit. All outcomes must be demonstrated satisfactorily to gain an "S" for a unit.

## **SCHOOL ASSESSED COURSE WORK (SACs)**

Examples could include tests, written reports, lab reports, assignments. Each task contributes to the students' eventual study score.

## **SCHOOL ASSESSED TASKS**

These are for products, folios, models or major projects. They are teacher-assessed, monitored using the GAT and reviewed when necessary. They apply in Studio Arts, Visual Communication and Design, Design and Technology (Wood) and Food Studies.

## **SEMESTER**

Equivalent to half a year of school (approximately 18 weeks).

## **SEMESTER 1 AND 2 LEVEL UNITS**

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

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# Glossary of Terms

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## **SEMESTER 3 AND 4 LEVEL UNITS**

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

## **SEQUENCE OF UNITS**

Most studies are designed as a sequence of four units, to be taken in each semester over two years.

## **SPECIAL PROVISION**

Special Provision allows schools and VCAA to acknowledge that a student has been unable to perform at an optimal level because he or she has experienced significant hardship during the course of his or her VCE studies.

## **SPECIAL REQUIREMENTS**

Additional requirements that applicants must fulfil to be eligible for a university or TAFE course.

## **STATEMENT OF RESULTS**

VCAA will issue a statement of results to students studying Units 3 and 4 usually in the December of the year of completion. Students studying Units 1 and 2 will receive a VCAA Statement of Results from school.

## **STATISTICAL MODERATION**

The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

## **STUDENT PROGRAM**

A student program is the overall program of studies undertaken by a student during the two-year VCE. Programs will normally include 24 units taken over four semesters.

## **STUDENT RETURNING TO STUDY**

A person who is at least 18 years old on the 1st of January and has been absent from full-time schooling for a minimum of one complete school year.

## **STUDY**

A sequence of half-year units in a particular curriculum area: e.g. English (they used to be called SUBJECTS).

## **STUDY DESIGN**

The Study Design describes the units available within the study and prescribes the objectives, areas of study, outcomes, and assessment tasks.

## **STUDY SCORES**

Students' overall achievements for each study will continue to be calculated and reported as a study score (relative position) on a scale of 0 to 50. This ranking is determined by the students' school assessed tasks/coursework and their external examinations.

In order to qualify for a study score, a student must have satisfactorily completed both units 3 and 4 in that study.

## **UNIT**

Semester length components of a study representing about 100 hours of work of which about 50-60 hours are in class-time.

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# Glossary of Terms

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## **VCE APPEALS COMMITTEE**

This panel will be convened to deal with authentication interviews, appeals against decisions on satisfactory completion and issues relating to unexplained absences.

The panel shall be composed of the Teaching and Learning Leader, the Senior School Coordinator and up to two representatives of the Principal. If the student wishes, a parent or friend may attend presentations to the committee in a support role but not as an advocate.

## **VET**

Vocational Education and Training in Schools are a range of certified courses that enable students to develop workplace or vocational skills while they undertake VCE studies.

## **VCE CERTIFICATE**

The certificate is awarded to students who meet the requirements for graduation of the VCE.

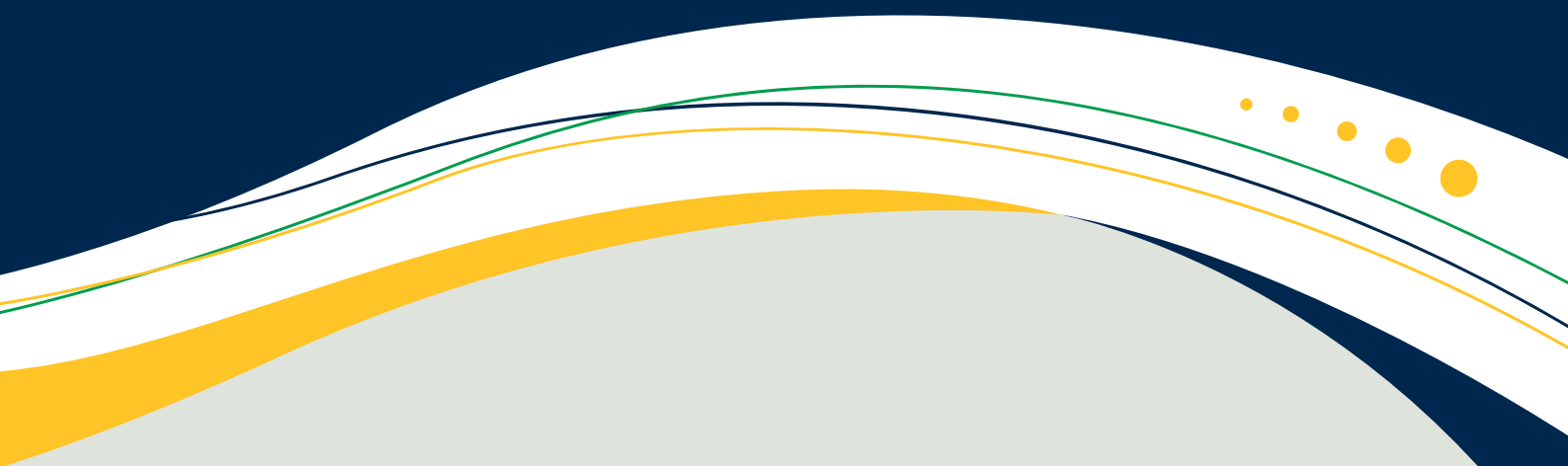
## **VTAC**

The Victorian Tertiary Admissions Centre. The body coordinates the application process for entry into university and TAFE courses.

## **VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA)**

VCAA is the body responsible for all curriculum, assessment and certification to Year 12 in Victoria.





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