



CAROLINE  
CHISHOLM  
CATHOLIC COLLEGE

# COURSE GUIDE 2025

YEARS 10 - 12

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# Message from the Principal

Choosing subjects can be a challenging task, especially if you are not sure what career path you wish to pursue. Whether you have a clear vision of your future career path or not, the golden rule remains the same: select subjects that you believe you will enjoy and excel in.

At our college, we offer a comprehensive curriculum meticulously designed to both challenge and nurture our students, fostering excellence in their intellectual, physical, and spiritual development. Our primary goal is to ignite a passion for learning and personal growth, guiding students to uncover and pursue their individual interests and pathways. By equipping them with essential critical thinking and communication skills, we not only prepare them to excel in a rapidly changing society but also empower them to become invaluable contributors to their communities, embodying the spirit of excellence in all their endeavors.

To ensure your senior years at Caroline Chisholm Catholic College are enjoyable and productive, ensure the choices you make will have positive implications for the pathways you will follow post-secondary education. Your subject choices should:

- reflect possible pathways you may choose to follow
- consider pre-requisite subjects for any courses you may wish to undertake
- ensure a breadth of subjects that will maximise the pathways open to you
- reflect the subjects you enjoy and the ones that you are good at
- challenge you to make the most of your capabilities

- allow you to enjoy what you are studying
- offer a range of study options that are manageable

I encourage you to actively seek information, guidance, and support throughout the subject selection process. Take advantage of all available resources. Gather as much information as possible. Engage in conversations, ask questions, and conduct thorough research. If you know individuals who have pursued subjects of interest or has an interesting job, ask them about their experiences and paths to success. It's important that you base your decisions on what is best for you, what aligns best with your aspirations and strengths, rather than what your friends intend to do. Follow a systematic approach and work through the steps the College has set up as these are necessary steps in making your decision. Avoid rushing through the process. Remember, the crucial first step is to identify "Who am I and what would I like to do?"

Good luck and enjoy your journey. I strongly advise you not to discount any course, subject, or pathway until you have researched it thoroughly to see if it suits your needs.

Wishing you all the best as you embark on this exciting journey. May every step bring you closer to your dreams, and may you find fulfillment and joy along the way.

**LAURA RUDDICK**  
ACTING PRINCIPAL



# Introduction

The Caroline Chisholm Catholic College Course Guide Years 10–12 is an overview of the learning and teaching programs offered at the College for the 2025 academic year.

This guide is designed to provide a clear explanation of all subject offerings for students at Years 10–12, as well as all the information students and their parents will need to make informed choices about selecting courses of study.

The 2025 Course Guide comprises:

- introductory notes including a message from the Principal and a statement on Australian Democratic Principles
- an overview of the curriculum at Years 10–12
- a section for each learning area describing in detail the subject offerings
- information on equivalent Year 11 and 12 program choices such as the VCE Vocational Major (VM) and Vocational Education and Training (VET)

- information on University Acceleration Studies which students may undertake during Year 12.

The Year 10–12 Course Guide carefully outlines subjects offered organised into learning area.

Year 10 provides a foundation for future study and students are encouraged to consider carefully the progression of subjects from Year 10 to Year 12 when selecting their program of study.

**MS LAUREN MARKOVIC**  
ACTING DEPUTY PRINCIPAL –  
LEARNING AND TEACHING

## OUR VISION

To be the leader in learning excellence in our community.

## OUR MISSION

Our mission is to educate and prepare our students to be the best they are called to be within a faith-filled and inclusive environment.

## OUR VALUES

At Caroline Chisholm Catholic College we achieve our vision and mission by valuing:

### **Faith**

We live faith-filled lives and give thanks daily.

### **Acceptance**

We respect and embrace the community.

### **Compassion**

We care and do what is right and just.

### **Excellence**

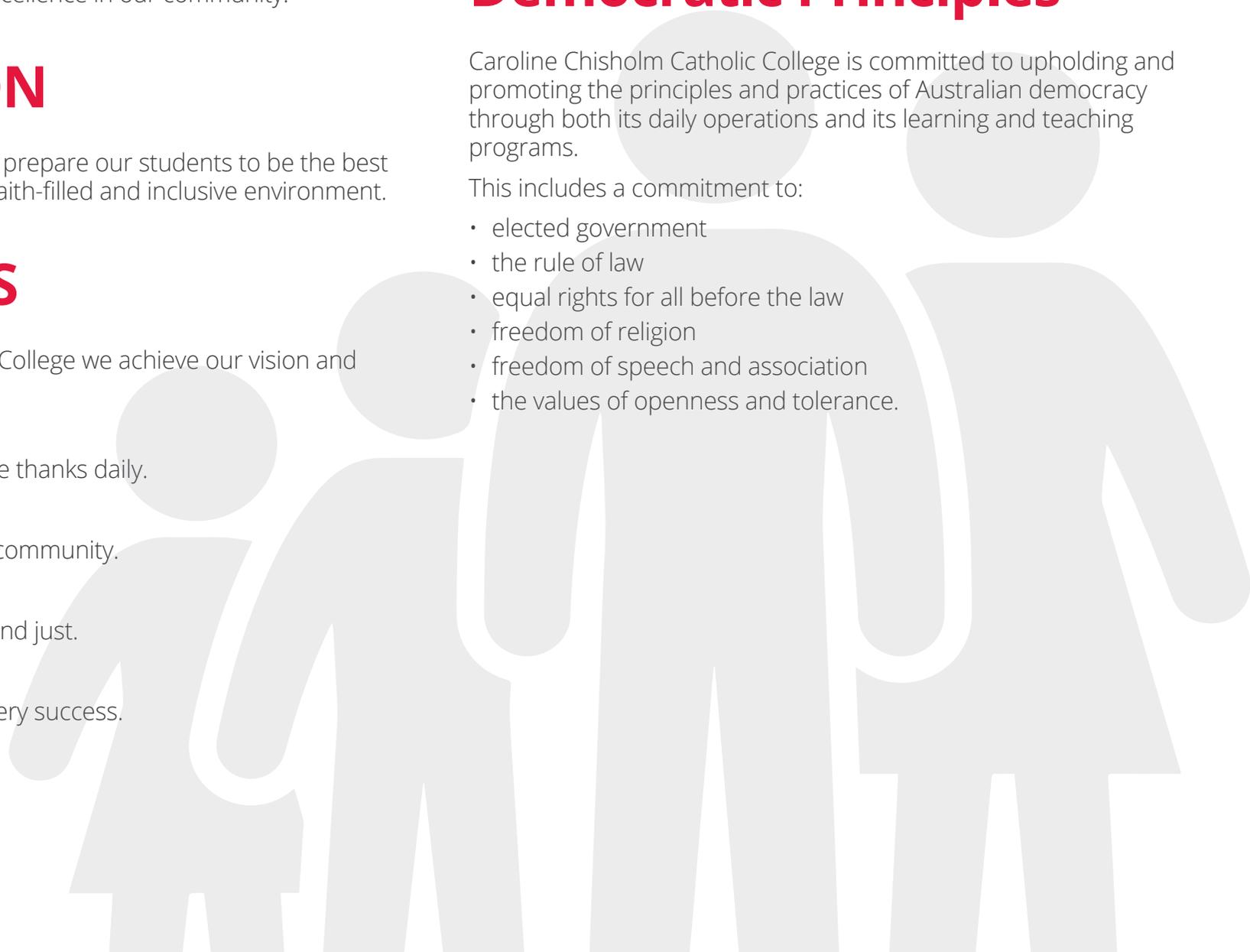
We strive for and celebrate every success.

## A Statement on Australian Democratic Principles

Caroline Chisholm Catholic College is committed to upholding and promoting the principles and practices of Australian democracy through both its daily operations and its learning and teaching programs.

This includes a commitment to:

- elected government
- the rule of law
- equal rights for all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance.



# Instrumental Music Program and College Ensembles

**At Caroline Chisholm Catholic College, students have the opportunity to undertake concentrated studies on a specific instrument.**

To join the Instrumental Program students are required to complete an Application Form (available online). The Instrumental Program fees are charged separately.

The College offers tuition on the following instruments:

- flute, clarinet and saxophone
- trumpet and trombone
- acoustic guitar, electric guitar and bass guitar
- violin, viola and cello
- percussion, keyboard and voice.

Opportunities to undertake a practical music exam through the Australian Music Education Board or equivalent are available for students learning an instrument.

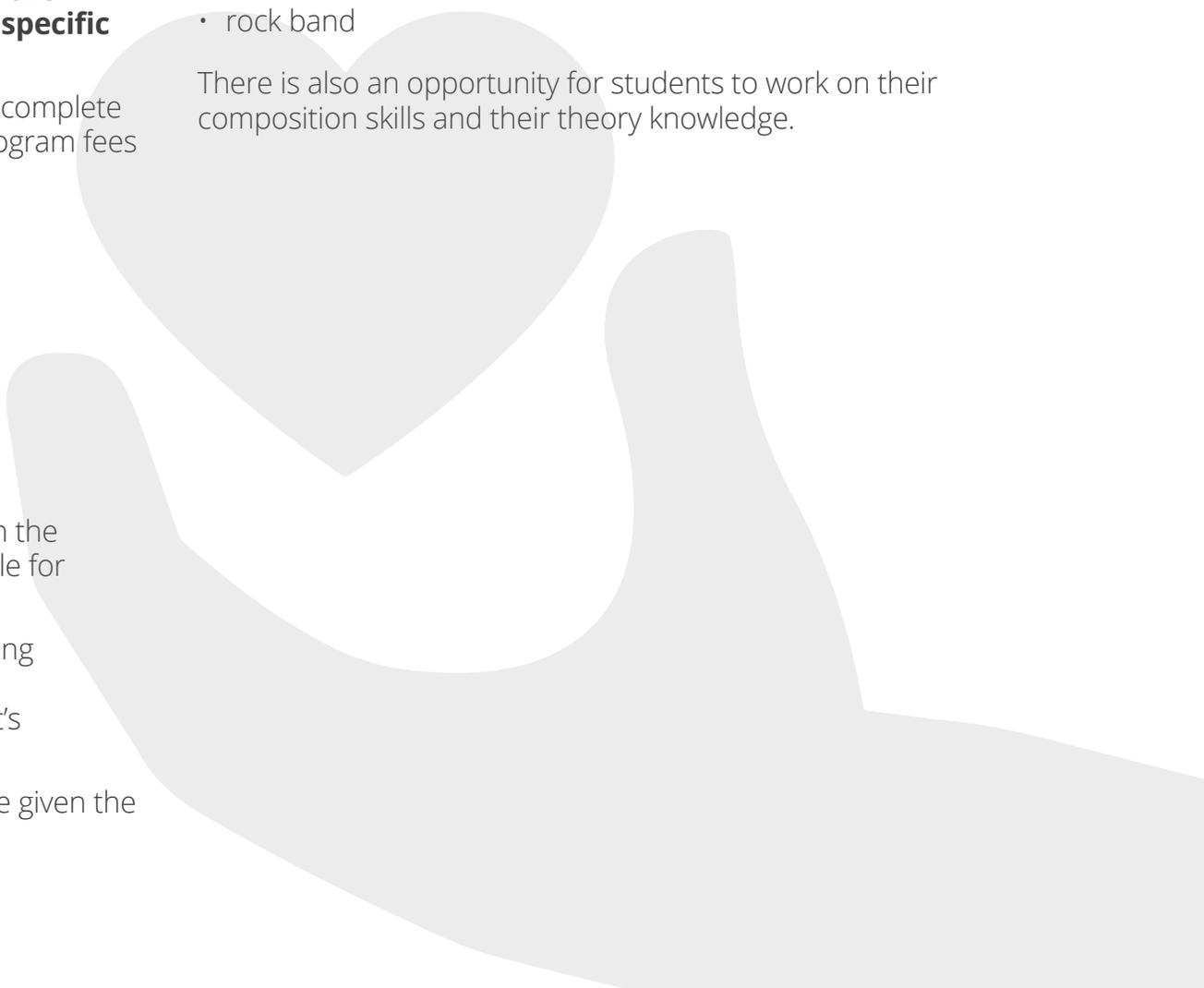
Instrumental tuition plays a vital part for students considering studying Music at VCE level. Specialist training on a musical instrument is crucial to developing proficiency on a student's instrument of choice.

Additionally, students taking instrumental music lessons are given the opportunity to perform in an ensemble.

Our current College Music Ensembles include:

- keyboard ensemble
- choirs: Men in Black, Sacred Heart Choir and Christ the King Choir
- string ensemble
- guitar ensemble
- jazz band
- rock band

There is also an opportunity for students to work on their composition skills and their theory knowledge.



## Outdoor Education

**All students in Years 7–9 participate in a sequential Outdoor Education program that safely builds on their skills year-by-year under the supervision of our qualified and experienced outdoor education staff.**

From Year 10 students interested in this area can continue to pursue their studies by selecting subjects from the outdoor education department as part of their learning program. Outdoor Recreation can be undertaken as a subject in Year 10 and Outdoor and Environmental Studies can be undertaken as a VCE study at Units 1&2 and Units 3&4 level.

Outdoor Education provides students with the opportunity to develop personally through interaction with others and the natural environment. Students receive instruction and experience in important areas such as fitness, bush-craft, first aid, personal development and interpersonal skills as they experience activities such as camping, hiking, mountain biking, kayaking, cooking, rock climbing, surfing and cross-country skiing.

Many of the activities are held at Garema Dumont – a 56-acre outdoor and environmental education facility on the Moorabool River near Meredith owned and operated by the College.

## Retreat and Reflection Day Program

**As a part of the College's Faith Formation program, all students participate in a series of compulsory reflection and retreat days throughout the school year.**

The Year 10 and 11 Reflection Day program continues to work within and alongside the Religious Education curriculum, providing opportunities for students to further explore their spirituality and faith life, and makes links to the curriculum being studied as well as to the religious and historical traditions of the Caroline Chisholm Catholic College community. This is achieved through seminars, excursions, liturgical events, workshops, personal reflection and activities that reflect our College vision and mission, both at the College and in the wider community, in a safe and supportive environment.

Year 12 students attend a three-day (overnight) retreat. The focus of this program is on the spiritual and personal development aspects of each young person, with an emphasis on community, belonging, gratitude and journey.

Overall, the senior Faith Formation is a three-year program that aims to further develop an appreciation for the need for reflection and reconciliation, and a deep respect for the value of personal story and a search for religious meaning.

# Curriculum Overview

The Year 10 – 12 learning and teaching program at Caroline Chisholm Catholic College offers numerous pathways and a variety of courses of study for students.

## Year 10

Year 10 provides a foundation for future study in one or more of the programs mentioned below. Students at Year 10 undertake a group of compulsory “core subjects” as well as a selection of “elective subjects”.

Students are able to design a course of study that meets their individual future study and career goals.

Students at Year 10 are also able to consider incorporating Unit 1&2 VCE or VET studies as an enhancement to their Year 10 program.

### Year 10 Core Subjects

- Religious Education
- English
- Mathematics

### Year 10 Elective Subjects

Selections available in:

- Design and Digital Technologies
- Health and Physical Education
- Humanities
- Languages
- Music
- Performing Arts
- Science
- Visual Arts

Please refer to information provided on **'Selecting a Year 10 or Year 11 program of study'** for more details on choosing your program of study at Years 10 and 11.

## Year 11 and Year 12

Students may pursue a learning program in any or a combination of the following in their final years of schooling:

### 1. The Victorian Certificate of Education (VCE)

The VCE is typically a two-year program of study undertaken during the final two years of secondary education. It is a recognised qualification for entry to further studies at university or TAFE or for movement into the workforce.

### 2. The Victorian Certificate of Education Vocational Major (VCE VM)

The VCE VM is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce. Students complete units in Literacy, Numeracy, Work Related Skills, Personal Development Skills and attain a Vocational Education and Training (VET) certificate.

### 3. Vocational Education and Training (VET)

VET subjects can be studied by students who are completing the VCE pathway or the VCE VM pathway. Students undertaking the VCE VM pathway must have a VET certificate as part of their program.

VET subjects provide a nationally recognised qualification which can be used to gain employment or lead to further study at a TAFE institute after completing secondary school. Many VET subjects also provide credits towards calculation of the Australian Tertiary Admissions Rank (ATAR).

### 4. University Acceleration Studies

University acceleration studies offer students an opportunity to undertake university units during Year 12. The College endeavours to offer units on campus as part of the College timetable when available. Some Universities also offer units of study to students if they attend the University Campus. University studies can provide VCE credit and scored credits towards calculation of the Australian Tertiary Admissions Rank (ATAR).

# Choosing your 2025 courses

## What should you consider in choosing your 2025 courses?

Choose subjects that:

- **You enjoy and that interest you**

Most students perform better in these subjects.

Beware of choosing subjects because you have heard about the impact of scaling in calculating the ATAR, this is of no benefit if you do not perform well in the subject you choose.

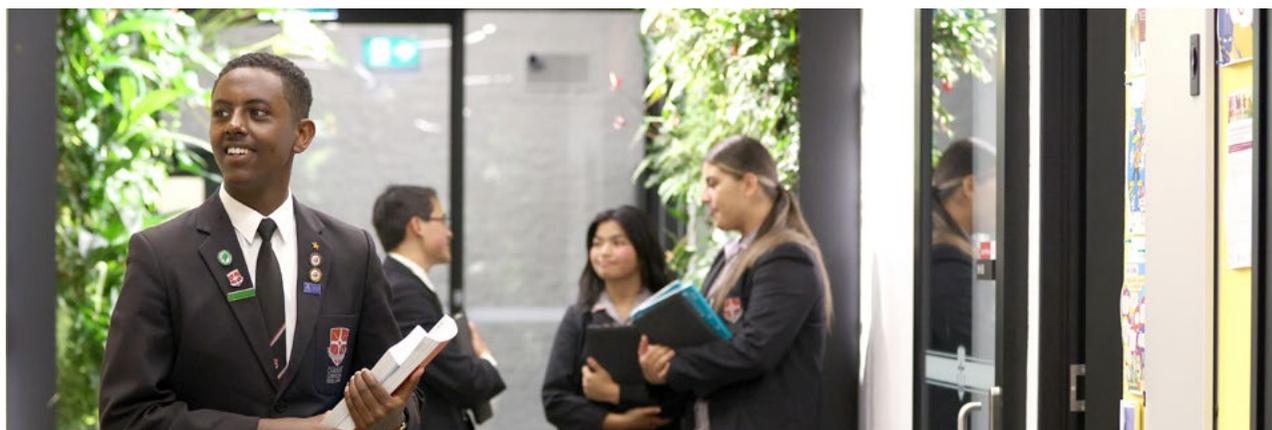
- **You are good at**

You should consider the results you are achieving in your Year 9, Year 10 and Year 11 subjects as a guide. It is difficult to 'improve' as you progress to more senior levels with more challenging subject content. If your results in a particular subject in Year 10 or Year 11 are low you will find higher levels in the subject harder and more difficult to grasp the concepts. So, choose carefully.

- **Reflect what you are interested in studying at a tertiary level and that will develop the skills to help you in those studies**

- **Help provide you with a variety of career options if you are undecided**

It is not advisable, at this stage, to close your mind to possibilities, saying: "I know what subjects I'm doing next year". Instead, think about a broad course. The flexibility of the VCE encourages all students to take a variety of studies, while providing them with the ability to specialise in a particular area. You may decide to specialise in Music studies or Language studies or Science studies, but it is very important that you also be able to prepare for a wide variety of career options. Don't choose subjects that may limit or narrow your choices.



### Course Approval

Academic performance in previous studies is considered before approving a student program.

Low performance may restrict enrolment in some courses of study.

### Prior Learning

You will find that many studies in this guide indicate subjects under a sub heading called prior learning.

Experience shows that students perform better if they have appropriate background learning. Prior learning indicates the subjects students should have completed to be ready to achieve in their chosen study.

### Recommendations for Entry

Many studies also have recommendations for entry. These provide the minimum standards required for students to enter a subject.

Students should look ahead to future subjects they are interested in to check the recommendations, so they can work towards these.

# Choosing your 2025 courses

## Students applying for VCE Unit 1&2 in Year 10

Students at Year 10 are able to incorporate Unit 1&2 VCE or VET studies as an enhancement to their Year 10 program.

### Incorporating VCE Unit 1&2 at Year 10 can have some advantages for students:

- experience in the requirements and processes for successful completion of VCE
- practice in workload management and study skills
- more challenging work – many students enjoy the challenge of extending their skills

### There are also some considerable challenges however in taking on Unit 1&2 at Year 10:

- the workload is significantly greater and students may find this difficult to manage
- students may have missed important foundation information that is studied at Year 10 and may require extra work to catch up
- some students may focus on Unit 1&2 studies and ignore Year 10 subjects, so do not develop appropriate foundation skills in other learning areas

Each student needs to consider the advantages and challenges of taking on Unit 1&2 studies at Year 10.

Students wanting to complete a VCE Unit 1&2 study in Year 10 are required to complete an application form.

At Caroline Chisholm Catholic College we set selection criteria in order to take a Unit 1&2 study in Year 10. These criteria are quite rigorous, and are designed to make sure students are equipped to meet the requirements of Year 11-level study.

### In order to study a Unit 1&2 at Year 10, students should:

- have a very good attendance record
- be 'At standard' or 'Above standard' in their Year 9 studies
- average between 'always' and 'usually' for all Work Habits
- demonstrate strong achievement in their Learning Tasks (>80%)
- make sure they have met all the recommendations for entry as an ALP

### What should you do if you think, at this stage, that you don't meet these criteria?

Speak with your Learner Mentor, subject teacher and the Senior Pathways Coordinator. The criteria provides a guide but each student should consider their options carefully and can ask for their program to be reviewed on an individual basis.

## Students applying for VCE Unit 3&4 in Year 11

Commonly students who begin a VCE Unit 1&2 sequence in Year 10 will continue to complete the Unit 3&4 sequence of this subject in Year 11. This has particular advantages, however, is not a requirement and students should consider carefully if they are ready to continue to the Year 12-level study.

Students wanting to complete a VCE Unit 3&4 study in Year 11 are required to complete an application form and receive feedback from their Unit 1&2 teacher.

At Caroline Chisholm Catholic College we set selection criteria in order to take a Unit 3&4 study in Year 11. These criteria are quite rigorous, and are designed to make sure students are equipped to meet the requirements of Year 12-level study.

### In order to study a Unit 3&4 at Year 11, students should:

- have a very good attendance record
- have received 'Satisfactory' results for both Unit 1 and Unit 2
- average between 'always' and 'usually' for all Work Habits
- demonstrate strong achievement in their Learning Tasks (>70%)
- make sure they have met all the recommendations for entry as an ALP

### What should you do if you think, at this stage, that you don't meet these criteria?

Speak with your Learner Mentor, subject teacher and the Senior Pathways Coordinator. The criteria provides a guide but each student should consider their options carefully and can ask for their program to be reviewed on an individual basis.

# Year 10–12 Pathways

During the senior years (Years 10-12) students have a number of potential pathways for their academic program. The options range from a standard year level program, to a program incorporating accelerated VCE or VET studies. The possible pathways are outlined below.

	STANDARD	OPTIONS			APPLIED LEARNING
<b>Year 10</b>	<b>Full Year 10 Program</b>	Year 10 program with a Unit 1&2 VCE subject or VET course			Year 10 program with an applied learning focus*
<b>Year 11</b>	<b>Full Unit 1&amp;2 Program</b>	Unit 1&2 Program with a Unit 3&4 subject	Unit 1&2 Program with a VET course	Unit 1&2 Program with a Unit 3&4 Subject and a VET course	VCE VM
<b>Year 12</b>	<b>Full Unit 3&amp;4 Program</b>	Unit 3&4 Program with a VET course	Unit 3&4 Program with a University Acceleration study		VCE VM

\*Year 10 students interested in a Year 10 program with an applied learning focus can choose from a group of subjects that are designed specifically for students who enjoy and succeed better at this style of learning. At the end of Year 10, students can then select to pursue a VCE VM program in Year 11.

# Learning Areas

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Health and Physical Education	<b>Andrea Saunders</b> Head of Learning a.saunders@cccc.vic.edu.au	49
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Mathematics	<b>Madeleine Smooker</b> Head of Learning m.smooker@cccc.vic.edu.au	82

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Performing Arts	<b>Donna Spillane</b> Head of Learning d.spillane@cccc.vic.edu.au	97
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Visual Arts	<b>Philip Rodgers</b> Head of Learning p.rodgers@cccc.vic.edu.au	113
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Applied Learning	<b>Julie Pilioglou</b> Director of Vocational Education j.pilioglou@cccc.vic.edu.au	136

# Religious Education

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RE Music Ministry	21

Y10

# Religious Education

C

Core

Year Long

## Religious Education

### COURSE OVERVIEW

In this course students learn a range of ethical approaches and theories. They delve into the basis of Christian ethics and deepen their understanding of Catholic Social Teaching. They apply these understandings to their personal reflections as they encounter contemporary issues, such as medical ethics, wars, and refugees. Students continue to explore scripture with a focus on exegesis and the synoptic problem. They are introduced to the comparative study of world religions. The Year 10 Religious Education course prepares students to pursue both VCE Religion and Society and VCE Text and Traditions.

#### Areas of Study

- ethics
- scripture (Mark and Luke)
- world religions

#### Assessment Items

- test
- reflective response
- text analysis
- exegesis
- examination

#### Future Study Options

Unit 1 Religion and Society  
Religious Education and Working Life

#### Prior Learning

Year 9 Religious Education

C

Core

Year Long

## Journey in Faith

### COURSE OVERVIEW

In this course students develop their appreciation and understanding of the richness of the Catholic Tradition. They investigate connections between their own life experiences and faith and spirituality. Students deepen their own knowledge while considering different perspectives. They consider how they are called to action, and the role of God and spirituality in their lives. This course aims to provide hands on learning opportunities and is suited for students who prefer chances for applied learning.

#### Areas of Study

- searching for meaning
- world religions
- ethics and decision making

#### Assessment Items

- test
- reflective response
- text analysis
- research project
- examination

#### Future Study Options

Religious Education and Working Life

#### Prior Learning

Year 9 Religious Education

Y10

# Religious Education

C

Core

Year Long

## Youth Ministry

### COURSE OVERVIEW

In this course students deepen their understanding of the Gospel message and explore their own personal faith and spirituality. They learn about ministry and develop the skills to communicate the Gospel in fresh and contemporary ways. Students plan and implement liturgical experiences developing the capacity to lead others in faith activities.

#### Areas of Study

- the Gospel message
- introduction to youth ministry
- youth ministry and leadership

#### Assessment Items

- reflective response
- planning and conducting youth ministry experiences
- examination

#### Future Study Options

Unit 1 Religion and Society

Religious Education and Working Life

#### Prior Learning

Year 9 Religious Education



Y11

# Religious Education

C

Core

Year Long

## Unit 1 Religion and Society

### UNIT OVERVIEW

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.

### Areas of Study

- the nature and purpose of religion
- religion through the ages
- religion in Australia

### Assessment Items

- test
- extended response
- text analysis
- personal response
- examination

### Future Study Options

Units 3 Religion and Society  
Quo Vadis  
Religious Education and Philosophy  
Religious Education and Visual Arts

Religious Education and Performing Arts  
Religion, Sport and Spirituality  
Religion Music Ministry

### Prior Learning

Year 10 Religious Education  
Year 10 Youth Ministry



Y11

# Religious Education

C

Core

Year Long

## Religious Education and Working Life

### COURSE OVERVIEW

In this course students learn about the importance and purpose of work for all people, its role in using a person's gifts and talents, and how it contributes to people feeling valued and worthwhile. They will explore their personal values in terms of preparing them for applying for future positions. They will explore issues in the workplace viewed through the principles of Catholic Social Teaching.

### Areas of Study

- the importance of work
- human rights in the workplace

### Assessment Items

- cover letter
- interview planning and practice
- case studies

### Future Study Options

Quo Vadis

Religious Education and Philosophy

Religious Education and Visual Arts

Religious Education and Performing Arts

Religion, Sport and Spirituality

Religion Music Ministry

### Prior Learning

Journey in Faith



Y12

# Religious Education

E

Elective

One Semester

## Unit 3 Religion and Society

### UNIT OVERVIEW

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

#### Assessment Items

- test
- extended response
- text analysis
- personal response

#### Future Study Options

Unit 4 Religion and Society

#### Prior Learning

Unit 1 Religion and Society

E

Elective

One Semester

## Unit 4 Religion and Society

### UNIT OVERVIEW

In this unit students study the interaction over time of religious traditions and religious denominations and the societies of which they are a part. They explore challenges for religious traditions or religious denominations generally over time and then undertake a study of challenge and change for a religious tradition or religious denomination.

#### Areas of Study

- challenge and response
- interaction of religion and society

#### Assessment Items

- test
- extended response
- text analysis
- personal response
- examination

#### Future Pathways

Theology, Philosophy, Sociology, Social work, Youth work, Community development

#### Prior Learning

Unit 3 Religion and Society

Y12

# Religious Education

E

Elective

Year Long

## Quo Vadis

### COURSE OVERVIEW

In this course students explore their faith and the role it will play in the wider community. Students learn about social justice and the dignity of the human person, spirituality, vocation, and Christian leadership.

#### Areas of Study

- spirituality and me
- called to social justice
- how am I invited to live and love?

#### Assessment Items

- test
- extended response
- presentation
- personal response

#### Prior Learning

Unit 1 Religion and Society  
Religious Education and Working Life

E

Elective

Year Long

## Religious Education and Philosophy

### COURSE OVERVIEW

In this course students are introduced to a range of philosophical ideas and issues. They explore questions such as “What is reality?”, “How do we know anything?”, “What am I?”, “How should I live?” and “What is the nature of God?”. Students are given scope to pursue areas according to interest.

#### Areas of Study

- Metaphysics (the study of reality)
- Epistemology (the study of how we know)
- Philosophy of Mind and Identity
- Ethics (the study of morality)
- Philosophy of Religion

#### Assessment Items

- test
- extended response
- text analysis
- personal response

#### Prior Learning

Unit 1 Religion and Society  
Religious Education and Working Life

Y12

# Religious Education

E

Elective

Year Long

## Religious Education and Visual Arts

### COURSE OVERVIEW

In this course students explore and express their faith through the visual medium. They study a range of expressions of the Catholic faith and the contribution that art makes to the broader questions about human existence. Students engage in art making in a range of mediums, as well as art analysis and reflection.

#### Areas of Study

- iconography
- modern religious and secular art
- artistic expressions of spirituality
- art for liturgy and meditation

#### Assessment Items

- art analysis
- practical art production

#### Prior Learning

Unit 1 Religion and Society  
Religious Education and Working Life

E

Elective

Year Long

## Religious Education and Performing Arts

### COURSE OVERVIEW

In this course students explore and express their faith through performance study, through the mediums of music, dance, and drama. Students investigate a range of faith expressions in everyday life, and study the contribution performing arts can make to broader questions about human existence.

#### Areas of Study

- modern religious and secular music and dance
- expressions of spirituality
- composition as an expression of a religious or spiritual message
- music and performance for liturgy

#### Assessment Items

- performance analysis
- composition and performance (group and individual)
- personal response

#### Prior Learning

Unit 1 Religion and Society  
Religious Education and Working Life

Y12

# Religious Education

E

Elective

Year Long

## Religion, Sport, and Spirituality

### COURSE OVERVIEW

In this course students investigate a range of issues related to spirituality, wellbeing, religion, and health. They explore issues relating to religion and society, such as the role of sporting personalities, ethics in sports, and wellbeing. Students will engage in practical activities such as meditation. They are given scope to pursue areas according to interest.

#### Areas of Study

- health, wellbeing, and spirituality
- leadership and role models
- ethics in sport modern

#### Assessment Items

- presentation
- research
- personal response

#### Prior Learning

Unit 1 Religion and Society  
Religious Education and Working Life

E

Elective

Year Long

## RE Music Ministry

### COURSE OVERVIEW

In this course students develop knowledge and understanding about the history, development and contemporary role of liturgical music within the Catholic and wider Christian community. They encounter the various ways in which music can foster and enhance religious experiences. Students investigate the scriptural roots of Catholic Christian music and the unique components of liturgical music within the Catholic faith tradition. Learning unfolds as a process that respects the diverse cultures, worldviews and backgrounds of students and actively engages them with Catholic beliefs and values relevant to their learning.

#### Areas of Study

- scriptural roots of liturgical music
- history and development of liturgical music
- praise and worship music
- role of music in religious rituals, e.g. Catholic mass

#### Assessment Items

- written analysis of liturgical music
- performance of liturgical music
- personal reflections

#### Prior Learning

VET Music  
Unit 1 Religion and Society  
Religious Education and Working Life

# Design and Digital Technologies

**Design and Digital Technologies provide a framework for students to learn how to use technologies to create innovative solutions that meet current and future needs.**

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Product Design - Fashion	25
Systems Engineering	26
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Product Design and Technology - Resistant Materials Unit 1&2	28
Product Design - Textiles Unit 1&2	29
Systems Engineering Unit 1&2	30
Applied Computing Unit 1&2	31

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Food Studies Unit 3&4	32
Product Design and Technology - Resistant Materials Unit 3&4	33
Product Design - Textiles Unit 3&4	34
Systems Engineering Unit 3&4	35
Data Analytics Unit 3&4	36
Software Development Unit 3&4	37

Y10

# Design and Digital Technologies

E

Elective

One Semester

## Food Technology

### COURSE OVERVIEW

In this course students will experience both theoretical and practical opportunities to learn about the processing and safe handling of food and to further develop their food preparation skills. Using the technology design process students will explore operations involved when designing with food.

Students investigate and research strategies to eating well for the future as well as learning about the different nutrients to help sustain a healthier lifestyle. Students will also be introduced to food science where they will experiment with different foods and document their functional food properties.

### Areas of Study

- safety and hygiene rules for food handling
- food preparation skills
- the technology process
- nutrients of food
- food science

### Assessment Items

- design project
- food production skills
- production sensory evaluations
- examination

### Future Study Options

Unit 1 Food Studies

### Prior Learning

Year 9 Food Technology



# Y10 Design and Digital Technologies

E

Elective

One Semester

## Product Design and Technology

### COURSE OVERVIEW

In this course students will investigate, design and make products with an aesthetic and functional focus. They follow the product design process and produce products for a specified end user with consideration to sustainability.

Tasks will allow for learning about the properties of different materials, different construction methods and how to safely produce products using machinery, electric tools and hand tools, in a workshop environment.

Students are encouraged to be creative to test ideas through prototyping and evaluate their own work to produce high quality products.

### Areas of Study

- safety in the workshop
- product design process: investigate, generate, plan, manage, produce and evaluate
- joining methods
- properties of different materials
- sustainability in design and production

### Assessment Items

- design folio demonstration of safe work practices, demonstrating investigation and generation design brief
- production of product or prototype
- evaluation of the product design process and final product
- examination

### Future Study Options

Unit 1 Product Design - Resistant Materials

### Prior Learning

Year 9 Product Design and Technology



E

Elective

One Semester

## Experimental Textiles

### COURSE OVERVIEW

In this course students will have the opportunity to learn how fabric is constructed sustainably to make textile products. Students will explore a range of complex textile production methods such as: weaving with yarn, wet and dry felting processes, knitting/crocheting, fabric dyeing including natural and conventional methods, and fabric screen printing methods.

As self-directed learners, students will then work through the product design process to design and produce a sustainable textile fabric or product that meets the needs of an end-user/s. Students can select a textile construction method of their choice to make their product which could be a fashion garment, fashion accessory or homeware item.

### Areas of Study

- the product design process
- fabric construction methods
- textile embellishment methods such as: natural and conventional fabric dyeing, screen printing and beading
- safe work practices and procedures
- sustainable and ethical practice in textile production

### Assessment Items

- folio of experimental textile samplers
- design folio – working through the product design process
- design and production of a textile fabric or product
- examination

### Future Study Options

Unit 1 Product Design – Textiles

### Prior Learning

Year 9 Textiles

E

Elective

One Semester

## Product Design - Fashion

### COURSE OVERVIEW

In this course, students immerse themselves in the exhilarating opportunity to explore and develop their individual creativity. They follow the product design process to create a unique design brief, a range of design options, source appropriate fabrics and trims, and produce a fashion product. Students research and trial a variety of fabric manipulation and complex construction techniques and learn pattern adaptation skills using a commercial pattern. They are exposed to more complex textile and embellishment techniques, and further develop their illustration and fashion rendering skills. Students investigate and apply concepts in sustainable design and production.

### Areas of Study

- product design process – investigating, designing, producing, planning and managing, and evaluating
- fashion illustration
- sourcing materials and material properties
- fabric manipulation techniques
- pattern adaptation
- sustainability in design and production

### Assessment Items

- design folio
- production of a product
- product evaluation
- examination

### Future Study Options

Unit 1 Product Design – Textiles

### Prior Learning

Year 9 Textiles and Fashion

E

Elective

One Semester

## Systems Engineering

### COURSE OVERVIEW

In this course students focus on the investigation of simple machines, electronics and coding. Environmental, social and community contexts will be explored as the participants develop an integrated, controlled electromechanical response to a class generated brief that has been developed through this process. The assessment and project making will be personalised and collaborative to tailor to the cohorts interest, and could utilise: electronics, microcontrollers and 3D printers to manufacture an engineered solution.

### Areas of Study

- fundamentals of mechanical system design and electronics
- electromechanical and mechanical systems
- pitch design and feedback

### Assessment Items

- design folio
- production of a product
- product evaluation
- examination

### Future Study Options

Unit 1 Systems Engineering

### Prior Learning

Year 9 Systems Engineering

E

Elective

One Semester

## Programming

### COURSE OVERVIEW

In this course students develop a range of programs using Python. Students will develop skills in designing programs using IPO charts, data dictionaries and flowcharts. Students develop programs that include decisions, loops and arrays within their code. A combination of individual and team-based projects will be implemented for assessment tasks.

### Areas of Study

- digital systems
- data and information
- creating digital solutions

### Assessment Items

- text based Python program project
- team based project
- GUI based Python program project
- examination

### Future Study Options

Unit 1 Applied Computing

### Prior Learning

Year 9 Programming

E

Elective

One Semester

## Unit 1 Food Studies

### UNIT OVERVIEW

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. Students explore how humans have historically sourced their food, to today's urban living and global trade in food.

Students also look at Australian indigenous food prior to European settlement and how food patterns have changed since. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

### Areas of Study

- food around the world
- food in Australia

### Assessment Items

- practical activities with reflections
- research tasks
- examination

### Future Study Options

Unit 2 Food Studies

### Prior Learning

Year 10 Food Technology

E

Elective

One Semester

## Unit 2 Food Studies

### UNIT OVERVIEW

In this unit students will investigate food systems in contemporary Australia.

Students learn about commercial food production industries, and 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.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste testing, sensory analysis, product analysis and scientific experiments.

### Areas of Study

- food industries
- food in the home

### Assessment Items

- practical food solutions
- research tasks
- examination

### Future Study Options

Unit 3 Food Studies

### Prior Learning

Unit 1 Food Studies

E

Elective

One Semester

## Unit 1 Product Design and Technology – Resistant Materials

### UNIT OVERVIEW

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. 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

### Assessment Items

- a multimodal record of evidence
- practical work
- examination

### Future Study Options

Unit 2 Product Design and Technology – Resistant Materials

Unit 2 Product Design and Technology – Textiles

### Prior Learning

Year 10 Product Design and Technology

E

Elective

One Semester

## Unit 2 Product Design and Technology – Resistant Materials

### UNIT OVERVIEW

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 and 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.

### Areas of Study

- opportunities for positive impacts for end users
- designing for positive impacts for end users
- cultural influences on design

### Assessment Items

- multimodal record of evidence
- practical work
- case study analysis or research inquiry
- examination

### Future Study Options

Unit 3 Product Design and Technology – Resistant Materials

Unit 3 Product Design and Technology – Textiles

### Prior Learning

Unit 1 Product Design and Technology – Resistant Materials

Unit 1 Product Design and Technology – Textiles

Y11

Design and Digital Technologies

Product Design and Technology – Textiles Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Product Design and Technology – Textiles

### UNIT OVERVIEW

In this unit, students analyse and evaluate existing products and current technological innovations in product design. They achieve this through understanding the importance of a design brief, learning about factors that influence design, and using the Double Diamond design approach as a framework. 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

### Assessment Items

- a multimodal record of evidence
- practical work
- examination

### Future Study Options

Unit 2 Product Design and Technology – Textiles

Unit 2 Product Design and Technology – Resistant Materials

### Prior Learning

Year 10 Product Design – Fashion

Year 10 Experimental Textiles

E

Elective

One Semester

## Unit 2 Product Design and Technology – Textiles

### UNIT OVERVIEW

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 and 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.

### Areas of Study

- opportunities for positive impacts for end users
- designing for positive impacts for end users
- cultural influences on design

### Assessment Items

- multimodal record of evidence
- practical work
- case study analysis or research inquiry
- examination

### Future Study Options

Unit 3 Product Design and Technology – Textiles

Unit 3 Product Design and Technology – Resistant Materials

### Prior Learning

Unit 1 Product Design and Technology – Textiles

Unit 1 Product Design and Technology – Resistant Materials

Year 10 Product Design – Fashion, Year 10 Experimental Textiles or any other folio-based subject (highly recommended)

E

Elective

One Semester

## Unit 1 Systems Engineering

### UNIT OVERVIEW

In this unit students apply engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. Students apply their knowledge to design, construct, test and evaluate operational systems.

The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit. This is a portfolio subject. It requires highly developed planning, documentation and evaluation skills.

### Areas of Study

- mechanical system design
- producing and evaluating mechanical systems

### Assessment Items

- portfolio record of the planning, design, development, manufacture and evaluation of an electromechanical product, or device, in accordance with the systems
- the product, or device, as presented in the portfolio
- examination

### Future Study Options

Unit 2 Systems Engineering

### Prior Learning

Year 10 Systems Engineering

E

Elective

One Semester

## Unit 2 Systems Engineering

### UNIT OVERVIEW

In this unit students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering process, students produce operational systems that may also include mechanical components. Student focus will be on the construction of electrotechnology systems. The construction process draws heavily upon design and innovation. This is a portfolio subject. Students apply their knowledge to design, construct, test and evaluate operational systems.

### Areas of Study

- electrotechnology system design
- producing and evaluating electrotechnology systems

### Assessment Items

- portfolio record of the planning, design, development, manufacture and evaluation of an electromechanical product, or device, in accordance with the systems
- the product, or device, as presented in the portfolio
- examination

### Future Study Options

Unit 3 Systems Engineering

### Prior Learning

Unit 1 Systems Engineering

E

Elective

One Semester

## Unit 1 Applied Computing

### UNIT OVERVIEW

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 an object-oriented programming (OOP) language to develop a working software solution.

### Areas of Study

- data analysis
- programming

### Assessment Items

- folio of exercises
- personal portfolio
- software solution to problem solving challenge
- examination

### Future Study Options

Unit 2 Applied Computing

### Prior Learning

Year 10 Programming

E

Elective

One Semester

## Unit 2 Applied Computing

### UNIT OVERVIEW

In this unit students focus on developing an innovative solution to a problem, need or opportunity that they have identified, and develop an understanding of network environments, cyber security risks, threats to networks and strategies to reduce the risks to data and information.

### Areas of Study

- innovative solutions
- network security

### Assessment Items

- analysis, design and development of a concept/prototype/product.
- presentation
- written report
- case study
- examination

### Future Study Options

Unit 3 Software Development

Unit 3 Data Analytics

### Prior Learning

Unit 1 Applied Computing

E

Elective

One Semester

## Unit 3 Food Studies

### UNIT OVERVIEW

In this unit students investigate the roles and everyday influences of food. They explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students also look at influences on food choice: how communities, families and individuals change their eating patterns over time and how food values and behaviours develop within social environments. The practical component of this unit enables students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### Areas of Study

- the science of food
- food choices, health and wellbeing

### Assessment Items

- a reflection on a range of practical activities
- an annotated visual report
- data analysis, media analysis, research inquiry or case study analysis.

### Future Study Options

Unit 4 Food Studies

### Prior Learning

Unit 2 Food Studies

E

Elective

One Semester

## Unit 4 Food Studies

### UNIT OVERVIEW

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

Students also 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.

### Areas of Study

- navigating food information
- environment and ethics

### Assessment Items

- a range of practical activities and records of two practical activities related to nutritious foods to examine specific dietary needs
- an oral presentation
- a practical demonstration
- a research inquiry report
- examination

### Future Pathways

Hospitality, Food Science, Nutrition, Food Health and Safety

### Prior Learning

Unit 3 Food Studies

# Y12 Design and Digital Technologies Product Design and Technology – Resistant Materials Unit 3&4

**E**

Elective

**One Semester**

## Unit 3 Product Design and Technology – Resistant Materials

### UNIT OVERVIEW

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.

### 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

### Assessment Items

- case study analysis or research inquiry
- multimodal record of evidence
- research inquiry

### Future Study Options

Unit 4 Product Design and Technology – Resistant Materials

### Prior Learning

Unit 2 Product Design and Technology – Resistant Materials

**E**

Elective

**One Semester**

## Unit 4 Product Design and Technology – Resistant Materials

### UNIT OVERVIEW

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 also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

### Areas of Study

- managing production for ethical designs
- evaluation and speculative design

### Assessment Items

- data analysis or product analysis
- multimodal record of evidence
- research inquiry
- examination

### Future Pathways

Industrial Design, Carpentry, Design, Building and Construction, Education

### Prior Learning

Unit 3 Product Design and Technology – Resistant Materials

E

Elective

One Semester

## Unit 3 Product Design and Technology – Textiles

### UNIT OVERVIEW

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.

### 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

### Assessment Items

- case study analysis or research inquiry
- multimodal record of evidence
- research inquiry

### Future Study Options

Unit 4 Product Design and Technology – Textiles

### Prior Learning

Unit 2 Product Design and Technology – Textiles

E

Elective

One Semester

## Unit 4 Product Design and Technology – Textiles

### UNIT OVERVIEW

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 also focus on how speculative design thinking can encourage research, product development and entrepreneurial activity through the investigation and analysis of examples of current, emerging and future technologies and market trends.

### Areas of Study

- managing production for ethical designs
- evaluation and speculative design

### Assessment Items

- data analysis or product analysis
- multimodal record of evidence
- research inquiry
- examination

### Future Pathways

Fashion/Textile Design, Merchandising, Fashion Buyer, Pattern Making, Fashion Media, Education

### Prior Learning

Unit 3 Product Design and Technology – Textiles

E

Elective

One Semester

## Unit 3 Systems Engineering

### UNIT OVERVIEW

In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Students design and plan an operational, mechanical-electrotechnology integrated and controlled system. Students commence work on the design, planning and construction of one substantial controlled integrated system. Students learn about sources and types of energy that enable engineered technological systems to function. This is a portfolio subject. It requires highly developed planning, documentation and evaluation skills.

### Areas of Study

- integrated and controlled systems engineering design
- clean energy technologies

### Assessment Items

- portfolio record of the planning and development of an electromechanical product or device in accordance with the systems engineering process.
- clean energy technologies analysis task

### Future Study Options

Unit 4 Systems Engineering

### Prior Learning

Unit 2 Systems Engineering

E

Elective

One Semester

## Unit 4 Systems Engineering

### UNIT OVERVIEW

In this unit students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students use their investigations, design and planning to continue the fabrication of their mechanical-electrotechnology integrated and controlled system using the Systems Engineering process. Students expand their knowledge of new and emerging developments and innovations through their investigation of a specific new or emerging innovation, including its impacts. This is a portfolio subject. It requires highly developed planning, documentation and evaluation skills.

### Areas of Study

- producing and evaluating integrated and controlled systems
- new and emerging technologies

### Assessment Items

- portfolio record of the planning and development, manufacture and evaluation of an electromechanical product or device in accordance with the systems
- the product or device as presented in the portfolio
- new and emerging technologies task
- examination

### Future Pathways

Industrial Designer, Industrial Engineer, Jeweller, Materials Engineer, Mechanical Engineer, Cabinetmaker, Carpenter or Craftsperson, Engineering, Tradesperson - Fabrication, Engineering, Fitter/Installer, Joiner, Systems Engineering Teacher.

### Prior Learning

Unit 3 Systems Engineering

E

Elective

One Semester

## Unit 3 Data Analytics

### UNIT OVERVIEW

In this unit students apply the problem-solving methodology to analyse data using software tools such as database, spreadsheet and data visualisation software to create data visualisations. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

### Areas of Study

- data analytics
- analysis and design

### Assessment Items

- research project
- design project

### Future Study Options

Unit 4 Data Analytics

### Prior Learning

Unit 2 Applied Computing

E

Elective

One Semester

## Unit 4 Data Analytics

### UNIT OVERVIEW

In this unit students focus on determining the findings of a research question by developing infographics and/or dynamic data visualisations based on large complex data sets, consider data breaches and investigate the security strategies used by an organisation to protect data and information from cyber security threats.

### Areas of Study

- development and evaluation
- cyber security

### Assessment Items

- structured questions
- case study
- research questions
- examination

### Future Pathways

Information Technology

### Prior Learning

Unit 3 Data Analytics

E

Elective

One Semester

## Unit 3 Software Development

### UNIT OVERVIEW

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

### Areas of Study

- programming
- analysis and design

### Assessment Items

- working software modules
- solution designs

### Future Study Options

Unit 4 Software Development

### Prior Learning

Unit 2 Applied Computing

E

Elective

One Semester

## Unit 4 Software Development

### UNIT OVERVIEW

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

### Areas of Study

- development and evaluation
- software security

### Assessment Items

- structured questions
- written report
- multimedia report
- examination

### Future Pathways

Information Technology

### Prior Learning

Unit 3 Software Development

# English

The discipline of English encourages students to appreciate, enjoy and use language. They develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.

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Y10

English

E

Elective

One Semester

## English Communications - Semester One

### COURSE OVERVIEW

In this course students explore a range of texts in print and electronic forms, including historical and contemporary literature, and issues in the media. They complete a variety of modified and scaffolded assessment tasks designed to strengthen foundational English skills in preparation for senior years.

### Areas of Study

- reading and exploring texts
- exploring argument and persuasive language

### Assessment Items

- persuasive writing
- text response
- examination

### Future Study Options

Year 10 English Communications - Semester 2

### Prior Learning

Year 9 English

E

Elective

One Semester

## English Communications - Semester Two

### COURSE OVERVIEW

In this course students explore and respond to a film text, as well as read and engage imaginatively and critically with mentor texts that model effective writing. They complete a range of highly scaffolded written tasks, including personal response, and writing for particular audiences and purposes. Many of these tasks mirror those they will encounter in the workforce and aim to help students understand the expectations of English in the senior years.

### Areas of Study

- reading and exploring texts
- creating texts

### Assessment Items

- personal response
- oral presentation
- examination

### Future Study Options

VCE VM Literacy

### Prior Learning

Year 10 English Communications Semester One

Y10

English

E

Elective

One Semester

## English Semester One

### COURSE OVERVIEW

In this course students engage in reading and viewing texts with a focus on developing skills of interpretation and analysis. They explore the ideas and values presented by authors through their evocations of character, setting and plot, and consider the ways a text's vocabulary, structures and language features create meaning. Students analyse arguments and the use of persuasive language in texts and develop competence and confidence in creating written and oral texts.

### Areas of Study

- reading and exploring texts
- exploring argument and persuasive language

### Assessment Items

- analytical response to a text
- analysis of argument
- oral presentation
- examination

### Future Study Options

Year 10 English Semester Two

Year 10 Literature

Year 10 English Language

### Prior Learning

Year 9 English

E

Elective

One Semester

## English Semester Two

### COURSE OVERVIEW

In this course students engage in reading and viewing texts with a focus on personal connections with the story. They explore the ideas and values presented by creators through their evocations of character, setting and plot, and consider the ways a text's vocabulary, structures and language features create meaning. Students read and engage imaginatively and critically with mentor texts that model effective writing. Students employ and experiment with the qualities of effective writing in their own work, considering clear purpose, context and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts.

### Areas of Study

- reading and exploring texts
- creating texts

### Assessment Items

- personal response
- two student-created texts
- a description of the writing process
- examination

### Future Study Options

Unit 1 English

Unit 1 Literature

Unit 1 English Language

### Prior Learning

Year 10 English Semester One

Y10

English

E

Elective

One Semester

## English Language

### COURSE OVERVIEW

In this course students are introduced to the fundamentals of linguistics and its use in a range of contexts. Students explore the nature, functions and modes of language with focus on the subsystems of morphology, lexicology and syntax. They also learn about the varied purposes of language and how particular choices help achieve these. The course is grounded in an exploration of the historical and social development of English and society's attitudes towards these changes.

### Areas of Study

- fundamentals of language
- language usage
- changes in language

### Assessment Items

- expository essay
- topic test
- writing for audience, purpose and context
- examination

### Future Study Options

Unit 1 English Language

### Prior Learning

Year 10 English Semester One

E

Elective

One Semester

## Literature

### COURSE OVERVIEW

In this course students explore the ways in which the interactions between text and reader creates meaning. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. They analyse how the features and conventions of texts help to shape their meaning by engaging in close readings of the texts. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of the human experience.

### Areas of Study

- adaptations and transformations
- the text in its context

### Assessment Items

- creative response to a text
- oral presentation of a critical reflection
- close passage analysis
- examination

### Future Study Options

Unit 1 Literature

### Prior Learning

Year 10 English Semester One

Y11

English

English Unit 1&amp;2

E

Elective

One Semester

## Unit 1 English

### UNIT OVERVIEW

In this unit students engage in reading and viewing texts with a focus on personal connections with the story. They explore the ideas and values presented by authors through their evocations of character, setting and plot, and consider the ways a text's vocabulary, structures and language features create meaning. Students read and engage imaginatively and critically with mentor texts that model effective writing. Students employ and experiment with the qualities of effective writing in their own work, considering clear purpose, context and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts.

### Areas of Study

- reading and exploring text
- crafting texts

### Assessment Items

- personal response to a text
- two student-created texts
- description of the writing process
- examination

### Future Study Options

Unit 2 English

### Prior Learning

Year 10 English

E

Elective

One Semester

## Unit 2 English

### UNIT OVERVIEW

In this unit students develop their reading and viewing skills, deepening their inferential skills, to extend their responses to texts. They engage with the ideas, concerns and tensions, and recognise ways vocabulary, text structures, language features and conventions work together to create meaning. Students examine a text's historical context, and social and cultural values; using their own cultural knowledge and experiences, they extend their observations into analytical and abstracted explorations. Students analyse arguments and persuasive language in texts, and they create their own texts intended to position audiences. Students develop competence and confidence in creating written and oral texts.

### Areas of Study

- reading and exploring text
- exploring argument

### Assessment Items

- analytical response to a text
- written analysis of media texts
- oral presentation of a point of view
- examination

### Future Study Options

Unit 3 English

### Prior Learning

Unit 1 English

Y11

English

English Language Unit 1&amp;2

E

Elective

One Semester

## Unit 1 English Language

### UNIT OVERVIEW

In this unit students explore language and the various functions language performs in a range of contexts. They consider the properties that distinguish human communication as unique, the differences between modes of spoken and written language, and the relationship between meaning and the rules that govern language use. Students explore, identify and describe primary aspects of the nature and functions of human language, as well as child language acquisition and the similarities and differences between this and additional language acquisition. Students describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

### Areas of Study

- the nature and functions of language
- language acquisition

### Assessment Items

- short answer tests
- analytical commentary
- examination

### Future Study Options

Unit 2 English Language

### Prior Learning

Year 10 English  
Year 10 English Language

E

Elective

One Semester

## Unit 2 English Language

### UNIT OVERVIEW

In this unit students explore how the English language has changed and might develop in the future. Students describe language change and analyse a range of attitudes to language change. Students consider the effects of the global spread of English including the decline of languages because of English contact, the elevation of English as a global lingua franca and the cultural consequences of language contact. Students explore the ways English is used through cultural expression in a range of texts. Students describe and explain the effects of the global spread of English in terms of both conformity and diversity.

### Areas of Study

- English across time
- Englishes in contact

### Assessment Items

- short answer tests
- analytical commentary
- essay
- examination

### Future Study Options

Unit 3 English Language

### Prior Learning

Unit 1 English Language

Y11

English

Literature Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Literature

### UNIT OVERVIEW

In this unit 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, and the degree to which points of view, experiences and contexts shape their own and others' interpretations of text. Students also explore the concerns, ideas, style and conventions of a distinctive literary movement or genre. 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

### Assessment Items

- close passage analysis
- oral presentation
- creative response
- critical reflection
- examination

### Future Study Options

Unit 2 Literature

### Prior Learning

Year 10 English  
Year 10 Literature

E

Elective

One Semester

## Unit 2 Literature

### UNIT OVERVIEW

In this unit 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. Students then focus on a set text from a different historical, social and cultural context. Students reflect on representations of a specific time period and/or culture within a text. They identify the language and the representations in the text that reflect the specific time period and/or culture, its ideas and concepts. They develop the ability to analyse language closely.

### Areas of Study

- voices of country
- the text in its context

### Assessment Items

- analytical essay
- close passage analysis
- examination

### Future Study Options

Unit 3 Literature

### Prior Learning

Unit 1 Literature

Y12

English

English Unit 3&amp;4

E

Elective

One Semester

## Unit 3 English

### UNIT OVERVIEW

In this unit students critically engage with a text, considering its dynamics, complexities and characters. They analyse the construction of meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They explore the historical context, and the social and cultural values of a text that influence interpretation. Students read and engage imaginatively and critically with mentor texts that model effective writing. Students employ and experiment with the qualities of effective writing in their own work, considering clear purpose, context and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts.

### Areas of Study

- reading and responding to texts
- crafting texts

### Assessment Items

- analytical text response
- two student-produced texts
- commentary reflecting on the writing process

### Future Study Options

Unit 4 English

### Prior Learning

Unit 2 English

E

Elective

One Semester

## Unit 4 English

### UNIT OVERVIEW

In this unit students sharpen and enhance their critical engagement with a text. They analyse the construction of meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They consolidate their exploration of the historical context, and the social and cultural values of a text that influence interpretation. Students analyse the use of argument and language, and visuals in print and digital, and audio-visual texts that debate a contemporary and significant national or international issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

### Areas of Study

- reading and responding to texts
- analysing argument

### Assessment Items

- analytical text response
- analytical response to argument
- oral presentation of a point of view
- examination

### Future Pathways

Arts, Journalism, Law, Communication, Public Relations

### Prior Learning

Unit 3 English

Y12

English

English Language Unit 3&amp;4

E

Elective

One Semester

## Unit 3 English Language

### UNIT OVERVIEW

In this unit students explore the ways different language users play with linguistic expectations and social norms to achieve a variety of social purposes. Students examine how informal variation to spoken and written language use can create intimacy and a sense of belonging or equality, whilst the use of formal language in spoken and written texts often fosters social distance and reinforces authority or expertise.

### Areas of Study

- informal language
- formal language

### Assessment Items

- short answer question tests
- analytical commentary
- essay

### Future Study Options

Unit 4 English Language

### Prior Learning

Unit 2 English Language

E

Elective

One Semester

## Unit 4 English Language

### UNIT OVERVIEW

In this unit students explore the ways language variation can reflect and construct important aspects of our identity. They examine the unique features of Australian English and explore how use of these can reinforce a sense of national identity, as well as how variation from these norms can indicate our broader cultural, social and individual sense of who we are. Students examine a variety of ethnolects, sociolects and genderlects, and analyse how attitudes to these varieties typically reflect the society's attitude to the groups who use them.

### Areas of Study

- language variation in Australian society
- individual and group identities

### Assessment Items

- short answer question tests
- analytical commentaries
- essay
- examination

### Future Pathways

Linguistics, the Arts, Sciences, Law, Politics, Trades, Education, Psychology, Languages, Speech and Reading Therapy, Journalism, Philosophy

### Prior Learning

Unit 3 English Language

## Unit 3 Literature

### UNIT OVERVIEW

In this unit students focus on how the form of a text contributes to its meaning by constructing a close analysis. They reflect on the extent to which adapting the text to a different form affects its meaning, comparing the original with the adaptation. Students develop their own interpretations of a text, analysing the ideas, views and values, and the ways these are endorsed or challenged through literary forms, features and language. Students then explore a supplementary reading to enrich, challenge and/or contest the ideas, views, values and assumptions of the text to further enhance their understanding.

#### Areas of Study

- adaptations and transformations
- developing interpretations

#### Assessment Items

- close passage analysis
- oral presentation of a comparative analysis
- initial interpretation of a text through passage analysis
- developed interpretation of a text and supplementary reading

#### Future Study Options

Unit 4 Literature

#### Prior Learning

Unit 2 Literature

## Unit 4 Literature

### UNIT OVERVIEW

In this unit students explore the imaginative techniques used for creating a literary work. They use their knowledge of how the meaning of texts due to context and form to construct their own creative transformations of texts. They reflect critically on the literary form, features and language of a text, and discuss the purpose and context of their own creations. Students then scrutinise the language, style, concerns and construction of a text, attending closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text, developing a close analysis.

#### Areas of Study

- creative responses to texts
- close analysis

#### Assessment Items

- creative and critical response
- analysis of three passages
- examination

#### Future Pathways

Arts, Media, Journalism, Professional Writing, Law or Education

#### Prior Learning

Unit 3 Literature

E

Elective

One Semester

## Unit 3 English as an Additional Language

### UNIT OVERVIEW

In this unit students critically engage with a text, considering its dynamics, complexities and characters. They analyse the construction of meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. Students explore the historical context, and the social and cultural values of a text that influence interpretation. Students read and engage imaginatively and critically with mentor texts that model effective writing. Students employ and experiment with the qualities of effective writing in their own work, considering clear purpose, context and audiences for their writing, and through engaging with and expanding on ideas drawn from mentor texts.

### Areas of Study

- reading and responding to texts
- crafting texts

### Assessment Items

- analytical text response
- two student-produced texts
- commentary reflecting on the writing process

### Future Study Options

Unit 4 English as an Additional Language

### Prior Learning

Unit 2 English

E

Elective

One Semester

## Unit 4 English as an Additional Language

### UNIT OVERVIEW

In this unit students explore and discuss a text. They analyse the construction of meaning through vocabulary, text structures, language features and conventions, and the presentation of ideas. They consolidate their exploration of the historical context, and the social and cultural values of a text that influence interpretation. Students analyse the use of argument and language, and visuals in print and digital, and audio-visual texts that debate a contemporary and significant national or international issue. Students apply their understanding of the use of argument and language to create a point of view text for oral presentation.

### Areas of Study

- reading and responding to texts
- analysing argument

### Assessment Items

- analytical text response
- analytical response to argument
- oral presentation of a point of view
- examination

### Future Pathways

Arts, Journalism, Law, Communication, Public Relations

### Prior Learning

Unit 3 English as an Additional Language

# Health and Physical Education

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts.

## YEAR 10

Community Health	50
Exercise Science	50
Sport and Coaching	51

## YEAR 11

Health and Human Development Unit 1&2	52
Physical Education Unit 1&2	53

## YEAR 12

Health and Human Development Unit 3&4	54
Physical Education Unit 3&4	55

Y10

# Health and Physical Education

E

Elective

One Semester

## Community Health

### COURSE OVERVIEW

In this course students explore the dimensions, aspects and measures of health and wellbeing. Students also develop an understanding of the elements of Australia's health care system and its contribution to improving health. Students investigate the role and impact nutrition plays in the optimal growth and development for youth.

### Areas of Study

- dimensions and aspects of health and wellbeing
- measurement of health status indicators
- nutrition for good health
- Australian health care system

### Assessment Items

- case study: health and wellbeing of Australians
- test: media influence on food selection
- poster: Australia's health care system
- examination

### Future Study Options

Unit 1 Health and Human Development

### Prior Learning

Year 9 Health and Physical Education

E

Elective

One Semester

## Exercise Science

### COURSE OVERVIEW

In this course students will explore the relationship between anatomical, biomechanical and physiological principles of human movement. Students will also learn the basics of training methods and principles whereby they will learn to set personal fitness goals and develop an individual fitness training program as well as fitness programs for individual sports.

### Areas of Study

- explore the relationship between anatomical, biomechanical and physiological principles of human movement
- basic understanding of training methods
- training principles
- develop and understand fitness goals
- design and evaluate both individual and sport specific training programs

### Assessment Items

- skeletal and muscular system test
- laboratory investigation report of energy systems
- individual training program assessment task
- examination

### Future Study Options

Unit 1 Physical Education

### Prior Learning

Year 9 Health and Physical Education

Y10

# Health and Physical Education

E

Elective

One Semester

## Sport and Coaching

### COURSE OVERVIEW

In this course students will develop the skills and knowledge required to prepare for and conduct coaching sessions for a range of sporting activities including basketball, volleyball, badminton and soccer. Students will also participate in the student-led program known as Sport Education in Physical Education Programs (SEPEP). SEPEP promotes the development of leadership, problem-solving and communication skills as students take on roles such as coach, umpire, manager, game analyser, publicity officer and more. These roles increase their knowledge and understanding of the sporting environment whilst giving students the opportunity to work collaboratively. At the conclusion of the course, students will have a deeper understanding of the importance of physical activity and how to best instruct and manage sporting events whilst maintaining their own health and wellbeing.

### Areas of Study

- coaching, game sense, tactics and strategies
- understanding the link between physical activity, sport & exercise
- physical activity, sport and sedentary behaviour in the community
- promotion of physical activity within our community
- skill development

### Assessment Items

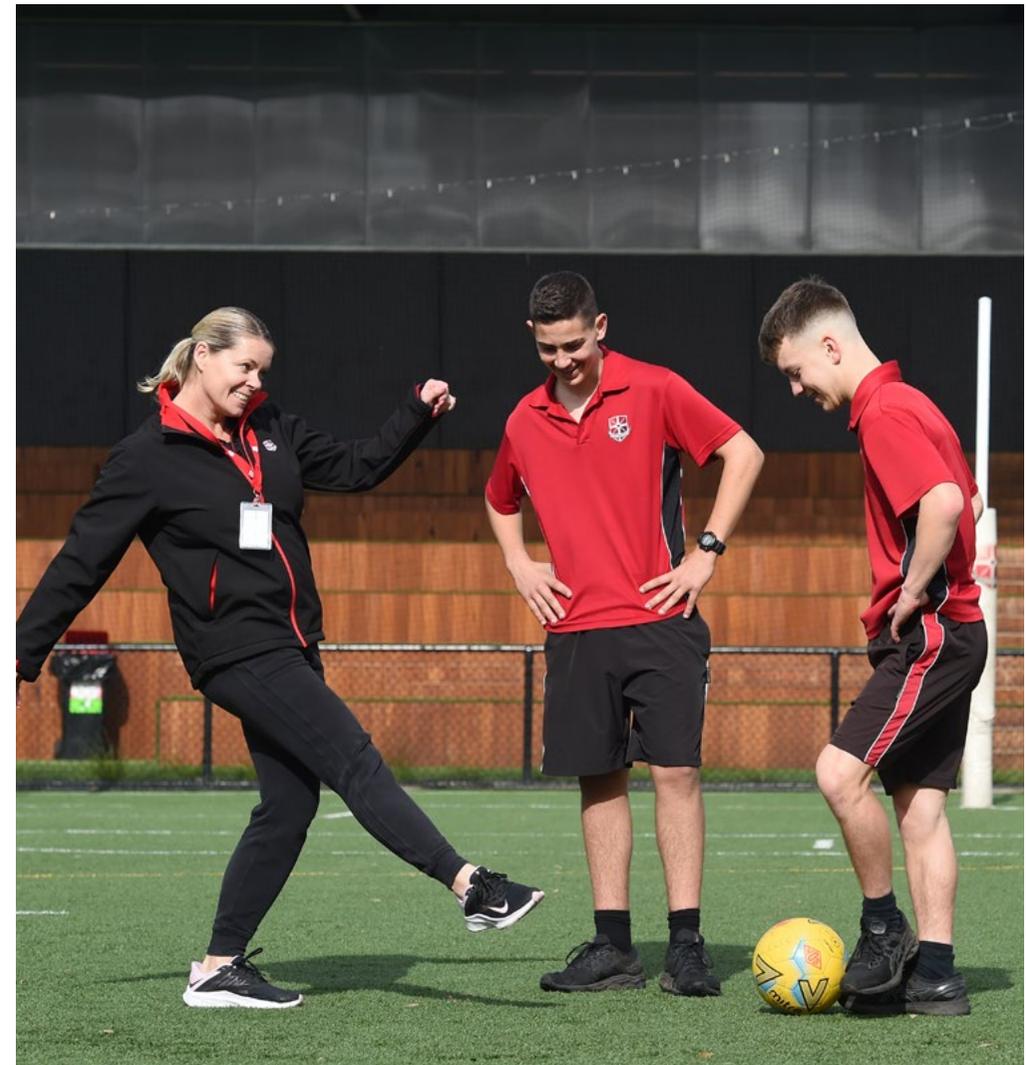
- peer coaching assessment task and reflective folio
- SEPEP report with program documentation and evaluation
- practical participation
- examination

### Future Study Options

Unit 1 Physical Education  
Unit 1 Health and Human Development  
Unit 1 Outdoor and Environmental Studies  
VET Sport and Recreation Certificate III

### Prior Learning

Year 9 Health and Physical Education



E

Elective

One Semester

## Unit 1 Health and Human Development

### UNIT OVERVIEW

In this unit, students delve into the multifaceted concept of health and wellbeing, understanding its diverse interpretations and contexts. They explore the World Health Organization's definition and examine various perspectives, recognizing health's subjective nature. Emphasizing social justice, students investigate the fundamental conditions for health outlined by the WHO, shedding light on health inequities. They analyze factors shaping health attitudes, including those specific to Aboriginal and Torres Strait Islander Peoples. Students assess different dimensions of health, understanding the intricate influences on health outcomes and utilizing indicators for evaluation. With a youth-centric approach, the unit empowers students to reflect on their own health while enhancing health literacy through data interpretation and research on youth-focused health areas, including the role of nutrition.

### Areas of Study

- concepts of health
- youth health and wellbeing
- health and nutrition

### Assessment Items

- a written report
- a visual presentation
- structured questions, including data analysis.
- an oral presentation, such as a debate or a podcast
- annotated poster or a digital presentation

### Future Study Options

Unit 2 Health and Human Development

### Prior Learning

Year 10 Community Health

E

Elective

One Semester

## Unit 2 Health and Human Development

### UNIT OVERVIEW

In this unit, students explore transitions in health and wellbeing across the lifespan and societal perspectives, focusing on the journey from youth to adulthood. They examine the expectations and changes inherent in this progression, including increased independence, responsibility, and the establishment of long-term relationships. Students apply health literacy skills by investigating adulthood as a phase involving considerations of parenthood, managing health-related milestones, and establishing relationships. They analyse the Australian healthcare system from a youth perspective, exploring challenges and opportunities presented by digital media, health data usage, and access to quality healthcare.

### Areas of Study

- developmental transitions
- youth health literacy

### Assessment Items

- a written report
- a visual presentation
- structured questions, including data analysis.
- an oral presentation, such as a debate or a podcast
- annotated poster or a digital presentation

### Future Study Options

Unit 3 Health and Human Development

### Prior Learning

Unit 1 Health and Human Development

E

Elective

One Semester

## Unit 1 Physical Education

### UNIT OVERVIEW

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students investigate the role and function of the main structures in each system and how they respond to movement. Through participation in practical activities, students explore the relationships between the body systems and movement, and how these systems interact and can be enhanced in response to the demands of movement.

### Areas of Study

- musculoskeletal system
- cardiorespiratory system

### Assessment Items

- practical laboratory reports linking knowledge and key skills to activities.
- extended response questions
- data analysis
- visual presentation
- oral presentation
- Multimedia presentation

### Future Study Options

Unit 2 Physical Education  
Unit 2 Health and Human Development

### Prior Learning

Year 10 Exercise Science

E

Elective

One Semester

## Unit 2 Physical Education

### UNIT OVERVIEW

This unit teaches physical activity, sport, and exercise from a participatory perspective. Students learn about different activities' impacts on health and well-being. They explore various physical activities, analyse data on barriers and enablers to participation, and create personalized plans. They also investigate contemporary issues in the field, selecting one to analyze its historical, current, and future implications. Through practical experiences and critical analysis, students gain a holistic understanding of the role of physical activity in personal and societal health.

### Areas of Study

- healthy lifestyles
- physical activity and sport

### Assessment Items

- practical laboratory reports linking knowledge and key skills to activities.
- extended response questions
- data analysis
- visual presentation
- oral presentation
- multimedia presentation

### Future Study Options

Unit 3 Physical Education  
Unit 3 Health and Human Development

### Prior Learning

Unit 1 Physical Education

Y12

Health and Physical Education

Health and Human Development Unit 3&amp;4

E

Elective

One Semester

## Unit 3 Health and Human Development

### UNIT OVERVIEW

In this unit, students examine health and wellbeing, disease, and illness as multidimensional and dynamic concepts, subject to varied interpretations and contexts. They take a global perspective on health and consider its significance as both an individual and collective resource, including its status as a universal right. Students analyse variations in health status among Australians and focus on health promotion and population health improvement. Through research and evaluation of successful programs, they explore different public health approaches and the interconnectedness of various models. While the Australian health system is emphasized, students also contextualize the progression of public health approaches globally.

### Areas of Study

- understanding health and wellbeing
- promoting health and wellbeing

### Assessment Items

- a written report
- structured questions, including data analysis.
- extended response question analysing a range of stimuli with an emphasis on annotating, synthesising and planning the response

### Future Study Options

Unit 4 Health and Human Development

### Prior Learning

Unit 1&2 Health and Human Development

E

Elective

One Semester

## Unit 4 Health and Human Development

### UNIT OVERVIEW

In this unit, students explore global health and human development, analysing health status and disparities across countries. They investigate factors contributing to inequalities, including socio-economic conditions, and study sustainability in health. They examine health trends amid globalization, climate change, digital technologies, and mass migrations. Students focus on UN's Sustainable Development Goals and WHO priorities, evaluating global health initiatives and Australia's aid program. They reflect on personal capacity to contribute to global health improvement.

### Areas of Study

- global health and human development
- health and the sustainable development goals

### Assessment Items

- a visual presentation
- extended response question analysing a range of stimuli with an emphasis on annotating, synthesising and planning the response
- examination

### Future Pathways

Allied Health, Health Care Industry, Medicine, Nursing, Sport and Recreation, Fitness Industry, Humanitarian

### Prior Learning

Unit 3 Health and Human Development

E

Elective

One Semester

## Unit 3 Physical Education

### UNIT OVERVIEW

This unit introduces students to biomechanical analysis of human movement, using coaching techniques to refine skills. They apply principles to enhance performance in physical activity, sport, and exercise, demonstrating improved outcomes. Students study cardiovascular, respiratory, and muscular systems, investigating their roles in supplying oxygen and energy. They explore the interplay of energy systems for performance and strategies to delay fatigue and promote recovery. Through practical application and theoretical study, students gain a comprehensive understanding of movement biomechanics and physiological processes related to exercise and performance.

### Areas of Study

- movement skills
- energy produced by the body

### Assessment Items

- structured questions that draw on primary data
- laboratory report based on primary data

### Future Study Options

Unit 4 Physical Education

Unit 4 Health and Human Development

### Prior Learning

Unit 2 Physical Education

E

Elective

One Semester

## Unit 4 Physical Education

### UNIT OVERVIEW

In this course students participate in physical activities to understand performance enhancement from a physiological perspective. They analyze movement skills and fitness needs, applying training principles across various levels. Performance improvements, especially in fitness, rely on individuals or coaches mastering training knowledge and methods. Assessing fitness, students select tests based on activity demands. They use collected data to design tailored training programs considering physiological factors. Program effectiveness is evaluated based on individual needs and chronic training adaptations.

### Areas of Study

- foundations of an effective program
- training to improve fitness
- integrated movement experiences

### Assessment Items

- written report
- extended response questions
- data analysis
- case study
- examination

### Future Pathways

Exercise Science, Human Movement, Nursing, Applied and Physical Science

### Prior Learning

Unit 3 Physical Education

# Humanities

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

## YEAR 10

Accounting and Business Management	57
Economics and Politics	57
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History	58
Legal Studies	59

## YEAR 11

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Economics Unit 1&2	62
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Modern History Unit 1&2	66
Philosophy Unit 1&2	67
Politics Unit 1&2	68
Sociology Unit 1&2	69

## YEAR 12

Accounting Unit 3&4	70
Business Management Unit 3&4	71
Economics Unit 3&4	72
Politics Unit 3&4	73
History: Revolutions Unit 3&4	74
Legal Studies Unit 3&4	75
Philosophy Unit 3&4	76
Sociology Unit 3&4	77

Y10

Humanities

E

Elective

One Semester

# Accounting and Business Management

## COURSE OVERVIEW

In this course students will explore factors that influence major consumer and financial decisions, the way businesses organise themselves to improve productivity and how they respond to changing economic conditions. Students will also analyse data in different formats, explore accounting skills to prepare them for VCE and learn to use business concepts and language.

### Areas of Study

- business management
- accounting

### Assessment Items

- research reports
- tests
- practical assessments
- examination

### Future Study Options

Unit 1 Business Management

Unit 1 Accounting

### Prior Learning

Year 9 Humanities

E

Elective

One Semester

# Economics and Politics

## COURSE OVERVIEW

In this course students will study indicators of economic performance, the performance of the Australian economy, the links between economic performance and living standards, and the way governments manage the economy to improve economic performance and living standards.

Students will also study institutions of global governance including the United Nations, International Monetary Fund, World Trade Organisation, Transnational Corporations, concepts such as the state, sovereignty, globalisation, power as well as global political issues such as human rights, terrorism, arms control and disarmament.

### Areas of Study

- economics: indicators of economic performance and government policy
- politics: key global actors and key global issues

### Assessment Items

- research reports
- tests
- practical assessments
- examination

### Future Study Options

Unit 1 Economics

Unit 1 Australian and Global Politics

### Prior Learning

Year 9 Humanities

Y10

Humanities

E

Elective

One Semester

# Geography

## COURSE OVERVIEW

In this course students explore environmental change and management by studying different aspects to the environment and the impacts that humanity has on it, both positive and negative. They apply geographical skills, concepts and language throughout their studies in exploring the ways we interact with the environment by studying a specific region.

### Areas of Study

- environmental change and management
- geographies of human wellbeing

### Assessment Items

- research reports
- tests
- extended responses
- examinations

### Future Study Options

Unit 1 Geography

Unit 1 Outdoor and Environmental Studies

### Prior Learning

Year 9 Humanities

E

Elective

One Semester

# History

## COURSE OVERVIEW

In this course students will examine the history of Australia in its global context including key features, events, significant people and perspectives. They will study the causes, course and impacts of World War II particularly in relation to Australia's involvement. Students will examine the efforts of Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia. Finally, students will examine the effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society.

### Areas of Study

- Australia at War (World War 2)
- rights and freedoms (1945 – The Present)
- the Globalising World

### Assessment Items

- research essay
- source study
- examination

### Future Study Options

Unit 1 Modern History

### Prior Learning

Year 9 Humanities

Y10

Humanities

E

Elective

One Semester

# Legal Studies

## COURSE OVERVIEW

In this course students will explore topics such as the Parliament of Victoria and Commonwealth Parliament. Students will also investigate the need for law, crime in Victoria, areas of civil law and relevant case studies. Students will also explore civil and criminal court procedure, criminal sanctions and civil remedies.

## Areas of Study

- criminal law
- civil law
- parliament as a law maker

## Assessment Items

- tests
- extended responses
- research tasks
- examination

## Future Study Options

Unit 1 Legal Studies

## Prior Learning

Year 9 Humanities



Y11

Humanities

Accounting Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Accounting

### UNIT OVERVIEW

In this unit students explore 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 and take into account the range of ethical considerations faced by business owners.

They use these evaluations to make recommendations regarding the suitability of a business as an investment. Students also 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

### Assessment Items

- structured questions based on a business' financial data
- preparing a range of accounting reports such as an income statement or cash-flow statement from a set of data
- analysis and decision-making in a range of business cases
- examination

### Future Study Options

Unit 2 Accounting

### Prior Learning

Year 10 Accounting and Business Management

E

Elective

One Semester

## Unit 2 Accounting

### UNIT OVERVIEW

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.

### Areas of Study

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

### Assessment Items

- structured questions based on inventory data
- preparing a range of accounting reports such as an inventory card and income statement from a set of data
- analysis and decision-making in a range of business cases
- examination

### Future Study Options

Unit 3 Accounting

### Prior Learning

Unit 1 Accounting

E

Elective

One Semester

## Unit 1 Business Management

### UNIT OVERVIEW

In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

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

### Assessment Items

- short answer tests
- case studies
- examination

### Future Study Options

Unit 2 Business Management

### Prior Learning

Year 10 Business and Accounting

E

Elective

One Semester

## Unit 2 Business Management

### UNIT OVERVIEW

In this unit students focus on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base.

They investigate the features of effective marketing and consider the best way to meet the needs of the business in terms of staffing.

Students analyse various management practices in this area by applying this knowledge to contemporary business case studies.

### Areas of Study

- legal requirements and financial considerations
- marketing a business
- staffing a business

### Assessment Items

- short answer tests
- case studies
- examination

### Future Study Options

Unit 3 Business Management

### Prior Learning

Unit 1 Business Management

Y11

Humanities

Economics Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Economics

### UNIT OVERVIEW

In this unit students examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations behind both consumer and business behaviour.

Students use demand and supply models to explain changes in prices and quantities traded.

Students analyse how the theories and observations of behavioural economics have been used by government in planning and implementing policy, and by businesses in managing their relationships with consumers.

### Areas of Study

- thinking like an economist
- decision making in markets
- behavioural economics

### Assessment Items

- an analysis of written, visual and statistical evidence
- problem-solving tasks
- case studies
- economic simulation activities
- examination

### Future Study Options

Unit 2 Economics

### Prior Learning

Year 10 Economics and Politics

E

Elective

One Semester

## Unit 2 Economics

### UNIT OVERVIEW

In this unit 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.

Students consider the perspectives of relevant economic agents and evaluate the validity and effectiveness of individual and collective responses to issues.

### Areas of Study

- economic activity
- applied economic analysis of local, national and international economic issues

### Assessment Items

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- problem-solving tasks
- case studies
- examination

### Future Study Options

Unit 3 Economics

### Prior Learning

Year 10 Economics and Politics  
Unit 1 Economics

E

Elective

One Semester

## Unit 1 Geography

### UNIT OVERVIEW

In this unit students investigate the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface.

It investigates how the interactions between natural processes and human activities can also change natural environments. The world's physical environments are composed of four natural systems: atmosphere, biosphere, lithosphere, hydrosphere, which are fundamental to the operation of all interactions within the environment. There are few places in the world where only natural processes operate.

Human activities interact with natural processes, each affecting the other. The nature of change caused by the interaction between natural processes and human activities varies at a range of scales, over space and over time.

### Areas of Study

- characteristics of natural environments
- changes in natural environments

### Assessment Items

- fieldwork report
- multimedia presentation
- research report
- test
- examination

### Future Study Options

Unit 2 Geography

### Prior Learning

Year 10 Geography

E

Elective

One Semester

## Unit 2 Geography

### UNIT OVERVIEW

In this unit students investigate the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales.

Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farmhouses to small villages, regional towns, large metropolitan cities and mega cities.

### Areas of Study

- characteristics of human environments
- changes in human environments

### Assessment Items

- fieldwork and research reports
- multimedia presentation
- test
- examination

### Future Study Options

Unit 3 Geography

### Prior Learning

Unit 1 Geography

E

Elective

One Semester

## Unit 1 Industry and Enterprise

### UNIT OVERVIEW

In this unit students prepare for effective workplace participation. Students develop work-related skills by actively exploring their individual career goals and pathways. Students examine the diverse contexts in which work takes place in Australian society by investigating a range of work settings.

After completing the relevant occupational health and safety (OH&S) induction program, students demonstrate the practical application of their work-related skills by completing at least 35 hours of structured workplace learning (work experience).

### Areas of Study

- contributing to the workforce
- developing work-related skills
- workplace effectiveness

### Assessment Items

- career investigation and profile
- workplace learning report
- work-related issue investigation
- examination

### Future Study Options

Unit 2 Industry and Enterprise

### Prior Learning

Any Humanities subjects

E

Elective

One Semester

## Unit 2 Industry and Enterprise

### UNIT OVERVIEW

In this unit students explore the development of enterprising behaviour, leadership and innovation in different settings within industry and in the context of significant issues faced by industry.

Students learn that enterprising and leadership behaviours are vital for success in diverse personal, work and community settings.

Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviour and the development of an individual's work-related skills.

### Areas of Study

- enterprising individuals and leadership
- enterprise and innovation in industry
- industry issues

### Assessment Items

- industry investigation and profile
- test
- case study
- examination

### Future Study Options

Unit 3 Industry and Enterprise

### Prior Learning

Unit 1 Industry and Enterprise

Y11

Humanities

Legal Studies Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Legal Studies

### UNIT OVERVIEW

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.

### Areas of Study

- legal foundations
- proving guilt
- sanctions

### Assessment Items

- short answer questions
- case studies
- examination

### Future Study Options

Unit 2 Legal Studies

### Prior Learning

Any Humanities subjects

E

Elective

One Semester

## Unit 2 Legal Studies

### UNIT OVERVIEW

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.

### Areas of Study

- civil liability
- remedies
- human rights

### Assessment Items

- case studies
- short answer questions
- research task
- examination

### Future Study Options

Unit 3 Legal Studies

### Prior Learning

Unit 1 Legal Studies

Y11

Humanities

Modern History Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Modern History

### UNIT OVERVIEW

In this unit students study the significant changes and events of the early twentieth century from the conclusion of World War One to the beginning of World War Two.

The course focuses on the emergence of communism and fascism in the early twentieth century and explores how these political ideologies impacted on the political, cultural and social life. Students study Weimar and Nazi Germany, the Soviet Union and the increasingly unstable political situation in Europe leading up to the war.

Students also study economic, social and cultural change with a focus on race, gender and class.

### Areas of Study

- change and conflict
- social and cultural change

### Assessment Items

- analysis of primary sources
- analysis of historical interpretations
- essay
- historical inquiry
- examination

### Future Study Options

Unit 2 Modern History

### Prior Learning

Year 10 History

E

Elective

One Semester

## Unit 2 Modern History

### UNIT OVERVIEW

In this unit students study the period from the end of World War Two to the collapse of the USSR and the end of the Cold War. Students look at the Cold War, competing ideologies, the conflicts and the impact on people and nations. Students also study challenges to authority and social change during the 1960s and 1970s. They also study decolonisation, the movement towards independent nation-states and social and political movements such as the civil rights movement.

### Areas of Study

- causes, course and consequences of the Cold War
- challenge and change

### Assessment Items

- analysis of primary sources
- analysis of historical interpretations
- essay
- historical inquiry
- examination

### Future Study Options

Unit 3 History: Revolutions

### Prior Learning

Unit 1 Modern History

Y11

Humanities

Philosophy Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Philosophy

### UNIT OVERVIEW

In this unit students are asked - What is the nature of reality? How can we acquire certain knowledge? These are some of the questions that have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.

### Areas of Study

- the material mind
- the existence and nature of God
- materialism and idealism

### Assessment Items

- essay
- written analysis
- short-answer and extended responses
- test
- presentations (oral, multimedia)
- examination

### Future Study Options

Unit 2 Philosophy

### Prior Learning

Any Humanities subjects

E

Elective

One Semester

## Unit 2 Philosophy

### UNIT OVERVIEW

In this unit students are asked questions of value: What are the foundations of our judgments about value? What is the relationship between different types of value? How, if at all, can particular value judgments be defended or criticised? This unit invites 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.

### Areas of Study

- ethics and moral philosophy
- moral psychology
- right and wrong

### Assessment Items

- essay
- written analysis
- short-answer and extended responses
- test
- presentations (oral, multimedia)
- examination

### Future Study Options

Unit 3 Philosophy

### Prior Learning

Unit 1 Philosophy

Y11

Humanities

Politics Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Politics

### UNIT OVERVIEW

In this unit, students learn that politics is about how political actors make decisions about how society should operate through the use of power to resolve issues and conflicts. Political issues involve different political actors with different interests and perspectives, and issues may be resolved through cooperation, compromise or coercion, or not at all. Students consider the concept of power and its use. Students also examine a contested political issue in Australia, followed by an investigation of the power of global actors, who are able to use power across national and regional boundaries to achieve their interests and cooperate with other actors to solve conflicts, issues and crises.

### Areas of Study

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

### Assessment Items

- short answer tests
- essays
- examination
- analysis and evaluation of sources

### Future Study Options

Unit 2 Politics

### Prior Learning

Year 10 Economics and Politics

E

Elective

One Semester

## Unit 2 Politics

### UNIT OVERVIEW

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.

### Areas of Study

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

### Assessment Items

- short answer tests
- essays
- examination
- analysis and evaluation of sources

### Future Study Options

Unit 3 Global Politics

### Prior Learning

Unit 1 Politics

## Unit 1 Sociology

### UNIT OVERVIEW

In this unit, students use sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

### Areas of Study

- category and the experience of youth
- the family

### Assessment Items

- interview and a written report
- an essay/research report
- film analysis
- review of youth or family specific journals or magazines
- multimedia presentation
- examination

### Future Study Options

Unit 2 Sociology

### Prior Learning

Any Humanities subjects

## Unit 2 Sociology

### UNIT OVERVIEW

In this unit, students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule-breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and gender.

### Areas of Study

- deviance
- crime

### Assessment Items

- representation analysis
- essay
- media/research report
- multimedia presentation
- film analysis
- examination

### Future Study Options

Unit 3 Sociology

### Prior Learning

Unit 1 Sociology

E

Elective

One Semester

## Unit 3 Accounting

### UNIT OVERVIEW

In this unit students focus 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

### Assessment Items

- structured questions based on a double entry system
- preparing a range of accounting reports such as a general journal, income statement and cash flow statement from a set of data
- analysis and decision-making in a range of business cases

### Future Study Options

Unit 4 Accounting

### Prior Learning

Unit 2 Accounting

E

Elective

One Semester

## Unit 4 Accounting

### UNIT OVERVIEW

In this unit students further develop their understanding for a trading business owned by a sole proprietor and the role of accounting. 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 with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the importance of budgeting in decision-making. They analyse and interpret reports to evaluate the performance of a business and suggest strategies to improve.

### Areas of Study

- extension of recording and reporting
- budgeting and decision-making

### Assessment Items

- structured questions based on balance day adjustments and budgeting
- preparing and making adjustments to a range of accounting reports such as a general journal, income statement and cash flow statement from a set of data
- analysis and decision-making in a range of business cases

### Future Pathways

Accounting, Finance, Commerce

### Prior Learning

Unit 3 Accounting

E

Elective

One Semester

## Unit 3 Business Management

### UNIT OVERVIEW

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.

Students 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

### Assessment Items

- short answer and extended response questions
- analysing case studies

### Future Study Options

Unit 4 Business Management

### Prior Learning

Unit 2 Business Management

E

Elective

One Semester

## Unit 4 Business Management

### UNIT OVERVIEW

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. Students 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

### Assessment Items

- short answer and extended response questions
- analysing case studies
- examination

### Future Pathways

Commerce, Communications, International Business

### Prior Learning

Unit 3 Business Management

E

Elective

One Semester

## Unit 3 Economics

### UNIT OVERVIEW

In this unit students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded of goods and services. Students consider contemporary issues to explain the need for government interventions.

Students develop an understanding of the macroeconomy and the factors that affect the level of aggregate demand and aggregate supply in the economy.

Students apply theories to explain how changes in these variables might affect achievement of Australian macroeconomic goals and living standards.

Students analyse international economic relationships and how international transactions are recorded. Students examine how economic factors might affect the exchange rate, the terms of trade and Australia's international competitiveness.

### Areas of Study

- microeconomics: the market system, resource allocation and government intervention
- domestic macroeconomic goals
- Australia and the international economy

### Assessment Items

- an analysis of written, visual and statistical evidence
- a folio of applied economic exercises
- case studies

### Future Study Options

Unit 4 Economics

### Prior Learning

Unit 2 Economics

E

Elective

One Semester

## Unit 4 Economics

### UNIT OVERVIEW

In this unit students explore 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 Reserve Bank (RBA). Students consider how the tools of monetary policy can affect interest rates and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

Students evaluate the effectiveness of aggregate demand policies. Students consider how the Australian Government utilises aggregate supply policies to pursue the achievement of the domestic macroeconomic goals and living standards.

### Areas of Study

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

### Assessment Items

- an analysis of written, visual and statistical evidence
- problem-solving tasks
- case studies
- examination

### Future Pathways

Commerce, International Relations

### Prior Learning

Unit 3 Economics

E

Elective

One Semester

## Unit 3 Politics

### UNIT OVERVIEW

In this unit students investigate the causes and consequences of contemporary global issues and crises. Students discuss the competing interests and perspectives of a range of political actors, and how they influence stability and change on a global level. Students evaluate the extent to which political actors involved in a global issue or crisis were able to achieve their interests, forming a reasoned judgement based on data and evidence.

### Areas of Study

- global issues, global responses
- contemporary crises: conflict, stability and change

### Assessment Items

- a political inquiry
- analysis and evaluation of sources
- short-answer questions and extended responses
- essays
- examination

### Future Study Options

Unit 4 Politics

### Prior Learning

Unit 2 Politics

E

Elective

One Semester

## Unit 4 Politics

### UNIT OVERVIEW

In this unit students explore power and politics in the Indo-Pacific region. Students examine the actions, interests and perspectives of Australia and one other state within the region. Students discuss Australia's relationships with other states and consider challenges to regional cooperation and stability. Students evaluate the extent to which states within the Indo-Pacific are able to achieve their national interests through political inquiry.

### Areas of Study

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

### Assessment Items

- a political inquiry
- analysis and evaluation of sources
- short-answer questions and extended responses
- essay
- examination

### Future Pathways

Politics, Law, Education, Economics, Journalism, Public Service.

### Prior Learning

Unit 3 Politics

E

Elective

One Semester

## Unit 3 History: Revolutions

### UNIT OVERVIEW

In this unit students study the French revolutions. In area of study one, they will explore the causes of the revolution, considering the role of events, ideologies, individuals and groups in creating a revolutionary situation. Area of study two asks students to evaluate the consequences and consolidation of the revolution, considering the role of individuals and groups, the role of ideology, violence and the reaction to dissention. Students will evaluate the degree to which the new regime was able to consolidate power while fulfilling their stated ideologies.

### Areas of Study

- causes of the revolution
- consequences of the revolution

### Assessment Items

- historical inquiry
- evaluation of historical sources
- extended responses
- essay

### Future Study Options

Unit 4 History: Revolutions

### Prior Learning

Unit 1&2 Modern History

E

Elective

One Semester

## Unit 4 History: Revolutions

### UNIT OVERVIEW

In this unit students will study a different revolution to that studied in Semester 1; in this case, the Russian Revolution. They will consider the causes and consequences of this revolution, taking into account the role of events, individuals, ideologies and groups. Students will use evidence to support their arguments, research historians' opinions and develop the skills to evaluate the causes and consequences of the revolution. They will consider the social, political and economic factors in order to develop a full understanding of this significant event.

### Areas of Study

- causes of the revolution
- consequences of the revolution

### Assessment Items

- historical inquiry
- evaluation of historical sources
- extended responses
- essay
- examination

### Future Pathways

Arts, Humanities

### Prior Learning

Unit 3 History: Revolutions

E

Elective

One Semester

## Unit 3 Legal Studies

### UNIT OVERVIEW

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit, students examine the methods and institutions in the criminal and civil justice system, and consider their appropriateness in determining criminal cases and resolving civil disputes.

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.

### Areas of Study

- Victorian criminal justice system
- Victorian civil justice system

### Assessment Items

- short answer questions and extended responses
- structured questions and extended responses

### Future Study Options

Unit 4 Legal Studies

### Prior Learning

Unit 2 Legal Studies

E

Elective

One Semester

## Unit 4 Legal Studies

### UNIT OVERVIEW

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.

### Areas of Study

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

### Assessment Items

- short answer questions and extended responses
- structured questions and extended responses
- examination

### Future Pathways

Law, Criminal Justice, Criminology, Policing, Para-legal, Arts, Psychology, Forensic Science, Human Rights, Sociology, Politics

### Prior Learning

Unit 3 Legal Studies

E

Elective

One Semester

## Unit 3 Philosophy

### UNIT OVERVIEW

In this unit students consider two key philosophical 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. 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

### Assessment Items

- essay
- written analysis
- short-answer responses
- presentations (oral, multimedia)

### Future Study Options

Unit 4 Philosophy

### Prior Learning

Unit 2 Philosophy

E

Elective

One Semester

## Unit 4 Philosophy

### UNIT OVERVIEW

In this unit students consider the question of what it is for a human to live well. What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? Students explore texts by both ancient and modern philosophers that have had a significant impact on contemporary Western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both ancient and modern periods to their own views on how we should live. Students use their understandings to inform their analysis of contemporary debates.

### Areas of Study

- conceptions of the good life
- living the good life in the twenty-first century

### Assessment Items

- essay
- written analysis
- short-answer responses
- presentations (oral, multimedia)
- examination

### Future Pathways

Humanities, Business, Education

### Prior Learning

Unit 3 Philosophy

E

Elective

One Semester

## Unit 3 Sociology

### UNIT OVERVIEW

In this unit, students explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous cultures, and ethnicity in relation to migrant groups. Students will explore the historical suppression of, and increasing public awareness of, Australian Indigenous cultures. They examine the past and its influence on subsequent generations, as well as contemporary factors that may support and/or limit increasing awareness of Australian Indigenous cultures. Students will also investigate ethnicity as a key sociological category that plays an important role in social life.

### Areas of Study

- Australian indigenous cultures
- ethnicity

### Assessment Items

- research report
- short answer and extended response questions
- representation analysis

### Future Study Options

Unit 4 Sociology

### Prior Learning

Unit 2 Sociology

E

Elective

One Semester

## Unit 4 Sociology

### UNIT OVERVIEW

In this unit, students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. Students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change as well as referencing the theories of Ferdinand Tonnies and Michel Maffesoli.

Students also investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

### Areas of Study

- community
- social movements and social change

### Assessment Items

- research report
- short answer and extended response questions
- representation analysis
- examination

### Future Pathways

Culture Resource Management, Community Development working with minority and ethnic groups

### Prior Learning

Unit 3 Sociology

# Languages

Learning languages in addition to English extends student's literacy repertoires and their capacity to communicate. It strengthens student's understanding of the nature of language, culture, and the processes of communication.

## YEAR 10

Chinese	79
Japanese	79

## YEAR 11

Japanese Second Language Unit 1&2	80
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## YEAR 12

Japanese Second Language Unit 3&4	81
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Y10

Languages

E

Elective

Year Long

## Chinese

### COURSE OVERVIEW

In this course students will further develop their communication skills by engaging in discussions about issues of personal interests such as relationships at home and at school. They will develop their ability to speak with confidence, experimenting with flow, emphasis and stress to enhance their message. Students express more complex concepts and reactions in both spoken and written Chinese characters and strategies to interpret meanings where all characters are not known.

### Areas of Study

- ideas for birthday presents
- gift shopping
- describing clothes
- occupations
- physical appearance
- describing a house and the various rooms within

### Assessment Items

- listening comprehension
- writing folio
- reading comprehension
- speaking skills
- examination

### Future Study Options

Unit 1 Chinese

### Prior Learning

Year 9 Chinese

E

Elective

Year Long

## Japanese

### COURSE OVERVIEW

In this course students seek to further develop their communication skills and there is a greater emphasis placed on oral communication in informal settings. There is an increased focus on the acquisition of Japanese script including hiragana, katakana and kanji and students develop confidence and competence in reading and writing more sophisticated texts. The Obento Supreme 5th edition program builds students' inter-cultural knowledge and understanding using a variety of contemporary topics and methodologies.

### Areas of Study

- what kind of person?
- homestay
- go straight ahead
- sports hero
- part-time job
- cool Japan

### Assessment Items

- listening comprehension
- writing folio
- reading comprehension
- speaking skills
- examination

### Future Study Options

Unit 1 Japanese as a Second Language

### Prior Learning

Year 9 Japanese

E

Elective

One Semester

## Unit 1 Japanese as a Second Language

### UNIT OVERVIEW

In this unit students are allowed to communicate both orally and in written form in a range of styles and purposes, preparing for studies in VCE Unit 3&4. This also allows students to develop and broaden their knowledge of the Japanese language and cultural awareness to a level where they are able to use the language in everyday familiar circumstances. Topics covered in this unit include personal world, daily life, past and future and visiting Japan.

### Areas of Study

- interpersonal communication
- interpretive communication
- presentational communication

### Assessment Items

- role play
- oral presentation
- descriptive summary of a film
- reading, writing and listening tasks
- examination

### Future Study Options

Unit 2 Japanese as a Second Language

### Prior Learning

Year 10 Japanese

E

Elective

One Semester

## Unit 2 Japanese as a Second Language

### UNIT OVERVIEW

In this unit students build on prior skills by communicating both orally and in written form in a range of styles and purposes, preparing for studies in VCE Unit 3&4. It also allows students to develop and broaden their knowledge of the Japanese language and cultural awareness to a level where they are able to use the language in everyday familiar circumstances. Topics covered in Unit 1 will continue in Unit 2.

### Areas of Study

- interpersonal communication
- interpretive communication
- presentational communication

### Assessment Items

- writing and reflective tasks
- analysis and evaluation on current issue
- narrative writing task
- oral presentation
- examination

### Future Study Options

Unit 3 Japanese as a Second Language

### Prior Learning

Unit 1 Japanese as a Second Language

E

Elective

One Semester

## Unit 3 Japanese as a Second Language

### UNIT OVERVIEW

In this unit students build on prior skills by communicating both orally and in written form in a range of styles and purposes, preparing students for studies in VCE. It also allows students to develop and broaden their knowledge of the Japanese language and cultural awareness to a level where they are able to use the language in everyday familiar circumstances which allows learners to reflect on language as a system and gain cultural insight.

### Areas of Study

- interpersonal communication
- interpretive communication
- presentational communication

### Assessment Items

- role-play, focusing on negotiating a solution to a personal issue
- responses to specific questions or instructions using information extracted from written, spoken and viewed texts on the selected subtopic
- personal, informative or imaginative piece of writing

### Future Study Options

Unit 4 Japanese as a Second Language

### Prior Learning

Unit 2 Japanese as a Second Language

E

Elective

One Semester

## Unit 4 Japanese as a Second Language

### UNIT OVERVIEW

In this unit students build on prior skills by communicating both orally and in written form in a range of styles and purposes, preparing students for studies in VCE. It also allows students to develop and broaden their knowledge of the Japanese language and cultural awareness to a level where they are able to use the language in everyday familiar circumstances which allows learners to reflect on language as a system and gain cultural insight.

### Areas of Study

- interpersonal communication
- interpretive communication
- presentational communication

### Assessment Items

- interview providing information and responding to questions about a cultural product or practice
- written response for a specific audience and purpose, incorporating information from three or more texts
- evaluative or persuasive piece of writing
- examination

### Future Pathways

Education, Linguist, Interpreter

### Prior Learning

Unit 3 Japanese as a Second Lane

# Mathematics

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives.

## YEAR 10

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Pre-General Mathematics	83
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## YEAR 11

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Mathematical Methods Unit 1&2	86
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Specialist Mathematics Unit 1&2	87
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## YEAR 12

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Mathematical Methods Unit 3&4	89
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Specialist Mathematics Unit 3&4	90
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Y10

Mathematics

E

Elective

Year Long

## Foundation Numeracy

### COURSE OVERVIEW

In this course students explore the underpinning mathematical knowledge of Number, Measurement, Shapes, Dimensions and Directions, Data and Chance. This is to enhance their numeracy skills to make sense of their personal, public and vocational lives. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices and extends to applications such as in the workplace and community.

#### Areas of Study

- money and financial mathematics
- patterns and algebra
- linear relationships
- real numbers
- using units of measurement
- geometric reasoning
- pythagoras and trigonometry

#### Assessment Items

- inquiry projects
- inquiry activities
- competency assessments
- examination

#### Future Study Options

VCE VM Numeracy

#### Prior Learning

Year 9 Mathematics

E

Elective

Year Long

## Pre-General Mathematics

### COURSE OVERVIEW

In this course students further develop their skills in six areas of study: Number, Algebra, Measurement, Geometry, Statistics and Probability covering topics which directly prepare them for undertaking Unit 1 General Mathematics. Students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers, box plots, sets, lists and tables, diagrams, geometric constructions, algebraic manipulation, equations and graphs. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers.

#### Areas of Study

- statistics
- linear relations
- measurement
- geometry
- trigonometry
- financial mathematics
- probability
- matrices

#### Assessment Items

- topic tests
- assignments/ projects
- mathematical investigations
- inquiry-based learning
- checkpoint tasks
- examination

#### Future Study Options

Unit 1 General Mathematics

#### Prior Learning

Year 9 Mathematics

Y10

Mathematics

E

Elective

Year Long

## Pre-Mathematical Methods

### COURSE OVERVIEW

In this course students further develop their skills in six areas of study: Number, Algebra, Measurement, Geometry, Statistics and Probability covering topics which directly prepare them for undertaking Unit 1 Mathematical Methods. Students extend their use of mathematical models to a wide range of familiar and unfamiliar contexts, involving the use of all types of real numbers. Students cover Mathematical Methods specific topics including polynomials and gallery of graphs. They recognise the role of logical argument and proof in establishing mathematical propositions. Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers.

### Areas of Study

- linear relations
- indices and surds
- geometry
- probability
- quadratics
- trigonometry
- polynomials
- gallery of graphs

### Assessment Items

- topic tests
- assignments/ projects
- mathematical investigation
- inquiry-based learning
- checkpoint tasks
- examinations

### Future Study Options

Unit 1 Mathematical Methods

### Prior Learning

Year 9 Mathematics



Y11

Mathematics

General Mathematics Unit 1&amp;2

E

Elective

One Semester

## Unit 1 General Mathematics

### UNIT OVERVIEW

In this unit students will study 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Algebra, number and structure'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. Students use relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- data analysis, probability and statistics
- algebra, number and structure
- functions, relations and graphs
- discrete mathematics

### Assessment Items

- mathematical investigations
- problem-solving tasks
- modelling tasks
- assignments
- tests
- examination

### Future Study Options

Unit 2 General Mathematics

### Prior Learning

Year 10 Pre-General Mathematics

E

Elective

One Semester

## Unit 2 General Mathematics

### UNIT OVERVIEW

In this unit students will study 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. Students use relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- data analysis, probability and statistics
- discrete mathematics
- functions relations and graphs
- space and measurement

### Assessment Items

- mathematical investigations
- problem-solving tasks
- modelling tasks
- assignments
- tests
- examination

### Future Study Options

Unit 3 General Mathematics

### Prior Learning

Unit 1 General Mathematics

Y11

Mathematics

Mathematical Methods Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Mathematical Methods

### UNIT OVERVIEW

In this unit students focus on studying simple algebraic functions, from the areas of study 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology. Students use relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions, relations and graphs
- algebra, number and structure
- calculus
- data analysis, probability and statistics

### Assessment Items

- mathematical investigation
- assignments
- tests
- examination

### Future Study Options

Unit 2 Mathematical Methods

### Prior Learning

Year 10 Pre-Mathematical Methods

E

Elective

One Semester

## Unit 2 Mathematical Methods

### UNIT OVERVIEW

In this unit students focus on studying simple transcendental functions, the calculus of polynomial functions and related modelling applications from the areas of study 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation and anti-differentiation, with and without the use of technology. Students use relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions, relations and graphs
- algebra, number and structure
- calculus
- data analysis, probability and statistics

### Assessment Items

- mathematical investigation
- assignments
- tests
- examination

### Future Study Options

Unit 3 Mathematical Methods

### Prior Learning

Unit 1 Mathematical Methods

## Unit 1 Specialist Mathematics

### UNIT OVERVIEW

In this unit students will study 'Algebra, number and structure', and 'Discrete mathematics'. Students apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. Students use relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- algebra, number and structure
- discrete mathematics

### Assessment Items

- mathematical investigation
- assignments
- tests
- examination

### Future Study Options

Unit 2 Specialist Mathematics

### Prior Learning

Year 10 Pre-Mathematical Methods

## Unit 2 Specialist Mathematics

### UNIT OVERVIEW

In this unit students will study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'. Students apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables, vectors and matrices, diagrams and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They are expected to be able to construct proofs and develop and interpret algorithms to solve problems. Students use relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- data analysis, probability and statistics
- space and measurement
- algebra, number and structure
- functions, relations and graphs

### Assessment Items

- mathematical investigation
- assignments
- tests
- examination

### Future Study Options

Unit 3 Specialist Mathematics

### Prior Learning

Unit 1 Specialist Methods

E

Elective

One Semester

## Unit 3 General Mathematics

### UNIT OVERVIEW

In this unit students focus on real-life applications of mathematics studying 'Data analysis, probability and statistics' and 'Discrete mathematics'. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. Students use relevant mental and by-hand approaches for estimation and computation.

### Areas of Study

- data analysis, probability and statistics
- discrete mathematics

### Assessment Items

- application task
- modelling or problem-solving task 1

### Future Study Options

Unit 4 General Mathematics

### Prior Learning

Unit 2 General Mathematics

E

Elective

One Semester

## Unit 4 General Mathematics

### UNIT OVERVIEW

In this unit students will study and build on their skills already developed in Unit 3. Students focus on real-life applications of mathematics studying 'Data analysis, probability and statistics' and 'Discrete mathematics'. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. Students use relevant mental and by-hand approaches for estimation and computation.

### Areas of Study

- data analysis, probability and statistics
- discrete mathematics

### Assessment Items

- modelling or problem-solving task 2
- modelling or problem-solving task 3
- examination

### Future Pathways

Social Sciences, IT, Administrative Services, Law, Business, Economics, Human Resources, Health Care, Education, Media

### Prior Learning

Unit 3 General Mathematics

E

Elective

One Semester

## Unit 3 Mathematical Methods

### UNIT OVERVIEW

In this unit students will study 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. Students use relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions, relations and graphs
- algebra number and structure
- calculus
- data analysis, probability and statistics

### Assessment Items

- application task

### Future Study Options

Unit 4 Mathematical Methods

### Prior Learning

Unit 2 Mathematical Methods

E

Elective

One Semester

## Unit 4 Mathematical Methods

### UNIT OVERVIEW

In this unit students will study and build on their skills already developed in Unit 3. Students study 'Functions, relations and graphs', 'Algebra, number and structure', 'Calculus' and 'Data analysis, probability and statistics'. Students apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference, with and without the use of technology. Students use relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- functions, relations and graphs
- algebra number and structure
- calculus
- data analysis, probability and statistics

### Assessment Items

- modelling or problem-solving task 1
- modelling or problem-solving task 2
- examination

### Future Pathways

Mathematics, Science, Information Technology, Engineering

### Prior Learning

Unit 3 Mathematical Methods

E

Elective

One Semester

## Unit 3 Specialist Mathematics

### UNIT OVERVIEW

In this unit students will study 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus'. Students apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology. Students use relevant mental and by-hand approaches to estimation and computation.

### Areas of Study

- discrete mathematics
- functions relations and graphs
- algebra, number and structure
- calculus
- space and measurement

### Assessment Items

- application task

### Future Study Options

Unit 4 Specialist Mathematics

### Prior Learning

Unit 2 Specialist Mathematics

E

Elective

One Semester

## Unit 4 Specialist Mathematics

### UNIT OVERVIEW

In this unit students will study and build on their skills already developed in Unit 3. Student study 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. Students apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists, tables and vectors, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference, with and without the use of technology.

### Areas of Study

- discrete mathematics
- functions relations and graphs
- algebra, number and structure
- calculus
- space and measurement
- data analysis, probability and statistics

### Assessment Items

- modelling or problem-solving task 1
- modelling or problem-solving task 2
- examination

### Future Pathways

Mathematics, Science, Information Technology, Engineering

### Prior Learning

Unit 3 Specialist Mathematics

# Music

The study of Music prepares students for many careers by developing skills in discipline, self-directed learning, problem solving, teamwork, creativity, and self-confidence. The College offers both Music Craft (Year 10 only) and a Cert III in Music Performance or Sound Production (see the VET pages). Students learn to perform, compose and critically appraise music from a range of genres. Basic instrumental or vocal skills are the minimum requirement to enrol in Music Craft, however theory skills are not essential as these will be developed throughout the course. Students are also highly encouraged to get involved in our extensive co-curricular program.

## YEAR 10

Music Craft

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92

# Music Craft

## COURSE OVERVIEW

In this course students study a range of genres and experience an array of musical activities that include performance opportunities, composition and development of aural skills and theoretical knowledge. It is highly recommended that students in this year long course are enrolled in the College Instrumental Music Program, to reinforce the instrument they are specialising in. It is not essential that students be able to read music, but they should have a willingness to perform and explore their instrument or voice.

### Areas of Study

- film music
- classical music
- fusions in popular styles
- composition
- performance skills
- music theory
- aural skills

### Assessment Items

- solo performance exam
- film music composition
- examination
- group ensemble performance
- fusion remix arrangement

### Future Study Options

VET Music Performance, VET Music Sound Production, VCE Music (Through Virtual Schools Victoria)

### Prior Learning

Students should have basic skills on an instrument and/or in singing and be willing to perform in class.



# Outdoor Education

**Outdoor and Environmental Studies** develops students' understandings of outdoor environments, and the ways in which humans interact with, relate to, and have impacted outdoor environments over time. **Outdoor and Environmental Studies** provides students with the skills and knowledge to participate safely and sustainably in a range of outdoor experiences and environments.

## YEAR 10

Outdoor Recreation 94

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## YEAR 11

Outdoor Environmental Studies  
Unit 1&2 95

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## YEAR 12

Outdoor Environmental Studies  
Unit 3&4 96

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## Outdoor Recreation

### COURSE OVERVIEW

In this course students investigate the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences. We study relationships with environments, applying this knowledge through involvement in practical recreation activities.

Through outdoor experiences, students develop practical skills and knowledge to help them play and live sustainably in outdoor environments.

### Areas of Study

- characteristics of outdoor environments
- conservation and sustainability – minimal impacts
- recreation and leisure promotion
- practical activity / outdoor experiences

### Assessment Items

- recreation and leisure promotional task
- practical activity preparation and reflection tasks
- folio tasks on motivations for outdoor experiences, humans and nature
- examination

### Future Study Options

Unit 1 Outdoor and Environmental Studies  
VET Sport and Recreation Certificate III

### Prior Learning

Year 9 Health and Physical Education



Y11

Outdoor Education

Outdoor &amp; Environmental Studies Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Outdoor & Environmental Studies

### UNIT OVERVIEW

In this unit students examine 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. Students develop a clear understanding of the 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, gaining insight into a variety of responses to, and relationships with, nature.

### Areas of Study

- our place in outdoor environments
- exploring outdoor environments
- safe and sustainable participation in outdoor experiences

### Assessment Items

- journal
- a case study/written responses
- tests
- data analysis
- oral presentation
- examination

### Future Study Options

Unit 2 Outdoor and Environmental Studies

### Prior Learning

Year 10 Outdoor and Environmental Studies

E

Elective

One Semester

## Unit 2 Outdoor & Environmental Studies

### UNIT OVERVIEW

In this unit students focus on the different ways to understand outdoor environments and the impact of humans on outdoor environments.

In this unit 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 comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their 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

### Assessment Items

- journal
- a case study/written responses
- tests
- data analysis
- oral presentation
- examination

### Future Study Options

Unit 3 Outdoor and Environmental Studies

Unit 3 Physical Education

Unit 3 Health and Human Development

### Prior Learning

Unit 1 Outdoor and Environmental Studies

Y12

Outdoor Education

Outdoor &amp; Environmental Studies Unit 3&amp;4

E

Elective

One Semester

## Unit 3 Outdoor & Environmental Studies

### UNIT OVERVIEW

In this unit students will take an in depth view into 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. They also 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 these practical experiences, students make comparisons between, and reflect upon, 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 both Units 3 and 4, which is assessed in Unit 4, Outcome 3.

### Areas of Study

- changing human relationships with Outdoor Environments
- relationships with Australian environments in the past decade

### Assessment Items

- data analysis
- multimedia presentations

### Future Study Options

Unit 4 Outdoor and Environmental Studies

### Prior Learning

Unit 2 Outdoor and Environmental Studies

E

Elective

One Semester

## Unit 4 Outdoor & Environmental Studies

### UNIT OVERVIEW

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 and the urgent need to balance human needs and the needs of outdoor environments. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable Australian outdoor environments in contemporary Australian society.

Students engage in multiple related experiences in outdoor environments, conducting an ongoing investigation into the health of, and care for, these places. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments and evaluate the strategies and actions they employ. Through these practical experiences, students reflect upon outdoor environments and make comparisons between them by applying theoretical knowledge developed about outdoor environments.

As global citizens, students investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments and describe possible solutions to threats facing outdoor environments and their sustainability.

### Areas of Study

- importance of healthy outdoor environments
- future of outdoor environments
- investigating outdoor environments

### Assessment Items

- journal
- case study
- tests
- written reports
- examination

### Future Pathways

Adventure Activity Instructor, Ecotourism, Outdoor Education, Park Ranger/Landcare Worker, Firefighter

### Prior Learning

Unit 3 Outdoor and Environmental Studies

# Performing Arts

The Arts enable students to develop their creative and expressive capacities by learning about the different practices, disciplines and traditions that have shaped the expression of culture locally, nationally and globally.

## YEAR 10

Dramatic Arts

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98

## YEAR 11

Theatre Studies Unit 1&2

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99

## YEAR 12

Drama Unit 3&4

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100

Theatre Studies Unit 3&4

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101

Y10

# Performing Arts

E

Elective

One Semester

## Dramatic Arts

### COURSE OVERVIEW

Students learn about theatre production and explore varied theatre styles to produce dramatic performances for an audience. They work in small groups to devise, develop and produce scenes which incorporate the elements of drama, performance skills and production elements. Students will also work with scripts to develop their expressive skills to create complex characters and learn to evaluate their own performances and those of others.

### Areas of Study

- epic theatre
- verbatim theatre
- physical theatre
- ensemble performance using devised and/or scripted works

### Assessment Items

- scripted performance scene/s
- devised theatre performance
- performance analysis
- examination

### Future Study Options

Unit 1&2 Theatre Studies

### Prior Learning

Year 9 Drama



E

Elective

One Semester

## Unit 1 Theatre Studies

### UNIT OVERVIEW

In this unit students focus on the application of acting, direction and design in relation to theatre styles and their conventions pre-1945. Students work in production roles with scripts from specific periods that fall between the beginning of theatre history until the end of 1945, focusing on at least two theatre styles, their conventions, and histories. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development, and performance to an audience, and they apply this knowledge and skill to their work. They view and analyse a professional performance.

### Areas of Study

- exploring theatre styles and conventions pre-1945
- interpreting scripts
- analysing a theatre production in performance

### Assessment Items

- research project and workshops
- performance
- structured analysis questions
- examination

### Future Study Options

Unit 2 Theatre Studies

### Prior Learning

Year 10 Drama

E

Elective

One Semester

## Unit 2 Theatre Studies

### UNIT OVERVIEW

In this unit students study contemporary theatre practice through the exploration of scripts post 1945. They select scripts from either two distinct theatre styles OR a theatre movement between 1945 and the present day. In Unit 2 students will study at least one Australian play. They will focus on the application of acting, direction and design in relation to contemporary theatre practice from 1945 to the present day.

### Areas of Study

- exploring contemporary theatre styles and/or movements
- interpreting scripts
- analysing a theatre production

### Assessment Items

- journal submission
- performance task
- structured analysis questions
- examination

### Future Study Options

Unit 3&4 Theatre Studies

### Prior Learning

Unit 1 Theatre Studies

Y12

Performing Arts

Drama Unit 3&amp;4

E

Elective

One Semester

## Unit 3 Drama

### COURSE OVERVIEW

In this unit students explore the work of a range of drama practitioners and draw on contemporary practices 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. In addition, students document and evaluate the play-making techniques applied in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist.

### Areas of Study

- devising and presenting an ensemble performance
- analysing and evaluating a devised ensemble performance
- analysing and evaluating a professional drama performance

### Assessment Items

- development and presentation of characters within a devised ensemble performance
- analysis of the development and performance of characters from a created ensemble
- analysis and evaluation of a play selected from the Unit 3 playlist

### Future Study Options

Unit 4 Drama

### Prior Learning

Unit 2 Drama

E

Elective

One Semester

## Unit 4 Drama

### COURSE OVERVIEW

In this unit students will focus on the development and the presentation of devised solo work and performances and build on knowledge and skills. They will draw on a range of performance styles and associated conventions from a diverse range of contemporary and historical contexts focusing on non-realistic styles and structures and including non-linear narratives. Students develop skills in exploring and extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo demonstration. Students create, develop and refine a performance in response to a prescribed structure selected from the VCE Solo Performance Examination.

### Areas of Study

- demonstrating techniques of solo performance writing
- devising a solo performance
- analysing and evaluating a solo performance

### Assessment Items

- a one-to-two-minute presentation of a solo demonstration and a short oral or written statement, which describes techniques used in the demonstration
- analysis and evaluation of the development of solo performance
- external written examination and solo performance examination

### Future Study Options

Dramatic Arts, Acting, Playwriting

### Prior Learning

Unit 3 Drama

## Unit 3 Theatre Studies

### COURSE OVERVIEW

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development, and presentation. Students specialise in two production roles, working collaboratively to interpret and realise the production of a script. They apply the knowledge developed during this process to analyse and evaluate how production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge of elements of theatre composition, and safe, ethical, inclusive and sustainable working practices in the theatre. Students attend a professional performance and analyse and evaluate the interpretation of the script in the performance.

### Areas of Study

- staging theatre
- interpreting a script
- analysing and evaluating theatre

### Assessment Items

- ongoing collaborative work in two production roles: acting/directing or design. Written journal evaluations of contribution.
- evaluation of contribution to production process through an oral and multimedia presentation.
- structured questions based on concepts and ideas for a creative interpretation of excerpts from a script.
- written analysis of the interpretation of a prescribed script in a professional production.

### Future Study Options

Unit 4 Theatre Studies

### Prior Learning

Unit 1&2 Theatre Studies

## Unit 4 Theatre Studies

### COURSE OVERVIEW

In this unit students study a scene and an associated monologue from a script. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a considered interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer.

They study the theatrical style(s) evident in a VCE playlist performance and analyse and evaluate how actor(s), director(s) and designer(s) interpret the script for an audience.

### Areas of Study

- dramaturgical research and presenting theatrical possibilities
- interpreting a monologue
- analysing and evaluating a performance

### Assessment Items

- report based on interpretation of a monologue and its prescribed scene
- oral presentation
- structured analysis of professional performance
- external monologue performance and written examination

### Future Study Options

Theatre Acting, Directing and Design, Drama Teaching

### Prior Learning

Unit 3 Theatre Studies

# Science

Science provides an empirical way of answering interesting and important questions about the biological, chemical, physical and technological world.

## YEAR 10

Biology	103
Chemistry	103
Physics	104
Psychology	104
Science Inquiry	105

## YEAR 11

Biology Unit 1&2	106
Chemistry Unit 1&2	107
Physics Unit 1&2	108
Psychology Unit 1&2	109

## YEAR 12

Biology Unit 3&4	110
Chemistry Unit 3&4	111
Physics Unit 3&4	112
Psychology Unit 3&4	113

Y10

Science

E

Elective

One Semester

## Biology

### COURSE OVERVIEW

In this course students will investigate DNA as the genetic code of all living organisms and uncover the link between genetics and evolution to explore how genes are passed from generation to generation. Students will explore how DNA replicates during cell development, growth and repair.

Students will learn why sharks and dolphins look so alike if one is a fish, and one is a mammal by investigating evidence of evolution and explore how humans have evolved from our early primate ancestors through natural selection.

### Areas of Study

- DNA
- inheritance
- evolution
- human evolution

### Assessment Items

- DNA topic test
- inheritance case study
- evolution topic test
- human evolution test
- examination

### Future Study Options

All Unit 1 Science subjects

### Prior Learning

Year 9 Science

E

Elective

One Semester

## Chemistry

### COURSE OVERVIEW

In this course students will explain the different colours that are seen in fireworks. They will justify how two dangerous chemicals like sodium metal and chlorine gas combine to form harmless table salt. Chemistry is the science which explains how chemicals behave and interact with each other, and students of this science are given the tools to visualise what is happening at the atomic level. Students undertaking chemistry will learn through a combination of blended learning activities, hands-on practical activities, and project tasks.

### Areas of Study

- tests
- atomic theory
- ionic and covalent bonding
- chemical reactions
- quantifying chemistry

### Assessment Items

- problem solving task
- data analysis task
- response to structured questions
- examination

### Future Study Options

All Unit 1 Science subjects

### Prior Learning

Year 9 Science

Y10

Science

E

Elective

One Semester

# Physics

## COURSE OVERVIEW

In this course, students will learn about various phenomena and their scientific applications. They will study the atom and explore physical evidence for different theories like the Big Bang. Motion and forces will also be discussed by applying physical laws. Students will design electric circuits for different purposes using various components and understand how they operate through the concepts of voltage and current. Additionally, they will learn about magnets and their interaction, including their role in generating electricity and operating motors. Finally, they will describe and predict the motion of objects using the laws of physics.

### Areas of Study

- measurement
- electricity
- magnetism
- motion
- big bang theory

### Assessment Items

- tests
- analysis of four student practical activities
- data analysis task
- response to structured questions
- examination

### Future Study Options

All Unit 1 Science subjects

### Prior Learning

Year 9 Science

E

Elective

One Semester

# Psychology

## COURSE OVERVIEW

In this course students will investigate thoughts, feelings and behaviour. This dynamic branch of science looks to biological, psychological and social influences to explain patterns of behaviour and individual differences. This course offers students the opportunity to develop an understanding of how psychology came to be and the nature of its scientific methods; to research the brain and the nervous system as well as diving into the influences of mental wellbeing.

### Areas of Study

- human behavior
- brain and nervous system
- mental wellbeing

### Assessment Items

- topic test
- brain dissection poster
- examination

### Future Study Options

Unit 1 Psychology

### Prior Learning

Year 9 Science

Y10

Science

E

Elective

One Semester

# Science Inquiry

## COURSE OVERVIEW

In this course students will learn the skills of science inquiry and design science investigations. It is a hands-on, practical science option for students with a preference for applied learning situations in Biology, Chemistry and Physics. Students are encouraged to engage in creative and critical thinking skills to solve problems of the world. Students will focus on developing science inquiry skills including questioning, predicting, planning valid investigations, measuring, recording data, and analysing results.

## Areas of Study

- scientific inquiry process and skills
- planning and investigating
- scientific literacy
- writing science practical reports

## Assessment Items

- practical work
- project design brief
- project report and presentation
- topic tests
- examination

## Future Study Options

Science Inquiry would benefit students interested in a vocational pathway in senior years. It is not intended as a direct pathway into VCE Science, and students should consider Year 10 Biology, Chemistry and Physics as prerequisites for VCE.

## Prior Learning

Year 9 Science



Y11

Science

Biology Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Biology

### UNIT OVERVIEW

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

- function of cells
- functioning of plant and animal systems
- practical investigation

### Assessment Items

- media analysis of two or more media sources
- case study analysis
- scientific poster
- examination

### Future Study Options

Unit 2 Biology

### Prior Learning

Year 10 Science Subjects

E

Elective

One Semester

## Unit 2 Biology

### UNIT OVERVIEW

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.

### Areas of Study

- explaining inheritance
- impact of inherited adaptations on diversity
- research investigation

### Assessment Items

- case study analysis
- data analysis of generated primary and/or collated secondary data
- research investigation report
- examination

### Future Study Options

Unit 3 Biology

### Prior Learning

Unit 1 Biology

## Unit 1 Chemistry

### UNIT OVERVIEW

In this unit students investigate the chemical structures and properties of a range of materials. They learn about measuring chemical quantities and how manufacturing innovations can lead to more sustainable products. Practical investigations will involve the reactivity series of metals, chromatography, precipitation reactions, empirical formulas and polymer synthesis. Throughout the unit, students will use chemistry terminology to represent and explain observations and data. Additionally, students will conduct a student directed research investigation into the sustainable production or use of a selected material, considering factors such as green chemistry principles and the transition to a circular economy.

### Areas of Study

- chemical structures relating to properties and reactions
- how materials are quantified and classified
- research investigation

### Assessment Items

- a summary report of a practical investigation
- reflective annotations of one or more practical activities
- problem-solving involving chemical concepts and skills
- research investigation report
- examination

### Future Study Options

Unit 2 Chemistry

### Prior Learning

Year 10 Science Subjects

## Unit 2 Chemistry

### UNIT OVERVIEW

In this unit students explore the physical and chemical properties of water, reactions that occur in water, various methods of water analysis, and the intermolecular forces that determine the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures and apply these to determine concentrations of different species in water samples, including chemical contaminants. They explain observations and data from experiments, discuss chemical phenomena, and the solvent properties of water in a variety of contexts.

### Areas of Study

- chemical interactions with water
- chemical analysis
- practical investigation

### Assessment Items

- scientific poster
- problem solving involving chemical concepts
- examination

### Future Study Options

Unit 3 Chemistry

### Prior Learning

Unit 1 Chemistry

## Unit 1 Physics

### UNIT OVERVIEW

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

- light and heat energy
- energy from the nucleus
- electrical energy

### Assessment Items

- modelling/simulation activity
- a report of an application of physics concepts to a real-world context
- a physics-referenced response to an issue
- reflective annotations related to one or more practical activities from a logbook
- examination

### Future Study Options

Unit 2 Physics

### Prior Learning

Year 10 Science Subjects

## Unit 2 Physics

### UNIT OVERVIEW

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 leads to experiments. Students investigate the ways in which forces are involved in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

### Areas of Study

- mechanical energy
- fission and fusion
- practical investigation

### Assessment Items

- critique an experimental design, process or apparatus
- problem solving involving physics concepts
- comparison and evaluation of two solutions to a problem
- scientific poster
- examination

### Future Study Options

Unit 3 Physics

### Prior Learning

Unit 1 Physics

Y11

Science

Psychology Unit 1&amp;2

E

Elective

One Semester

## Unit 2 Psychology

### UNIT OVERVIEW

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 will design and conduct a scientific investigation into the influences on perception and/or behaviour. They will generate, organise and interpret data, drawing conclusions on their chosen research question.

### Areas of Study

- social cognition and behaviour
- perception
- scientific investigation

### Assessment Items

- analysis and evaluation of case study
- data analysis
- media analysis
- student-designed scientific investigation
- examination

### Future Study Options

Unit 1 Psychology

### Prior Learning

Year 10 Science Subjects

E

Elective

One Semester

## Unit 1 Psychology

### UNIT OVERVIEW

In this unit, students investigate the complex interactions between biological, psychological and social factors on a person's psychological development and evaluate what may occur when this development is atypical. Students explore how different approaches to understanding the brain have changed over time, compare the roles of different areas of the brain in human behaviour and mental processes and evaluate how brain plasticity and brain injury can change biopsychosocial functioning. Students will develop a response to a piece of contemporary psychological research and investigate its validity and reliability.

### Areas of Study

- psychological development
- brain's role in mental processes and behaviour
- contemporary psychological research

### Assessment Items

- analysis and evaluation of case study
- data analysis
- media analysis
- response to contemporary psychological research
- examination

### Future Study Options

Unit 3 Psychology

### Prior Learning

Unit 2 Psychology

Y12

Science

Biology Unit 3&amp;4

E

Elective

One Semester

## Unit 3 Biology

### UNIT OVERVIEW

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.

### Areas of Study

- nucleic acids and proteins
- regulating biochemical pathways
- investigating a cellular process or biological change

### Assessment Items

- media analysis of a bioethical issue
- comparison and evaluation of three student practical activities
- student-designed scientific investigation

### Future Study Options

Unit 4 Biology

### Prior Learning

Unit 2 Biology

E

Elective

One Semester

## Unit 4 Biology

### UNIT OVERVIEW

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.

### Areas of Study

- response to pathogens
- biological evolution

### Assessment Items

- analysis and evaluation of a selected biological case study
- analysis and evaluation of generated primary and/or collated secondary data
- examination

### Future Pathways

Medicine, Environmental Science, Exercise Science, Education, Health Science

### Prior Learning

Unit 3 Biology

## Unit 3 Chemistry

### UNIT OVERVIEW

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. Throughout the unit students use a range of chemical terminology to represent and explain chemical concepts to address the key knowledge and skills.

### Areas of Study

- current and future options for supplying energy
- rate and yield of chemical reactions

### Assessment Items

- comparison and evaluation of concepts from two practical activities
- analysis and evaluation of primary and/or secondary data

### Future Study Options

Unit 4 Chemistry

### Prior Learning

Unit 2 Chemistry

## Unit 4 Chemistry

### UNIT OVERVIEW

In this unit students investigate the structure 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. Throughout the unit students use a range of chemical terminology to represent and explain chemical concepts to address the key knowledge and skills.

### Areas of Study

- categorising organic compounds
- analysing and using organic compounds
- scientific inquiry

### Assessment Items

- problem solving using chemical concepts and skills
- analysis and evaluation of a chemical innovation
- student-designed scientific investigation
- examination

### Future Pathways

Engineer, Medicine, Researcher, Scientist, Education, Medical Field

### Prior Learning

Unit 3 Chemistry

## Unit 3 Physics

### UNIT OVERVIEW

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field 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. 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.

### Areas of Study

- motion in two dimensions
- gravitational, electric and magnetic fields
- electricity generation

### Assessment Items

- problem solving involving physics concepts
- comparison and evaluation of two solutions to a problem

### Future Study Options

Unit 4 Physics

### Prior Learning

Unit 2 Physics

## Unit 4 Physics

### UNIT OVERVIEW

In this unit students explore the Universe. They examine the limitations of the wave model. Matter is re-imagined using a wave model. Students are challenged to imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

### Areas of Study

- change of light, matter and motion over time
- practical investigation

### Assessment Items

- modelling, designing or innovation
- analysis and evaluation of primary and/or secondary data
- student-designed scientific investigation
- examination

### Future Pathways

Science, Engineering, Radiography, MRI, Radio therapy

### Prior Learning

Unit 3 Physics

## Unit 3 Psychology

### UNIT OVERVIEW

In this unit students explore how the functioning of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect psychobiological functioning. Students apply models to explain learning to new and novel contexts and discuss memory as a psychobiological process. Students relate these topics to real life experiences and utilise the key science skills to explore concepts in a scientific way.

### Areas of Study

- nervous system and stress
- learning and memory

### Assessment Items

- case study evaluation and analysis
- comparison and evaluation of three student practical activities

### Future Study Options

Unit 4 Psychology

### Prior Learning

Unit 1 Psychology

## Unit 4 Psychology

### UNIT OVERVIEW

In this unit students investigate the demand for sleep and evaluate the effects of sleep disruption on a person's psychological functioning. Students also discuss the concept of mental wellbeing, apply a biopsychosocial approach to explain the development and management of specific phobia, and discuss protective factors that contribute to the maintenance of mental wellbeing. Students design and conduct a scientific investigation related to mental processes and functioning, and present an aim, methodology, results, discussion and a conclusion in a scientific poster.

### Areas of Study

- sleep
- mental wellbeing
- scientific inquiry

### Assessment Items

- analysis and comparison of two or more contemporary media texts
- analysis and evaluation of generated primary and/or collated secondary data
- student-designed scientific investigation
- examination

### Future Pathways

Psychology, Human Resources, Criminology, Statistics

### Prior Learning

Unit 3 Psychology

# Visual Arts

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds.

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Y10

# Visual Arts

E

Elective

One Semester

## Visual Arts

### COURSE OVERVIEW

In this course, students continue to build on an awareness of how and why artists realise their ideas as different visual art practices. Teacher directed tasks will be used to encourage students to explore and develop concepts that lead to an evolution of personal aesthetic and style. Students will experiment with more contemporary skills and processes in both 2D and 3D art forms and in turn students will make at least two finished artworks. As part of their own art making, students will also draw on artworks from a range of cultures, times and locations to critically interpret and analyse.

### Areas of Study

- experimentation of materials, techniques and processes in both 2D and 3D art
- forms
- visual diary of exploration and development with finished artworks
- a series of writing tasks
- exhibition spaces

### Assessment Items

- visual diary of developmental work
- two finished artworks
- written analysis
- examination

### Future Study Options

Unit 1 Art Making and Exhibiting

### Prior Learning

Year 9 Visual Arts

E

Elective

One Semester

## Media

### COURSE OVERVIEW

In this course, students focus on understanding how media products and forms are produced, consumed and read by audiences. Furthermore, students analyse how representations are constructed and communicated to audiences through the use of codes and conventions. Students learn that specific audience context such as time, place, social values and ideology can shape the reception of media narratives and representations. As well as this, students develop specific technical and practical skills in cinematography, photography, photographic manipulation, visual effects software and video production. Students use these practical skills to create their own independent and collaborative media products.

### Areas of Study

- video editing and production
- constructed representations in cinema study
- audience expectations of style and genre
- animation skills and techniques - the use of specific animation software
- photographic narratives - telling a story through the use of photographic imagery
- photographic manipulation- specific software skills and techniques in the process of photographic manipulation

### Assessment Items

- teen representation photography task
- production exercises
- collaborative short film project
- examination

### Future Study Options

Unit 1 Media

### Prior Learning

Year 9 Media

Y10

Visual Arts

E

Elective

One Semester

## Architectural Design

### COURSE OVERVIEW

In this course, students will focus on conveying ideas and information about architectural structures to an audience through visual language. Students will develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Architectural Design.

### Areas of Study

- visual communication design practices
- drawing conventions
- design elements and principles
- skills, techniques and processes
- methods and media
- environmental design

### Assessment Items

- architectural design
- the design process
- visual communication analysis
- examination

### Future Study Options

Unit 1 Visual Communication Design

### Prior Learning

Year 9 Visual Communication Design

E

Elective

One Semester

## Visual Communication Design

### COURSE OVERVIEW

In this course, students will develop their skills in undertaking a design process to solve design problems. They will explore manual drawing methods such as observational and visualization and digital drawing methods using programs in the Adobe Creative Suite. As part of their own design making, students will also analyse the ways in which designers use elements and principles to produce visual communications. Students will produce a range of final presentations demonstrating creative approaches to satisfying a client's design needs.

### Areas of Study

- communication design - this can include graphic design, information design
- digital and web design, advertising, print publication/book illustration
- typographic design, package/surface design, logo design and brand identity

### Assessment Items

- communication design
- the design process
- visual communication analysis
- examination

### Future Study Options

Unit 1 Visual Communication Design

### Prior Learning

Year 9 Visual Communication Design

Y11

Visual Arts

Media Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Media

### UNIT OVERVIEW

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 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

### Assessment Items

- short answer and extended response questions
- practical production task
- analysis task
- exam

### Future Study Options

Unit 2 Media

### Prior Learning

Year 10 Media

E

Elective

One Semester

## Unit 2 Media

### UNIT OVERVIEW

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

### Assessment Items

- analysis
- media production
- extended response
- examination

### Future Study Options

Unit 3 Media

### Prior Learning

Unit 1 Media

Y11

Visual Arts

Art Making and Exhibiting Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Art Making and Exhibiting

### UNIT OVERVIEW

In this unit students investigate artworks guided by inquiry learning. The first step is the engagement of students in the practices of art making, either through the exploration of ideas or through specific themes. Students investigate artworks by artists from different periods of time and cultures, and they explore how artists have used materials, techniques and processes, and how artists have represented ideas and communicated meaning in artworks. Students work with a range of materials to understand their characteristics and properties and how these have developed over time. Students also research specific art forms to develop their knowledge and skills in art making.

### Areas of Study

- explore – materials, techniques and art forms
- expand – make, present and reflect
- investigate – research and present

### Assessment Items

- visual arts journal with research and trials of materials and techniques
- students develop at least one artwork with experimental trials
- research and present information on an Australian artist
- examination

### Future Study Options

Unit 2 Art Making and Exhibiting

### Prior Learning

Year 10 Visual Arts

E

Elective

One Semester

## Unit 2 Art Making and Exhibiting

### UNIT OVERVIEW

In this unit, students are introduced to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made.

Students will respond to a set theme and progressively develop their own ideas and consolidate these to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. Students will document the planning and development of at least one finished artwork in their Visual Arts journal.

### Areas of Study

- understand - ideas, artworks and exhibition
- develop – theme, aesthetic qualities and style
- resolve – ideas, subject matter and style

### Assessment Items

- design/curation of thematic exhibition
- experimental artworks and documentation
- at least one finished artwork, with development in their Visual Arts journal.
- examination

### Future Pathways

Unit 3 Art Making and Exhibiting

### Prior Learning

Unit 1 Art Making and Exhibiting

Y11

Visual Arts

Visual Communication Design Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Visual Communication Design

### UNIT OVERVIEW

In this unit students will focus on the practices and processes of designers to identify, reframe and refine design problems. The structure of the three areas of study has shifted to focus on using design practices in different design fields to develop student knowledge and skills. Students will learn the value of human-centred research in design practice with a focus on the role of visual language in communicating ideas and information. The Double Diamond Design Process model and approaches to divergent and convergent thinking are introduced and applied to a range of fields of design practice.

### Areas of Study

- reframing design problems
- solving communication design problems
- design's influence and influences on design

### Assessment Items

- a report or presentation exploring conceptions of good design
- a presentation documenting human-centred research methods and findings relating to a design problem
- a written brief identifying a communication need
- a folio of work demonstrating the Develop and Deliver stages of the VCD design process to create visual language for a business or brand
- presentation of design concepts for a critique
- a folio of work demonstrating the Develop and Deliver stages of the VCD design process, and using circular design practices to develop a sustainable object
- examination

### Future Study Options

Unit 2 Visual Communication Design

### Prior Learning

Year 10 Visual Communication Design  
Year 10 Architectural Design

E

Elective

One Semester

## Unit 2 Visual Communication Design

### UNIT OVERVIEW

In this unit students will build on the understanding of visual communication practices developed in Unit 1, including the Double Diamond Design Process model, conceptions of 'good design', human-centred research methods and influential design factors. Students will focus on the practices of design specialists working in the design fields of environments and interactive experiences. Aboriginal and Torres Strait Islander design knowledges and practices are a focus.

### Areas of Study

- design, place and time
- cultural ownership and design
- designing interactive experiences

### Assessment Items

- a folio of work demonstrating the stages of the VCD design process to present an environmental design solution, drawing inspiration from its context and a chosen design style
- an investigation of culturally appropriate design practices including representations of Aboriginal and Torres Strait Islander knowledge
- creation of personal iconography in a range of design exercises
- a folio demonstrating the stages of the VCD design process to propose an interface for an interactive digital product, environment or service
- examination

### Future Pathways

Unit 3 Visual Communication Design

### Prior Learning

Unit 1 Visual Communication Design

Y12

Visual Arts

Media Unit 3&amp;4

E

Elective

One Semester

## Unit 3 Media

### UNIT OVERVIEW

In this unit, students consider the use of codes and narrative conventions to structure meaning in media narratives. They study how social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings.

Students investigate a media form, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their proposed product.

### Areas of Study

- narratives and their contexts
- research, development and experimentation
- pre-production planning

### Assessment Items

- research and development
- production experiments
- production design documents
- narratives and their contexts-written test responses
- video essay

### Future Study Options

Unit 4 Media

### Prior Learning

Unit 2 Media

E

Elective

One Semester

## Unit 4 Media

### UNIT OVERVIEW

In this unit students focus on production and post-production stages, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and personal reflection, documenting the iterations of their production.

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 and of the media

### Assessment Items

- a media product developed from the media production design produced in Unit 3
- documentation of the production process
- agency and control written test responses
- examination

### Future Pathways

Media production in film, animation or sound

### Prior Learning

Unit 3 Media

E

Elective

One Semester

## Unit 3 Art Making and Exhibiting

### UNIT OVERVIEW

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, all documented in a Visual Arts Journal. From the ideas documented in their Visual Arts journal, students plan and develop artworks. They also investigate how artists use visual language to represent ideas and meaning in artworks. Students will receive constructive feedback and present a critique of their artworks to their peer group.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. Students investigate how curators plan exhibitions and prepare and display artworks.

### Areas of Study

- collect - inspirations, influences and images
- extend - make, critique and reflect
- connect - curate, design and propose

### Assessment Items

- visual arts journal
- critique
- at least two artworks
- reflection statement
- exhibition proposal

### Future Study Options

Unit 4 Art Making and Exhibiting

### Prior Learning

Unit 2 Art Making and Exhibiting

E

Elective

One Semester

## Unit 4 Art Making and Exhibiting

### UNIT OVERVIEW

In this unit, students will make connections to the artworks they have made in Unit 3. They will consolidate and extend their ideas and art making to refine and resolve their artworks. Students organise and evaluate the presentation of their finished artworks.

As students continue to engage with galleries, museums and other exhibitions spaces in this unit, they will also develop knowledge on methods that have been used and considerations involved in the presentation, conservation and care of artworks.

### Areas of Study

- consolidate - refine and resolve
- present - plan and critique
- conserve - present and care

### Assessment Items

- one finished artwork presented
- visual Journal
- critique
- examination

### Future Pathways

Art or Design

### Prior Learning

Unit 3 Art Making and Exhibiting

Y12

Visual Arts

Visual Communication Design Unit 1&amp;2

E

Elective

One Semester

## Unit 3 Visual Communication Design

### UNIT OVERVIEW

In this unit students will study the practices of designers and analyse their work. They study how their work responds to both design problems and conceptions of good design. Students will explore the Discover, Define and Develop stages of the Double Diamond Design Process model to address a selected design problem and they use human-centred design practices to research and gather insights before preparing a single brief for a client defining two distinct communication needs.

### Areas of Study

- professional design practice
- design analysis
- design process

### Assessment Items

- a comparative case study of designers
- two practical design exercises
- comparative analysis of design examples
- preparation of a brief to develop design ideas

### Future Study Options

Unit 4 Visual Communication Design

### Prior Learning

Unit 2 Visual Communication Design

E

Elective

One Semester

## Unit 4 Visual Communication Design

### UNIT OVERVIEW

In this unit students will continue to explore the Double Diamond Design Process model to resolve and present design solutions for two distinct communication needs. Ideas developed in Unit 3, Outcome 3 are evaluated, selected, refined and shared with others for further review. 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. Students will devise a pitch to communicate and justify their design decisions, before responding to feedback through a series of final refinements.

### Areas of Study

- design process
- presenting design solutions

### Assessment Items

- a folio of work that document the development, refinement and resolution of design concepts
- two distinct final presentations
- examination

### Future Pathways

Advertising, Digital and Web Design, UX Design, Architectural Design, Industrial Design, Communication Design, Graphic Design, Interior Design, Product Design, Landscape Design, Building Design, Design and Drafting

### Prior Learning

Unit 3 Visual Communication Design

# Vocational Education and Training (VET)

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# Vocational Education and Training (VET) Units

Vocational Educational and Training (VET) units are designed to deliver workplace specific skills and knowledge based competencies. The curriculum delivered and assessment in these programs is based on the skills and knowledge needed to undertake tasks for a particular job or career. Students undertaking VET units can gain a nationally recognised qualification and achieve credits towards completion of their VCE or VCE VM program.

VET courses will suit you if you enjoy learning in a practical and hands-on environment that has a clear job focus.

At Caroline Chisholm Catholic College VET is a requirement for the VCE VM pathway but can be incorporated as part of Year 10 and the VCE also.

Some VET courses are offered at the College and as part of the College timetable. The VET courses offered onsite at the College include:

- Certificate II in Apparel, Fashion and Technology
- Certificate III in Health Services Assistant
- Certificate III in Sport and Recreation
- Certificate II in Small Business (Operations/Innovation)
- Certificate III in Applied Languages (Japanese)
- Certificate III in Music Industry (Performance)
- Certificate III in Music Industry (Sound Production)
- Certificate III in Laboratory Skills
- Certificate III in Community Services
- Certificate II in Outdoor Education
- Certificate II in Applied Digital Technologies

**Students interested in studying an Off-Campus VET unit need to discuss this option with:**

Ms Pilioglou j.pilioglou@cccc.vic.edu.au

The College also offers the opportunity for students to study VET Units off-campus at local Registered Training Organisations (RTOs), such as a TAFE, university or another secondary college. Some examples of Off-Campus VET courses are:

- Agriculture, Horticulture, Conservation and Land Management
- Animal Studies
- Automotive
- Beauty and Make up
- Building and Construction
- Communications Technology
- Creative and Digital Media
- Dance
- Electrical Industry
- Engineering
- Equine Studies
- Furnishing
- Health
- Hospitality and Cookery
- Information, Digital Media and Technology
- Integrated Technologies
- Plumbing
- Photography
- Salon Assistant
- Screen Media

Off-Campus VET courses

- Are available for students to begin in Year 10 or Year 11.
- Require students to study away from Caroline Chisholm Catholic College for up to one day per week.
- Require students to make their own arrangements for travel to and from the host/delivery school.
- Could have additional material costs for parents/students. Financial assistance from the College may be available.

*\*It should be noted that a \$200 admin fee is applicable for all VET courses. All fees associated with a VET program must be paid on time. Should a student withdraw prior to completion of the course/certificate or after enrolments close, full tuition costs will be incurred by the student in accordance with the certificate level undertaken and the costs to the College.*

Students interested in a VET course should refer to the 'Selecting a VET Program of Study' handbook for more information about VET courses and ensure to fill out an application form.

# Apparel, Fashion and Technology

## COURSE OVERVIEW

In this course students are provided with the knowledge, skills and competency that will enhance employment prospects in the fashion, textile and clothing related industries. It applies skills used in the design and production of garments as well as the development of unique textile designs. The program allows for creative expression to be developed and displayed in the practical projects undertaken. Opportunities will be provided to acquire and develop skills in using a sewing machine and overlocker, preparing design concepts, working with patterns, basic pattern modification, applying quality standards, identification and selection of appropriate fabrics and trims, garment embellishment, producing a textile fabric and identifying design processes. Participants will create four finished fashion/ textile garments or products throughout the duration of this qualification.

### Areas of Study

#### Year 1

**MSTGN2013** Identify fibres, fabrics and textiles used in the Textiles, Clothing and Footwear (TCF) industry

**BSBCMM211** Apply communication skills

**MSMENV272** Participate in environmentally sustainable work practices

**MSMWHS200** Work safely

**MSTAT2005** Sew materials by machine

**MSTGN2018** Work in the TCF industry

**MSTGN2023** Identify and handle fabrics and textiles

#### Year 2

**MSTAT2001** Prepare and communicate design concepts for simple textile products

**MSTAT2003** Modify patterns

**MSTAT2006** Assemble simple textile products

**MSTML1001** Make a simple headpiece

**MSTAT2002** Draw basic sketches of textile products

**MSTAT2010** Use basic textile production processes

**MSTAT3008** Embellish textile products

### Assesment Items

- practical evaluation/observations
- knowledge questions
- reports
- investigative research
- presentations

### Future Pathways

Fashion Designer, Costume Maker, Wardrobe Supervisor, Clothing Technician, Production Assistant, Textile Technician, Interior Decorator, Jeweller

### RTO

Ripponlea (21230) / onsite

# VET Health Services Assistant

III VET Certificate III

Two Years

Certificate Code HLT33115

## Health Services Assistant

### COURSE OVERVIEW

In this course students are educated and engaged in the health services industry and act as a platform for employment or further study upon completion.

Some of the key topics of this course include:

- an in-depth look at the Australian healthcare system
- interpreting and applying medical terminology
- assisting with movement
- responding to behaviours of concern
- healthy body systems
- infection prevention and control
- communicating with clients
- maintaining a high service of care

### Areas of Study

#### Year 1

**CHCCOM005** Communicate and work in health or community services

**HLTWHS001** Participate in workplace health and safety

**HLTINF006** Apply basic principles and practices of infection prevention and control

**CHCCCS020** Respond effectively to behaviours of concern

**BSBWOR301** Organise personal work priorities and development

**CHCCCS002** Assist with movement

**CHCCCS010** Maintain a high standard of service

**HLTAID011** Provide first aid

**CHCDIV001** Work with diverse people

**BSBINS302** Organise workplace information

**HLTHSS003** Perform general cleaning tasks in a clinical setting

#### Year 2

**HLTAAP001** Recognise healthy body Systems

**CHCPRP005** Engage with health professionals and the health system

**BSBMED301** Interpret and apply medical terminology appropriately

**CHCCCS020** Respond effectively to behaviours of concern

### Assesment Items

- practical evaluation/observations
- knowledge questions
- case study analysis
- reports
- investigative research
- presentations
- tests
- examination

### Future Pathways

Physiotherapists, Dieticians, Pathologists/Medical imaging, Pharmacists, Health Sciences/Doctors

### RTO

IVET (40548) / onsite

# Sport and Recreation

## COURSE OVERVIEW

In this course students are provided with the skills and knowledge to work and/or study in the Sport and Recreation industry. Students look at a range of competencies. These include conditioning for sport, how to book athlete travel, conducting instructional and non-instructional sport fitness and recreation sessions, whilst also including teaching the fundamental skills of a sport and implementing sports injury prevention. Students plan and conduct sport and recreation sessions and hazard identification, risk assessment and risk control.

## Areas of Study

### Year 1

**BSBPEF301** Organise personal work priorities

**HLTWHS001** Participate in workplace health and safety

**HLTAID011** Provide first aid

**SISXEMR001** Respond to emergency situations

**SISXCCS001** Provide quality service

**SISXFAC006** Maintain activity equipment

**SISXIND011** Maintain sport, fitness and recreation industry knowledge

**HLTAID009** Provide cardiopulmonary resuscitation

**SISSPAR009** Participate in conditioning for sport

**SISSOF002** Continuously improve officiating skills and knowledge

**SISXIND009** Respond to interpersonal conflict

### Year 2

**BSBWHS303** Participate in WHS hazard identification, risk assessment and risk control

**SISXCAI006** Facilitate groups

**SISXCAI004** Plan and conduct programs

**SISXRES002** Educate user groups

**SISSOF002** Conduct sport coaching with foundation level participation

## Assesment Items

- practical observations
- research
- knowledge questions
- tests
- examination

## Future Pathways

Sport and Sports Management related fields

## RTO

SAVILLE (45452) / onsite

# Small Business (Operations/Innovations)

## COURSE OVERVIEW

In this course students are provided with the knowledge and skills to enhance their employment prospects in a small business.

The program is nationally accredited curriculum that offers

- small business policies and procedures
- professional skills for small business environments
- small business operations and innovation
- small business planning
- quality and change processes
- financial activities of a small business

## Areas of Study

### Year 1

**VU23435** Identify small business policies and procedures

**VU23436** Undertake basic market research and promotion for a small business, product or service

**BSBWHS211** Contribute to health and safety of self and others

**VU23438** Contribute to small business planning

**VU23433** Contribute to small business operations and innovations

### Year 2

**VU23434** Develop fundamental skills for small business environments

**VU23437** Participate in small business quality processes

**VU23439** Follow procedures for routine financial activities of a small business

**VU23440** Assist with the presentation of public activities and events

**ICTWEB306** Develop web presence using social media

## Assesment Items

- business document portfolios
- research assignments
- major projects

## Future Pathways

Program aims to enable participants to gain a recognised credential and to make an informed choice of vocation or career path, be confident in starting and operating a small business.

## RTO

Ripponlea (21230) / onsite

# Applied Languages

## COURSE OVERVIEW

In this course students are provided with language skills and intercultural knowledge to enable them to communicate in social and workplace situations in a language other than English, both in Australia and overseas.

Students develop the intercultural sensitivity and capacity to function in workplace environments where there is a range of cultural and language backgrounds present. They also develop the basic linguistic competency required to understand and use an additional language in these workplaces.

The course can be applied to any language, at Caroline Chisholm Catholic College, however, the focus is on Japanese.

## Areas of Study

### Year 1

**NAT10949001** Conduct basic oral communication for social purposes in a language other than English

**NAT10949002** Conduct basic workplace oral communication in a language other than English

**NAT10949003** Read and write basic documents for social purposes in a language other than English

**NAT10949004** Read and write basic workplace documents in a language other than English

### Year 2

**NATTI074001** Conduct routine oral communication for social purposes in a language other than English

**NATTI074002** Conduct routine workplace oral communication in a language other than English

**NATTI074003** Read and write routine texts for social purposes in a language other than English

**NATTI074004** Read and write routine workplace texts in a language other than English

## Assesment Items

- practical language conversations and observations
- research
- knowledge questions

## Future Pathways

Program aims to enable participants to gain a recognised credential and to make an informed choice of vocation or career path that could include:

- interpreting
- working abroad

## RTO

Ripponlea (21230) / onsite

# Music Industry - Performance

## COURSE OVERVIEW

In this course students develop a broad range of skills used in the music industry which include performing, rehearsing, instrumental techniques, stagecraft, song writing, improvisation, careers in the creative arts, promotion and social media.

*Entry into this course is either by recommendation or audition (must be proficient on an instrument or in singing).*

## Areas of Study

### Year 1

**CUACMP311** Implement copyright arrangements

**CUAMPF213** Perform simple repertoire in ensembles

**CUAIND314** Plan a career in the creative arts industry

**CUAIND313** Work effectively in the music industry

**ICTWEB306** Develop web presence using social media

**CUAMCP311** Create simple musical compositions

### Year 2

**CUAMPF312** Prepare for musical performances

**CUAMPF315** Develop and perform musical improvisation

**CUAMPF412** Develop and apply stagecraft skills

**CUAMPF311** Develop technical skills for musical performances

**CUAMPF414** Perform music as part of a group

**CUAMPF416** Perform music as a soloist

## Assesment Items

- ensemble performance
- career planning
- song writing
- music industry trends and technology
- copyright case studies and research
- social media marketing
- improvisation and performance preparation
- instrumental techniques and performance in a group or solo
- stagecraft and performance
- examination

## Future Pathways

Performing, Sound engineer, Music therapist, Marketing, Music production, Education, Venue promoter, Hospitality, Concert promoter, Venue hire, Social media co-ordinator, Music lawyer, Talent scout/agent, Entertainment management

## RTO

COSAMP (41549) / onsite

# Music Industry - Sound Production

## COURSE OVERVIEW

In this course students learn about the Music Industry and develop skills in music and technology, from recording, composing, mixing music or repairing and maintaining audio equipment for live music events.

### Areas of Study

#### Year 1

**CUACMP311** Implement copyright arrangements

**CUAMPF314** Make music demos

**CUAIND314** Plan a career in the creative arts industry

**CUAIND313** Work effectively in the music industry

**ICTWEB306** Develop web presence using social media

**CUAMCP311** Create simple musical compositions

#### Year 2

**CUASOU306** Operate sound reinforcement systems

**CUASOU308** Install and disassemble audio equipment

**CUASOU321** Mix music in studio environments

**CUASOU317** Record and mix basic music demos

**CUASOU412** Manage audio input sources

### Assesment Items

- demo recording
- career planning
- song writing
- music industry trends and technology
- copyright case studies and research
- social media marketing
- sound systems and audio equipment
- studio mixing and recording techniques
- understanding audio inputs
- examination

### Future Pathways

Sound engineer, Audio visual technician, Television or radio producer, Music therapist, Marketing, Music production, Education, Venue promoter, Hospitality, Concert promoter, Venue hire, Social media co-ordinator, Music lawyer, Talent scout/agent, Entertainment management

### RTO

COSAMP (41549) / onsite

# Laboratory Skills

## COURSE OVERVIEW

In this course students are provided with the necessary knowledge and skills associated with the day-to-day operation of a laboratory and associated technical tasks such as sampling and testing. Unit 1&2 of the program include recording and presenting data, planning and conducting laboratory/field work, maintaining the laboratory fit for purpose, with electives such as performing basic tests and assisting with fieldwork included. Unit 3&4 offer scored assessment and incorporate units such as performing aseptic techniques, contributing to the achievement of quality objectives, preparing working solutions, preparing culture media and performing microscopic examinations.

## Areas of Study

### Year 1

**MSL953005** Receive and prepare samples for testing

**MSL913004** Plan and conduct laboratory/field work

**MSL922002** Record and present data

**MSL943004** Participate in laboratory/ field workplace safety

**MSL933005** Maintain the laboratory/ field workplace fit for purpose

**BSBCMM211** Apply communication skills

**MSL973017** Assist with field work

### Year 2

**MSL933006** Contribute to the achievement of quality objectives

**MSL973014** Prepare working solutions

**MSL973016** Perform aseptic techniques

**MSL973019** Perform microscopic examination

**MSL973015** Prepare culture media

## Assesment Items

- laboratory practices and observations
- research
- knowledge questions
- tests
- examination

## Future Pathways

University Science, Engineering and Health courses, Laboratory technician, Science industries

## RTO

AST (4603) / onsite

# Community Services

## COURSE OVERVIEW

In this course students are provided access to a range of potential career paths within the community services industry. The course provides training and skill development for the achievement of competence in areas such as casework, community development and advocacy.

### Areas of Study

#### Year 1

**BSBWOR202** Organise and complete daily work activities

**CHCCOM001** Provide first point of contact

**CHCCOM005** Communicate and work in health or community services

**CHCDIV001** Work with diverse people

**HLTWHS001** Participate in workplace health and safety

**FSKLRG09** Use strategies to respond to routine workplace problems

**FSKOCM07** Interact effectively with others at work

**BSBWOR201** Manage personal stress in the workplace

**HLTAID002** Provide basic life support

**HLTAID003** Provide first aid

#### Year 2

**CHCCS016** Respond to client needs

**CHCCDE003** Work within a community development framework

**CHCCDE004** Implement participation and engagement strategies

### Assesment Items

- practical evaluation/observations
- knowledge questions
- case study analysis
- reports
- investigative research
- presentations
- tests
- examination

### Future Pathways

Community services, Emergency services, Social work / Youth work, Protective services

### RTO

IVET (40548) / onsite

# Outdoor Education

## COURSE OVERVIEW

In this course students are provided with the opportunities to explore a variety of outdoor recreation activities while developing the skills fundamental to future personal activity participation or a career in the outdoors industry.

The program includes core units that apply to all outdoor recreation settings.

### Areas of Study

#### Core

**HLTWHS001** Participate in workplace health and safety

**SISOFLD001** Assist in conducting recreation sessions

**SISOFLD002** Minimise environmental impact

**SISXIND002** Maintain sport, fitness and recreation industry knowledge

#### Elective

**SISXFAC001** Maintain equipment for activities

**HLTAID011** Provide first aid

**SISXEMR001** Respond to emergency situations

**SISOCYT004** Ride off road bicycles on easy trails

**SISOBWG001** Bushwalk in tracked environments

**SISOFLD006** Navigate in tracked environments

**SISCAQU002** Perform basic water rescues

### Assesment Items

- knowledge questions
- practical observations
- case study responses

### Future Pathways

Outdoor Education

### RTO

IVET (40548) / onsite

# Applied Digital Technologies

## COURSE OVERVIEW

In this course students develop some of the most common and transferable skills and knowledge in order to prepare students for entry level positions in the ICT services industry.

## Areas of Study

### Year 1 and 2

**BSBTEC101** Operate digital devices

**BSBWHS211** Contribute to Health and Safety of others

**ICTICT213** Use computer operating systems and hardware

**ICTAS218** Obtain and connect hardware peripherals

**BSBTEC201** Use business software applications

**ICTICT214** Operate application software applications

**ICTWEB306** Develop web presence using social media

**BSBXC301** Protect own personal online profile from cyber security threats

**BSBUS211** Participate in sustainable work practices

## Assesment Items

- knowledge questions
- observations
- case studies

## Future Pathways

Digital Technology, Cybersecurity, Digital Communications

## RTO

IVET (40548) / onsite

# University Acceleration Studies

University acceleration studies offer students the opportunity to complete university units during Year 12. The units completed are equivalent to a full first year university subject.

The mode of delivery of these courses vary but may include; on site at Caroline Chisholm Catholic College, or online, travel to the University or other host schools.

The College endeavours to offer units on campus and part of the College timetable when available. In the past the College has delivered units in Education, Health Science and Exercise Science in partnership with the Australian Catholic University.

The chance to complete university study in Year 12 is also offered by institutions such as Monash University, The University of Melbourne and Deakin University.

A variety of courses are available.

Taking up a university study in Year 12 allows students to begin and complete a university subject while still at school. Courses provide credit towards a reduced load at the selected university and may be transferrable to other universities. These studies can also provide credits towards the calculation of the Australian Tertiary Admissions Rank (ATAR).

Students interested in picking up a University study in Year 12 should speak with the Careers Coordinator. A request from ("Request to Study a University Unit During Year 12") needs to be completed.



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# Applied Learning: Victorian Certificate of Education Vocational Major (VCE VM)

## VCE Vocational Major (VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. It acknowledges that Vocational and Applied Learning (VAL) pathways are high quality choices for all students and strengthens perceptions and understanding of senior school certificates in the community.

## Who is the VCE VM for?

- Students in Year 11 and 12 who would benefit from an applied learning approach to teaching and assessment
- Students who would benefit from the flexibility to combine Structured Workplace Learning (SWL) or a School Based Apprenticeship (SBAT) in their senior school program
- Students who are not requiring a direct pathway to university via an ATAR
- Students who have missed significant periods of school
- Vulnerable students at risk of disengaging from their education
- Students with additional needs

For more information on the VCE VM, please refer to information provided in 'Selecting the VCE VM Program of Study'.



Y11

Applied Learning

Literacy Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Literacy

### UNIT OVERVIEW

In this unit students develop the knowledge, skills and attributes to read and write a range of texts on everyday subject matters. Students will also use and respond to spoken language. Students will develop literacy skills to meet the demand of the workplace, the community, further study and their own needs and aspirations.

### Areas of Study

- literacy for personal use
- understanding and creating digital texts

### Assessment Items

- reflective journal
- expository piece
- create a podcast

### Future Study Options

Unit 2 Literacy

### Prior Learning

Year 10 English

Year 10 English Communication

E

Elective

One Semester

## Unit 2 Literacy

### UNIT OVERVIEW

In this unit students will engage in issues that are characterised by disagreement or discussion, developing and expanding upon students' learning from Unit 1. Students will consider 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 should consider the language and purpose of different text types and consider how this language is used to influence an audience.

### Areas of Study

- understanding issues and voices
- responding to opinions

### Assessment Items

- digital presentation that offers a point of view
- oral report
- recorded debate or discussion

### Future Study Options

Unit 3 Literacy

### Prior Learning

Unit 1 Literacy

Unit 1 English

Y11

Applied Learning

Numeracy Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Numeracy

### UNIT OVERVIEW

In this unit students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Areas of Study

- number
- shape
- quantity and measures
- relationships

### Assessment Items

- investigations and projects
- multimedia presentation, poster or report
- portfolio

### Future Study Options

Unit 2 Numeracy

### Prior Learning

Year 10 Applied Mathematics  
Year 10 Mathematics

E

Elective

One Semester

## Unit 2 Numeracy

### UNIT OVERVIEW

In this unit students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

### Areas of Study

- dimension and direction
- data
- uncertainty
- systematics

### Assessment Items

- investigations and projects
- multimedia presentation, poster or report
- portfolio

### Future Study Options

Unit 3 Numeracy

### Prior Learning

Unit 1 Numeracy  
Unit 1 General Maths

E

Elective

One Semester

## Unit 1 Work Related Skills

### UNIT OVERVIEW

In this unit students will recognise the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

### Areas of Study

- future careers
- presentation of career and education goals

### Assessment Items

- research task
- data analysis
- career action plan
- structured workplace learning

### Future Study Options

Unit 2 Work Related Skills

### Prior Learning

Year 10 Accounting and Business Management  
Year 10 Industry and Enterprise

E

Elective

One Semester

## Unit 2 Work Related Skills

### UNIT OVERVIEW

In this unit students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

### Areas of Study

- skills and capabilities for employment and further education
- transferable skills and capabilities

### Assessment Items

- skills audit
- participation in mock interview
- resume
- structured workplace learning

### Future Study Options

Unit 3 Work Related Skills

### Prior Learning

Unit 1 Work Related Skills

Y11

Applied Learning

Personal Development Skills Unit 1&amp;2

E

Elective

One Semester

## Unit 1 Personal Development Skills

### UNIT OVERVIEW

In this unit students will focus on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

### Areas of Study

- personal identity and emotional intelligence
- community health and well being
- promoting a healthy lifestyle

### Assessment Items

- student workbook activities
- reflections
- case studies
- journals
- personal reflections
- questions
- discussions and collaboration
- involvement in practical tasks

### Future Study Options

Unit 2 Personal Development Skills

### Prior Learning

Year 10 Psychology  
Year 10 Physical Education

E

Elective

One Semester

## Unit 2 Personal Development Skills

### UNIT OVERVIEW

In this unit students will 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.

### Areas of Study

- connecting with community
- community cohesion
- engaging and supporting community

### Assessment Items

- student workbook activities
- involvement in practical tasks
- community projects
- research tasks
- reflection activities
- presentations
- surveys

### Future Study Options

Unit 3 Personal Development Skills

### Prior Learning

Unit 1 Personal Development Skills

## Unit 3 Literacy

### UNIT OVERVIEW

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 learn to recognise, analyse and evaluate the structures and semantic elements of informational, organisational and procedural texts as well as discuss and analyse their purpose and audience. Students will develop their confidence to deal with a range of technical content that they will encounter throughout adulthood, such as safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

### Areas of Study

- accessing and understanding informational, organisational and procedural texts
- creating and responding to organisational, informational or procedural texts

### Assessment Items

- case study analysis
- vlog
- a series of annotations and summaries

### Future Study Options

Unit 4 Literacy

### Prior Learning

Unit 1&2 Literacy  
Unit 1&2 English

## Unit 4 Literacy

### UNIT OVERVIEW

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 consider which elements are important for creating a 'brand' (including personal branding) and how different texts, images, products and multimedia platforms work together to produce one, central message to influence an audience. Students will compare and contrast the ways in which same message can be presented through different platforms and participate in discussions that consider the effectiveness of these messages, considering their purpose and the social and workplace values associated with them.

### Areas of Study

- understanding and engaging with literacy for advocacy
- speaking to advise or to advocate

### Assessment Items

- a blog or vlog
- a digital presentation of a portfolio
- a series of annotations and summaries

### Future Pathways

Apprenticeships, Vocational education, Tertiary education

### Prior Learning

Unit 3 Literacy

## Unit 3 Numeracy

### UNIT OVERVIEW

In this unit students develop their mathematical knowledge and skills. As the students develop these skills, they apply them to familiar and unfamiliar settings with and without the use of software tools and devices. Students will also develop everyday numeracy practices to make sense of their personal, public and future vocational lives.

### Areas of Study

- number
- shape
- quantity and measures
- relationships

### Assessment Items

- investigations and projects
- multimedia presentation, poster or report
- portfolio

### Future Study Options

Unit 4 Numeracy

### Prior Learning

Unit 1 and 2 Numeracy

Unit 1 and 2 General Maths

## Unit 4 Numeracy

### UNIT OVERVIEW

In this unit students develop their mathematical knowledge and skills. As the students develop these skills, they apply them to familiar and unfamiliar settings with and without the use of software tools and devices. Students will also develop everyday numeracy practices to make sense of their personal, public and future vocational lives.

### Areas of Study

- dimension and direction
- data
- uncertainty
- systematics

### Assessment Items

- investigations and projects
- multimedia presentation, poster or report
- portfolio

### Future Pathways

Apprenticeships, Vocational education, Tertiary education

### Prior Learning

Unit 3 Numeracy

E

Elective

One Semester

## Unit 3 Work Related Skills

### UNIT OVERVIEW

In this unit students will work collaboratively on school-based projects focusing on enterprise, teamwork, communication, resume writing, job applications, researching industry areas, and OH&S to gain knowledge to enter into the workforce. The unit will also include structured work placement for students to work in their chosen industry.

### Areas of Study

- workplace wellbeing and personal accountability
- workplace responsibilities and rights
- communication and collaboration

### Assessment Items

- reports
- presentations
- role plays
- practical involvement and work simulations

### Future Study Options

Unit 4 Work Related Skills

### Prior Learning

Unit 1 and 2 Work Related Skills

E

Elective

One Semester

## Unit 4 Work Related Skills

### UNIT OVERVIEW

In this unit students will work collaboratively on school-based projects focusing on enterprise, teamwork, communication, resume writing, job applications, researching industry areas, and OH&S to gain knowledge to enter into the workforce. The unit will also include structured work placement for students to work in their chosen industry.

### Areas of Study

- portfolio development
- portfolio presentation

### Assessment Items

- evidence of research into a variety of portfolios
- presentation of portfolio to a target industry or target audience panel
- evaluation of presented portfolio

### Future Pathways

Apprenticeships, Vocational education, Tertiary education

### Prior Learning

Unit 3 Work Related Skills

E

Elective

One Semester

## Unit 3 Personal Development Skills

### UNIT OVERVIEW

In this unit students develop knowledge and skills that leads to the development of self, social responsibility, building community, civic responsibility, improving self-confidence and other skills important for life and work.

### Areas of Study

- social awareness and interpersonal skills
- effective leadership
- effective teamwork

### Assessment Items

- student workbook activities
- involvement in practical tasks
- community projects
- research tasks
- reflection activities
- presentations
- surveys

### Future Study Options

Unit 4 Personal Development Skills

### Prior Learning

Unit 2 Personal Development Skills

Unit 2 Psychology

Unit 2 Physical Education

E

Elective

One Semester

## Unit 4 Personal Development Skills

### UNIT OVERVIEW

In this unit students develop knowledge and skills that leads to the development of self, social responsibility, building community, civic responsibility, improving self-confidence and other skills important for life and work. They will look at approaches to social issues.

They will explore and conduct research and present work.

### Areas of Study

- planning and community project
- implementing community project
- evaluating a community project

### Assessment Items

- student workbook activities
- involvement in practical tasks
- community projects
- research tasks
- reflection activities
- presentations
- discussions
- questions

### Future Pathways

Further Education, Apprenticeships, Vocational Education

### Prior Learning

Unit 3 Personal Development Skills

# Applied Learning:

## Victorian Pathways Certificate (VPC)

### Overview of the VPC

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of students who are not able or ready to complete the VCE or VCE Vocational Major. The VPC is designed to engage students through applied learning at a more accessible level than a senior secondary certificate.

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency to reach the 12 units.

### Purpose of the VPC

The purpose of the VPC is to:

- equip students with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals,
- empower students to make informed decisions about the next stages of their lives through authentic workplace experiences providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

### Enrolment suitability

The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including academic and/or wellbeing issues.

VPC enrolment would be suitable for a student who:

- has had a highly modified program during their F-10 years
- is re-engaging into the school environment
- would have previously been enrolled in Foundation VCAL
- has had a transient experience with previous school enrolments
- has a history of school refusal
- has additional wellbeing considerations

### Future pathways

The VPC is designed to develop and extend pathways for students.

Possible future pathways for VPC students include:

- apprenticeships and traineeships
- VET courses
- employment
- TAFE

Y11

Applied Learning

VPC Literacy Unit 1&amp;2

E

Elective

One Semester

## Unit 1 VPC Literacy

### UNIT OVERVIEW

In this unit students develop their knowledge and skills to read and write simple or short texts. Students will read, view and listen to texts produced for a variety of purposes, from everyday texts written for enjoyment or information to texts written for specific workplaces or educational settings.

### Areas of Study

- module 1 literacy for personal use
- module 2 understanding and creating digital texts

### Assessment Items

- recorded reflection
- reflective journal
- visual presentation

### Future Study Options

Unit 2 VPC Literacy

### Prior Learning

Year 10 English  
Year 10 English Communication

E

Elective

One Semester

## Unit 2 VPC Literacy

### UNIT OVERVIEW

In this unit students engage in issues that create discussion and debate in a community of which they are part. Students will consider the values that underpin different communities and how these values create different opinions and perspectives. Students will read, view and listen to a range of diverse opinions and consider the language and purpose of the content, and how these change depending on the audience and context.

### Areas of Study

- module 1 exploring and understanding issues and voices
- module 2: informed discussion

### Assessment Items

- research task
- a digital presentation
- participation in a debate

### Future Study Options

Unit 3 VPC Literacy

### Prior Learning

Unit 1 VPC Literacy

Y11

Applied Learning

VPC Numeracy Unit 1&amp;2

E

Elective

One Semester

## Unit 1 VPC Numeracy

### UNIT OVERVIEW

In this unit students will engage with personal numeracy that relates to the mathematical requirements for personal organisational matters involving money, time and travel, or for participation in community-based activities and events. Students will also engage with financial numeracy that relates to undertaking basic and personal financial transactions and making straightforward decisions regarding the use and management money.

### Areas of Study

- module 1 personal numeracy
- module 2 financial numeracy

### Assessment Items

- investigations and projects
- multimedia presentation, poster or report
- interview, blog or vlog

### Future Study Options

Unit 2 VPC Numeracy

### Prior Learning

Year 10 Mathematics  
Year 10 Applied Mathematics

E

Elective

One Semester

## Unit 2 VPC Numeracy

### UNIT OVERVIEW

In this unit students engage with health and recreational numeracy that relates to accessing, understanding and using foundational mathematical information to be aware of issues related to health and well-being, or when engaging in different recreational activities. Students also engage with civic numeracy that refers to activities related to participating in the student's community and social life through being aware of and knowing about government and societal data, information and related processes.

### Areas of Study

- module 3 health and recreational numeracy
- module 4 civic numeracy

### Assessment Items

- problem solving report
- create an experiment
- design a game to play

### Future Pathways

Apprenticeships, Vocational education, Tertiary education

### Prior Learning

Unit 1 VPC Numeracy

Y11

Applied Learning

VPC Work Related Skills Unit 1&amp;2

E

Elective

One Semester

## Unit 1 VPC Work Related Skills

### UNIT OVERVIEW

In this unit students examine the skills, capabilities and personal attributes required within the workplace. Students explore the employment opportunities that exist within a workplace and how qualifications and further study can increase the opportunities that may be available. Students will also explore the process of identifying an employment opportunity and writing a resume and cover letter that includes information relevant to the opportunity.

### Areas of Study

- module 1 interests, skills and capabilities in the workplace
- module 2 employment opportunities and workplace conditions
- module 3 applying for an employment opportunity

### Assessment Items

- development of a cover letter/ resume
- development of a career action plan
- interview and reflection of relevant industry representative, employer, education provider, career practitioner

### Future Study Options

Unit 2 VPC Work Related Skills

E

Elective

One Semester

## Unit 2 VPC Work Related Skills

### UNIT OVERVIEW

In this unit students engage in the planning process for a small-scale work-related activity. Working in teams, students will identify and explore a range of activities, identify an achievable small-scale work-related activity and collaboratively plan for the activity. Students will engage in the completion and review of a small-scale work-related activity. Students will also engage in developing communication and technology skills through reporting on small-scale work-related activity.

### Areas of Study

- module 1 identifying and planning for a work-related activity
- module 2 completing and reviewing a small-scale work-related activity
- module 3 reporting on a small-scale work-related activity

### Assessment Items

- a project plan
- a digital, oral or visual presentation
- skills audit

### Future Study Options

Unit 3 VPC Work Related Skills

### Prior Learning

Unit 1 VPC Work Related Skills

Y11

Applied Learning

VPC Personal Development Skills Unit 1&amp;2

E

Elective

One Semester

## Unit 1 VPC Personal Development Skills

### UNIT OVERVIEW

In this unit students will explore personal development through self-reflection and self-care. It makes connections between self-awareness, purposefulness, goal setting and resilience. Students will also explore relationships between self-development and improved health and wellbeing. With a focus on four particular skills – teamwork, communication, time management and problem-solving – students will examine how the development of personal skills can enhance health and wellbeing and increase opportunities for setting and achieving goals.

### Areas of Study

- module 1 understanding self
- module 2 developing self

### Assessment Items

- skills audit
- develop structured questions to interview community group/members
- a digital presentation

### Future Study Options

Unit 2 VPC Personal Development Skills

E

Elective

One Semester

## Unit 2 VPC Personal Development Skills

### UNIT OVERVIEW

In this unit students engage with a broad approach to the concept of community, and to the types of communities to which individuals may belong. There is an emphasis on personal and emotional growth through active group participation and membership or belongingness, and an introduction to the significance of community engagement. Students will also engage with how communities provide support to members. Students will consider various ways of expressing community belongingness. They will look at how communities are structured through investigation of community leaders and organisations.

### Areas of Study

- module 1 exploring and connecting with community
- module 2 community participation

### Assessment Items

- creation and collation of survey
- creation of debate
- reflective journal of participation in practical tasks

### Future Pathways

Apprenticeships, Vocational education, Tertiary education

### Prior Learning

Unit 1 VPC Personal Development Skills

# Glossary

## Abbreviations and terms explained.

### **Assessment Task**

A task set by the teacher to test a student's achievement of the learning outcome.

### **ATAR**

Australian Tertiary Admissions Ranking. Formerly the ENTER.

### **Authentication**

The process of making sure that the work submitted has been done by the student concerned.

### **Derived Examination Score**

An examination score that is calculated by the VCAA, for a student who has been granted special provision for VCAA written examinations.

### **ESL**

English as a Second Language.

### **General Achievement Test (GAT)**

A test that is done by all students doing at least one Unit 3&4 sequence. It forms a part of the statistical moderation process.

### **ICT**

Information and Communications Technology.

### **Outcomes**

What students are required to know, or be able to do, in order to satisfactorily complete a unit.

### **Satisfactory Completion**

A school decision that a student has demonstrated achievement of all the outcomes in a VCE unit. The student will get S (Satisfactory) for the unit. If the outcomes have not been achieved, the student will get N (Not satisfactory) for the unit.

### **School Assessed Coursework (SAC)**

A school-based grade which has to be reported to the VCAA. It forms a part of the student's overall grade for a VCE unit. Assessment tasks used for this purpose are referred to as School Assessed Coursework Tasks.

### **School Assessed Task (SAT)**

A school-based assessment for a Unit 3&4 sequence that is set by VCAA but assessed by the teacher. The marks are reviewed by VCAA.

### **School-Based Apprenticeship Traineeship (SBAT)**

School Based Apprenticeships and Traineeships (SBATs) is an option within the Vocational Education and Training in Schools (VETiS). They are available to secondary school students over 15 years old and enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). A SBAT offers students the option of combining part-time employment, school and training and leads to a nationally recognised qualification.

# Glossary

## Abbreviations and terms explained.

### Semester

One half of the year. Most units are completed in one semester.

### Sequence

Unit 3&4 are to be taken together. This is called a sequence.

### Special Provision

Special arrangements that are made for students who are experiencing hardship. The arrangements are different for School Assessed Coursework and for VCAA written examinations. Special Provision is only approved by the VCAA.

### Statement of Results

The documents issued by the VCAA which show the results achieved by the students in the VCE.

### Statistical Moderation

The process used to ensure that the school's assessments are in line with the assessments of all the other schools in Victoria.

### Studies

The subjects available in the VCE.

### Study Design

A book which describes the content of a study in VCE and how the work of students is to be assessed.

### TAFE

Technical and Further Education.

### Units

A section of a subject that normally takes one semester to complete. The units at VCE are numbered 1, 2, 3 and 4. Unit 1&2 are usually studied in Year 11 and Unit 3&4 in Year 12.

### VCAA

Victorian Curriculum and Assessment Authority. The organisation which administers the running of VCE and VCE VM programs.

### VCE

Victorian Certificate of Education.

### VCE Certificate

The Certificate awarded to students who meet the requirements for successful completion of the VCE.

### VCE Provider

A school or other institution authorised to offer VCE units.

### VCE VM

Victorian Certificate of Education - Vocational Major

### VELS

Victorian Essential Learning Standards. A prep to Year 10 curriculum framework developed by the Victorian Curriculum and Assessment Authority. VELS replaces the previous framework, CSF II (Curriculum Standards Framework II) from 2006. More information on VELS may be found at [vels.vcaa.vic.edu.au](http://vels.vcaa.vic.edu.au)

### VET

Vocational Education and Training. VET certificates are nationally recognised qualifications.

### Victorian Tertiary Admissions Centre (VTAC)

A body that works for the Universities and TAFEs. It calculates and distributes the ATAR for each Year 12 student.



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