



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS



2016 Curriculum Handbook

Senior Years (Years 10 - 12)

Belong. Believe. Become.

Introduction

Whitefriars College offers a comprehensive secondary curriculum which includes access to the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) pathways.

The curriculum subjects and associated enrichment activities are designed to stimulate and challenge our students whilst allowing them to have a breadth of experiences based on interests and abilities. The curriculum is provided principally through the following Learning Areas:

Religious Education	Science	Performing Arts
English	Humanities	Visual Arts
Mathematics	Commerce	Technologies - Design - Digital
Health and Physical Education	Language	VCAL

In addition to the Learning Area offerings, programs are provided through Pathways and Learning Support.

The Senior Years requires students to be independent and motivated learners who closely reflect on their progress, ask questions and seek feedback and collaborate with peers and teaching staff to improve learning. Students are encouraged to use a growth mindset to promote further learning opportunities in their quest for success in their VCE, VCAL or VET studies.

Our highly qualified teaching staff personalise the curriculum and pathway journey for each individual student by working in partnership with the boy and family, use of quality data and assessment practices, and using a thinking approach to learning.

The Senior Years Curriculum Handbook is designed for Whitefriars College students who will be starting or continuing their Senior Years studies in Year 10, VCE, VCAL, and VET, and their parents.

The College acknowledges that the partnership between the College, student and parent is essential for positive student outcomes in wellbeing and learning.

The Curriculum Handbook contains details of all Year 10, VCE, VET and VCAL studies offered at Whitefriars College in 2017 (and potentially in 2018). It is an integral part of the process of subject selection for 2016 and is incorporated with the Careers program and Online Subject Selection Form which students use to select their subjects. Students are expected to draw upon the variety of resources and people who can assist them to select their subjects and program including their parents, teachers, careers staff, tertiary institution Open Days, career-based resources and handbooks. College events specially designed to assist students to make informed subject and program choices include the Term 1 Academic Review and Semester Academic Reports, Semester Examination results and Student Parent Teacher Conferences which are invaluable guides to assist students in making informed decisions about subjects and programs.

It is critical that students and parents carefully read the description of any subject in which a student is interested, to be clear of the subject content and expectations.

The Whitefriars College Curriculum Handbook draws on information published by the Victorian Curriculum and Assessment Authority (the Government body responsible for accrediting the VCE, VCAL and VET pathways). This includes the *VCE Study Designs*, the *VCE Administrative Handbook* published annually and the booklet *Where to Now? Guide to the VCE 2016*. This *Guide* is distributed to all current and prospective VCE students at Whitefriars College and should be read in conjunction with the Handbook. Whitefriars College will also publish on the intranet the policies regarding the VCE curriculum early in 2017. This contains up-to-date information about matters such as important VCE dates, special provisions and the most recent advice about other VCE matters received from the VCAA. The Student Diary will also provide support for the Senior School student which will be distributed at the beginning of the school year.

Any questions relating to the VCE and VCAL curriculum at Whitefriars College can be directed to the respective Learning Leader or Senior Years Coordinator.

The Victorian Curriculum and Assessment Authority (VCAA) website at www.vcaa.vic.edu.au is a further source of information about VCE, VCAL and VET matters.

The Victorian Tertiary Admissions Centre (VTAC) website at www.vtac.edu.au is a further source of information about tertiary entry requirements, special entry arrangements and university admissions.

Mr Mark Ashmore

Deputy Principal – Learning and Teaching

Contents

1.	Mission and Values	4
2.	Learning @ Whitefriars College	5
3.	Glossary of Terms	6
4.	Pathways and Transition	7
4.1.	Victorian Certificate of Education (VCE)	8
4.2.	Victorian Certificate of Applied Learning (VCAL)	9
4.3.	Vocational Education and Training (VET)	9
5.	Curriculum Overview – Senior Years	10
6.	VCE Assessment and Reporting	11
6.1.	VCE Satisfactory Completion	11
6.2.	VCE Attendance	11
6.3.	School Assessment	11
6.4.	Student Absence from Assessment Tasks	12
6.5.	Illness/injury or Personal Trauma	12
6.6.	General Achievement Test (GAT)	12
6.7.	VCE Rules and Authentication	12
6.8.	Moderation of School Assessments	12
7.	Home Learning and Independent Study	12
8.	VCE/VCAL Study Choice and Tertiary Selection	13
8.1.	Personal Choice/Ability	13
8.2.	Teacher Advice	13
8.3.	Prerequisite Studies	13
8.4.	Tertiary Entrance	13
8.5.	Minimum Entry Requirements	13
8.6.	The English Requirement	13
8.7.	Calculation of Australian Tertiary Admission Rank	13
8.8.	Increment	14
8.9.	Scaling	14
8.10.	Two Stage Selection Model	14
8.11.	Tertiary Entrance 2017	14
8.12.	Tertiary Entrance 2018	14
9.	Year 10	
9.1.	Year 10 Subject Information	15
9.2.	Year 10 Science Pathways	16
9.3.	Year 10 Subject Overview, Recommended Studies and Minimum Entry Requirements	17 - 19
9.4.	Year 10 Subject Descriptions	20 - 50
10.	Year 11	
10.1.	Year 11 Subject Information	51
10.2.	Year 11 Subject Overview, Recommended Studies and Minimum Entry Requirements	52 - 54
11.	Year 12	
11.1.	Year 12 Subject Information	55 - 56
11.2.	Year 12 Subject Overview, Recommended Studies and Minimum Entry Requirements	
12.	Subject Descriptions	
12.1.	Year 11 and 12 - VCE Unit 1, 2, 3 and 4, VET and VCAL Subject Descriptions	57-124

College Mission and Values Statement

Mission & Values Statements

Whitefriars College reflects the tradition of the Carmelites who actively seek to live in God's presence by walking in the way of Jesus Christ.

The College provides a Catholic Education for boys where excellence is valued and all are challenged to achieve their best.

This education aims to empower young men to live with integrity through experiences of community and prayer and through a sensitivity to justice. It assists them to take their place in society as valued individuals, alive with the wisdom of the Gospel.

Almae In Fide Parentis

We Belong to a **Whitefriars community that:**

- embodies a belief in the Catholic faith that has Christ as its centre
- takes inspiration from Carmelite spirituality
- values and respects the richness of the land and the people who came before us
- develops skills for lifelong learning
- nurtures and celebrates the diverse gifts and unique contributions of each individual
- values collaboration and fosters positive, supportive relationships

We Believe in a **Whitefriars community that:**

- celebrates God's presence through prayer and the Eucharist
- forms its students in the tradition of the Catholic and Carmelite ethos
- instils a sense of social justice, service and understanding
- provides opportunities for spiritual, social, intellectual, emotional and physical growth
- acknowledges and fosters the faith and learning journey of each individual
- values excellence and encourages all to reach their potential
- provides a holistic education through a broad and vibrant curriculum
- challenges and develops all through diverse and enriching curricular and co-curricular pathways

We Become a **Whitefriars community that:**

- forms 'Gentle men' of compassion, service and tolerance grounded in Catholic faith and Carmelite tradition
- develops young men with active and creative minds and with the courage to act on their beliefs
- challenges all to be active participants in the learning process
- fosters a sense of understanding and compassion for others
- encourages all to live with integrity and contribute positively to society
- engenders a sense of self-worth, confidence and wisdom in each individual
- contributes to the development of a just and sustainable world

Belong Believe Become



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

Belong. Believe. Become.

LEARNING @ WHITEFRIARS COLLEGE

Learners engage with the Carmelite tenets of *community, prayer and action* to acquire skills, knowledge and understanding as an active global citizen

Learning is holistic, providing opportunities for spiritual, intellectual, emotional, physical and social development

Learners use resources and develop their talents to achieve personal excellence

BELONG

Through the
COMMUNITY
Whitefriars College learners...

ENGAGE WITH THE
CATHOLIC FAITH
IN THE
CARMELITE TRADITION

FOSTER POSITIVE
RELATIONSHIPS

VALUE & UNDERSTAND
THE
INDIGENOUS STORY

DEVELOP CULTURAL
AWARENESS &
GLOBAL PERSPECTIVES

EMBRACE SUSTAINABLE
PRACTICES & OUR
NATURAL ENVIRONMENT

BELIEVE

Through
PRAYER
Whitefriars College learners...

REFLECT CRITICALLY

QUESTION, INQUIRE, IMAGINE

CONSTRUCT MEANING

ARE OPEN TO FEEDBACK
& A GROWTH MINDSET



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

BECOME

Through
ACTION
Whitefriars College learners...

TAKE RISKS, EXPERIMENT,
PRACTISE & PERSEVERE

COLLABORATE, COOPERATE
& COMMUNICATE

CRITICALLY THINK
& PROBLEM SOLVE

DEMONSTRATE ORIGINALITY
& CREATIVITY

SERVE &
RESPECT OTHERS

ARE RESPONSIBLE FOR
THEIR LEARNING

Belong. Believe. Become.

Glossary of Terms

Assessment

In Units 3 and 4 the student's level of achievement is determined by a combination of *School-Assessed Coursework (SACs)*, *School-Assessed Tasks (SATs)* and *examinations*.

Assessment task

A task set by the teacher to assess students' achievements of unit outcomes (see also *Outcomes*).

Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of 0 – 100 that a student receives, based on his or her *Study Scores*. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

Authentication

The process of ensuring that the work submitted by students for assessment is their own.

Chief Assessor

An expert appointed by the Victorian Curriculum and Assessment Authority in each study to supervise the marking of the external examination(s) in that study.

Coursework assessment

See *School-Assessed Coursework*.

Equivalent qualification

For applicants who have recognised qualifications at Year 12 level or above, obtained either interstate or overseas, the Victorian Curriculum Assessment Authority issues Statements of Equivalent Qualification to the VCE. The VCAA also assesses interstate and overseas qualifications for their equivalency to Year 11.

Examinations

External assessments set and marked by the Victorian Curriculum and Assessment Authority. All studies have at least one examination. Most written examinations are held in November, with a small number in June. Performance and Oral examinations are held in October and November.

Extension Studies

First-year university studies recognised by the Victorian Curriculum and Assessment Authority are available to VCE students who are very able academically.

General Achievement Test (GAT)

The test that is done by all students undertaking a Unit 3 and 4 sequence. It is used by the Victorian Curriculum and Assessment Authority to check that schools are marking school-assessed tasks to the same standard and as part of statistical moderation of coursework. It doesn't count towards students' VCE graduation, but students' GAT results are reported to them with their *Statement of Results*.

Graded Assessment

All VCE studies have three graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have Coursework, and some have School-assessed Tasks.

Outcomes

What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design.

Satisfactory Completion

School decision that a student has demonstrated achievement of *outcomes* for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.

School-Assessed Coursework (SAC)

A school-based assessment which is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Unit 3 and 4 outcomes.

School-Assessed Task (SAT)

A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A school-assessed Task is set by the Victorian Curriculum and Assessment Authority and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.

Semester

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

Sequence

Units 3 and 4 are designed to be taken as a sequence at Year 12 level.

Special Provisions

Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do.

Statement of Marks

For each examination including the GAT, students can apply to the Victorian Curriculum and Assessment Authority for a statement showing the marks they obtained for each question/criteria and the maximum mark available.

Statement of Marks – Study Score

A Statement is also available containing the scores for each of the graded assessments and describing the calculation of the *Study Score*. See also *Statement of Results*.

Statement of Results

The document(s) issued by the Victorian Curriculum and Assessment Authority showing the results a student achieved in the VCE, and whether he or she has graduated. See also *VCE Certificate*.

Statistical Moderation

The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

Studies

The subjects available in the VCE.

Study Design

A study design for each VCE study is published by the Victorian Curriculum and Assessment Authority. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.

Study Score

A ranking from zero to 50 which shows how a student performed in a study, relative to all other students doing the same study. It is based on students' results in school assessments and examinations.

Units

The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.

VCE Certificate

The Certificate awarded to students who meet the requirements for graduation of the VCE. See also *Statement of Results*.

Victorian Curriculum and Assessment Authority (VCAA)

The Victorian Government Authority responsible to the Minister of Education for conducting the VCE, among other things.

Vocational Education and Training (VET)

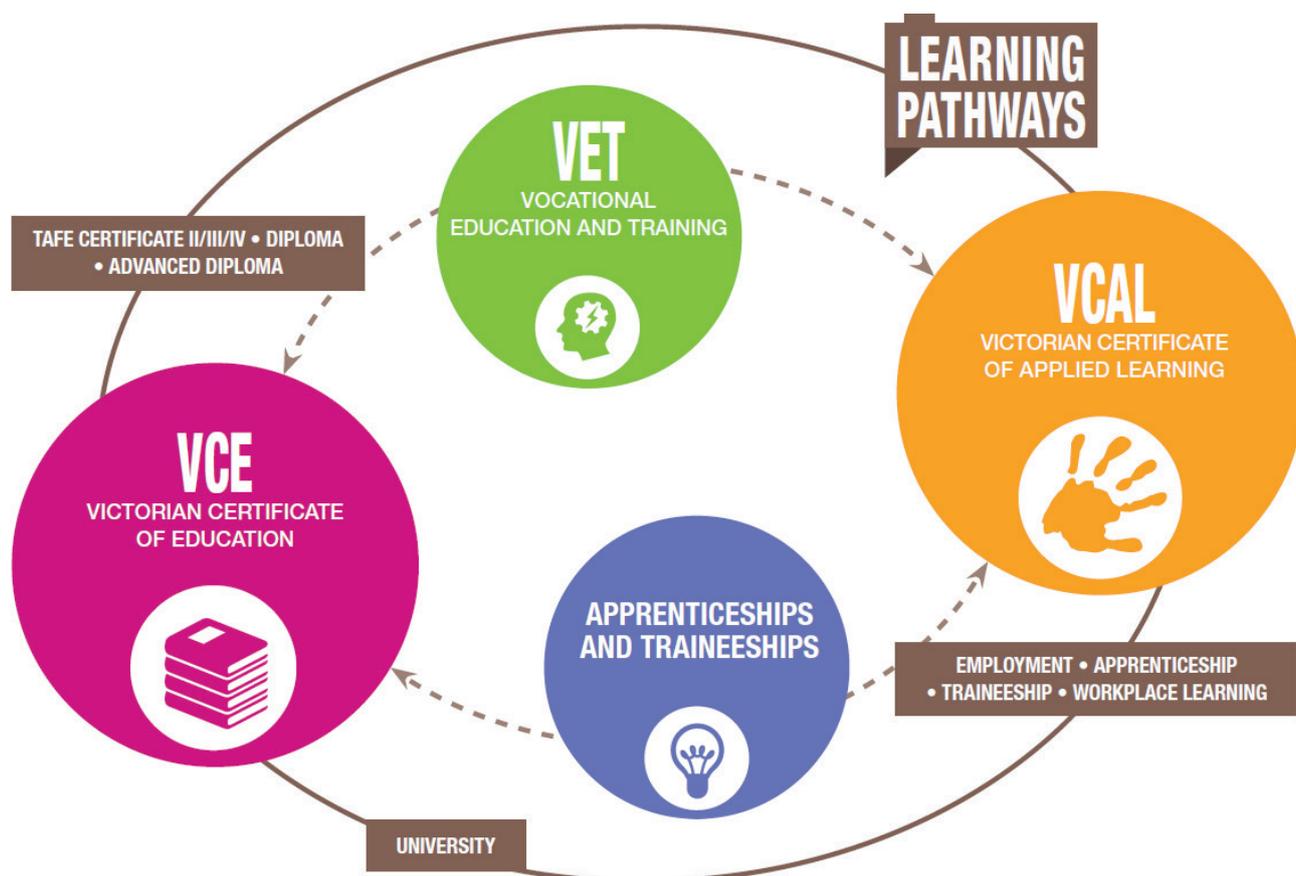
Nationally recognised vocational certificates now integrated within the VCE and VCAL programs.

VTAC

Victorian Tertiary Admissions Centre acts on behalf of universities and TAFEs coordinating the joint selection. It calculates and distributes the *Australian Tertiary Admission Rank (ATAR)*

Pathways and Transition

Students can undertake a number of learning Pathways in the Senior School. Students can undertake VCE, VCE with VET, VCAL with some VCE, or VCAL at Whitefriars College. All VCAL students do a VET subject.



Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is offered at Whitefriars College as a two-year course that is taken at Years 11 and 12. Students in Year 10 have access to a range of VCE subjects that can be undertaken as part of the College's Acceleration Program. In 2017 thirty five studies, or subjects, will be available at Whitefriars College.

Studies are made up of units numbered 1, 2, 3 or 4. Each unit is taken over a semester. Units 1 and 2 are designed to be taken by Year 11 students but they can be taken by students at Years 10, 11 and 12. They may be taken separately or in sequence.

Units 3 and 4 are designed to be taken by Year 12 students but they also can be taken by students at Year 11. Units 3 and 4 must be taken as a sequence.

There is no upper limit to the number of years over which results may be accumulated for the award of the VCE although the expectation at this school is that the VCE will be completed over two years (three years if you begin the VCE in Year 10).

Student Programs

Students must enrol in a program of studies over the final two years of their schooling which will allow them to meet the satisfactory completion requirements specified below. In some cases, VCE studies may be taken over more than two years, with school approval.

To complete the Victorian Certificate of Education students must satisfactorily complete a minimum of 16 units of study which include:

- **a minimum of three units from the English group, with at least one unit at Units 3 and 4 level**

At Whitefriars College we require all students to take the following:

Year 11: English 1 and 2, and/or English Language 1 and 2, and/or Literature 1 and 2. International students will undertake English as an Additional Language (EAL) 1 and 2.

Year 12: English 3 and 4 or English Language 3 and 4, or Literature 3 and 4 or English as an Additional Language 3 and 4

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

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

The choice should be based on interest and ability in the study and should also take into account any requirements of tertiary courses and career interests.

At Whitefriars College, over the two years of the VCE, most students will study 22 units. In general the Religious Education and 22 units will consist of 12 units taken in Year 11 followed by 10 units in Year 12. This includes the compulsory units from the English group.

All units are designed to take the same amount of study time; one semester or approximately 50 to 60 hours of class time plus 40 to 50 hours of out of class time.

Students may enter studies at Units 1, 2 or 3. Students must undertake Unit 3 of a study before entering Unit 4 of the study.

Credit toward the VCE

Students enrolled in a VCE program may seek to obtain credit toward the VCE on the basis of equivalent study undertaken elsewhere. All applications for credit toward the VCE must be made to the Victorian Curriculum and Assessment Authority through the School and be accompanied by copies of statements of results or certificates. Students should seek assistance from the Senior Years Coordinator regarding credit towards their VCE studies.

Students eligible to apply for credit toward the VCE include:

- students with overseas qualifications
- Victorian students who have interrupted their VCE studies to participate in overseas exchange programs
- students from interstate
- students from within Victoria transferring into the VCE

Victorian Baccalaureate

To be awarded the VCE Baccalaureate students will be required to satisfactorily complete the requirements of the VCE and

- Obtain a study score of at least 30 for English or Literature or at least 33 for English (EAL)
- Satisfactorily complete Units 3 and 4 in either Mathematical Methods or Specialist Maths
- Satisfactorily complete Units 3 and 4 in a VCE Language

This will be an extra award when students receive their VCE Certificate. They do not need to enrol or apply for it.

Special Provisions

Special provisions are made by the Victorian Curriculum and Assessment Authority and the school to allow students undertaking the VCE who are experiencing significant hardship, the maximum opportunity to demonstrate both what they know and what they can do. Special provisions are granted to students who are absent from school for prolonged periods or have been unable to complete all the assessment tasks because of illness or other special circumstances. Special provisions include the rescheduling of a SAC (School Assessed Coursework); an extension of assessment time; a modified program of study; special arrangements to complete work; the use of a derived SAC/SAT (School Assessed Task) score; special examination arrangements; and Derived Examination Score. Special provisions may be determined by the school or by application to the VCAA.

Any student who may need special provisions during the VCE should consult the Senior Years Coordinator or Learning Support Coordinator for advice. The VCAA's website at www.vcaa.vic.edu.au also provides up-to-date information for parents and students about special provisions.

Victorian Certificate of Applied Learning (VCAL)

As an alternate pathway to VCE, students have the option of selecting the Victorian Certificate of Applied Learning (VCAL) enabling them to pursue outcomes related to vocational pathways. The qualification aims to provide students with the skills, knowledge and attributes to empower them to make informed choices about pathways to work and further education. In the context of applied learning the underpinning principles of the VCAL program are:

- Employability skills that help prepare students for employment and for participation in the broader context of family, community and lifelong learning.
- Skills that assist students to make informed vocational choices within specific industry sectors and/or facilitate pathways to further learning.

Intermediate VCAL students (Year 11) spend four days each week at school where they study subjects which include Literacy (English), Numeracy (Mathematics), Work Related Skills, Personal Development Skills, Religious Education and a VCE elective subject of their choice. One day each week is devoted to their chosen VET Program which can be selected from a range of programs which suits the student's specific interests. Intermediate VCAL students also complete one week of Structured Work Experience each term in their chosen industry where they gain valuable on the job experience.

Senior VCAL students (Year 12) attend classes at the College three days each week where they undertake studies in Work Related Skills, Personal Development Skills, Literacy and Numeracy. One day each week is devoted to their VET study and one day each week is spent in Structured Work Placement. The Senior VCAL program is a transition program between school and further training and/or employment.

Upon completion of the College's VCAL program a number of pathways are available to our students. Many students will pursue apprenticeships in their chosen vocational area enabling them to become qualified tradesmen in areas such as carpentry, electrical, plumbing, automotive etc. Graduates from our Senior VCAL Program can also access Diploma level courses at TAFE Institutes enabling them to further their education and training in areas such as Music Performance, Information Technology and Hospitality etc. All Senior VCAL students participate in an Exit Support Program towards the end of their year where plans are formulated for their training and/or employment options for the following year. This includes creating an appropriate resume, assistance with employment/course applications and placing students in contact with relevant agencies and training providers.

VCAL Levels

Level	Focus	Pathways
Intermediate	Knowledge and skills development leads to independent learning, confidence and a high level of transferable skills.	<ul style="list-style-type: none"> • Senior VCAL • Apprenticeships and traineeships • Certificate II (or above) VET/FE courses • Employment
Senior	Knowledge and employability skills development leads to a high level of interpersonal, independent action and achievement of tasks that require decision making and leadership.	<ul style="list-style-type: none"> • Apprenticeships and traineeships • Certificate III (or above) VET courses • Employment

VCAL Units

Each VCAL unit is 100 nominal hours in length and each unit successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time. VCAL units are available at two VCAL award levels (Intermediate and Senior) to cater for the different needs, abilities and experiences of students.

The following VCAL units are offered at Whitefriars College:

Work Related Skills Intermediate Unit 1 & 2
 Work Related Skills Senior Unit 2
 Personal Development Skills Intermediate Unit 1 & 2
 Personal Development Skills Senior Unit 1 & 2
 Numeracy Intermediate Unit 1
 Numeracy Senior Unit 1
 Literacy Intermediate Unit 1 & 2
 Literacy Senior Unit 1 & 2

Vocational Education and Training (VET)

VET programs are nationally recognised vocational certificates. The qualifications gained can provide the basis for further study in the vocational education sector and the units completed are credited to the student's VCE or VCAL program. Whitefriars College offers two VET subjects (Sport and Recreation and Music Industry), however more courses are offered by accredited TAFE training institutions and students are able to enrol in VET studies off-site at nearby schools and TAFE institutes.

In previous years, Whitefriars College students have completed VET programs in Building & Construction, Hospitality, Engineering, Furniture, Equine Studies, Automotive and more. These and other programs are likely to be offered again next year. A full list outlining the VET offerings is available on the College's intranet.

It is important for students and parents to understand some key factors:

1. VET programs attract additional fees
2. Students must enrol for a full sequence of the certificate i.e. for the full year
3. As there are requirements in relation to managing timetables and working outside the school, the approval of the Pathways Coordinator and Senior Years Coordinator is critical.

Students wishing to undertake VET studies can do so provided the VET studies can be successfully integrated with the student's VCE or VCAL course of study at this school. Any student who is interested in taking up a VET program should discuss this with the Pathways Coordinator, Careers Coordinator and/or the Senior Years Coordinator at the time of subject selection.

Curriculum Overview – Senior Years

Year 10	Core or Elective	Year 11	Year 12
Year 10 subject unless stated		VCE Unit 1 & 2 unless stated	Unit 3 & 4 unless stated
- VCE Religion and Society 1	C	- Religion and Society 2 / Texts and Traditions 2 - Religion and Society 3 & 4 - Texts and Traditions Units 3 & 4	- Religion and Society - Texts and Traditions
- English - English Language - Literature	C E E	- English - English Language - Literature - English as an Additional Language	- English - English Language - Literature - English as an Additional Language
- Mathematics Core - Mathematics Advanced - Mathematics - Trade and Business (one of these options must be studied)	C C C	- General Mathematics (Further) - General Mathematics (Specialist) - Mathematical Methods - VCAL Numeracy	- Further Mathematics - Mathematics Methods - Specialist Mathematics - VCAL Numeracy
- General Science Core (All Students must complete General Science) - Introduction to VCE Biology - Introduction to VCE Physics - Introduction to VCE Chemistry - Introduction to VCE Psychology - VCE Biology 1 & 2 - VCE Psychology 1 & 2	C E E E E E E	- Biology - Chemistry - Physics - Psychology - Biology 3 & 4 - Psychology 3 & 4	- Biology - Chemistry - Physics - Psychology
- History - VCE Geography 1 & 2 - VCE Political Studies 1 & 2 - Geography - Conflict in the Modern World - Civics and Citizenship	E E E E E E	- Geography - History: Australian History - History: Revolutions - Political Studies	- Geography - History: Australian History - History: Revolutions - Political Studies
- VCE Computing 1 & 2 - Materials Design Technology - Algorithms - Computer Science	E E E	- Computing - Informatics 3 & 4 - Software Development 3 & 4 - Product Design Technology	- Informatics - Software Development 3 & 4 - Product Design Technology
- Economics & Personal Finance	E	- Accounting - Business Management - Economics - Legal Studies	- Accounting - Business Management - Economics - Legal Studies
- VCE Business Management 2 - VCE Legal Studies 1	E E	- Business Management 3 & 4 - Legal Studies 3 & 4	
- Health & Physical Education - Science of Sport - Analysing the Game - Science of Sport - Maximising Performance - VCE Physical Education 1 & 2 - VCE Health & Human Development 1 & 2 - VCE Outdoor & Environmental Studies 2 - VET Cert III Sport and Recreation	C E E E E E	- Physical Education - Health & Human Development - Outdoor & Environmental Studies 3 & 4 - VET Cert III Sport and Recreation	- Physical Education - Health & Human Development - VET Cert III Sport and Recreation
- Digital Art - Media - Studio Arts - Visual Communication Design - VCD – Architectural Studies	E E E E E	- Media Studies - Studio Arts - Visual Communication Design	- Media Studies - Studio Arts - Visual Communication Design
- Drama - Stagecraft - Music Performance - VET Certificate II in Music Industry Skills - VCE Music Performance Unit 1 & 2	E E E E E	- Drama - Music Performance - Theatre Studies - VET Cert III Technical Production	- Drama - Music Performance - Theatre Studies - VET Cert IV Sound Production (partial completion)
- Chinese - Indonesian - Italian	E E E	- Chinese - Indonesian - Italian	- Chinese - Indonesian - Italian
		- VCAL Intermediate	- VCAL Senior

VCE Assessment and Reporting

VCE Satisfactory Completion

To obtain the VCE, students must satisfactorily complete the required units. Satisfactory completion will be based on the student's demonstrated achievement of learning *outcomes*. These outcomes are specified in the VCAA's Study Design for each study and are summarised in the subject descriptions in this Handbook. The outcomes describe the knowledge and skills which the student should have achieved on completion of each unit. Each unit of each study has between two and four outcomes. Each outcome must be satisfactorily completed for successful completion of the unit.

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on class attendance, participation as well as assessment tasks designed for the unit. This is distinct from the assessment of levels of performance. The results in terms of an S (Satisfactory) or N (Not Satisfactory) will be passed on to the Victorian Curriculum and Assessment Authority.

For Units 1 and 2 the S or N result is the only information required by the VCAA for satisfactory completion. Additional information about levels of achievement based on graded school-based assessment tasks will be provided for students and parents in the School Academic Reports but will not be passed on to VCAA.

For Units 3 and 4 students the S or N result is also passed on to the VCAA as the basis for satisfactory completion of the VCE. In addition there are graded assessments in the form of school-based assessments and externally assessed examinations. The results of these assessments count towards a student's score in each VCE study and ultimately towards the student's Australian Tertiary Admission Rank (ATAR).

VCE Attendance

Students are expected to attend all classes for which they are timetabled. An unexplained absence constitutes a serious breach of the attendance policy. A VCE student may be awarded a Not Satisfactory completion for a VCE Unit as a result of a substantial breach of the attendance policy. In this case an N result for the unit is passed onto the VCAA and will appear on the student's statement of VCE results.

At Whitefriars College an unexplained absence is where no documentation that explains the absence is provided, or documentation that is provided is not approved by the school. At Whitefriars College a substantial breach is defined as more than 10% unexplained absences from timetabled classes for the unit.

There is significant research which indicates students who miss 5-10% of days in any given year will achieve lower levels of performance in reading, writing and mathematics in future years and that the gaps in knowledge and skills are rarely made up. Strong attendance provides continuity in students' learning. Students give themselves their best chance to build on their learning of skills and knowledge by being present from one class to the next. A teacher is better able to provide sequenced learning opportunities and to build positive relationships with a student when the student is always present. Social connections within the school setting are also better maintained by students when they are present on each school day and participate in all school activities. Students will feel more strongly connected to a peer group and to the school community as a whole.

At times students or their families seek to take holidays during the school term. When a student begins to select VCE, VET or VCAL subjects there are clear attendance expectations which are required by VCAA. The school is not able to make allowances for students seeking to miss school for a family holiday or attendance at a single day non-school based activity. Students who elect to participate in a holiday while undertaking VCE, VET or VCAL studies place themselves at considerable risk of failing the VCE, VET and/or VCAL subjects they are undertaking. A student missing a day to attend an event such as a concert or activity cannot request that school-assessed coursework (SACs) be re-scheduled, which will result in the student not being scored for this SAC.

Units 1 and 2 Assessment

For Units 1 and 2 the only assessment information that the school will pass on to the VCAA will be the final result of S (Satisfactory) or N (Not Satisfactory) made at the end of the semester in which the unit was taken. Whitefriars College internally grades work, tests and examinations to inform parents and students about the student's academic progress. Most of the work will be graded to indicate the level of achievement. The grading of students' work, tests and examinations will also provide information relevant to any students considering a subsequent course change and for Units 3 and 4 selection for Year 12.

Units 3 and 4 Assessment

For Units 3 and 4 the School will pass on to the VCAA the final result of Satisfactory (S) or Not Satisfactory (N) based on the completion of the outcomes associated with each unit at the end of the semester in which the unit is taken. If one of the units is deemed to be not satisfactory then the Unit 3 and 4 sequence as a whole is automatically awarded an N status. For Units 3 and 4 there are additional types of assessment reported to the Victorian Curriculum and Assessment Authority for which students are awarded grades as well as an S or an N. These graded assessments are either school assessments or examinations.

The School uses two forms of school-based assessment to make judgements about the achievement of outcomes in the VCE studies. One of these is School-Assessed Coursework (the components are known as SACs) or the range of assessment tasks specified for each subject. The second form of assessment is called a School-Assessed Task (SAT).

School-Assessed Coursework

Coursework assessment is part of the regular teaching and learning program and must be completed within a limited timeframe and mainly in class time. In most studies the teachers select from a range of tasks designated for the assessment of unit outcomes. In most cases all students do the same task.

The amount of time allowed for each assessment task (SAC) is given to students in advance of the task, and specific details of the task are communicated prior to the starting date for the task. As most work is to be completed mainly in class time, authentication problems will be minimised. Where work is completed out of class, teachers must be able to authenticate the work.

The College is responsible for the initial assessment of coursework. The teacher will rate the student's performance in accordance with the VCAA's specifications. The College will provide to the VCAA marks representing the teacher's assessment of each student's level of achievement on each of the set tasks. These marks will be used by the VCAA to determine a graded level of achievement with an accompanying study score for the subject. Teachers provide students their grades on individual coursework tasks, with the advice that students' total coursework scores may change following statistical moderation. It is the total scores for coursework which will be moderated by the VCAA, not scores for individual tasks/outcomes.

School-Assessed Tasks

School-assessed tasks (SATs) will be used in the studies of Art, Product Design and Technology, Media, Studio Art and Visual Communication Design. The specifications for each task will be set by the VCAA and will be the same for every school. Assessment of students' levels of achievement will be on the basis of teacher ratings on criteria specified by the VCAA. The initial assessments made by the school will be passed on to the VCAA and after various procedures have been completed will be returned to the student as graded levels of achievement with an accompanying study score for the subject.

Student Absence from Assessment Tasks

Students are required to meet the deadlines set by the school for assessment tasks. Where a student is unable to meet a deadline because of illness or other special circumstances, the School may apply the VCAA Special Provisions which most commonly will provide for a rescheduling of a task. The conditions under which a task can be rescheduled are negotiated between the student, the teacher, the Learning Leader of the relevant Learning Area and ultimately must be approved by the Senior Years Coordinator. Failing to meet a school deadline may mean failing a unit. Sometimes a task cannot be rescheduled and a derived score will be calculated for the task.

Illness/injury or Personal Trauma

The VCAA requires the following documentation to substantiate illness/injury or personal trauma for Assessments Tasks:

Applications on the grounds of illness or injury must be substantiated with evidence from a registered, independent, health professional (who must be a medical doctor, a psychologist or a physiotherapist).

In all circumstances, the person providing the evidence must have specific knowledge of the illness, injury, personal trauma or serious intervening event; must not be related to or have a close personal relationship with the student, and must have been professionally associated with the student's situation.

General Achievement Test (GAT)

The General Achievement Test (GAT) is an essential part of the assessment process for the VCE. All students taking a Unit 3 and 4 study are required to sit for the GAT in June. It is a 3-hour test measuring general achievement across three broad areas: Written Communication; Mathematics, Science and Technology; and Humanities, the Arts and Social Sciences. It does not test knowledge of a particular topic or subject but rather the general skills that students develop during their work for the VCE.

Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-Assessed Tasks, Coursework and examinations have been accurately assessed and that all schools are marking to the same standard. The VCAA will use GAT scores in the process of reviewing school assessments in School-assessed Tasks, requesting authentication checks by schools for particular students' School-assessed Tasks, checking the accuracy of student scores in examinations, enhancing the statistical moderation of School-Assessed Coursework, and calculating Derived Examination Scores where special provision has been approved.

VCE Rules and Authentication

The Victorian Curriculum and Assessment Authority publishes rules which students must observe when preparing work for assessment. All VCE students must sign a declaration that they will obey the rules and instructions for the VCE and accept its disciplinary provisions. The authentication of student work will continue to follow the VCAA's policy and procedures as published in the *VCE Administrative Handbook*. Further details about the VCE rules, students' responsibilities with regard to computer usage, the authentication of students' work, and conduct in examinations will be provided on the College intranet and VCAA website which will be accessible to all VCE students early in 2017.

Moderation of School Assessments

School assessment of student work will continue to be monitored by the VCAA to ensure that all schools throughout the State are marked to the same standard. Whitefriars College's coursework scores (marks) in each study are statistically moderated (adjusted) to match the level and spread of the combined examination and GAT scores for the Whitefriars College students doing that study.

For School-Assessed Tasks (SATs) (Art, Product Design Technology, Media, Studio Arts, Visual Communication Design only) the GAT is used to check each school's assessments. Where a school's assessments for a study disagree with the school's GAT results by a large margin, the VCAA will review the school's assessments in that study.

Study Scores

For each student the Victorian Curriculum and Assessment Authority calculates a Study Score for each Units 3 and 4 VCE study which has been satisfactorily completed and for which the student has received grades for the various school-assessed work components and the examinations. The Study Score is a score on a scale of zero to 50 indicates the student's achievement relative to that of all other students doing a particular study. The Study Scores are normalised to a mean of 30 and a standard deviation of seven. Scores of 23 – 37 indicate that the student is in the middle range. A score above 37 is evidence that the student is in the top 15% of students taking this study. VCAA calculates the Study Score and the Victorian Tertiary Admissions Centre (VTAC) calculates the ATAR.

Study Score (Relative Position)	Percentage of students above this position (approximate)
45	2
40	8
35	24
30	50
25	76
20	92

Study Scores are the starting points for the calculation of the Australian Tertiary Admission Rank (ATAR).

Home Learning and Independent Study

Carefully structured home learning is an integral part of the learning experience in the Senior Years at Whitefriars College. It provides students with opportunities for clarifying and consolidating new knowledge, skills and understandings, and for reflecting on their progress as well as their needs as independent learners. Students in the Senior Years must dedicate time each week to the planning and organising of upcoming events, tasks and commitments. As a minimum, the following home learning and independent study commitment is expected of Senior Years students. At peak periods of the year students would be expected to spend more time on home learning including study days, examination periods and school holidays.

Year Level	Weekdays (hours per night)	Weekends (hours)
10	2	4
11	2.5	5
12	3	6

Parents are encouraged to take an active interest in the way their child completes both school assigned and personal study tasks. This could involve helping to create a suitable learning environment, encouraging the disciplined use of time and minimising distractions.

VCE/VCAL Study Choice and Tertiary Selection

While the formal requirements for tertiary course selection should not be the only (or even the most important) element of a student's choice of studies in Years 10, 11 and 12, students will want to consider carefully the implications of their study choices for possible tertiary courses.

In choosing studies for 2017, current Year 9, Year 10 and Year 11 students should consider the following:

Personal Interest/Ability

The most important factors for any student planning Year 10 and VCE studies are personal interest and ability. You should think about the subjects you have enjoyed (or believe that you would enjoy) and those in which you perform well. It is likely that these will be the Year 10 and VCE studies that will bring not only personal satisfaction and involvement but your best results. You should discuss subjects with current VCE students, perhaps in your House, and consider reviewing the text book and other references used, look at notes and folios developed and past examinations on the VCAA website.

Teacher Advice

Your subject teachers have a good idea of your ability and commitment in their subject and you should discuss your plans with them. Any recommendations they make should be carefully considered. You should also make sure that you consult your parents/guardian, Head of House and the advisers in the Careers Centre. You need to be aware of all the implications of study choices. For current Year 10 students, your teachers will be asked to comment on your likelihood of success in related studies at Year 10 and VCE level. These comments will be considered when Year 10 and VCE subject selections are discussed with the Heads of House and Careers staff in Term 3.

Prerequisite Studies

These are studies which must be satisfactorily completed before students can be considered for a particular tertiary course of study. Usually these studies must be completed at Units 3 and 4 level, but sometimes they are required at Units 1 and 2 level. Prerequisites can be listed as specific studies or as a range of studies from which students can choose. Some courses require a particular level of performance (Study Score) to be achieved before that study can be counted as a prerequisite.

Students need to think of their VCE studies in terms of "adequate preparation" and "presumed knowledge", for these are the important factors in the establishment of course prerequisites. This is evident in science based courses where some combination of studies in Chemistry, Physics, Biology and Mathematics is usually a prerequisite. Certain mathematics units are required by many courses in the business/commerce/economics/information technology areas. Mathematics in particular is an area where all three of the factors involved in study choice have to be carefully weighed.

Pre-requisite studies for all Victorian university courses are set out in *VTAC's Victorian Tertiary Entrance Requirements (VicTER) 2019*. It may be necessary to consider adding a study to your program in order to allow access to certain desired courses. Alternatively, you may need to revise your tertiary options in the light of what you know about your ability and/or interest in certain subjects which may be prerequisites.

In Term 3, all Years 9 and 10 students will have a course advice interview with either a Head of House, Learning Leader or Careers staff to discuss the implications of their study choice. Year 11 students are advised to speak with the Careers staff to ensure correct selection of study choices.

Tertiary Entrance

VTAC (Victorian Tertiary Admissions Centre) is the organisation which administers a joint selection system for undergraduate courses on behalf of the Victorian universities, TAFE colleges and some private colleges. VTAC does not select tertiary students – this is done by the tertiary courses themselves. VTAC produces and distributes application materials including the annual *Tertiary Entrance Requirements (VicTER)* booklet which prescribes tertiary selection requirements two years in advance of the current year. This booklet summarises all institutional entrance requirements, course prerequisites and other matters such as scoring procedures and the two stage selection model which is used for tertiary selection. The Careers Centre has reference copies of this booklet for both 2018 and 2019 entry. These documents can also be found on the VTAC website www.vtac.edu.au/careers/publications

Some key terms used in the tertiary selection process are explained below.

Minimum Entrance Requirements

To be eligible for entry into a tertiary institution in 2018 or 2019, students will need to have:

- satisfactorily completed the VCE
- satisfactorily completed the English requirement
- satisfactorily completed three other Unit 3 and 4 sequences

This minimum requirement for completing a VCE will not be **sufficient** for tertiary selection. Selection will be based on the work done in Year 12 in the school-assessed coursework and the examinations and any other selection procedures the tertiary institutions decide to use.

The English Requirement

English studies required for satisfactory completion of the VCE are outlined in Section 3 of this Handbook.

The Unit 3 and 4 English group subjects which are offered at Whitefriars College in 2017 are:

English	English Language	Literature	English as an Additional Language (EAL)
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VTAC has advised that tertiary entrance requirements and ATAR calculations will be as follows:

- Satisfactory completion of both Units 3 and 4 of an approved sequence in a study completed in one year in the English group is required.
- Any of the approved English Units 3 and 4 sequences will be counted in the ATAR but no more than two will be permitted in the primary four.
- The current policy of not allowing more than one of English and English (EAL) will continue.

In some cases, before a study can be counted as a prerequisite, a minimum study score must be achieved.

Calculation of Australian Tertiary Admission Rank

An Australian Tertiary Admissions Rank (ATAR) will be calculated in the following manner:

1. As mentioned earlier in this Handbook, a "study score" (out of 50) will be calculated by the Victorian Curriculum and Assessment Authority and awarded for each Unit 3 and 4 study that a student attempts.
2. These scores will be scaled by VTAC and the scores for English the compulsory study and any three other studies will be added to create the "Primary Four" (this can include VET studies). Ten percent of the scaled scores for up to two other studies can then be added to the best four.
3. The total scores are then ranked from the highest to the lowest in the state with each student receiving an ATAR. The highest possible ATAR will be 99.95 – indicating that the student achieved a tertiary score which placed him in the top 0.05% of students in the State.

Increment

For a fifth and sixth study at Units 3 and 4 level, 10% of the score for each study will be added to the score for the best four. Any study may be counted for this purpose. Some Vocational Education and Training (VET) studies do not receive scored outcomes. In these cases, the student may receive an incremental contribution to his ATAR calculated as 10% of the average of his "primary four" studies. (See VICTER 2018).

Scaling

Study scores will be scaled (adjusted) by VTAC for tertiary selection purposes only. This will be done so that all studies are accorded the agreed weight in the calculation of a tertiary entrance score and will be included in the calculation of the Australian Tertiary Admissions Rank (ATAR). The ATAR will be reported to the students by VTAC at the same time as the VCE results are sent by the VCAA.

Two Stage Selection Model

The formulation of ATARs, in conjunction with other factors such as course quotas, enables courses to sort applicants into three groups.

- i. those to receive an offer (Clearly In)
- ii. those not to receive an offer
- iii. those just below the Clearly In Rank for whom additional information will need to be considered before offers are determined.

The two stages of the selection process are: firstly, the course establishes those applicants in groups (i) and (ii) and makes offers accordingly; and secondly, the course establishes those applicants in group (iii) to whom further selection processes will be applied.

The information above refers to courses which select primarily on ATAR score. Some courses rely on non-score factors (folios, interviews, auditions etc.) as their major criteria for selection.

Tertiary Entrance 2018

All 2016 Year 11 students should already have discussed the tertiary implications of their current studies with their Heads of House and the Careers Office. Whilst the requirements published for entry in 2018 generally remain unchanged, some students may have developed different ideas on their VCE program or tertiary courses since last year and it would be advisable to consult again with the Careers Centre before confirming choice of studies for Units 3 and 4.

Tertiary Entrance 2019

Information about institutional entrance requirements and individual course prerequisites is set out in the VTAC booklet *Tertiary Entrance Requirements 2019*. Each student's preliminary subject selection will be checked by the Head of House and the Careers Centre in relation to the suitability of planned studies to proposed (or possible) tertiary courses. This checking process will take place in Term 3. However students and parents are welcome to discuss course choices prior to initial selection.

Throughout the whole process of selecting studies in the final three years of secondary schooling students should make as much use as possible of the very extensive resources of the Careers Centre. Tertiary study is only one option open to students when they leave school. Other opportunities include apprenticeships, part-time or full-time employment, deferment, and overseas exchange programs. The Careers Centre staff can give students a great deal of advice and information. Heads of House, Pastoral Care Teachers, Learning Leaders and others in the College can all offer valuable advice if students seek it. Students are encouraged to attend tertiary Open Days from Year 10 onwards. A full list of these is available in the Careers Newsletter.

Year 10 Subject Information

Year 10 students enter into the Senior Years of the College where there are high expectations for academic excellence placed upon them to succeed.

A Year 10 student has the opportunity to experience a number of learning experiences in the classroom or in extra-curricular activities based on aspiration and interests. Most students select a standard Year 10 program, based on the AusVELS requirements which can provide a pathway to VCE, VCAL and VET programs in Years 11 and 12.

Year 10 allows students to experience the breadth of the curriculum, and if success in previous learning permits, allows choice to accelerate in his study of a VCE Unit 1 and/or 2 subject. Students who express an interest to accelerate by studying a VCE unit will need to submit an application and their reports to ensure that they met the pre-requisite subject and level of academic performance requirements.

All Year 10 students will complete core and elective subjects as per the table below. Some subjects are equivalent to more than one unit.

Core Subjects	VCE Unit 1 Religious Education	English	Maths ^	Health and Physical Education	Science *	
Elective Units Semester 1	Elective	Elective	Elective	Elective	Elective	
Elective Units Semester 2	Elective	Elective	Elective	Elective	Elective	Elective

Year 10 students need to select 11 elective units (5 in Semester 1 and 6 in Semester 2) to include in their program.

Maths ^ - Student choice regarding which Mathematics subject (Mathematics Core, Mathematics Advanced, Mathematics Trade and Business) to be included in their program will be based on student achievement and teacher recommendation.

Science* - Students must study General Science in Semester 1. Students have a variety of options detailed in the Science Pathways table, for Semester 2 and/or acceleration options.

Humanities - Students must choose at least one Humanities elective.

Languages (Chinese, Indonesian or Italian) are whole year programs and therefore 4 elective units need to be allocated to this selection.

All students study Wellbeing during the cycle.

Some elective units involve additional costs. Refer to the subject descriptions for levy details.

Acceleration

Whitefriars College provides some Year 10 students the opportunity to accelerate into a VCE/VET subject within their Year 10 program. The benefits of a student accelerating include:

- gaining an early understanding of the level of rigour needed to successfully undertake VCE and Year 12 subjects
- setting up a pathway to completing six Units 3 and 4 subjects as part of a VCE/VET, which can assist in the calculation of a student's ATAR score at the end of Year 12
- providing access to an additional subject which interests a student and may not fit into a Year 12 program.

A student considering undertaking an accelerated program should have displayed the following evidence of learning:

- effective *time management* and *study skills* in their previous years of schooling
- academic reports that highlight *effort* consistently at an excellent standard
- *learning behaviours* that have been assessed at high levels across the majority of subjects undertaken
- *above average grades* across the majority of subjects previously undertaken

No VCE/VET accelerated options will be available to students who:

- have not achieved an AUSVELS C grade across all subjects
- have not achieved the required minimum entry level requirements and as per the table below

Students in Year 10 or 11 who undertake acceleration within their program can believe that this subject becomes the most important within their program.

This is not the case. The best chances for success at the end of Year 12 is ensuring that equal effort is provided to all subjects through all the years of senior schooling. Quality success in Units 3 and 4 subjects is built on the successful foundations put in place in Years 10 and 11.

An application to accelerate needs to be submitted with the signed Online Subject Selection Form with the necessary signatures for approval. Students will be approved or not approved based on your intended pathway and academic performance in previous semesters of schooling. The College will communicate to both the student and family regarding the success of the acceleration application.

VCE/VET Unit 1 and 2 Accelerated Subject information is available in the Year 11 Subject Information section.

Science Pathways

Year 9	Year 10		Year 11	Year 12
	Semester 1	Semester 2		
Core Science (Compulsory)	General Science (Compulsory)		No Science	No Science
Core Science (Compulsory)	General Science (Compulsory)		Chemistry and/ or Physics and/ or Biology and/ or Psychology	Chemistry and/ or Physics and/ or Biology and/ or Psychology
Core Science (Compulsory)	General Science (Compulsory)	Intro to VCE Chemistry Intro to VCE Physics Intro to VCE Biology Intro to VCE Psychology	Chemistry and/ or Physics and/ or Biology and/ or Psychology	Chemistry and/ or Physics and/ or Biology and/ or Psychology
Acceleration Options				
Year 9	Semester 1	Semester 2	Year 11	Year 12
Core Science (Compulsory)	General Science (Compulsory) and VCE Unit 1 Biology and/or VCE Psychology	VCE Unit 2 Biology and/or VCE Unit 2 Psychology and/or Intro to VCE Biology and/or Intro to VCE Physics and/or Intro to VCE Chemistry and/or Intro to VCE Psychology	VCE Unit 3 & 4 Biology and/or Psychology and/or VCE Unit 1 & 2 Chemistry and/or Physics	VCE Unit 3 & 4 Chemistry and/or Physics
	<i>(one or two subjects or combination of subjects over two semesters)</i>			

Year 10 subjects are detailed in the table below. A detailed description of the subject follows after the table.

Year 10 Subject	Core or Elective	Recommended Prior Studies	Minimum Entry Level of Academic Performance from Year 9 Subject Requirements	Pathway Opportunities in Year 11
- Religion and Society Unit 1	C	- Year 9 Religious Education		- Religion & Society 2 - Religion & Society 3 & 4 - Text & Traditions 2 - Text & Traditions 3 & 4
- English	C	- Year 9 English		- English 1 & 2 - English Language 1 & 2 - Literature 1 & 2 - English Additional Language 1 & 2
- English Language	E			- English Language 1 & 2
- English Literature	E			- Literature 1 & 2
- Mathematics Core	C	- Year 9 Mathematics		- Further Mathematics - Mathematics Methods - Foundation Mathematics - VCAL Numeracy
- Mathematics Advanced		- Year 9 Mathematics		- Further Mathematics - Mathematics Methods - Specialist Mathematics
- Mathematics - Trade and Business		- Year 9 Mathematics		- Foundation Mathematics - VCAL Numeracy
- Computer Science: Algorithms				- Specialist Mathematics
- General Science (Compulsory Semester 1)	C One semester	- Year 9 Science	- AUSVELS C Grade	- Biology 1 & 2 - Chemistry 1 & 2 - Physics 1 & 2 - Psychology 1 & 2
- Introduction to VCE Biology	Electives available for students with interest in Science		- AUSVELS C Grade	- Biology Unit 1 & 2
- Introduction to VCE Physics			- AUSVELS C Grade	- Physics Unit 1 & 2
- Introduction to VCE Chemistry			- AUSVELS C Grade	- Chemistry 1 & 2
- Introduction to VCE Psychology			- AUSVELS C Grade	- Psychology 1 & 2
- Biology 1 & 2		- Year 9 Science	- AUSVELS C Grade 80% in Semester 1 Year 9 Science Exam - Excellent standard of comprehension in practical activities	- Biology 3 & 4
- Psychology 1 & 2	- Year 9 Science	- AUSVELS C Grade - 80% in Semester 1 Year 9 Science Exam - Excellent standard of comprehension in practical activities	- Psychology 3 & 4	
- History	E	- Year 9 Humanities		- History Revolutions 1 & 2 - Australian History 1 & 2
- Geography	E	- Year 9 Humanities		- Geography 1 & 2
- Conflicts in the Modern World	E	- Year 9 Humanities		
- Civics and Citizenship	E	- Year 9 Humanities		
- Geography 1 & 2	E	- Year 9 Humanities		- Geography 3 & 4
- Australian Politics 1 & 2	E	- Year 9 Humanities		- Australian Politics 3 & 4

Whitefriars College Senior Years (Years 10-12) Curriculum Handbook 2016

- Computing 1 & 2	E		- AUSVELS C Grade	- Informatics 3 & 4 - Software Development 3 & 4
- Economics & Personal Finance	E	- Year 9 English - Year 9 Humanities	- AUSVELS C Grade	- Accounting 1 & 2 - Business Management 1 & 2 - Economics 1 & 2
- VCE Business Management 2	E	- Year 9 English - Year 9 Humanities	- AUSVELS C Grade - 70% in Semester 1 Year 9 English or Humanities Exams	- Business Management 3 & 4
- VCE Legal Studies 1	E	- Year 9 English - Year 9 Humanities	- AUSVELS C Grade - 70% in Semester 1 Year 9 English or Humanities Exams	- Legal Studies 3 & 4
- Health & Physical Education	C	- Year 9 Physical Education		- Physical Education 1 & 2 - Health & Human Development 1 & 2 - Physical Education 3 & 4 - VET Cert III Sport and Recreation
- Science Sport - Analysing the Game	E			- Physical Education 1 & 2 - Health & Human Development 1 & 2 - Physical Education 3 & 4 - VET Cert III Sport and Recreation
- Science Sport - Maximising Performance	E			- Physical Education 1 & 2 - Health & Human Development 1 & 2 - Physical Education 3 & 4 - VET Cert III Sport and Recreation
- VCE Physical Education 1 & 2	E	- Year 9 Physical Education	Average of 80% or above in Physical Education Exam	- Physical Education 1 & 2 - Health & Human Development 1 & 2 - Physical Education 3 & 4 - VET Cert III Sport and Recreation
- Outdoor & Environmental Studies 2	E	- Year 9 Physical Education		- Outdoor & Environmental Studies 3 & 4
- VCE Health and Human Development 1 & 2	E	- Year 9 Physical Education	Average of 75% or above in both Physical Education Exam	- Health and Human Development 3 & 4
- VET Cert III Sport and Recreation (Year 1)				- VET Cert III Sport and Recreation (Year 2)
- Digital Art	E			- Art 1 & 2 - Media Studies 1 & 2 - Studio Arts 1 & 2 - Visual Communication Design 1 & 2
- Media	E			- Art 1 & 2 - Media Studies 1 & 2 - Studio Arts 1 & 2 - Visual Communication Design 1 & 2
- Studio Arts	E			- Art 1 & 2 - Media Studies 1 & 2 - Studio Arts 1 & 2 - Visual Communication Design 1 & 2
- Visual Communication Design	E			- Art 1 & 2 - Media Studies 1 & 2 - Studio Arts 1 & 2 - Visual Communication Design 1 & 2
- Materials Design & Technology	E			- Product Design and Technology 1 & 2
- Drama	E			- Drama 1 & 2 - Theatre Studies 1 & 2
- Digital Music	E			- Music Performance 1 & 2 - VET Cert III Technical Production (Music Industry) - VET Cert IV Sound Production (Music Industry)
- Stagecraft	E			- Drama 1 & 2 - Theatre Studies 1 & 2
- Music Performance	E			- Music Performance 1 & 2

- VET Certificate II in Music Industry Skills	E			- VET Cert III Technical Production (Music Industry) - VET Cert IV Sound Production (Music Industry)
- Chinese	E	- Year 9 Chinese		- Chinese 1 & 2
- Indonesian	E	- Year 9 Indonesian		- Indonesian 1 & 2
- Italian	E	- Year 9 Italian		- Italian 1 & 2

Assessment for Units 3 and 4 include School Assessed Coursework (SAC) tasks and an external exam.

Year 10 Literacy Support

Year 10 Literacy Support is aimed at giving students extra support with the demands of the Year 10 English Course. It provides intense help with the English Course content, as well giving students additional practice with the different types of essay writing. Students are also encouraged to utilise appropriate study skills to enhance their English Studies. Classes are small and provide individual one on one assistance in a friendly and caring environment. This elective is only open to boys on the VELS program who have been part of the Learning Support program in Year 9.*

Year 10 - Civics and Citizenship

Year Level

Year 10

Civics and Citizenship builds students' understanding of Australia's political and legal systems and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and the decision-making processes. They compare Australia's system of government and law making with another system of government in the Asian region.

Course Structure

Depth Study 1: Australian Democracy in Perspective

- investigating how the contemporary party system operates in Australia's liberal democracy and how governments are formed in parliament
- discussing the meaning of key concepts such as parliamentary majority, the opposition, hung parliament, minority government, party platform, and mandate
- investigating the role of the Prime Minister and Cabinet, the bureaucracy and the parliament in policy-making
- categorising the key features of Australia's system of government, for example democratic elections and the separation of powers, and comparing and contrasting these to the key features found in another country in the Asia region, such as Japan, India or Indonesia

Depth Study 2: Laws and Citizens

- Describing the key features of Australia's court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution
- Examining some of the international agreements Australia has ratified and identifying examples of how each one might shape government policies and laws, for example the protection of World Heritage areas

Depth Study 3: Citizenship, Diversity and Identity

- Analysing contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society
- Discussing challenges to and ways of sustaining a resilient democracy and cohesive society
- Discussing how and why groups, including religious groups, participate in civic life

Assessment

One assignment and one topic test per depth study

Pathway Opportunities

Global Politics Unit 1
Australian Politics Units 3 & 4

Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/curriculum/f-10#level=9-10>

Levies

N/A

Year 10 - Computer Science: Algorithms

Year Level

Year 10

This elective is an introduction to VCE Algorithmics (HESS). It investigates and uses mathematical techniques to develop algorithms, a structured framework for solving real-life practical problems with computational methods. Algorithmics is fundamental to computer science and software engineering and is essential for understanding the technical foundations of the information society. In addition to its use in computing, algorithmics provides a way of rational thinking through the methodical way it approaches problem solving. Covered in this subject are topics in mathematics and computer science such as artificial intelligence and modelling inspired by physical and biological systems. These theoretical topics are also complemented by the use of a high-level programming language.

Course Structure

TBC

Assessment

TBC

Related Links

TBC

Levies

N/A

Year 10 – Digital Art

Year Level

Year 10

Digital Art provides students with an opportunity to further explore, acquire knowledge, skills and experience in the areas of digital photography, photo manipulation and computer generated art works. Students will gain an understanding and independence in their representation of ideas and concepts in the fields of photography and digital imagery. Students use photography and digital art production to create visual images of considerable complexity, thought and sophistication, extending them into the realms of self-expression. Digital Art develops student knowledge, understanding and skills to make art works, informed by their understanding of practices and viewpoints associated with artistic traditions along with modern concepts. Students will engage in critical and creative thinking to help them understand themselves and the world in which they live.

Course Structure

Throughout this unit students will:

- Explore and use of digital SLR cameras and compact cameras
- Investigate computer image manipulation programs
- Investigate the history and traditions of image making
- Develop skills in the photographic concepts of Manual camera use; Shutter speed, Aperture, Exposure control, and ISO control
- Develop the refinement of photographic genre including: impact imagery, panoramic imagery, environmental portraiture, photojournalism, and wildlife imagery
- Continue the exploration of Image construction, Lighting, Post production enhancement and Image presentation styles.
- Develop skills in computer generated Digital Art works including Computer generated imagery, Photo manipulation, Genre based artworks and image presentation and styles
- This unit includes a full day excursion to enable students to photograph Wildlife/Animals, Photojournalism, Food, Multiculturalism, Environmental portraits and Cityscape. The excursion may also include a visit to a photographic exhibition

Assessment

By the end of year 10 students are able to:

- Be inspired and explore ideas using ICT in a creative way when making art works
- Plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose
- Experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of art forms and styles
- Combine and manipulate art elements, principles and/or conventions to represent and communicate ideas and develop imaginative solutions to set tasks
- Maintain a record of the creating and making of their art works and explain their decisions about how they present art works for specific purposes and audiences
- Research, observe and reflect on their own and others' use of art elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies
- Compare, analyse, evaluate, and interpret the content, meaning and qualities in art works created in different social, cultural and historical contexts using appropriate arts language

AusVELs assessment:

- Creating and Making
- Exploring and Responding
- ICT for Creativity
- Thinking processes - Creativity

Pathway Opportunities

Graphic Art/ Designing - Computer Graphics - Illustration - Advertising - Designing - Teaching - Product Design - Product engineering – Architecture – Animation - Web Design – Free-lance photographer – Journalism Re

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$52, which may be subject to increase from year to year.

Year 10 – Digital Music

Year Level

Year 10

Year 10 Digital Music is a one year subject. Though it comprises two semesters, students are required to undertake the complete year of study.

Course Structure

The focus of the course is in composition, manipulation and production of electronic music in a variety of contexts (including electronic dance music, sample-based music, ambience, film scoring, and remixing), but there is scope for students to explore composition for acoustic and MIDI instruments if desired.

Students will explore and analyse music from a range of electronic contexts. Students will engage with a variety of digital audio software programs, MIDI instruments and new technologies for composition and analysis.

Assessment

Students will be assessed using Victorian Curriculum F-10 domains of Creating and Making, and Exploring and Responding. Assessment material will be drawn from submission of drafted and finalised composition projects, from the listening diary, and an end-of –course examination.

Pathway Opportunities

For students with an interest in pursuing music performance or honing their understanding of music theory:

VCE Music Performance

For students with an interest in developing their knowledge of working with electronic media, with music production, or working with recorded music:

VET Music Industry Certificate III (Technical Production)

VET Music Industry Certificate IV (Sound Production)

Related Links

NA

College Levies

NA

Year 10 - Drama

Year Level

Year 10

Year 10 Drama is a one year subject. Though it comprises two semesters, students are required to undertake the complete year of study.

The study of Drama in Year 10 will develop students' dramatic skills and understanding within a variety of individual and group contexts. Students will develop their acting skills and apply them to both scripted and improvised drama.

The unit focuses on a variety of performance techniques. Workshop activities will be used to develop student's characterisation abilities focusing on voice, sound effects, and expression. Current issues are examined through improvisation, scripted activities and discussions. History of theatre and modern day drama are studied through a constructed project.

Course Structure

During the Year 10 course students will develop knowledge and practical skills including:

- Vocal projection and expression using a variety of dynamics such as pace, pause, pitch and emphasis to enhance and sustain performance.
- Exploration of ways of creating characters with depth and credibility.
- Identify themes and issues in dramatic works.
- Consideration of the ways in which dramatic elements, forms, styles and conventions can be used to convey themes and issues in dramatic works.
- Study of the use of symbols in drama and exploration of the ways of expressing them through language, movement and visual image

Assessment

Research Project and Presentation on Theatrical Styles

Performance Project 1 - Group Playbuilding

Performance Project 2 - Duologue Development

Performance Project 3 - Scripted Monologue

Improvisation, movement and Theatre Sports

Pathway Opportunities

Year 10 Stagecraft

VCE Theatre Studies Units 1 & 2

VCE Drama Units 1 & 2

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$80, which may be subject to increase from year to year.

Year 10 - Economics and Personal Finance

Year Level

Year 10

Economics and Personal Finance is a unit of study that will run for a semester length, which can be taken in either semester 1 or 2.

The aims of the unit are to help students understand their roles, rights and responsibilities as consumers, producers, savers, investors, and possible business owners. To allow them to develop and apply consumer and financial knowledge, understandings, skills and values in order to make informed and effective decisions that enable them to make the most of opportunities, to meet their goals and to consider their future financial wellbeing.

Why do Economics and Personal Finance?

"Knowing how to make sound money decisions is a core skill in today's world, regardless of age. It affects quality of life, opportunities we can pursue, our sense of security and the overall economic health of our society." National Financial Literacy Strategy

Resource allocation and making choices - Students will develop an understanding on the importance of choice and how it affects every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms.

Consumer and financial literacy - Financial literacy is about understanding money and finances and being able to confidently apply that knowledge to make effective financial decisions. Students will acquire knowledge, skills, values and behaviours in making responsible and informed decisions about consumer issues and managing money and assets to improve individual and community financial wellbeing.

Course Structure

Economics

Scarcity – the economic problem

- Resource Allocation
- Opportunity cost
- The basic economic question – how, what and for whom to produce
- How prices are set – demand and supply
- Consumer sovereignty

Issues in the Australian economy

- How the Australian economy works
- Indicators of economic performance
- Market capitalist economy
- Role of government
- Comparison of Australian economy with another country's economic system

Accounting

What is my financial position?

- Calculating financial worth
- Why keep financial records?
- The accounting equation and the balance sheet

Making financial decisions

- Budgeting
- Saving/Investing
- Borrowing / Types of Finance / Risks of Debt

Enterprise and Innovation

- The nature of innovation
- Skills of enterprising people
- How businesses seek to create and maintain a competitive advantage in the market, including the global market
- Current trends in the types of work available, the changes occurring, and the implications for future employment
- Investigation of a range of occupations and the skills and dispositions required in different fields

Assessment

Assignments and investigations, Case studies, Topic tests.

Pathway Opportunities

- VCE Accounting Units 1 & 2
- VCE Business Management Units 1 & 2
- VCE Economics Units 1 & 2

Related Links

NA

College Levies

NA

Year 10 - English (compulsory)

Year Level

Year 10

New in 2017, this is a semester-long sociolinguistics-based subject in Year 10, with foundations in the Language strand of the Victorian Curriculum and the VCE English Language curriculum. The course is designed to appeal particularly to students with strong English capabilities as well as those with Maths, Science and Languages capabilities. It would enable students who are keen to learn about linguistics and language to develop an understanding of the subject and also to develop some basic skills in the subject.

Course Structure

Students will study the following aspects of language, taken from the Victorian Curriculum F-10 and also from VCE English Language Unit 1 & 2:

- Standard Australian English (including an overview of the subsystems of language and aspects of grammar such as word classes, sentence clauses, nominalisation, modality and adverbials)
- How to analyse and evaluate the effectiveness of a wide range of sentence and clause structures in a variety of written and spoken language texts
- How paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects
- How Australian English in its written and spoken forms has changed and developed over time
- Changes in the lexicon through word addition and word loss, with particular reference to words in Australian English
- How language changes across the subsystems
- Attitudes to language change
- An introduction to spoken language features
- The social uses of language and how it can have inclusive or exclusive social effects

Assessment

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate key knowledge, understanding and skills. Assessment will be a part of the regular teaching and learning program.

Pathway Opportunities

English Language Units 1 & 2

Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/>
http://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageSD_2016.pdf

College Levies

NA

Year 10 – General Science (compulsory)

Year Level

Year 10

The aim of this study is to ensure that students develop an interest in Science, expand their curiosity and understand the vision that science provides of the nature of living things and of the physical and chemical processes that explain the behaviour of all material things. Students gain an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations. Students will form a solid foundation of knowledge of the Biological, Chemical, Physical, Earth and Space sciences.

Students must complete Semester 1 of General Science.

Course Structure

Throughout the semester students will work through the following units,

Biological Sciences

A focus on DNA and genes, theory of evolution and natural selection

Chemical Sciences

A focus on atomic structure and properties of elements in the periodic table

Earth and Space Sciences

A focus on the universe and the big bang theory and global systems like the carbon cycle

Physical Sciences

A focus on Energy conservation and transformations and the laws of physics

Assessment

Students will be required to complete a variety of assessment tasks including topic tests, practical reports and assignments. Students will be required to sit an end of semester exam.

Pathway Opportunities

Biology Units 1 & 2
 Biology Units 3 & 4
 Psychology Units 1 & 2
 Psychology Units 3 & 4
 Chemistry Units 1 & 2
 Physics Units 1 & 2

Related Links

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/10%20General%20Science.aspx>

College Levies

NA

Year 10 Geography

Year Level

Year 10

The Geography course is designed to examine two areas:

1. Environmental changes and Management and
2. Human Wellbeing.

The course will focus on environmental changes that have been caused by humans in relation to pollution and land degradation. The impact of climate change on our coastal and urban environment, and our response in managing all future environmental changes as well as measuring the spatial variation of human wellbeing from place to place across the world.

Course Structure

Depth study 1: Environmental change and Management

Interaction of people with the environment.

Defining climate change/ Can we slow climate change? Australia's action to climate change.

Reducing the impact of climate change. (fossil fuels, renewable energy)

Land environment under threat

Inland water (defining inland water) Examine how it has been dammed, diverted and drained. A look at how this has brought about significant environmental change.

Managing change in coastal environments. Examine changes that are both human and natural induced. How can we plan and manage our coasts to ensure a sustainable future?

Managing and protecting our Marine environment

Sustainable urban environments. A look at sustainable solutions to the wide range of problems that exist in big cities.

Depth study 2: Human Wellbeing

Geographies of human wellbeing

How do we measure wellbeing? (Examine developed and developing nations as well as defining poverty)

How can we improve wellbeing? A look at multilateral aid through international institutions such as UNICEF. Examine how Australia supports the wellbeing of its global citizens

Recognising the need to assist impoverished nations more actively. (United Nations Millennium Development Declaration and its eight goals, which set out targets aimed at improving social and economic conditions in the world's poorest countries)

What can we do to help those who are impoverished?

Assessment

One assignment / fieldwork and one topic test per depth study

Pathway opportunities

Geography Unit 1 & 2

College Levies

NA

Year 10 – Health and Physical Education (compulsory)

Year Level

Year 10

All Year 10 Students will have Health and Physical Education as part of their studies. This will consist of three 75 minute periods per cycle in both semesters. It will be divided up between practical activities with the emphasis upon skill development, recreational pursuits, understanding rules and umpiring. Students will be studying the Australian curriculum in the theory component of the course. Whitefriars College also participates in a research program conducted by Victoria University (ATLAS - Athletes training, learning to avoid steroids). The program focuses on sports nutrition and the effects on the body of performance enhancing drugs.

One of the many aims of this study is to help students develop the competencies and values necessary for incorporating regular physical activity into their lives. It is also intended that the study of Health and Physical Education provides the opportunity for students to develop a wide range of personal and social skills and be a lead in to selecting Physical Education or Health at VCE.

Course Structure

Students will work through the following practical components as follows:

- Team Games (Gridiron, International rules, Netball, Handball)
- Racquet sports (Squash)
- Recreation activities (Lawn Bowls, Archery)

Students complete a theory unit each term on health and personal development from the Australian curriculum. The topics that students cover are:

- Skill Acquisition (how we learn skills)
- Injury/illness prevention and management
- Physical fitness and sports nutrition
- Health of Young People

Assessment

Students will be assessed on their performance in the following areas:

- Participation and behaviour in practical classes
- Organisation of peers through SEPEP tasks
- Assessment tasks during each theory unit
- Sportsmanship
- An exam at the end of each semester on all aspects of the course

Pathway Opportunities

The new course that students will be studying allows for the following units to be studied at VCE level:

Physical Education Units 1 - 4

Health and Human Development Units 1 - 4

- Sport Psychology
- Secondary School Physical Education Teaching
- Primary School Physical Education Teaching
- Sport Administration
- Sport Management
- Sport Marketing
- Sport Coaching
- Applied Science Human movement
- Personal Trainer
- Health Sciences

Related Links

NA

College Levies

NA

Year 10 – History

Year Level

Year 10

History is an elective subject undertaken in Year 10 for the duration of one semester. Students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry.

Course Structure

Depth Study 1: World War II

Depth Study 2: Rights and Freedoms (1945 – present)

Depth Study 3: The Globalising World

Popular Culture (1945 – present) or
The Environmental Movement (1960 – present) or
Migration Experiences (1945 – present)

Key Inquiry Questions

1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of World War II? How did these consequences shape the modern world?
3. How was Australian society affected by other significant global events and changes in this period?

Assessment

Assessment will be based on topic tests, research assignments and essay writing.

Pathway Opportunities

History teaches skills which can be used in a variety of occupations and especially tertiary studies. It can help in evaluating evidence and to express an opinion.

The link below from "My Future", shows the range of different occupations that the study of History supports:

<http://myfuture.edu.au/tools-and-resources/learning-tools-for-secondary-students/bullseye-posters-explore-occupations-by-school-subject/history>

Related Links

NA

College Levies

NA

Year 10 - History: Conflicts in a Modern World

Year Level

Year 10

This study of History focuses on the ideologies of Communism and Capitalism from its origins after the Industrial Revolution through to the Cold War and the effects of the nuclear age on society.

Depth Study 1: Aftermath of the Industrial Revolution

- The effects of factories, mines and cities on the environment and on population growth and distribution.
- Investigating the emergence and influence of individuals or groups on key ideas of that time with particular focus on socialism, nationalism and the Bolshevik Revolution

Depth Study 2: The Cold War

- Post war ideologies and fears of the cold war influencing change in Australia through the Cuban Missile Crisis and the Korean and Vietnam wars
- The Influence of McCarthyism and the significance of the Petrov affair in shaping Australian society
- Analysing the causes of the Korean or Vietnam war and its effect on Australia
- Analysing the causes and effects of either the Petrov Affair or the Whitlam dismissal

Depth Study 3: The Nuclear Age

- The effects of nuclear war and the rising concerns about the environment
- Nuclear testing by the British in Australia in the 1950s and the growing opposition to that testing
- French nuclear testing in the Pacific 1966-1996 and the sinking of the Rainbow Warrior in 1985

Assessment

- One assignment and one topic test per depth study

Pathway Opportunities

Twentieth Century History Unit 1 & 2
 Australian History Unit 3 & 4
 Revolutions Unit 3 & 4

Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/curriculum/f-10#level=9-10>

Levies

N/A

Year 10 – Introduction to VCE Biology

Year Level

Year 10

This course aims to increase student knowledge of cell structure and function, introduce students to molecular and biochemical genetics, mechanisms and patterns of heredity and the underlying genetic defects and treatment of genetic diseases. Students will also investigate the concepts involved with genetic engineering and the techniques and uses of genetic engineering as applied to the medical, agricultural, horticultural and pharmaceutical industries. Students will be prompted to discuss, raise and question the ethical and legal issues associated with genetic engineering and the future. This is the recommended option for those students who are considering completing VCE Biology in the future.

Course Structure

The course structure is related to the following concepts:

- Cell structure and function
- Molecular and biochemical genetics
- Mechanisms and patterns of heredity
- Genetic defects and treatment of genetic diseases
- Genetic engineering and the techniques and uses of genetic engineering

Assessment

Students will be required to complete a variety of assessment tasks including topic tests, practical reports and assignments. Students will be required to sit an end of semester exam.

Pathway Opportunities

Biology Units 1 & 2
Biology Units 3 & 4

Related Links

<http://intranet.whitefriars.vic.edu.au/workspaces/science/genbiotech/default.aspx>

College Levies

NA

Year 10 – Introduction to VCE Chemistry

Year Level

Year 10

Chemicals are all around us, in the air we breathe, the food we eat, the products we use and buy. This subject is designed to enable students to further develop their knowledge in Chemistry and laboratory skills as an introduction to VCE Chemistry.

This unit covers, Careers in chemistry; Atomic theory; Periodic table; Metallic/Ionic/Covalent bonding; Chemical reactions and rate of reactions; Mole Concept; Analytical techniques/skills

This is the recommended option for those students who are considering completing VCE Chemistry in the future.

Course Structure

The course aims to:

- Develop in students an understanding of important chemical concepts and an awareness of the ways these impact on our daily lives
- Enable students to relate the behaviour and properties of materials to atomic theory and bonding
- Allow students to become proficient in the language of Chemists, the ability to write chemical formulae and predict chemical reactions
- Develop skills in specialised experimental techniques required for the production of materials used in our society
- Develop skills in research through the use of computer technology and the local community

Assessment

Students will be required to complete a variety of assessment tasks including topic tests, practical reports and assignments. Students will be required to sit an end of semester exam.

Pathway Opportunities

Chemistry Units 1 & 2

Related Links

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/Year%2010%20Introduction%20to%20VCE%20Chemistry.aspx>

College Levies

NA

Year 10 – Introduction to VCE Physics

Year Level

Year 10

The Year 10 Introduction to VCE Physics covers three areas of study:

- Astrophysics and Cosmology
- Structures and Materials
- Electrical Engineering

The course is designed to give students a sound grounding in important physics concepts to enable them to pursue further Physics studies at VCE.

Course Structure

Astrophysics and Cosmology

This area of study examines the 'big questions' in science. What is the universe like? Was there a beginning to the universe? What is the future of the universe? How do stars, galaxies and planets actually form and work?

The Astrophysics and Cosmology area of study examines a wide range of cutting edge areas of space science to introduce students to recent developments in our understanding of the nature of the universe, and to help students develop a better picture of the way physics works to help us do this.

Structures and Materials

This area of study examines why structures stay up and fall down. It looks at the materials used to build various structures (building, bridges, cars, etc.) and the role of the various forces at work on and in these structures.

Electrical Engineering

Electricity is the backbone of our technological society. This area of study is designed to introduce students to the fundamentals of electricity and electronic devices. Students will gain an appreciation of the uses (and dangers) of electricity in the home.

The Electrical Engineering area of study examines: Voltage, current & resistance; Resistors: series & parallel; Parallel & series circuits; Electrical Power; Rechargeable batteries; AC vs DC; Household wiring; Circuit breakers & safety switches; Diodes & LEDs; Capacitors; Transistors; Relays. Students will undertake practical work (at low voltage – 12V) in this area of study.

Assessment

Students will be required to complete a variety of assessment tasks including topic tests, practical reports and assignments. Students will be required to sit an end of semester exam.

Pathway Opportunities

Physics Units 1 & 2

Related Links

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/Year%2010%20Introduction%20to%20VCE%20Physics.aspx>

College Levies

NA

Year 10 – Introduction to VCE Psychology

Year Level

Year 10

The course deals with the areas of Psychology that relate directly to the interactive nature of human behaviour. Human behaviour is complex and integrated; through the course the students will explore the principles used in psychology to explain behaviours. In particular, various settings of human behaviour will be analysed; reference to areas of individual and adolescent behaviour will be studied. Students are challenged to learn theories in psychology and apply the information they learn in many contexts.

This is the recommended option for those students who are considering studying VCE Psychology in the future.

Course Structure

The course is arranged into five units:

1. Introduction to Psychology
Why is Psychology a Science?
2. Sports Psychology
How can Psychology improve Performance?
3. Clinical Psychology
How do people's minds differ?
4. Criminology and Forensic Psychology
Why do people commit crimes?

Assessment

Students will be required to complete a variety of assessment tasks.

Pathway Opportunities

Psychology Units 1 & 2

Psychology Units 3 & 4

Related Links

<http://intranet.whitefriars.vic.edu.au/workspaces/science/psych10/SitePages/Home.aspx>

College Levies

NA

Year 10 – Languages (Chinese, Indonesian, Italian)

Year Level

Year 10

The Language Curriculum is based on themes and topics arranged to provide progressive and cumulative opportunities for students to develop language and cultural understanding. The sequencing of activities allows students to build new skills and knowledge on levels they have already attained. Curriculum includes topics culturally, socially and linguistically distinctive to the Languages, are relevant and of interest to students, and extend and reinforce topics already covered.

Course Structure

Year 10 Languages is a one year subject. Though it comprises two semesters, students are required to undertake the complete year of study.

Dimension 1: Communicating in a Language

Use of strategies to evaluate ideas in comprehension and selection of relevant information and opinions when listening

Manipulating modelled language in open-ended oral activities on defined topics, using appropriate pronunciation, intonation and phrasing

Reading from a range of texts, selecting and extracting information for use in new contexts

Using cohesive devices to provide structure and adding to content of original texts with understanding of style for audience, context and purpose

Recall main ideas presented in topics, reproduce grammar and identify differences between English and the Language.

Identifying information from spoken texts and use of strategies in listening comprehension. Participation in interactions related to topics using appropriate pronunciation and intonation

Awareness of language in range of situations and communicating information in translation and interpretation activities demonstrating sensitivity to similarities/differences of meaning and intent

Extracting main ideas for use in new contexts and identifying writing styles relating to audience and purpose

Creation of simple texts using accurate language related to topics and locating information from various sources

Reading fluency, silent and aloud, writing in paragraphs and texts, and identifying accents and punctuation

Dimension 2: Intercultural Knowledge and Language Awareness

Understanding of context-sensitive language use, identifying similarities and differences of values in different cultural situations

Use of appropriate language in a range of cultural settings

Knowledge of the way rules can be applied depending on cultural setting

Understanding of cultural influences on use of language through approximating context-sensitive language

Understanding language as a complex system, and researching and observing speakers of the language

Understanding of cultural patterns, presenting examples in the language. Awareness of nuances in meaning, & understanding of dynamic nature of language through interactions in a range of settings. Presentation of personal values and opinions and comparison with previously held views

Assessment

Students' four macroskills (listening, speaking, reading and writing) in the Lote will form the assessment for both semesters. Each semester will also conclude with a written examination which may incorporate listening and speaking components. Students must achieve satisfactorily in these areas to achieve a minimum pass in the Language.

Students must attain and demonstrate solid abilities in the Language in year 9 to be eligible for commencing Lote studies in year 10. Likewise, a firm grasp of skills and knowledge taught in Year 10 Language must be shown for students to be eligible to enter VCE studies in the Language.

Pathway opportunities

Studying another language contributes to the overall education of students. The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, tourism and hospitality industries, international relations, the arts, commerce, technology, science and education.

Related links

VCAA LOTE study advice:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/secondlangpublications.aspx>

College Levies

NA

Year 10 – Mathematics Advanced

Year Level

Year 10

The Year 10 Advanced Mathematics program aims to provide a pathway for highly-abled students that will consolidate and strengthen their mathematical concepts and skills that are required for students intending to take on Senior Mathematics as their main focus in their VCE program.

This program is developed from the AusVELs framework and Pearson Mathematics 10A AusVELs Edition where students are working towards Level 10.00 and beyond. Content Learning Strands & Sub-strands within the Mathematics Domain and the Interdisciplinary Domain are covered.

Course Structure

The advanced course provides extension and enrichment work at all levels of study and it's expected that students, by its completion, develop their facility with algebraic notation to represent various function relationships between variables. Techniques for factorization, expansion and simplification are also further developed and refined.

They will also carry out defined investigations and problem-solving activities using Technology including CAS. Various assessments are also undertaken in areas of Fluency, Understanding, Reasoning and Open-ended to determine a student's level of achievement against AusVELs.

Areas of study

Over the two semesters, students will complete a total of 9 units.

Semester 1:

Probability
Algebra
Measurement
Linear Relationships
Trigonometry

Semester 2:

Non-Linear Relationships
Polynomials
Surds and Logarithms
Advanced Trigonometry

Assessment

Students will be assessed in each of the above areas. These assessments include Topic Tests, AusVELs Problem Solving Tasks, Assignments and/or Inquiry-Based Project work. Students will be required to complete set classwork and homework using CAS as determined by the Subject Teacher/Year Level Convenor.

Pathway Opportunities

It is expected that students taking this subject either select Mathematical Methods (1 & 2) and Specialist Mathematics (1 & 2) or Mathematical Methods (1 & 2) and Mathematics Further (3 & 4) upon completion.

Related Links

NA

College Levies

NA

Year 10 – Mathematics Core

Year Level

Year 10

Rationale

The Year 10 Core Mathematics program aims to consolidate and strengthen the mathematical concepts and skills that students have acquired in Year 9. This course is developed from the AusVELS framework and Pearson Mathematics 10 AusVELS where students are working towards Level 10.00. Content Learning Strands & Sub-strands within the Mathematics Domain and the Interdisciplinary Domain are covered.

Course Structure

The course aims to: emphasise practical applications of Mathematics to real situations; provide interesting, relevant and varied mathematical experiences; and integrate the use of notebook computers and CAS calculators within appropriate areas of Mathematics in order to enhance understanding.

Areas of study

Over the two semesters, students will complete a total of 8 units.

Measurement

Probability

Algebra

Linear Relationships

Trigonometry

Statistics

Geometry

Financial Maths

Assessment

Students will be assessed by Topic Tests in each of the above areas. Students will also need to complete Investigative Projects in some of the areas, will be required to solve problems via AusVELS Problem Solving Tasks and complete set classwork and homework using CAS as determined by the Teacher/Year Level Convenor.

Pathway Opportunities

This subject leads to General Mathematics Further Unit 1 & 2 as well as VCAL Numeracy Year 11.

Related Links

<http://intranet.whitefriars.vic.edu.au/handbooks/Student%20Handbook/MS%20Maths.aspx>

College Levies

NA

Year 10 – Mathematics Trade and Business

Year Level

Year 10

This unit has been specifically designed for students who have found Year 9 Mathematics to be difficult. It is designed with an emphasis on looking at mathematics in a real-world context, and will be developed around themes, such as mathematics in sport, mathematics and your money, etc. There will be very little algebra taught in this unit, therefore students will not have access to all VCE Maths options.

Course Structure

Semester 1

Travelling Overseas

Measurement

Car mathematics

Mathematics pre requisite for trades

Share market trading

Landscape design

Estimation, percentages and quotations for business

Semester 2

Earning Money

Spending Money

Savings and Investments

Mathematics in sports

Taxation

Assessment

Students will be assessed by topic tests in each of the above areas. Students will also need to complete Investigative Projects in some of the areas, and will be required to solve problems and complete set homework.

Pathway Opportunities

VCAL Numeracy or a pre apprenticeship area of study.

Related Links

<http://intranet.whitefriars.vic.edu.au/handbooks/Student%20Handbook/MS%20Maths.aspx>

College Levies

NA

Year 10 – Media

Year Level

Year 10

Media is an elective subject undertaken in year 10 for the duration of one semester. This program focuses on developing two main areas of study – film narrative and media production – and introduces students to concepts and techniques important to the study of VCE Media.

Course Structure

Film narrative – students screen and analyse various films to investigate the function of both the story and production elements, and how these are used to engage an audience.

Animation – students undertake short practical exercises to create individual 2D animation work using Adobe Flash.

Newspapers – students look at the different elements that make up a newspaper, and the differences between tabloid and broadsheet, before working collaboratively to create a news-pictorial.

Movie production – students plan, record and edit short videos using digital video cameras and the Corel Video Studio editing program

Assessment

Dimension 1: Exploring and responding At Level 6, students observe, research and critically discuss a range of contemporary, traditional, historical and cultural examples of arts works in the disciplines and forms in which they are working.

Dimension 2: Thinking – Creativity At Level 6, students experiment with innovative possibilities within the parameters of a task. They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with novel and complex ideas.

Dimension 3: Creating and making At Level 6, students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create desired aesthetic qualities.

Dimension 4: ICT for creating At Level 6, individually and as team members, students apply a range of techniques, equipment and procedures. Their products demonstrate a clear sense of purpose and respect for the audience. They compare their own solutions with others and justify suggestions to improve quality.

Pathway Opportunities

Film Production, Computer Graphics - Advertising - Designing - Teaching - Animation – Performance Management, Media Production, Photography, Journalism, Acting, Set Design, Theatre Manager, Stage Crew

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$52, which may be subject to increase from year to year.

Year 10 – Music Performance

Year Level

Year 10

Year 10 Music Performance is a one year subject. Though it comprises two semesters, students are required to undertake the complete year of study.

This course provides a wide range of musical activities designed for students to further enhance their skills in music performance as a soloist and a member of a group. Students will participate in the preparation and presentation of repertoire for *Solo* and *Group Performance* on an instrument of their choice, performing a variety of styles. This course is highly practical even when learning composing and arranging. Students will extend their Aural Perception skills and Compositional/Theoretical knowledge through aural comprehension tasks in class and software programs at home. Performance and Listening Analysis is also studied.

The course caters for students with both contemporary and classical backgrounds.

It is strongly recommended that a student is enrolled in Instrumental Music lessons through Whitefriars College to maximise their learning in this subject.

Course Structure

The course will include study of the following:

- Solo Performance skills: technique, artistry and presentation.
- Group Performance skills: technique, artistry, balance, communication and presentation.
- Composition and Arranging: developing musical structures as a soloist and member of an ensemble
- Performance analysis: studying and critiquing professional performances of students' performance repertoire
- Listening analysis: duration, melody, texture
- Aural Perception & Theory: intervals, rhythms, melody, keys, chords

Assessment

Solo Performance: 10 minute prepared performance on chosen solo instrument

Group Performance: various assessment of prepared performances, compositions and arrangements

Aural Comprehension Tests

Exam - Theory, Listening Analysis and Aural Perception

Pathway Opportunities

VCE Music Performance Units 1 & 2

VCE Music Performance Units 3 & 4

VCE Music Investigation Units 3 & 4

A more comprehensive pathway for some students is as follows:

Year 10 – Music Performance (VAPA elective) and Cert II Music Industry Foundation (Technology elective)

Year 11 – VCE Music Performance Units 1 and 2, and Cert III Music Technical Production

Year 12 – VCE Music Performance Units 3 and 4, and Cert IV Music Technical Production

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$120, which may be subject to increase from year to year.

Year 10 – VET Music Industry Certificate II

National Course Code:

CUS20109

Year Level

Year 10

Year 10 VET Music Industry Certificate II is a one year subject. Though it comprises two semesters, students are required to undertake the complete year of study.

The Certificate II in Music Course is a one semester course designed for Year 10 students to develop an understanding of the wide range of knowledge and skills required to work within the music industry in a variety of music technology and related fields, including live technology, multimedia and recording technology.

Course Prerequisites

There are no study pre-requisites to enrol in the Cert II in Music course. Prior experience on an instrument and/or technical experience in lighting or sound would be an advantage.

Course Structure

To attain a Certificate II in Music, students must demonstrate competency in the following modules:

- CUF50U204A Perform basic sound editing
- CUSMPF202A Incorporate music technology into performance
- CUS50U201A Assist with sound recording
- CUELGT09B Apply a general knowledge to lighting activities
- BSBOHS201A Participate in OHS processes
- CUFIND201A Develop and apply creative arts industry knowledge

Learning Outcomes

At the completion of the Certificate II in Music, students will be able to:

- Performing basic mixing and editing of sound for production uses.
- Design, set up and operate lighting systems for live performance
- Develop and maintain contacts in the music industry
- Operate safely in a work environment
- Work as part of a team in prepping a stage for performance
- Assist with a studio recording session

Pathway Opportunities

VET Music Industry Certificate III
 VET Music Industry Certificate IV
 VCE Theatre Studies Units 1 - 4

RTO Status

Whitefriars College currently has an auspicing arrangement with Vocational Pathways (the RTO) to deliver the training plan student assessment.

Award of the Certificate

For students who fully complete all course modules, the RTO (Vocational Pathways) will issue a Certificate. For students who do not fully complete the certificate a Statement of Attainment stating the modules that have been completed will be available.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$150, which may be subject to increase from year to year.

Year 10 – Product Design Technology

Year Level

Year 10

This Product Design Technology course involves students in learning about the nature and characteristics of a range of materials. It provides an opportunity for them to apply this knowledge in the designing and making of various products. In Y10 we prepare students for VCE level by giving them the opportunity to problem solve and take ownership of their own learning journey.

Course Structure

Students will research and evaluate the role of these materials in our day to day lives, and develop an understanding of the technical and environmental considerations in the use of such materials. Examples of design and production work in this unit could include such things as small furniture items, exercise equipment, welded products, toolboxes and household products.

Students will be provided opportunities to:

- Understand the role and use of a design process in solving a design problem
- Develop skills in determining the design problem, and follow a logical process to solve it
- Develop design and drawing skills to best communicate ideas
- Assess and use the characteristics of given materials
- Develop and understand sound workshop practices
- Gain knowledge and confidence in the safe and appropriate use of a range of tools and equipment
- Learn to recognise and establish relevant design and production considerations and constraints for their own products
- Gain an increasing awareness and appreciation of environmental issues relating to the processing and use of certain materials

Assessment

Assessment for this unit of study will include work resulting from the following areas:

Investigating – e.g. look at the role of particular types of materials in our lives and comment on the impact this is having

Designing – e.g. Utilising a logical process, and a range of design and drawing skills, develop a range of design ideas to solve a design problem

Producing – e.g. Utilise newly acquired production skills to construct products according to set designs

Evaluating – e.g. evaluate the finished product in terms of quality and appeal

Pathway Opportunities

Carpentry - Building - Structural Engineer - Designing - Teaching - Product Design - Product Engineering - Architecture - Draughtsman - Welder - Car Designer
- Site Management – Product Analysis

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$84, which may be subject to increase from year to year.

Year 10 - Stagecraft

Year Level

Year 10

Year 10 Stagecraft is a one year subject. Though it comprises two semesters, students are required to undertake the complete year of study.

The study of Stagecraft in Year 10 will develop students' skills and understanding in how to apply stagecraft to a performance. This unit focuses on the application of stagecraft in relation to theatrical styles and playscripts. Students will study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Course Structure

Practical and theoretical workshop activities will be used to develop student's knowledge of stagecraft areas including:

Design: Costume Design and Construction; Lighting Design; Make-up Design and Techniques; Properties Design and Construction, Set Design and Construction, and Sound Design

Management: Stage Management; Production Management

Technical Skills: Lighting Rig and Operation; Sound Set-up and Operation; Theatre Technologies Exploration and Implementation

Students will be introduced to basic principles of Theatrical Design, Management and Technical Production through group and individual tasks.

Collaborative work within the theatre industry is highly regarded, and so forms a component of the study of all stagecraft areas.

Students will develop the following key skills over the duration of the course:

- interpret playscripts
- apply appropriate theatrical styles when presenting playscripts
- employ a range of stagecraft techniques.
- use theatre terminology and expressions appropriately.
- document ideas that have contributed to the development of an interpretation
- apply production processes
- work collaboratively
- apply stagecraft

Assessment

Research Project and Presentation on Theatrical Styles

Stagecraft Folio

Stagecraft Practical Application

Analysis of stagecraft used in professional performance

Pathway Opportunities

VCE Theatre Studies Units 1 – 4

VET Music Industry Certificate III

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$120, which may be subject to increase from year to year.

Year 10 – Studio Arts

Year Level

Year 10

In Studio Arts students make and respond to diverse forms of art, craft and design. Through engagement with traditional and emerging visual arts-making and critical practices students explore and communicate meanings and messages relevant to their personal worlds and other worlds they encounter. Like all art forms, the visual arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. In Year 10 Studio Arts we focus on the production of a folio of finished artworks. The folio shows the personal and original developmental stages of their design process and documents the journey from initial ideas to finished artworks. The production of finished artworks is based on the practical application of various mediums. The mediums include water based painting, printing tools and techniques and 3D sculptural art. Students learn how to be more independent by exploring and employing their own ideas and concepts. Art theory classes will supplement the practical classes and students learn about art movements.

Course Structure

Throughout this unit students will:

- Explore the creation of their own original ideas and aesthetic style through the manipulation of a range of media and technologies including painting, drawing and ceramics
- Study the work of artists and investigate their cultural and historical context and influences
- They will investigate how to infuse their own artworks with personal and significant influences and meanings
- Learn how to appreciate artworks using art language and terminology through analysing and responding to artists and artworks
- Understand relationships between art and design works, artists, audiences and users through the creation and presentation of a body of artworks

Assessment

By the end of Year 10 students are able to:

- Make and display visual arts works
- Manipulate techniques, processes, materials and technologies to communicate ideas through their visual arts works
- Through '*Making and Responding*' develop their knowledge and skills to see, imagine and communicate as they develop artistic choices, and critical and aesthetic understanding
- Through investigation of '*Practices*' students employ knowledge of how artists respond, represent, create and communicate throughout the '*Making*' process
- Through the introduction of '*Viewpoints*' students learn how to understand and explore ideas and their material, cultural, social and historical origins

Pathway Opportunities

Graphic Art/ Designing - Computer Graphics - Illustration - Advertising - Painting - Designing - Teaching - Product Design - Product engineering – Architecture – Animation - Web design – Cartoonist.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$63, which may be subject to increase from year to year.

Year 10 - The Science of Sport - Analysing the Game

Year Level

Year 10

Course Structure

Biomechanics
Game Sense
Skill Development

This course will expose students to various methods that coaches would use when analyzing performance and setting up programs to improve the performance of their team/individuals in their care. By understanding; how skills are learned, what makes simple movement patterns most effective, as well as team strategies and planning, students will gain greater insight into how the game really works.

Assessment

Each Module will be assessed based upon;

1. Course work (topic-focused Research Tasks)
2. Major Presentation based on a personally selected Research Topic (often involving work experience, interviewing, shadowing or industry engagement opportunities) from within the course design.
3. Exam

Pathways Opportunities

The Sports of Science - Maximising Performance (Semester 2)
Physical Education 1 & 2
Health and Human Development 1 & 2

College Levies

NA

Year 10 - The Science of Sport - Maximising Performance

Year Level

Year 10

Course Structure

Body Systems
Drugs in Sport
Technology and Sport
Sports Psychology

This course will investigate the options available to athletes to maximize their performance on both a physical and mental level. The use of Performance enhancing drugs, various technologies as well as the use of sports psychologists have all been used to varying degrees by elite sports people and have also caused divided opinions along the way.

Assessment

Each Module will be assessed based upon;

1. Course work (topic-focused Research Tasks)
2. Major Presentation based on a personally selected Research Topic (often involving work experience, interviewing, shadowing or industry engagement opportunities) from within the course design.
3. Exam

Pathways Opportunities

Physical Education 1 & 2
Health and Human Development 1 & 2

College Levies

NA

Year 10 - VCE Religion & Society Unit 1 (compulsory)

Year Level

Year 10

In this study, religions are defined as those forms of belief and practice through which human beings express their sense of ultimate reality. Such beliefs and practices form an important part of human experience and this experience is both individual and collective. Religious communities are formed and traditions of belief and practice are developed.

This study proposes that religions can be understood in a general way as meaning systems that have eight interrelated aspects. These guide students through their study of one or many religious traditions. The eight aspects are:

- beliefs
- myths and other stories
- sacred texts and other religious writings (such as formal creeds)
- rituals
- symbols
- social structures
- ethical principles and oral or written codes of behaviour
- religious experience and spirituality (characteristic ways of thinking and behaving in the light of beliefs)

The eight aspects presented above provide a useful framework for discussion, but each tradition has its own characteristic emphases. The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action.

VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

Course Structure

Unit 1: Religion in Society

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live. Throughout this unit at least two religious traditions should be studied. Different religious traditions may be selected for each area of study. Religious traditions to be studied are to be chosen from more than one of the following groups:

- Religions of ancient civilisations (for example, Mesopotamian, Babylonian, Egyptian, Canaanite, Roman, Greek)
- Primal religions (for example, Australian Aboriginal religions, religions of the Pacific islands)
- Asian religions (for example, Buddhism, Hinduism, Chinese religions)
- Abrahamic religions (for example, Judaism, Christianity and Islam).

Outcome 1: The religious world

Outcome 2: Religious traditions in Australia

Outcome 3: Religious identity and life experience

Assessment

Satisfactory completion of Unit 1 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit. The College will grade the work and will report the student's levels of achievement in the School Reports.

On completion of this unit the student should be able to explain the role of religion in society, the expression of collective identity of particular religious traditions in Australia, and the interaction of these traditions with other religious traditions and wider society, and be able to recognise and discuss the interplay between the identity of members, as individuals or as specific communities, and their religious tradition.

Pathway Opportunities

- Religion & Society Unit 2
- Text & Traditions Unit 2
- Religion & Society Unit 3 & 4
- Text & Traditions Unit 3 & 4
- Arts, Philosophy, Theology, Education, Nursing, Psychology courses at University

Related Links

NA

College Levies

NA

Year 10 – Visual Communication Design

Year Level

Year 10

Students will explore and investigate solutions to Visual Communication problems through the design process, careful selection and manipulation of a range of media, and technologies. They will create images and objects, design both digitally and materially, and evaluate and make critical aesthetic decisions. They will use design thinking, and create works that represent conceptual and problem-solving processes.

Course Structure

Throughout this unit students will:

- Work with a range of materials, methods and media, technologies and processes
- Develop skills, knowledge and understanding about design practices to create 2D and 3D presentations
- Learn to understand the influence of historical and contemporary contexts on design and respond with specific design conventions and terminologies
- Learn to critically analyse, evaluate and understand the context of design work in relation to an audience and design brief
- Explore type, design elements and principles, drawing methods and ICT design programs

Assessment

By the end of Year 10 students are able to:

- Manipulate techniques, processes, materials and technologies to communicate ideas through their visual communication works
- Connect 'practices and viewpoints' in their own 'making and responding'. Design ideas are developed and explored within a sketchbook
- Analyse visual communication works using visual arts language and terminology
- Justify decisions related to their own and others' practices through annotations, evaluations and reflections

AusVELs assessment:

- Creating and making
- Exploring and responding
- ICT for creating
- Thinking process – creativity

Pathway Opportunities

Graphic Art/ Designing - Computer Graphics - Illustration - Advertising - Painting - Designing - Teaching - Product Design - Product engineering – Architecture – Animation - Web Design – Cartoonist

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$52, which may be subject to increase from year to year.

Year 10 – Visual Communication Design – Architectural Studies

Year Level

Year 10

This unit is designed to introduce students to the basic principles of architectural and environmental design. Students will focus on the visual communication aspect of architectural and environmental drawings, and the use of the design process. They will explore, through application, the creative and conventional processes involved in generating and refining architectural design ideas and solutions. Students will investigate architectural design and construction from an historical and contemporary perspective, and be encouraged to develop an understanding of the complexities of sustainability related to the construction industry.

Course Structure

Throughout this unit students will

- Develop skills in technical drawing methods including: 3D – planometric, isometric and perspective drawing; 2D – plans and elevations
- Work with a range of materials, methods, media, technologies and processes, as they develop skills, knowledge and understanding about architectural/environmental design practices
- Create 2D and 3D architectural/environmental design presentations
- Explore historical, contemporary and emerging architectural/environmental designs
- Learn to critically analyse, evaluate and understand the context of architectural/environmental design
- Explore ICT to develop architectural/environmental design ideas

Assessment

By the end of Year 10 students are able to:

- Manipulate techniques, processes, materials and technologies to communicate effective architectural/environmental design ideas
- Connect 'practices and viewpoints' with their own 'making and responding'. Design ideas are developed and explored initially within a sketchbook, with final design ideas presented in a range of specified presentation formats (2D or 3D)
- Analyse environmental design works using appropriate visual art/design language and terminology
- Justify decisions related to their own and others' design work practices through annotations, evaluations and reflections

AusVELs assessment:

- Creating and making
- Exploring and responding
- ICT for creating
- Thinking processes - creativity

Pathway Opportunities

Graphic Design - Computer Graphics - Illustration - Advertising - Designing - Teaching - Product Design - Product engineering - Architecture - Animation - Web Design - Carpentry - Building – Structural Engineer – Draughtsman – Site manager – Welder

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$52, which may be subject to increase from year to year.

Year 11 Subject Information

Year 11 students enter the compulsory VCE or VCAL programs where high expectations for academic excellence are placed upon them to succeed.

A Year 11 student should have discussed at length his pathway direction, the pre-requisite subjects, sequence of subjects, organisation and goal setting with his parents, Pastoral Care Teacher, Head of House and Careers staff.

Students undertaking Year 11 and 12 VCE/VET subjects need to understand that academic rigour and expectations continues to increase and that performance is now become measured against students across the state and Australia.

Students who express an interest to accelerate by studying a VCE/VET Unit 3 and 4 subject will need to submit an application and their reports to ensure that they met the pre-requisite subject and level of academic performance requirements.

All Year 11 students are required to study on of the following subjects:

- Religion & Society Unit 2 and Text and Traditions Unit 2 **or** Religion & Society Unit 3 and 4 **or** Text & Traditions Unit 3 and 4
- English Unit 1 and 2 **or** English Language Unit 1 and 2 **or** Literature Unit 1 and 2 or English as a Second Language (EAL) Unit 1 and 2 (International students only)

All Year 11 students will complete 12 units of study during the academic year:

Semester 1	Religious Education - Religion & Society Unit 2 - Religion & Society Units 3 and 4 - Text & Traditions Units 3 and 4	English - English - English Language - Literature - EAL	Elective	Elective	Elective	Elective
Semester 2	Religious Education - Text & Traditions Unit 2 - Religion & Society Units 3 and 4 - Text & Traditions Units 3 and 4	English - English - English Language - Literature - EAL	Elective	Elective	Elective	Elective

Acceleration

Whitefriars College provides some Year 11 students the opportunity to accelerate into a VCE or VET subject within their Year 11 program. The benefits of a student accelerating include:

- gaining an early understanding of the level of rigour needed to successfully undertake VCE and Year 12 subjects
- setting up a pathway to completing six Units 3 and 4 subjects as part of a VCE, which can assist in the calculation of a student's ATAR score at the end of Year 12
- providing access to an additional subject which interests a student and may not fit into a Year 12 program.

A student considering undertaking an accelerated program should have displayed the following evidence of learning:

- effective time management and study skills in their previous years of schooling
- learning behaviours that have been assessed at high levels across the majority of subjects undertaken
- above average grades across the majority of subjects previously undertaken.

No VCE accelerated options will be available to students who:

- have not satisfactorily met the course outcomes
- have not achieved the required minimum entry level requirements and as per the table below

Students who choose to accelerate will only be able to apply for two Units 3 and 4 subjects and will be subject to an interview with the Careers Advisor, Head of House and Senior Years Coordinator.

Students in Year 11 who undertake acceleration within their program can believe that this subject becomes the most important within their program.

This is not the case. The best chances for success at the end of Year 12 is ensuring that equal effort is provided to all subjects through all the years of senior schooling. Quality success in Units 3 and 4 subjects is built on the successful foundations put in place in Year 11.

An application to accelerate needs to be submitted with the signed Online Subject Selection Form with the necessary signatures for approval. Students will be approved or not approved based on your intended pathway and academic performance in previous semesters of schooling. The College will communicate to both the student and family regarding the success of the acceleration application.

VCE Unit 3 and 4 Accelerated Subject information is available in the Year 12 Subject Information section.

Year 11 subjects are detailed in the table below. A detailed description of the subject follows after the table.

Year 11 Subject	Units	Recommended Prior Studies	Entry Level of Academic Performance from Year 10 Subject Requirements	Pathway Opportunities in Year 12
Students must select 2 units from the <u>Religious Education</u> Learning Area				
- Religion and Society 2 - Text & Traditions 2	2	- Religion & Society 1	- 70% in Semester Exam - 'Satisfactory' in Outcome 1 of Religion & Society 1 - AUSVELS C Grade in English.	- Religion & Society 3 & 4 - Text & Traditions 3 & 4
- Religion & Society 3 & 4		- Religion & Society 1	- 70% in Semester Exam - 'Satisfactory' in Outcome 1 of Religion & Society 1 - AUSVELS C Grade in English.	
- Text & Traditions 3 & 4		- Religion & Society 1	- 70% in Semester Exam - 'Satisfactory' in Outcome 1 of Religion & Society 1 - AUSVELS C Grade in English.	
Students must select 2 units from the <u>English</u> Learning Area				
- English Unit 1 & 2	2	- Year 10 English	- AUSVELS C Grade - Learning Support not receiving AUSVELS-based report will be ineligible	- English 3 & 4 - English Language 3 & 4 - Literature 3 & 4 - English Additional Language 3 & 4
- English Language 1 & 2		- Year 10 English	- VELS C Grade - Learning Support not receiving a AUSVELS-based report will be ineligible	- English 3 & 4 - English Language 3 & 4 - Literature 3 & 4 - English Additional Language 3 & 4
- Literature 1 & 2		- Year 10 English	- AUSVELS C Grade - Learning Support not receiving a AUSVELS-based report will be ineligible	- English 3 & 4 - English Language 3 & 4 - Literature 3 & 4 - English Additional Language 3 & 4
- English as an Additional Language 1 & 2		- Year 10 English Bridging		- English Additional Language 3 & 4
- Students must select 8 units (4 subjects) from the following Learning Areas				
- Further Mathematics 1 & 2	2	- Year 10 Core Mathematics	- Minimum AUSVELS C Grade in Year 10 Core or Advanced Mathematics in Semester 1	- Further Mathematics 3 & 4 - Mathematics Methods 3 & 4 - Foundation Mathematics 3 & 4
- Mathematics Methods 1 & 2	2	- Year 10 Core Mathematics - Year 10 Advanced Mathematics	- Average score of 80% or above in Year 10 Core Mathematics based on Semester One examination and assessment results - Average score of 75% or above in Year 10 Advanced Mathematics based on Semester One examination and assessment results	- Further Mathematics 3 & 4 - Mathematics Methods 3 & 4
- Specialist Mathematics 1 & 2	2	- Year 10 Advanced Mathematics	- Average score of 80% or above in Year 10 Advanced Mathematics based on Semester One examination and assessment results	- Specialist Mathematics 3 & 4
- Physics 1 & 2	2	- Introduction to VCE Physics	- AUSVELS C Grade	- Physics Unit 3 & 4
- Chemistry 1 & 2	2	- Introduction to VCE Chemistry	- AUSVELS C Grade	- Chemistry Unit 3 & 4
- Biology 1 & 2 - Biology 3 & 4	2	- Introduction to VCE Biology - Year 10 General Science	- AUSVELS C Grade	- Biology Unit 3 & 4
- Psychology 1 & 2 - Psychology 3 & 4	2	- Year 10 General Science	- AUSVELS C Grade	- Psychology 3 & 4

- History	2	- Year 9 Humanities	- AUSVELS C Grade	- History Revolutions 1 & 2 - Australian History 1 & 2
- Geography 1 & 2 - Geography 3 & 4	2	- Year 10 Humanities - Geography 1 & 2 (Year 10)	- AUSVELS C Grade	- Geography 3 & 4
- Australian Politics 1 & 2 - Australian Politics 3 & 4	2	- Year 10 Humanities - Australian Politics 1 & 2	- AUSVELS C Grade	- Australian Politics 3 & 4
- Computing 1 & 2 - Informatics 3 & 4	2		- AUSVELS C Grade	- Informatics 3 & 4 - Software Development 3 & 4
- Accounting 1 & 2	2	- Year 10 Mathematics - Year 10 Economics and Personal Finance	- AUSVELS C Grade	- Accounting 3 & 4
- Business Management 1 & 2	2	- Year 10 English - Year 10 Humanities - Year 10 Economics and Personal Finance	- AUSVELS C Grade	- Business Management 3 & 4
- Business Management 3 & 4	2	- Year 10 English - Business Management 2 (Year 10) - Year 10 Economics and Personal Finance	- AUSVELS C Grade - 70% in the Semester Exam in at least one of these subjects or Humanities exam	
- Economics 1 & 2	2	- Year 10 English - Year 10 Economics and Personal Finance - Year 10 Humanities	- AUSVELS C Grade	- Economics 3 & 4
- Legal Studies 1 & 2	2	- Year 10 English - Year 10 Humanities	- AUSVELS C Grade	- Legal Studies 3 & 4
- Legal Studies 3 & 4	2	- Year 10 English - Legal Studies Unit 1 (Year 10)	- AUSVELS C Grade - 70% in the Semester Exam in at least one of these subjects or a Humanities exam	
- Physical Education 1 & 2	2	- Year 10 Physical Education		- Physical Education 3 & 4 - Health & Human Development 3 & 4
- Physical Education 3 & 4	2	- Year 10 English - Year 10 Physical Education	- AUSVELS C Grade in English - 80% in both PE Semester Exams	- Health & Human Development 3 & 4
- Health and Human Development 1 & 2	2	- Year 10 English - Year 10 Physical Education	- AUSVELS C Grade in English - 80% in PE Semester Exam	- Physical Education 3 & 4 - Health & Human Development 3 & 4

- Health and Human Development 3 & 4	2	- Year 10 Physical Education	- AUSVELS C Grade in English - 70% in PE Semester Exam	- Physical Education 3 & 4 - Health & Human Development 3 & 4
- Sport and Recreation VET Cert III	2	- Year 10 Physical Education	- AUSVELS C Grade	- Physical Education 3 & 4 - Health & Human Development 3 & 4 - VET Cert III Sport and Recreation
- Outdoor & Environmental Studies 3 & 4	2	- Outdoor & Environmental Studies 2	- AUSVELS C Grade	- Geography 3 & 4
- Art 1 & 2	2	- Year 10 Visual Art Subject	- AUSVELS C Grade	- Art 3 & 4 - Media Studies 3 & 4 - Studio Arts 3 & 4 - Visual Communication Design 3 & 4
- Media Studies 1 & 2	2	- Year 10 Visual Art Subject	- AUSVELS C Grade	- Art 3 & 4 - Media Studies 3 & 4 - Studio Arts 3 & 4 - Visual Communication Design 3 & 4
- Studio Arts 1 & 2	2	- Year 10 Visual Art Subject	- AUSVELS C Grade	- Art 3 & 4 - Media Studies 3 & 4 - Studio Arts 3 & 4 - Visual Communication Design 3 & 4
- Visual Communication Design 1 & 2	2	- Year 10 Visual Art Subject	- AUSVELS C Grade	- Art 3 & 4 - Media Studies 3 & 4 - Studio Arts 3 & 4 - Visual Communication Design 3 & 4
- Product Design Technology 1 & 2	2	- Year 10 Materials Design and Technology	- AUSVELS C Grade	- Product Design Technology 3 & 4
- Drama 1 & 2	2		- Students without a corresponding Year 10 Performing Arts subject must audition to gain entry.	- Drama 3 & 4
- Theatre Studies 1 & 2	2		Details include: <ul style="list-style-type: none"> • Theatre Studies or Drama – prepared monologue then an improvisation task 	- Theatre Studies 3 & 4
- Music Performance 1 & 2	2	- Year 10 Music Performance	- Students without a corresponding Year 10 Performing Arts subject must audition to gain entry. Details include: <ul style="list-style-type: none"> • Music Performance – solo program (8-10 minutes) and a theory/aural entrance test • Enrolment in the Whitefriars College Instrumental Music Program (exception if the instrument is not taught at WFC) 	- Music Performance 3 & 4
- VET Certificate III in Technical Production	2	- VET Cert II Music Industry		- VET Cert IV Sound Production (Partial completion)
- Chinese 1 & 2	2	- Year 10 Chinese	- 60% or above in Year 10 Chinese Examination and assessment results	- Chinese 3 & 4
- Indonesian 1 & 2	2	- Year 10 Indonesian	- 60% or above in Year 10 Indonesian Examination and assessment results	- Indonesian 3 & 4
- Italian 1 & 2	2	- Year 10 Italian	- 60% or above in Year 10 Italian Examination and assessment results	- Italian 3 & 4

Year 12 Subject Information

Year 12 students need to choose subject carefully as it will directly impact their Study Scores and subsequent ATAR result.

A Year 12 student will have discussed at length his pathway direction, the pre-requisite subjects, sequence of subjects, organisation and goal setting with his parents, Pastoral Care Teacher, Head of House and Careers Adviser. The conversation with the Careers Adviser is ongoing in this final year of secondary schooling for motivation, goal setting, pathway options and transition for what is beyond Whitefriars College.

All Year 12 students must undertake the following subjects:

- English Unit 3 and 4 or English Language Unit 3 and 4 or Literature Unit 3 and 4 or English as a Second Language (EAL) Unit 3 and 4

Students can study more than one subject from the English Learning Area.

Semester 1	English - English - English Language - Literature - EAL	Elective	Elective	Elective	Elective
Semester 2	English - English - English Language - Literature - EAL	Elective	Elective	Elective	Elective

Year 11 students can view Year 12 subjects detailed in the table below. A detailed description of the subject follows after the table.

Year 11 students can apply in January upon returning to school to reduce their load to four Year 12 subjects upon receipt of their results from VCAA who studied either:

- two VCE Unit 3 and 4 subjects and achieved a Study Score of 35 or better
- a VCE Unit 3 and 4 subject and achieved a Study Score of 35 or better and completed a VET Cert III course

The College will communicate to both the student and family regarding the success of the subject reduction application. Students are required to select five subjects and begin the course during the Flying Start Program until the reduction in load application has been approved.

Year 12 subjects are detailed in the table below. A detailed description of the subject follows after the table.

Year 12 Subject	Units	Recommended Prior Studies	Entry Level of Academic Performance from Year 11 Subject Requirements
- English 3 & 4	2	- English 1 & 2 - English Language 1 & 2 - Literature 1 & 2	
- English Language 3 & 4		- English Language 1 & 2	
- Literature 3 & 4		- Literature 1 & 2	
- English Additional Language 3 & 4		- English Additional Language 1 & 2	
- Religion & Society 3 & 4	2	- Religion & Society 1	
- Text & Traditions 3 & 4	2	- Religion & Society 1	
- Further Mathematics 3 & 4	2	- Further Mathematics 1 & 2 - Mathematics Methods 1 & 2 - Specialist Mathematics 1 & 2	
- Mathematics Methods 3 & 4	2	- Mathematics Methods 1 & 2 - Specialist Mathematics 1 & 2	
- Specialist Mathematics 3 & 4	2	- Mathematics Methods 1 & 2 - Specialist Mathematics 1 & 2	
- Physics 3 & 4	2	- Physics 1 & 2	
- Chemistry 3 & 4	2	- Chemistry 1 & 2	
- Biology 3 & 4	2	- Biology 1 or 2	
- Psychology 3 & 4	2	- Psychology 1 or 2	
- History Revolutions 3 & 4	2	- History Revolutions 1 & 2 - Australian History 1 & 2	
- Australian History 3 & 4	2	- History Revolutions 1 & 2 - Australian History 1 & 2	

- Geography 3 & 4	2	- Geography 1 & 2	
- Australian Politics 3 & 4	2	- Political Studies 1 & 2	
- Informatics 3 & 4	2	- Computing 1 & 2	
- Software Development 3 & 4	2	- Computing 1 & 2	
- Accounting 3 & 4	2	- Accounting 1 or 2	
- Business Management 3 & 4	2	- Business Management 1 or 2	
- Economics 3 & 4	2	- Economics 1 & 2	
- Legal Studies 3 & 4	2	- Legal Studies 1 or 2	
- Physical Education 3 & 4	2	- Physical Education 1 & 2 - Year 10 Physical Education	- Average of 80% or above in PE Exams
- Health and Human Development 3 & 4	2	- Health & Human Development 1 & 2 - Year 10 Physical Education	- 75% or above in Year 10 PE Semester Exam
- Sport and Recreation VET Cert III	2	- Sport and Recreation VET Cert II	
- Art 3 & 4	2	- Art 1 & 2 - Media Studies 1 & 2 - Studio Arts 1 & 2 - Visual Communication Design 1 & 2 - Year 10 Visual Art Subject	
- Media Studies 3 & 4	2	- Art 1 & 2 - Media Studies 1 & 2 - Studio Arts 1 & 2 - Visual Communication Design 1 & 2 - Year 10 Visual Art Subject	
- Studio Arts 3 & 4	2	- Art 1 & 2 - Media Studies 1 & 2 - Studio Arts 1 & 2 - Visual Communication Design 1 & 2 - Year 10 Visual Art Subject	
- Visual Communication Design 3 & 4	2	- Art 1 & 2 - Media Studies 1 & 2 - Studio Arts 1 & 2 - Visual Communication Design 1 & 2 - Year 10 Visual Art Subject	
- Product Design Technology 3 & 4	2	- Product Design Technology 1 & 2 - Year 10 Materials Design and Technology	
- Drama 3 & 4	2	- Drama 1 & 2	
- Theatre Studies 3 & 4	2	- Theatre Studies 1 & 2	
- Music Performance 3 & 4	2	- Music Performance 1 & 2	
- VET Cert IV Sound Production (Partial completion)	2	- VET Certificate III in Technical Production	
- Chinese 3 & 4	2	- Chinese 1 & 2	
- Indonesian 3 & 4	2	- Indonesian 1 & 2	
- Italian 3 & 4	2	- Italian 1 & 2	

VCE Accounting Units 1 & 2

Year Level

Year 11

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal management as well as to external users of this information. It plays an integral role in the successful operation and management of businesses.

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business.

Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

VCE Accounting focuses on small business.

- Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations.
- Units 2 then focuses on a single activity trading business where students build on and extend their accounting skills.

Why do Accounting?

Many students who study VCE Accounting will go on to further studies and careers in business and finance while other students will go on to become small business owners.

Many tertiary courses in Commerce will involve a significant study of Accounting. For students who plan to do further study in Commerce or Accounting, VCE Accounting will provide a significant advantage in the early stages of their tertiary studies. It will also give you a good idea of whether Accounting is for you.

Regardless of your future study and career plans, the study of Accounting will enable all students to develop their financial knowledge and skills.

Course Structure

Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit.

Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Assessment

VCE Accounting involves a combination of practical exercises and theory explanations.

The practical exercises involve the recording of financial transactions and the preparation of accounting reports. These are done manually as well as by using ICT in programs such as Excel and in accounting packages such as QuickBooks.

The theory part of the course involves explaining different aspects of the recording and reporting process. It also involves the interpretation of reports and the giving of advice to owners. The theory questions are usually in a short answer format.

Accounting is a very process oriented subject and will suit a disciplined learner. There are many definitions and processes that need to be learned and practised. Having a maths background can be an advantage but certainly doesn't guarantee success in the subject. Accounting is a practical subject that will provide many life skills and future employment opportunities. This course suits a methodical learner.

Pathway Opportunities

Accounting Units 3 & 4

There are no prerequisites for entry to Units 1 & 2 and 3 & 4. However the preferred pathway is to do both of Units 1 & 2 in Year 11. If it is only possible to fit one unit of Accounting into your course for Year 11, we would strongly recommend that you choose Unit 2.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/account/AccountingSD-2013.pdf>

College Levies

NA

VCE Accounting Units 3 & 4

Year Level

Year 12

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal management as well as to external users of this information. It plays an integral role in the successful operation and management of businesses.

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business.

Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods.

VCE Accounting focuses on small business. Units 3 & 4 focus on single activity trading businesses.

Why do Accounting?

Many students who study VCE Accounting will go on to further studies and careers in business and finance while other students will go on to become small business owners. Regardless of your future study and career plans, the study of Accounting will enable all students to develop their financial knowledge and skills.

Course Structure

Unit 3: Recording and reporting for a trading business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises 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. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

Unit 4: Control and analysis of business performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system.

Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

Assessment

VCE Accounting involves a combination of practical exercises and theory explanations.

The practical exercises involve the recording of financial transactions and the preparation of accounting reports. These are done manually as well as by using ICT in programs such as Excel and in accounting packages such as QuickBooks.

The theory part of the course involves explaining different aspects of the recording and reporting process. It also involves the interpretation of reports and the giving of advice to owners. The theory questions are usually in a short answer format.

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Accounting is a very process oriented subject and will suit a disciplined learner. There are many definitions and processes that need to be learned and practised. Having a maths background can be an advantage but certainly doesn't guarantee success in the subject. Accounting is a practical subject that will provide many life skills and future employment opportunities. This course suits a methodical learner.

Pathway Opportunities

Many tertiary courses in Commerce will involve a significant study of Accounting. For students who plan to do further study in Commerce or Accounting, VCE Accounting will provide a significant advantage in the early stages of their tertiary studies. It will also give you a good idea of whether Accounting is for you.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/account/AccountingSD-2013.pdf>

College Levies

NA

VCE Biology Units 1 & 2

Year Level

Year 10 (accelerated)

Year 11

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

Course Structure

Unit 1: How do living things stay alive?

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Unit 2: How is continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Satisfactory completion of Unit 1 & 2 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit.

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

Pathway Opportunities

Biology Units 3 & 4

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/biology/BiologySD-2016.pdf>

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Biology.aspx>

College Levies

NA

VCE Biology Units 3 & 4

Year Level

Year 11 (accelerated)

Year 12

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.

Unit 3: How do cells maintain life?

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. The convergence of cytology, genetics and biochemistry makes cell biology one of the most rapidly evolving disciplines in contemporary biology. In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

Unit 4: How does life change and respond to challenges over time?

In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. Students investigate how the study of molecular genetics has expanded into genomics – the study of whole sets of genes possessed by an organism. Information obtained by studying genomes and functional genomics has provided insight into gene expression and regulation, and relationships between species. Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Satisfactory completion of Unit 3 & 4 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit.

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

Assessment for Units 3 and 4 include School Assessed Coursework (SAC) tasks and an external exam.

Pathway Opportunities

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers.

Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

Related Links

If you would like more information about Biology Units, please click the link which will direct you to the VCAA Biology Study Design (The VCAA study design highlights course outlines, assessment requirements and course details).

<http://www.vcaa.vic.edu.au/Documents/vce/biology/BiologySD-2016.pdf>

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Biology.aspx>

College Levies

NA

VCE Business Management Units 1 & 2

Year Level

Year 10 (accelerated - Unit 2)

Year 11

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation.

You will develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. The study recognises that there is a range of management theories. In each unit you will examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

Why do Business Management?

In studying VCE Business Management, you will develop knowledge and skills that enhance your confidence and ability to participate effectively, as a socially responsible and ethical member of the business community, and as an informed citizen, consumer and investor.

This study is designed to enable students to:

- understand and apply business concepts, principles and terminology;
- understand the purpose and significance of business within local, national and global contexts;
- understand the complex and changing environment that businesses operate within and the nature of relationships between key stakeholders within that environment;
- understand the ways in which businesses have been and are managed effectively for commercial success across a range of contexts;
- analyse effective management practices for commercial success in the context of business ethics and social responsibility.

Business Management provides an excellent springboard into tertiary studies where students may choose to major in fields such as commerce, marketing and human resource management.

Course Structure

Unit 1: The Business Idea

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing.

Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development.

In this unit, you will get the opportunity to explore some of the issues that need to be considered before a business can be established.

- how and why business ideas are created and developed
- how factors from the external environment affect the decisions made when planning a business.
- how the factors within the internal environment will have an effect on the ultimate success of a business.

Unit 2: Establishing a business

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

So in this unit, you will examine the legal requirements that must be satisfied to establish a business. You will investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Along the way you will get the opportunity to analyse various management practices in this area by applying this knowledge to contemporary business case studies.

Skills Required

You will enjoy and excel in VCE Business Management if you have an interest in current affairs, are a creative and innovative thinker and are keen to learn about a range of factors that influence the success of businesses, whether on the small or large scale.

Assessment

Tasks cater for a variety of learning styles. They include newspaper files, field reports, group presentations, interviews, visual presentations, role-plays, essays, structured assignments, case studies and topic tests.

Pathway Opportunities

Business Management Units 3 & 4

Related Links

www.vcaa.vic.edu.au/Documents/vce/busmngmnt/BusinessManagementSD-2017.pdf - this is the new study design commencing in 2017

College Levies

NA

VCE Business Management Units 3 & 4

Year Level

Year 11 (accelerated)

Year 12

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation.

You will develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice.

Why do Business Management?

In studying VCE Business Management, you will develop knowledge and skills that enhance your confidence and ability to participate effectively, as a socially responsible and ethical member of the business community, and as an informed citizen, consumer and investor.

This study is designed to enable students to:

- understand and apply business concepts, principles and terminology;
- understand the purpose and significance of business within local, national and global contexts;
- understand the complex and changing environment that businesses operate within and the nature of relationships between key stakeholders within that environment;
- understand the ways in which small to medium to large-scale businesses have been and are managed effectively for commercial success across a range of contexts;
- analyse effective management practices for commercial success in the context of business ethics and social responsibility.

Students who have demonstrated strong academic skills at Year 10 level across relevant studies are encouraged to apply to study Units 3 & 4 as part of their Year 11 program.

Course Structure

Unit 3: Managing a business

In this unit you will explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives.

You will examine the different types of businesses and their respective objectives. You will consider corporate culture, management styles, management skills and the relationship between each of these.

You will investigate strategies to manage both staff and business operations to meet objectives. You will develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives.

In this unit you will consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future.

You will 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.

You will investigate the importance of leadership in change management. Using a contemporary business case study you will evaluate business practice against theory.

Assessment in Units 3 & 4

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Skills Required

Students who enjoy and excel in VCE Business Management are those who have an interest in current affairs, are creative and innovative thinkers and are keen to learn about a range of factors that influence the success of businesses, whether on the small or large scale.

Pathway Opportunities

Business Management provides an excellent springboard into tertiary studies where students may choose to major in fields such as commerce, marketing and human resource management.

Related Links

www.vcaa.vic.edu.au/Documents/vce/busmngmnt/BusinessManagementSD-2017.pdf - this is the new study design commencing in 2017

College Levies

NA

VCE Chemistry Units 1 & 2

Year Level

Year 11

Chemistry is the study of substances, their composition, their effects on one another and our interaction with them. Chemistry is studied through the application of chemical knowledge to technology and society. Students will have the opportunity to investigate, solve problems, ask questions, and discuss chemical concepts and issues such as: new drugs; hi-tech materials; fuels and other sources of energy; food and diet; biotechnology; and the large scale industrial production of chemicals.

Course Structure

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Satisfactory completion of Unit 1 & 2 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit.

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

Pathway Opportunities

Chemistry Units 3 & 4
Biology Units 3 & 4

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Related Links

If you would like more information about Chemistry Units, please contact the teachers listed below or alternatively click the link which will direct you to the VCAA Chemistry Study Design (The VCAA study design highlights course outlines, assessment requirements and course details).

<http://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf>
<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Chemistry.aspx>

College Levies

NA

VCE Chemistry Units 3 & 4

Year Level

Year 12

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

Course Structure

Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Satisfactory completion of Unit 3 & 4 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit.

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

Assessment for Units 3 and 4 include School Assessed Coursework (SAC) tasks and an external exam.

Pathway Opportunities

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Related Links

If you would like more information about Chemistry Units, please contact the teachers listed below or alternatively click the link which will direct you to the VCAA Chemistry Study Design (The VCAA study design highlights course outlines, assessment requirements and course details)..

<http://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf>
<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Chemistry.aspx>

College Levies

NA

VCE Drama Units 1 & 2

Year Level

Year 11

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

This study enables students to:

- develop an understanding of performance styles and conventions from a diversity of cultures
- explore the process used to develop the dramatic potential of stimulus material
- develop, through practice and analysis, an understanding of drama as a way of communicating stories and meaning
- manipulate dramatic elements and stagecraft in devising and performing dramatic works
- develop and refine expressive and performance skills
- devise, perform and evaluate solo and ensemble dramatic works.

Course Structure

Unit 1: Dramatic Storytelling

Unit 1 focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and of a performance by professional drama practitioners. In this unit students use performance styles from a range of contexts associated with naturalism and non-naturalism. Students examine storytelling through the creation of solo and/or ensemble devised performance/s. They manipulate expressive skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in naturalistic and non-naturalistic performance styles and document the processes they use. Students also gain an awareness of how performance is shaped and given meaning. They investigate a range of stimulus material and learn about stagecraft, conventions and performance styles from a range of contexts.

Unit 2: Non Naturalistic Australian Drama

Unit 2 focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians. Conventions appropriate to the selected performance styles are also explored. Students' knowledge of how dramatic elements can be enhanced or manipulated through performance is further developed in this unit. Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. An Australian work might be written, adapted or devised by Australian writers or theatre-makers; reflect aspects of the Australian identity, for example the indigenous voice, the Celtic perspective, the twentieth or twenty-first century migrant experience, the refugee experience, the urban and rural perspectives. Students use performance styles from a range of historical, cultural and social contexts including styles associated with non-naturalism.

Assessment

Devise and rehearse and perform a solo and/or ensemble drama work/s based on stories and/or characters using play making techniques
 Document use of processes to create and develop stories and characters in drama.
 Analyse own performance and process
 Analysis of professional production

Pathway Opportunities

VCE Drama Units 3 & 4

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$80 per semester, which may be subject to increase from year to year.

VCE Drama Units 3 & 4

Year Level

Year 12

People tell stories, explore ideas, make sense of their worlds and communicate meaning through drama. Drama develops personal and social identity. VCE Drama connects students to the traditions of drama practice and, through the processes of devising and performing drama, allows them to explore, understand and respond to the contexts, narratives and stories that shape their worlds. The study requires students to be creative and critical thinkers. Through work as solo and ensemble performers and engagement with the work of professional drama practitioners, students develop an appreciation of drama as an art form and develop skills of criticism and aesthetic understanding.

VCE Drama equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in social and work-related contexts. The study of drama can provide pathways to training and tertiary study in acting, communication and drama criticism.

This study enables students to:

- develop an understanding of performance styles and conventions from a diversity of cultures
- explore the process used to develop the dramatic potential of stimulus material
- develop, through practice and analysis, an understanding of drama as a way of communicating stories and meaning
- manipulate dramatic elements and stagecraft in devising and performing dramatic works
- develop and refine expressive and performance skills
- devise, perform and evaluate solo and ensemble dramatic works

Course Structure

Unit 3: Devised Non-Naturalistic Ensemble Performance

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance.

Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama Unit 3 Playlist published annually on the Victorian Curriculum and Assessment Authority website.

Unit 4: Non-Naturalistic Solo Performance

This unit focuses on the development and presentation of non-naturalistic devised solo performances.

Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure.

Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

Assessment

School-assessed Coursework for Unit 3 will contribute 30 per cent. School-assessed Coursework for Unit 4 will contribute 10 per cent.

The level of achievement for Unit 4 is also assessed by an end-of-year performance examination, which will contribute 35 per cent and an end-of-year written examination which will contribute 25 per cent.

Pathway Opportunities

NA

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$80 per semester, which may be subject to increase from year to year.

VCE Economics Units 1 & 2

Year Level

Year 11

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

Why do Economics?

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

Economics caters for any student interested in a career in business or Government, or anyone who wants to increase their awareness and understanding of the major economic issues affecting both Australia and the rest of the world.

Economics is also ideal for any student wishing to aim for a course in Commerce, Accounting, Law, Social Sciences or Humanities.

Course Structure

Unit 1: The behaviour of consumers and businesses

Economics is interested in the way humans behave and the decisions made to meet the needs and wants of society. In this unit you will explore the role of people in the economy, how they interact with businesses and the way economic models and theories have been developed to explain the causes and effects of human action.

You will explore some fundamental economic concepts. You will examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. You will also examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. You will investigate contemporary examples and case studies to enhance your understanding of the introductory economic concepts.

Unit 2: Economic change: issues and challenges

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

You will focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. You will explore how the benefits of economic growth are shared in an economy and evaluate the role of government intervention in markets. You will consider the influence on the world's living standards of the decisions made and the actions taken in the global economy by investigating one or more contemporary global issues and the trade-offs involved.

Assessment

Skills, as well as knowledge, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence.

Students also use economic reasoning, including cost-benefit analysis, to solve economic problems, which assists them in understanding the economy, society and environment, and to verify values and attitudes about issues affecting the economy, society and environment.

Understanding economics generally requires some level of research and the ability to interpret quantitative data. Written communication skills, analytical and critical thinking skills, are an important aspect of this subject. It requires a problem-solving approach and a maths background will assist.

Tasks - Applied Economic Exercises, Topic Tests, Case studies, Investigation on an Economic Issue for Unit 1, Trade assignment for Unit 2

Pathway Opportunities

Economics Units 3 & 4

Related Links

www.vcaa.vic.edu.au/Documents/vce/economics/EconomicsSD-2017.pdf - this is the new study design commencing in 2017

College Levies

NA

VCE Economics Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

Economics is the study of how individuals and societies use resources to satisfy needs. It is central to understanding why individuals and societies behave as they do.

Economic decisions are about resource use in producing goods and services and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. Students will develop an awareness of the links between economics and the influence of political, ethical, environmental and social forces on economic decision making.

Why do Economics?

VCE Economics equips students with a unique set of concepts, ideas and tools to apply to individual and social circumstances, and helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

Course Structure

Unit 3: Australia's economic prosperity

The Australian economy is constantly evolving. The main instrument for allocating resources is the market but the Australian Government also plays a significant role in this regard. In this unit you will investigate the role of the market in allocating resources and examine the factors that are likely to affect the price and quantity traded for a range of goods and services. You will consider the need for government intervention in markets, why markets might fail to maximise society's living standards and unintended consequences of government intervention in the market.

In this unit you will develop an understanding of the macroeconomy. You will investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards.

Australia's economic prosperity depends, in part, on strong economic relationships with its major trading partners. You will investigate the importance of international economic relationships in terms of their influence on Australia's living standards.

Unit 4: Managing the economy

You will investigate the role of the market in answering the key economic questions of what and how much to produce, how to produce and for whom to produce. You will consider the effect of decisions made by consumers and businesses on what goods and services are produced, the quantities in which they are produced, to whom they are distributed and the way they are produced.

You will investigate some of the key factors that influence the level of demand and supply in the economy and how these might lead to changing prices and the movement of land, labour and capital to those areas of production that generate the most value for society. You will use models to make predictions and to consider the role of markets in achieving economic efficiency. Using case studies you will discuss instances where the market fails to allocate resources efficiently and whether government intervention leads to a more efficient allocation of resources in terms of maximising society's wellbeing.

Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.

Skills, as well as knowledge, play an important part in the VCE study of Economics. Students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence.

Understanding economics generally requires some level of research and the ability to interpret quantitative data. Written communication skills, analytical and critical thinking skills, are an important aspect of this subject. It requires a problem-solving approach and a maths background will assist.

Pathway Opportunities

Economics caters for any student interested in a career in business or Government, or anyone who wants to increase their awareness and understanding of the major economic issues affecting both Australia and the rest of the world.

Economics is also ideal for any student wishing to aim for a course in Commerce, Accounting, Law, Social Sciences or Humanities.

Related Links

www.vcaa.vic.edu.au/Documents/vce/economics/EconomicsSD-2017.pdf - this is the new study design commencing in 2017

College Levies

NA

VCE English Units 1 & 2

Year Level

Year 11

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

Course Structure

In Unit 1 students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. Students investigate how the meaning of a text is affected by the contexts in which it is created and read. Students consider the similarities and differences between texts, developing awareness that some features are specific to texts, while others are similar across texts. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience.

Outcome 1: Reading and creating texts. On completion of this unit the student should be able to produce analytical and creative responses to text.

Outcome 2: Analysing and presenting argument. On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

In Unit 2 students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. They investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives. In addition, students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience. Students consider a range of texts where the primary purpose is to convince an audience to share a point of view. They develop an understanding of how texts are constructed for specific persuasive effects by identifying and discussing the impact of argument and persuasive language used to influence an audience. Students practise developing and presenting reasoned points of view on issues of contemporary social relevance.

Outcome 1: Reading and comparing texts. The student should be able to compare the presentation of ideas, issues and themes in two texts.

Outcome 2: Analysing and presenting argument. On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

Pathway Opportunities

VCE English Unit 3 & 4

VCE English Literature Unit 3 & 4 (Completion of at least Unit 1 English Literature, however, is strongly advised.)

VCE English Language Unit 3 & 4 (Completion of at least Unit 1 English Language, however, is strongly advised.)

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>

College Levies

NA

VCE English Units 3 & 4

Year Level

Year 12

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Course Structure

Unit 3

Outcome 1: Reading and Responding. Discuss and analyse how texts convey ways of thinking about the characters, ideas and themes, and construct a response in oral or written form.

Outcome 2: Creating and Presenting. Create and present texts taking account of audience, purpose and context.

Outcome 3: Using Language to Persuade. Identify and analyse how language is use in a persuasive text and to present a reasoned point of view in an oral or a written form.

Unit 4

Outcome 1: Reading and Responding. Develop and justify a detailed interpretation of selected texts.

Outcome 2: Creating and Presenting. Communicate complex ideas and information effectively through finished writing for different purposes.

Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Pathway Opportunities

Law, journalism, film and television, publishing, human resources, marketing, public relations, education, business etc.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/english/English-ESL-SD-2007.pdf>

College Levies

NA

VCE English Language Units 1 & 2

Year Level

Year 11

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

Course Structure

In Unit 1 students explore the nature of 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 that exists between meaning and the rules that govern language use. Students learn that language is a highly elaborate system of signs and conventions, and that it is a meaning-making system both arbitrary and rule-governed, in that there are accepted systems, such as word order and affixation, that inform our use of language. Students learn that the situational elements of a language exchange, such as the function, field, mode, setting and relationships between participants, influence language choice. Cultural factors, such as the values, attitudes and beliefs held by participants and the wider community, also affect people's linguistic choices. Unit 1 also focuses on the developmental stages of child language acquisition.

Outcome 1: The nature and functions of language. On completion of this unit the student should be able to identify and describe primary aspects of the nature and functions of human language.

Outcome 2: Language acquisition. On completion of this unit the student should be able to describe what children learn when they acquire language and discuss a range of perspectives on how language is acquired.

Unit 2 examines the changes that have occurred in English over time. Students investigate the factors that bring about language change, including those that come from within the language itself, from social transformation, and from contact with other languages. Students explore how change to a language affects its users' cultural identities and worldviews, as evidenced by the indigenous and migrant language reclamation and maintenance movements in contemporary Australian society.

Outcome 1: English across time. On completion of this unit the student should be able to describe language change as represented in a range of texts and analyse a range of attitudes to language change.

Outcome 2: Englishes in contact. On completion of this unit the student should be able to describe and explain the effects of the global spread of English in terms of both conformity and diversity, through a range of spoken and written texts.

Assessment

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Pathway Opportunities

English Language Unit 3 & 4

English Unit 3 & 4

Literature Unit 3 & 4 (Completion of at least Unit 1 or Unit 2 Literature is highly recommended.)

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/englang-sd-2012.pdf>

College Levies

NA

VCE English Language Units 3 & 4

Year Level

Year 12

In this area of study students consider the way speakers and writers choose from a vast repertoire of language in order to vary the style of their language to suit a particular social purpose. They consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used. Students examine the features that distinguish informal language from more formal language.

Students also focus on the role of language in establishing and challenging different identities. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us.

Course Structure

In Unit 3 students consider the way speakers and writers choose from a repertoire of language in order to achieve a particular purpose. As with informal language, the situational and cultural context determines whether people use formal language and in which mode they choose to communicate.

Outcome 1: Informal language. On completion of this unit the student should be able to identify and analyse distinctive features of informal language in written and spoken texts.

Outcome 2: Formal language. On completion of this unit the student should be able to identify and analyse distinctive features of formal language in written and spoken texts.

Unit 4 enables students to understand the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a shared national identity. Australian English has much in common with Englishes from other continents, but the language has also developed features across all subsystems of language that distinguish it from other Englishes.

Outcome 1: Language variation in Australian society. On completion of this unit the student should be able to investigate and analyse varieties of Australian English and attitudes towards them.

Outcome 2: Individual and group identities. On completion of this unit the student should be able to analyse how people's choice of language reflects and constructs their identities.

Assessment

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End of year examination: 50 per cent

Pathway Opportunities

Anthropology, cultural studies, speech pathology, linguistics, languages.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/englang-sd-2012.pdf>

College Levies

NA

VCE English Literature Units 1 & 2

Year Level

Year 11

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experiences of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

Course Structure

Unit 1: Approaches to literature

In this unit students focus on the ways the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop responses to a range of literary forms and styles. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Outcome 1: Reading practices. On completion of this unit the student should be able to respond to a range of texts and reflect on influences shaping these responses.

Outcome 2: Ideas and concerns in texts. On completion of this unit the student should be able to analyse the ways in which texts reflect or comment on the ideas and concerns of individuals and particular groups in society.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Students consider the relationships between authors, audiences and contexts and analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based.

Outcome 1: The text, the reader and their contexts. On completion of this unit the student should be able to analyse and respond critically and creatively to the ways a text from a past era and/or a different culture reflect or comment on the ideas and concerns of individuals and groups in that context.

Outcome 2: Exploring connections between texts. On completion of this unit the students should be able to compare texts considering the dialogic nature of texts and how they influence each other.

Assessment

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

Pathway Opportunities

English Literature Unit 3 & 4

English Unit 3 & 4

English Language Unit 3 & 4 (Completion of at least Unit 1 or 2 English Language is highly recommended)

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/literature/literaturestd.pdf>

<http://www.vcaa.vic.edu.au/Documents/vce/literature/LiteratureSD-2016.pdf>

College Levies

NA

VCE English Literature Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Course Structure

Unit 3 focuses on how the form of text is significant in the making of meaning. Students recognise the major divisions of poetry, drama and prose and how these literary forms can be divided into genres such as crime fiction, science fiction, fantasy, and romance. Students understand the typical features of a particular form of text and how the conventions associated with it are used. Students use these understandings to reflect upon the way meaning changes when the form of the text is changed. For example, students may explore the transformation of prose into film, poetry into performance, or script into stage performance or film. Unit 3 also focuses on consideration of the views and values in texts and the ways in which these are expressed to create particular perspectives of the world.

Outcome 1: Adaptations and transformations. On completion of this unit the student should be able to analyse how meaning changes when the form of a text changes.

Outcome 2: Views, values and contexts. On completion of this unit the student should be able to analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.

Outcome 3: Considering alternative viewpoints. On completion of this unit the student should be able to evaluate views of a text and make comparisons with their own interpretation.

Unit 4 focuses on students' creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response. Unit 4 also focuses on detailed scrutiny of the style, concerns and construction of a text.

Outcome 1: Creative responses to texts. On completion of this unit the student should be able to respond imaginatively to a text, and comment on the connections between the text and the response

Outcome 2: Close analysis. On completion of this unit the student should be able to analyse critically features of a text, relating them to an interpretation of the text as a whole.

Assessment

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

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Pathway Opportunities: Law, journalism, publishing, cultural studies, film and television, public relations, drama etc.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/literature/literaturestd.pdf>

College Levies

NA

VCE English as an Additional Language Units 1 & 2

Year Level

Year 11 (International Students)

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

Course Structure

In Unit 1 students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Outcome 1: Reading and creating texts. On completion of this unit the student should be able to produce analytical and creative responses to texts

Outcome 2: Presenting and analysing argument. On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

For EAL students at least one text provided for assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.

In Unit 2 students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Outcome 1: Reading and creating texts. On completion of this unit the student should be able to compare the presentation of ideas, issues and themes in two texts.

Outcome 2: Analysing and presenting argument. On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view.

Assessment

Satisfactory completion of Unit 2 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of Outcomes specified for the unit. The College will grade the work and will report the student's levels of achievement in the College Reports.

For EAL students at least one text provided for assessment of Outcome 2 should be in spoken form or have a spoken component to allow for the assessment of listening skills.

Entry: For Units 1 and 2, provision for English as an Additional Language (EAL) students is a matter for school decision.

Pathway Opportunities

For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>

College Levies

NA

VCE English as an Additional Language Units 3 & 4

Year Level

Year 12 (International students)

The focus of Unit 3 is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

Course Structure

Unit 3

Outcome 1: Reading and Responding. Students analyse in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Outcome 2: Creating and Presenting. Students draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose.

Outcome 3: Using Language to Persuade. Students present a sustained and reasoned point of view on a selected issue that demonstrates the persuasive use of language.

Unit 4

Outcome 1: Reading and Responding. Students develop and justify a detailed interpretation of a selected text.

Outcome 2: Creating and Presenting. The student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose

Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Related Links

<http://www.vcaa.vic.edu.au/documents/vce/english/english-esl-sd-2007.pdf>

College Levies

NA

VCE Geography Units 1 & 2

Year Level

Year 10 (accelerated)

Year 11

In Units 1 Hazards and Disasters and Unit 2 Tourism students will undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Students will also investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

Course Description

Depth study 1: Hazards and Disasters

Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnection between human activities and natural phenomena.

An overview of hazards including their global distribution, location, scale frequency, sequence and magnitude and their role in natural systems.

This unit also investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Students will study the different classifications given to Hazards in relation to their causes such as geological, hydro-meteorological, biological and technological classifications.

Students will also take into consideration the interconnection between the causes and types of hazards.

Some of the key skills that student will apply are as follows:

Analyse maps, data and other geographical information to develop descriptions and explanations.

Collect, sort, process and represent data and other information.

Interpret and analyse maps and other geographical data and information.

Identify contrasting hazards and hazard types

Describe the characteristics of selected hazards

Describe and explain the causes, sequence and impacts of hazards and hazard events

Explain the role of spatial technologies in identification and assessment of the impacts, and management of hazards and hazard events.

Depth Study 2: Tourism

Students will examine the characteristics of tourism, the location and distribution of different types of tourism and tourist destinations and the factors affecting different types of tourism.

Students support their investigation on tourism with contrasting examples from within Australia and elsewhere in the world.

Students will investigate at least one tourism location using appropriate fieldwork techniques and one other location elsewhere in the world.

The selection of examples should allow students to work with a range of information sources, for example statistical data, digital images, streamed video and a variety of maps at various scales as well as undertake fieldwork.

Students should be able to analyse, describe and explain the nature of tourism at a range of scales.

Key Knowledge

The characteristics of domestic and international tourism

The changing characteristics of tourism over time

The location and distribution of different types of tourism and tourist destination

Factors affecting the different types of tourism at selected locations from two different parts of the world, including:

Natural and human characteristics of host destinations

Development of transport and communication technology

International agreements and national policies.

Changing income and lifestyles – investment and marketing

Regional occurrences, for example major events, disasters, diseases, and economic and political situations.

The environmental and economic impact of tourism at a range of locations and spatial and temporal scales.

Social-cultural impacts of tourism at origin and destination.

The range of management strategies responding to environmental, economic and socio-cultural impacts and the consequences of these responses.

The effectiveness of management strategies in response to the impacts of tourism

The environmental sustainability, economic viability and socio-cultural value of tourism at a range of scales.

The role of planning for sustainable outcomes in tourism.

Assessments

Research Assignments

Fieldwork

Class tests

Pathway Opportunities

Geography Unit 3 & 4

College Levies

NA

VCE Geography Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

VCE Geography focuses on people and environments. Geographers adopt specific ways of interpreting what is happening on the surface of the earth by addressing the following questions: what are places like and what characteristics and processes make places similar or different; where and how are natural and human environments located on earth; what relationships exist between people and their social, economic and political systems and how may these influence or be influenced by environments. The knowledge and skills developed in this study have relevance and practical application for students' everyday lives and will enhance their potential to influence decisions about the environments in which they live.

Course Structure

Unit 3: Regional resources

This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want. Resources found within regions mean different things to different people over place and time. A study of resources is about the processes and relationships operating in the past, in the present, and those which will operate in the future. Regions are areas of various scales that have characteristics and features that distinguish them from other areas according to the elements used to define them. The use and management of resources is dynamic and changes spatially over time in response to the interactions between human activities, natural processes and the legislative processes that humans put into place. Social, historical, environmental, economic and political factors can be used to predict and plan for future policies and strategies to ensure the sustainability of the available resources.

Students must investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray-Darling Basin region. Students will use fieldwork to investigate a local resource.

Unit 4: Global perspectives

This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response.

Human population studies are significant to understanding the challenges facing our globalised world. Spatial variations in the distribution, composition and growth of human populations are related to the nature of places. A global perspective is a viewpoint or policy designed to guide future action by people or organisations to address the effects of global phenomena. Phenomena such as El Nino, migration, rapid communications technology, Earthquake damage, genetically modified crops or globally changing patterns of investment and industrialisation, shared ocean and atmosphere resources, pandemics and other 'borderless' phenomena play important roles in shaping community, environments and landscape change.

Governments, organisations, groups and individuals respond to global phenomena in different ways. The type of response is affected by social, economic, historical and political considerations, resource access and distribution, and the nature and scale of the event or process. Policy developed to deal with a global phenomena and its effects results in the formation of a global perspective. This unit investigates the distribution patterns of selected global phenomena. It considers the causes, dimensions and impact of global changes and analyses policies and strategies, including those that promote sustainability, to enable a better world in the future.

Students must investigate two global phenomena in each area of study, one of which must be human population.

Assessment

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

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Pathway Opportunities

Geography teaches skills which can be used in a variety of occupations.

The link below from "My Future", shows the range of different occupations that the study of Geography supports:

<http://myfuture.edu.au/tools-and-resources/learning-tools-for-secondary-students/bullseye-posters-explore-occupations-by-school-subject/geography>

Related Links

NA

College Levies

NA

VCE Health and Human Development Units 1, 2, 3 and 4

Year Level

Year 10 – Unit 1 & 2 (accelerated)

Year 11 – Unit 1 & 2; Unit 3 & 4 (accelerated)

Year 12 – Unit 3 & 4

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities.

It provides students with the skills and knowledge to make informed decisions about their own health and to recognise the importance of health in society. In undertaking this study, they will be able to actively participate in making appropriate choices that allow for good health and be able to seek appropriate advice. VCE Health and Human Development enables students to understand the current ideologies of health and human development in contemporary society. Students critically evaluate the health and development of the individual across the lifespan in the context of both Australia's and global health and human development.

Course Structure

The study is made up of four units:

Unit 1: The health and development of Australia's youth

Unit 2: Individual human development and health issues

Unit 3: Australia's health

Unit 4: Global health and human development

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills. Units 1&2 are not pre requisites for units 3&4.

Assessment

Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Unit 3 School-assessed Coursework: 25 per cent – 3 SACs Unit 3

Unit 4 School-assessed Coursework: 25 per cent – 3 SACs Unit 3

VCAA End-of-year examination: 50 per cent

Pathway Opportunities

VCE Health and Human Development offers students a range of pathways and caters to those who wish to pursue further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession such as physiotherapy, nurses, PE teachers. This subject is strongly linked to Physical Education and Psychology and shares many of the similar ideas in their Area of Studies.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$50/semester which covers the Edrolo Education package, an excursion and revision seminar.

VCE History Units 1 & 2

Year Level

Year 11

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past and their shared history. They learn about the people, ideas and events that have created and changed present societies and cultures.

Course Structure

Unit 1: Twentieth Century History (1900 - 1945)

This unit explores some of the momentous events and new ideas which occurred in the first half of the 20th century. It investigates the challenges to the 'old world' and examines the new forms of economic and political organisation and cultural expression that emerged during this period. Possible topics include World War 1, the Russian Revolution, the rise of fascism, the Spanish civil war, and World War 2.

Students are required to: complete an introductory activity; maintain a workbook; investigate and prepare an essay on the emergence of new political ideas and movements; analyse a form of cultural expression; and research and report on changes in the social life of the period.

Unit 2: Twentieth Century History (since 1945)

This unit examines some of the main events, competing ideologies and social movements since 1945. It explores the increasing interplay between domestic events and international developments which has been a feature of this period. Possible topics include the Cold War, the Vietnam War, the civil rights movement in the USA, the Space Race, and Middle East crises.

Students are required to: complete an introductory activity; maintain a workbook; analyse competing ideologies of the period; research and report on challenges to established forms of social and political power; and investigate and prepare an essay on the growth of internationalism.

Assessment

Assessment for Units 1 and 2 include School Assessed Coursework (SAC) tasks and internal examinations.

Pathways Opportunities

History teaches skills which can be used in a variety of occupations and especially tertiary studies. It can help in evaluating evidence and to express an opinion.

The link below from "My Future", shows the range of different occupations that the study of History supports:

<http://myfuture.edu.au/tools-and-resources/learning-tools-for-secondary-students/bullseye-posters-explore-occupations-by-school-subject/history>

Related Links

NA

College Levies

NA

VCE History – Australian Units 3 & 4

Year Level

Year 12

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past and their shared history. They learn about the people, ideas and events that have created and changed present societies and cultures.

Course Structure

Units 3 and 4

These units examine the meanings that have been made of Australia's past by historians, film makers, politicians, novelists, artists and others. Sources such as these are used to explore issues and problems involved with the role of history in society and the nature of historical inquiry.

Students are required to demonstrate achievement of a set of major outcomes based on four areas of study. They are required to analyse representations of power and cultural identity; research and report on aspects of the way in which Australian people lived their lives during selected historical periods; and investigate and prepare essays on changes in the Australian economy and in the organisation and distribution of power.

Assessment

Assessment for Units 3 and 4 include School Assessed Coursework (SAC) tasks and external examinations.

Pathway Opportunities

History teaches skills which can be used in a variety of occupations and especially tertiary studies. It can help in evaluating evidence and to express an opinion.

The link below from "My Future", shows the range of different occupations that the study of History supports:

<http://myfuture.edu.au/tools-and-resources/learning-tools-for-secondary-students/bullseye-posters-explore-occupations-by-school-subject/history>

Related Links

NA

College Levies

NA

VCE History – Revolutions Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. It is a synthesising discipline which draws upon most elements of knowledge and human experience. Students learn about their historical past and their shared history. They learn about the people, ideas and events that have created and changed present societies and cultures.

Course Structure

Units 3 and 4

These units examine revolutions which share the common aim of breaking radically with the past by destroying governments, regimes and societies and embarking on a program of profound social and political change. They consider the characteristics of the old regime which led to the breakdown of traditional social order, the revolutionary ideas, leaders and movements, and the extent to which the ideals of the revolution were achieved. Students are required to demonstrate achievement of a set of major outcomes based on four areas of study. They are required to analyse the ways leaders, ideas and movements have been represented; research and report on revolutionary crises; investigate and prepare an essay on the role of revolutionary leaders and movements; and evaluate the outcomes of two revolutions.

Assessment

Assessment for Units 3 and 4 include School Assessed Coursework (SAC) tasks and external exams.

Pathway Opportunities

History teaches skills which can be used in a variety of occupations and especially tertiary studies. It can help in evaluating evidence and to express an opinion.

The link below from "My Future", shows the range of different occupations that the study of History supports:

<http://myfuture.edu.au/tools-and-resources/learning-tools-for-secondary-students/bullseye-posters-explore-occupations-by-school-subject/history>

Related Links

NA

College Levies

NA

VCE Computing – Units 1 & 2

Year Level

Year 10 (accelerated)

Year 11

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

VCE Computing is underpinned by four key concepts: approaches to problem solving, data and information, digital systems and interactions and impact. Together these form the conceptual framework of the study and the organising elements for its key knowledge.

Year 10: Minimum entry requirement: An overall 'C' grade in year 9 Subjects

Year 11: Minimum entry requirement: An overall 'C' grade in year 10 Subjects

Course Structure

Unit 1: Computing

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

Unit 2: Computing

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Satisfactory completion of Unit 1 & 2 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit.

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

Pathway Opportunities

Informatics 3 & 4

Software Development 3 & 4

The study of Computing may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

Related Links

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Information%20Technology.aspx>

<http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>

College Levies

NA

VCE Informatics – Units 3 & 4

Year Level

Year 11

The following information relates to the 2016 -2019 VCAA Study Design

Course Structure

Unit 3: Informatics

In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution. Students develop an understanding of the power and risks of using complex data as a basis for decision making.

In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project. The second part of the project is completed in Unit 4.

Unit 4: Informatics

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings. Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project.

In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Pathway Opportunities

The study of Computing may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

Related Links

If you would like more information about Computing Units, please contact the teachers listed below or alternatively click the link which will direct you to the VCAA Study Design (The VCAA study design highlights course outlines, assessment requirements and course details).

<http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20IT%20Applications.aspx>

College Levies

NA

VCE Software Development – Units 3 & 4

Year Level

Year 12

This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes. The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Not only does ICT provide the capacity to change how tasks and activities are undertaken, but it also creates new opportunities in work, study, recreation, and in relationships. Social relations and cultural values influence the way ICT is used.

With appropriate knowledge and skills, students will be equipped to make use of ICT and make informed personal and workplace choices about future developments and directions in this exciting and challenging field. Innovative approaches to the potential uses of ICT are developed, and students are encouraged to orient themselves towards the future, with an awareness of the implications of these uses.

Minimum entry requirement: An overall 'C' grade in year 10 Subjects

Course Structure

In Software Development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language.

Unit 3: Software Development

In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules.

Unit 4: Software Development

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the programming language used in Unit 3.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent.

Pathway Opportunities

The study of Computing may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/computing/ComputingSD-2016.pdf>

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Computing%20-%20Software%20Development.aspx>

College Levies

NA

VCE Legal Studies Units 1 & 2

Year Level

Year 10 (accelerated - Unit 1 only)

Year 11

VCE Legal Studies provides you with an analytical evaluation of the processes of law-making and the methods of dispute resolution. You develop an understanding of the impact the legal system has upon your life, the lives of citizens and the implication of legal decisions on the Australian society. The study assists in the development of your knowledge of legal rights and responsibilities, and active citizenship.

In our Legal Studies excursions, students will get to see and experience parliament and courts in action.

Why do Legal Studies?

In studying VCE Legal Studies, you will develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. You will investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures.

This study is designed to enable students to:

- understand and apply legal concepts, principles and terminology
- develop an awareness of the impact of the legal system on the lives of individuals and on society
- acquire an understanding of legal rights, responsibilities and ways in which individuals can engage in the legal system
- understand the need for effective laws and legal processes
- investigate the dynamic nature of laws and legal processes
- analyse the processes and procedures involved in law-making and dispute resolution
- understand the operation of the Australian legal system and compare selected aspects with international systems
- develop and use effective methods of legal enquiry and research in order to utilise and communicate information
- apply legal principles to legal problems, explore solutions to these problems, and form reasoned conclusions
- develop the techniques for interpretation and analysis of legal cases.

Course Structure

Unit 1: Criminal law in action

- Law in society develops an understanding of the role of the law and the need for effective laws.
- Criminal law investigates the importance of criminal law and the nature of criminal liability. Our focus will be on homicide and culpable driving, and related defences. We'll examine the role of the police in criminal investigations, criminal trial procedures, and review the objectives and effectiveness of punishments in the criminal justice system.
- The criminal courtroom examines the Victorian court hierarchy, its personnel, the adversary system of trial, the role of the jury as part of the criminal justice system, and features of the Victorian Charter of Rights and Responsibilities.

Unit 2: Issues in civil law

- Civil law explores the enforcement of civil rights through a consideration of the basic principles of tort law, and the role of judges in law-making. Our focus will be on negligence and defamation, and related defences.
- The civil law in action explores the role of dispute resolution bodies and their effectiveness.
- The law in focus allows you to investigate a specific area of law to develop your understanding about a contemporary issue.
- A question of rights examines an instance where a group or individual has suffered an abuse of their rights and sought redress through the Australian court system.

Do you have an interest in current affairs and the world around you? Do you enjoy researching and debating issues relating to justice, human rights and the capacity of the law to reflect society's changing attitudes and values? If the answer is yes, then Legal Studies is for you.

Assessment

Tasks cater for a variety of learning styles. They include newspaper files, field reports, group presentations, mock courts and role-plays, essays, structured assignments, case studies and topic tests.

Pathway Opportunities

Legal Studies Units 3 & 4

Legal Studies is an excellent foundation and background for tertiary studies in areas such as, the arts, humanities, commerce, law, business studies, criminology, human resource management, marketing, journalism and international studies.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/legalstudiessd-2011.pdf>

College Levies

NA

VCE Legal Studies Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

VCE Legal Studies provides you with an analytical evaluation of the processes of law-making and the methods of dispute resolution. You develop an understanding of the impact the legal system has upon your life, the lives of citizens and the implication of legal decisions on the Australian society. The study assists in the development of your knowledge of legal rights and responsibilities, and active citizenship.

In our Legal Studies excursions, students will get to see and experience parliament, courts and a prison in action.

Why do Legal Studies?

In studying VCE Legal Studies, you will develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. You will investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures.

This study is designed to enable students to:

- understand and apply legal concepts, principles and terminology
- develop an awareness of the impact of the legal system on the lives of individuals and on society
- acquire an understanding of legal rights, responsibilities and ways in which individuals can engage in the legal system
- understand the need for effective laws and legal processes
- investigate the dynamic nature of laws and legal processes
- analyse the processes and procedures involved in law-making and dispute resolution
- understand the operation of the Australian legal system and compare selected aspects with international systems
- develop and use effective methods of legal enquiry and research in order to utilise and communicate information
- apply legal principles to legal problems, explore solutions to these problems, and form reasoned conclusions
- develop the techniques for interpretation and analysis of legal cases.

Course Structure

Unit 3: Law Making

Parliament and the citizen focuses on the principles of the Australian parliamentary system and the passage of a bill. We'll evaluate the effectiveness of law-making by Parliament, and investigate how and why laws change through examining current issues.

The Constitution and the protection of rights explores the role the Constitution and how it establishes and restricts law-making powers. We analyse methods used to change the Constitution, and how it protects human rights compared with one international approach – Canada, New Zealand, the United States of America or South Africa.

Role of the courts in law-making develops an appreciation of the effectiveness of judges in law-making, through the operation of the doctrine of precedent and statutory interpretation.

Unit 4: Resolution and Justice

Dispute resolution methods examines the jurisdictions and functions of courts in the State and Federal hierarchy. We'll investigate the operation of tribunals that deal with anti-discrimination, residential tenancies and disputes between consumers.

Court processes and procedures, and engaging in justice focuses on the elements of an effective legal system. We'll investigate criminal and civil pre-trial procedures, develop an understanding of dispute resolution, and evaluate these procedures and possible solutions. We'll analyse the operation of jury, explore reforms and alternatives, and compare the features of the adversary and inquisitorial systems of trial.

Do you have an interest in current affairs and the world around you? Do you enjoy researching and debating issues relating to justice, human rights and the capacity of the law to reflect society's changing attitudes and values? If the answer is yes then Legal Studies is for you.

Assessment

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Pathway Opportunities

Legal Studies is an excellent foundation and background for tertiary studies in areas such as, the arts, humanities, commerce, law, business studies, human resource management, marketing, criminology, journalism and international studies.

Related Links

<http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/legalstudiessd-2011.pdf>

College Levies

NA

VCE Languages Units 1, 2, 3 & 4 (Chinese, Indonesian, Italian)

Year Level

Year 11 (Units 1 & 2)

Year 12 (Units 3 & 4)

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Studying another language contributes to the overall education of students. The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, tourism and hospitality industries, international relations, the arts, commerce, technology, science and education.

This study is designed to enable students to:

- Use a language to communicate with others
- Understand and appreciate cultural contexts in which the language is used
- Understand their own culture through the study of another culture
- Understand language as a system, thereby improving their own language
- Make connections between the language and English
- Apply the language to work, study, training, and leisure, such as travel

Course structure

As prescribed in the VCAA Languages Study Design, the study is made up of 4 units, each involving at least 50 hours of scheduled classroom instruction. Units 1 and 2 are completed as a pair in Year 11 and Units 3 and 4 in Year 12. Students are also expected to undertake a Detailed Study which involves 15 hours of scheduled class time. 1-2 of the 6 tasks will focus on the detailed study.

Unit 1 Languages

On completion of this unit, the student should be able to establish and maintain a spoken or written exchange relating to personal areas of experience.

Unit 2 Language

On completion of this unit students should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Unit 3 Languages

This unit is designed to extend students' knowledge and skills in listening, speaking, reading and writing of the LOTE. Students will produce original text expressing their own ideas and will be able to analyse, use information from spoken texts, and will exchange information, opinions and experiences about a range of topics.

Unit 4 Languages

This unit is designed to extend students' knowledge and skills in listening, speaking, reading and writing within the LOTE. Students analyse information from written sources, and respond critically to spoken texts reflecting the language and culture of the LOTE speaking communities.

Assessment

Examples of assessment in Languages Units 1, 2, 3 & 4 include:

Informal conversation

Reply to personal letter/fax/email

Listen to spoken texts to complete notes, charts or tables in English or in the language

Read written texts and obtain information to complete notes, charts or tables.

Oral presentation

Formal letter/fax/email

Role-play

Interview

Character personal or imaginative written piece.

Exchange information, opinions and experiences.

Assessment for Unit 3 & 4 contribution to the study score include:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Pathway Opportunities

Studying another language contributes to the overall education of students. The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, tourism and hospitality industries, international relations, the arts, commerce, technology, science and education.

Related Links

VCAA Languages study advice:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/lotel/secondlangpublications.aspx>

College Levies

NA

VCE General Mathematics Further Units 1 & 2

Year Level

Year 11

Mathematics is the study of patterns in number and space. It provides a means of symbolic communication that is powerful, logical, concise and unambiguous, and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, inventing, proving, applying and problem solving.

The following course is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of all students. It's also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of their mathematical knowledge and skills. It is seen as a pathway in to Further Mathematics Unit 3 & 4.

Course Structure

Unit 1

This unit involves the study of arithmetic, covering estimation, computation, ratio and proportion, and the use of charts, tables, graphs, calculators or spreadsheets; functions and graphs, covering graphical representation of linear functions; statistics, covering the collection, analysis and presentation of univariate and bivariate data and sampling for attributes; and algebra, covering the use of formulas and equations to generalise and analyse work in the other areas.

Students are required to: learn, practise and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems.

Unit 2

This unit involves the study of geometry, covering spatial relations, geometric objects and measurement. Additional material for the unit will be business maths, networks and decision maths, and trigonometry.

Students are required to: learn, practise and apply mathematical algorithms, routines and techniques by completing assignments, solving problems, providing short written responses, and finding solutions to standard problems.

Assessment

Application Tasks and assignments
Unit tests and quizzes
Semester examinations

Pathway Opportunities

General Mathematics (Further) Units 1 and 2 are designed as preparation for Further Mathematics Units 3 & 4.

Related Links

VCAA link: <http://www.vcaa.vic.edu.au/Pages/index.aspx>
Study Design Link: <http://www.vcaa.vic.edu.au/Pages/vce/studies/futuresd.aspx>

College Levies

NA

VCE General Mathematics Further Units 3 & 4

Year Level

Year 12

Mathematics is the study of patterns in number and space. It provides a means of symbolic communication that is powerful, logical, concise and unambiguous, and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, inventing, proving, applying and problem solving.

The following course is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of all students. It's also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of their mathematical knowledge and skills.

Course Structure

Units 3 and 4

Further Mathematics consists of a compulsory core, covering data handling and financial Mathematics as well as a selection of two from four possible optional modules. This selection is determined by the Mathematics Faculty.

The core content involves the topic of data handling with particular emphasis on simulation, correlation and regression, time series analysis and recursion and financial modelling.

The optional modules include: matrices; networks and decision mathematics; geometry and measurement; graphs and relations. In the past the school has chosen the modules (geometry and trigonometry and networks and decision maths).

Students are required to: learn, practise and apply mathematical algorithms, routines and techniques by completing application tasks, written tests, assignments, short investigations, and finding solutions to standard problems.

Assessment

Assessment for Units 3 and 4 include School Assessed Coursework (SAC) tasks and external exams. The school component is 34% of the grade for the year and the two external exams contribute to 66% of the grade. Unit 3 (Data Analysis and Recursion and Financial Modelling) is Maths 20% and Unit 4 (2 modules) is Maths 14%. One examination is composed of multiple choice questions while the other is a short answer and extended answer format.

Pathway Opportunities

Further Mathematics Units 3 & 4 are options that universities ask for as a study of Mathematics required for streams like Economics, Business and Commerce.

Related Links

VCAA link: <http://www.vcaa.vic.edu.au/Pages/index.aspx>

Study Design Link: <http://www.vcaa.vic.edu.au/Pages/vce/studies/futuresd.aspx>

College Levies

NA

VCE Mathematical Methods (CAS) Units 1 & 2

Year Level

Year 11

Mathematical Methods (CAS) Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts.

Course Structure

The course allows students to:

- apply techniques, routines and processes with and without the use of technology
- develop rigorous mathematical reasoning skills and apply them appropriately to analytical tasks.
- understand the appropriate use of the CAS calculator and an ability to use it efficiently and accurately

Areas of Study

Functions & Graphs

Algebra

Calculus

Probability and Statistics

Assessment

All assessments at Units 1 and 2 are school-based and must include components to be completed with or without the use of technology.

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit.

Demonstration of achievement of Outcome 1 should be based on the student's performance on assignments, tests and summary or review notes.

Demonstration of achievement of Outcome 2 should be based on the student's performance on a selection of assessment tasks such as modelling tasks, problem-solving tasks and mathematical investigations.

Demonstration of achievement of Outcome 3 should be based on the student's performance on aspects of tasks completed in demonstrating achievement of Outcomes 1 and 2 that incorporate opportunity for the effective and appropriate use of technology.

Pathway Opportunities

Mathematical Methods (CAS) Units 1 and 2 are designed as preparation for Mathematical Methods (CAS) Units 3 and 4.

Related Links

VCAA link: <http://www.vcaa.vic.edu.au/pages/index.aspx>

Study Design link: <http://www.vcaa.vic.edu.au/pages/vce/studies/futuresd.aspx>

College Levies

NA

VCE Mathematical Methods (CAS) Units 3 & 4

Year Level

Year 12

Mathematical Methods (CAS) Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

Course Structure

The course allows students to:

- apply techniques, routines and processes with and without the use of technology, as applicable.
- develop rigorous mathematical reasoning skills and apply them appropriately to analytical tasks.
- understand the appropriate use of the CAS calculator and an ability to use it efficiently and accurately.
- Students should have completed Units 1 & 2 of Mathematical Methods (CAS)

Areas of Study

Functions & Graphs

Calculus

Algebra

Probability and Statistics

Assessment

School-assessed Coursework (SAC) for Unit 3 contributes 17% to the study score.

School-assessed Coursework (SAC) for Unit 4 contributes 17% to the study score.

One one-hour technology-free examination in November (consisting of short-answer questions and some extended-answer questions) contributes 22% to the study score

One two-hour technology-active examination in November (consisting of multiple-choice questions and extended-answer questions) contributes 44% to the study score.

Pathway Opportunities

Mathematical Methods (CAS) Units 3 and 4 is prescribed for students intending to study Mathematics, Science, Commerce and Engineering.

Related Links

VCAA link: <http://www.vcaa.vic.edu.au/pages/index.aspx>

Study link: <http://www.vcaa.vic.edu.au/pages/vce/studies/futuresd.aspx>

College Levies

NA

VCE Specialist Mathematics Units 1 & 2

Year Level

Year 11

General Mathematics Specialist provides a course of study for students who enjoy mathematics and intend to continue on to study Specialist Mathematics Units 3 & 4 and Mathematical Methods Units 3 & 4. Specialist Mathematics is designed for students with a strong interest in mathematics including those intending to study mathematics, physical sciences or engineering at university.

The course allows students to:

- Establish strong algebra skills and an understanding of the power of mathematics as a means of interpreting real life situations.
- Identify when and how CAS calculators can be used efficiently to solve problems.
- An introduction to some of the more abstract parts of mathematics and how they can be applied.
- Develop rigorous mathematical reasoning skills and understand the power of mathematics to model situations

Prerequisites

Students undertaking General Mathematics (Specialist) must also complete Units 1 & 2 of Mathematical Methods (CAS).

Students should have completed year 10A Mathematics and have achieved a grade of A or better in their assessment tasks in order to be suitably prepared for this subject. The study of Physics Units 1 & 2 is encouraged.

Course Structure

General Mathematics specialist consist of:

Algebraic manipulation

Real and Complex Number systems

Trigonometry of non-right triangles

Circular functions

Coordinate geometry

Sequences and series

Vectors

Kinematics

Assessment

Application Tasks and assignments

Unit tests and quizzes

Semester examinations

Pathway Opportunities

General Mathematics Specialist units 1 & 2 is a prerequisite for VCE Units 3 & 4 Specialist Mathematics. It is also a pre-requisite for students wishing to study university Mathematics in Year 12.

It is recommended by the VCAA that students taking VCE Mathematical Methods should also take a General Mathematics Specialist 1&2 to give a stronger mathematical base.

Related Links

VCAA Site <http://www.vcaa.vic.edu.au/Pages/index.aspx>

Study Design Site <http://www.vcaa.vic.edu.au/Pages/vce/studies/futuresd.aspx>

College Levies

NA

VCE Specialist Mathematics Units 3 & 4

Year Level

Year 12

Specialist Mathematics is the study of functions & graphs, algebra, calculus, vectors, mechanics and probability & statistics. It provides both a framework for thinking and a means of communication that is powerful, logical, concise and precise. Specialist Mathematics is designed for students with a strong interest in mathematics including those intending to study mathematics, physical sciences or engineering at university.

The course allows students to:

- Develop an understanding of mathematical structure and proof
- Establish fluency in the application of techniques, routines and processes in each of the topic areas
- Identify when the use of the CAS calculator is the preferred method of solving a particular problem and use that technology efficiently and accurately
- Develop rigorous mathematical reasoning skills and understand the power of mathematics to model situations

Prerequisites

Specialist Mathematics Units 3 & 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 & 4.

Students should have completed Mathematical Methods Units 1 & 2, Specialist Maths Units 1 & 2, and should have either completed, or are concurrently studying, Mathematical Methods Units 3 & 4. The concurrent study of Physics Units 3 & 4 is encouraged.

Course Structure

Specialist Mathematics Units 3 & 4 consist of six areas of study:

Functions and Graphs

Algebra

Calculus

Vectors

Mechanics

Probability and Statistics

The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts along with appropriate use of technology (CAS).

Assessment

Internal Assessment – School Assessed Coursework (34%)

School-assessed Coursework (SAC) for Unit 3 contributes 17% to the study score.

School-assessed Coursework (SAC) for Unit 4 contributes 17% to the study score.

External Assessment – End of Year Examinations (66%)

One one-hour technology-free examination (consisting of short answer questions) contributes 22% to the study score.

One two-hour technology-assisted examination (consisting of multiple choice questions and extended answer questions) contributes 44% to the study score.

Pathway Opportunities

Specialist Mathematics can maximise ATAR scores with generous scaling of the raw study score. It is one of the few subjects that can score more than 50.

Specialist Mathematics is designed for students intending to study mathematics, physical sciences and/or engineering at university.

Rationale:

Related Links

VCAA Site <http://www.vcaa.vic.edu.au/Pages/index.aspx>

Study Design Site <http://www.vcaa.vic.edu.au/Pages/vce/studies/futuresd.aspx>

College Levies

NA

VCE Media Units 1 & 2

Year Level

Year 10 (accelerated)
Year 11

The purpose of this Unit 1 is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies. Unit 2 will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Course Structure

Unit 1: Representation and technologies of representation

Areas of Study:

1. Representation
2. Technologies of representation
3. New Media

Outcome 1: On completion of this unit the student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

Outcome 2: On completion of this unit the student should be able to produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.

Outcome 3: Upon completion of this unit the student should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

Unit 2: Media production and the media industry

Areas of Study:

1. Media Production
2. Media Industry Production
3. Australian Media Organisations

Outcome 1: Upon completion of this unit the student should be able to explain the media production process and demonstrate specialist production skills within collaborative media productions.

Outcome 2: On completion of this unit the student should be able to discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.

Outcome 3: On completion of this unit the student should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

Assessment

- Audio-visuals or video sequences
- Photographs
- Radio or audio sequences
- print layouts
- Multimedia sequences or presentations (including website and data show presentations)
- Posters
- Tests
- written responses
- Oral reports

At least one of the assessment tasks in Unit 1, 2, 3 & 4 must be in written form

Pathway Opportunities

Sales – Programming – Design – Video – Production – Editing – Art Journalism – Illustration – Art Criticism – Animation – Teacher, Travel consultant, Actor

Employment Settings: Corporate media departments – Federal, state, local government – Non-profit agencies – Public relations and advertising firms – Independent production companies – Art-related publications – Publishing houses – Newspapers/magazines, Schools, television, Schools

Suggested Strategy: Develop a strong portfolio. Gain internship experience related to specific area of interest. Supplement curriculum with coursework in business, journalism, communication, or broadcasting/ electronic media.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$60, which may be subject to increase from year to year.

VCE Media Units 3 & 4

Year Level

Year 11 (accelerated)

Year 12

Unit 3 provides students with opportunities to develop their understanding of production and story elements and to recognize the role and significance of narrative organization in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations. Unit 4 allows students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is critically analysed in this unit.

Course Structure

Unit 3: Narrative and media production design

Areas of Study:

1. Narrative
2. Media Production Skills
3. Media Production Design

Outcome 1: On completion of this unit the student should be able to analyse the nature and function of production and story elements in fictional media texts and discuss how combinations of these elements structure the narrative to engage an audience

Outcome 2: On completion of this unit the student should be able to use a range of technical equipment, applications and media processes to present ideas, achieve effects and explore aesthetic qualities in production design plan specification areas appropriate to a media form.

Outcome 3: On completion of this unit the student should be able to prepare a media production design plan incorporating the specifications appropriate for the chosen media product.

Unit 4: Media process, social values and media influence

Areas of Study:

1. Media Process
2. Social Values
3. Media Influence

Outcome 1: On completion of this unit the student should be able to produce a media product for an identified audience from the media production design plan prepared by the student in Unit 3.

Outcome 2: On completion of this outcome the student should be able discuss the ways in which social values shape the content of media texts and analyse how social values are reflected in a text.

Outcome 3: On completion of this unit the student should be able to discuss theories of media influence and analyse debates about the nature and extent of media influence.

Assessment

- Audio-visuals or video sequences
- Photographs
- Radio or audio sequences
- Print layouts
- Multimedia sequences or presentations (including website and data show presentations)
- Posters
- Tests
- Oral reports

At least one of the assessment tasks in Unit 1, 2, 3 & 4 must be in written form. School-assessed coursework for Unit 3 will contribute 8 per cent to the study score. The level of achievement for Units 3 and 4 is also assessed by a school-assessed task, which will contribute 35 per cent to the study score and an end-of-year examination, which will contribute 45 per cent to the study score.

Pathway Opportunities

Sales – Programming – Design – Video – Production – Editing – Art Journalism – Illustration – Art Criticism – Animation – Teacher, Travel consultant, Actor
 Employment Settings: Corporate media departments – Federal, state, local government – Non-profit agencies – Public relations and advertising firms – Independent production companies – Art-related publications – Publishing houses – Newspapers/magazines, Schools, television, Schools
 Suggested Strategy: Develop a strong portfolio. Gain internship experience related to specific area of interest. Supplement curriculum with coursework in business, journalism, communication, or broadcasting/ electronic media.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$60, which may be subject to increase from year to year.

VCE Music Performance Units 1 & 2

Year Level

Year 11

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

This study enables students to:

- perform, compose, arrange and/or improvise music from diverse styles and traditions
- demonstrate musicianship
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music

Prerequisites

Students who wish to study Music Performance should have been studying their main instrument for at least three years (minimum standard - Grade 4 AMEB/ ANZCA, can vary depending on the instrument) prior to VCE. Students who have not studied a semester of Music in Year 10 can still enrol for VCE Music Performance but should present an audition on their instrument, to the VCE Music Performance teacher as part of the entry process. Students must continue with instrumental lessons whilst enrolled in VCE Music Performance and are expected to be involved in the College Ensemble program.

Whitefriars Instrumental teachers are all qualified and experienced to teach VCE. Learning with Whitefriars Instrumental teachers allows greater accessibility to clear and regular communication between the Music Performance teacher and instrumental staff which benefits student preparation for Music Performance exams. Students wishing to learn with an outside teacher, must seek prior approval from the Head of Performing Arts, in discussion with Faculty Staff. (External teachers must have had experience preparing VCE candidates.). For Solo and Group Performances, completion of learning outcomes will usually involve some evening and/or weekend concerts and workshops.

Course Structure

Unit 1: Music Performance

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music.

Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2: Music Performance

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills.

They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills. Students also devise an original composition or improvisation.

Assessment

Assessment tasks for these units are:

- Performances of three works including at least one group work and one solo work with accompaniment as appropriate.
- A demonstration of technical work and exercises, for example an assessment task that includes a test or other performance context.
- An explanation of how selected technical work and exercises support the student's development as an instrumentalist.
- Composition and/or improvisation exercises and accompanying documentation that describes use of music language in the exercise/s.

Pathway Opportunities

VCE Music Performance Units 3 & 4

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$80 per semester, which may be subject to increase from year to year.

VCE Music Performance Units 3 & 4

Year Level

Year 12

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains. VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures.

Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

This study enables students to:

- perform, compose, arrange and/or improvise music from diverse styles and traditions
- demonstrate musicianship
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music

Prerequisites

Students who wish to study Music Performance should have been studying their main instrument for at least three years (minimum standard - Grade 4 AMEB/ANZCA, can vary depending on the instrument) prior to VCE. Students who have not studied a semester of Music in Year 10 can still enrol for VCE Music Performance but should present an audition on their instrument, to the VCE Music Performance teacher as part of the entry process. Students must continue with instrumental lessons whilst enrolled in VCE Music Performance and are expected to be involved in the College Ensemble program.

Whitefriars Instrumental teachers are all qualified and experienced to teach VCE. Learning with Whitefriars Instrumental teachers allows greater accessibility to clear and regular communication between the Music Performance teacher and instrumental staff which benefits student preparation for Music Performance exams. Students wishing to learn with an outside teacher, must seek prior approval from the Head of Performing Arts, in discussion with Faculty Staff. (External teachers must have had experience preparing VCE candidates.). For Solo and Group Performances, completion of learning outcomes will usually involve some evening and/or weekend concerts and workshops.

Course Structure

Unit 3: Music Performance

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Performance examination:

Students choose whether they will present their external end-of-year performance examination program as a member of a group OR as a soloist.

Unit 4: Music Performance

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

Assessment

School-assessed Coursework for Unit 3 will contribute 20 per cent. School-assessed Coursework for Unit 4 will contribute 10 per cent.

End-of-year performance examination

The student will give a live performance in only one of the following contexts:

- as a member of a group OR as a soloist

End-of-year aural and written examination

The aural and written examination will contribute 20 per cent.

Pathway Opportunities

NA

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$80 per semester, which may be subject to increase from year to year.

VCE Outdoor & Environmental Studies Unit 2, Units 3 and 4

Year Level

Year 10 (accelerated) Unit 2

Year 11 (accelerated) Units 3 & 4

VCE Outdoor and Environmental Studies provides students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing, enables informed understanding of human relationships with nature.

Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. For many, outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise. Outdoor environments also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches generate differing impacts and can cause pressures and tensions between user groups, leading to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies seeks to enable students to critically analyse these differing relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

This study enables students to:

- develop experience-based relationships with, and knowledge of, outdoor environments
- develop an understanding of the ecological, historical, economic and social factors which have had an impact on and will influence outdoor environments over time
- develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments
- identify and analyse the strategies used to protect, conserve and manage outdoor environments in a sustainable manner
- understand the implications of trends towards sustainable environmental relationships
- critically analyse interactions with outdoor environments in shaping Australian cultural practices.

Course Structure

Unit 2: Discovering outdoor environments

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

Each unit deals with specific content contained in areas of study and is designed to enable students to achieve a set of outcomes for that unit. Each outcome is described in terms of key knowledge and key skills.

Assessment

Procedures for the assessment of levels of achievement in Unit 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Percentage contributions to the study score in VCE Outdoor and Environmental Studies are as follows:

- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent

Pathway Opportunities

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as:

- natural resource management
- nature-based tourism
- outdoor leading and guiding
- environmental research and policy
- education
- agriculture

Related Links

NA

College Levies

A College levy is charged for this subject. As a guided, the 2016 levy was \$275 (Year 10) and \$350 (VCE)/semester which covers all practical activities and camps.

VCE Physical Education Units 1 & 2

(New Study Design for 2017)

Year Level

Year 10 (accelerated)

Year 11

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2: Physical activity, sport and society

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

Assessment

Practical laboratory report linking key knowledge and key skills to practical activity

Case study analysis

Multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction

Oral presentation such as podcast, debate

Written report

Test

Pathway Opportunities

Physical Education Unit 3 & 4

Physiotherapy, Primary/Secondary Teaching, health science, Sports Science, Sports Management, Exercise Science, and Recreation Management

Related Links

NA

College Levies

A College levy is charged for this subject. The levy for 2016 was \$70 / semester and \$450 (Year 11 Ski Camp in semester 2 TBC).

The semester levies cover off campus practical activities such as Indoor Climbing, Fencing, Spin classes, Cross Country Skiing, Golf lessons, Aqua classes.

VCE Physical Education Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

Physical Education examines the biological, social and cultural influences on performance and participation in physical activity.

The study is approached through both the study of, and participation in, physical activity. This approach provides the means by which theory and practice are integrated. Participation in physical activity and development of skills provides opportunities for students to reflect on factors which affect performance and participation in physical activity.

Course Structure

Unit 3 introduces students to an understanding of physical activity from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary behaviour; and data in relation to Australian Physical Activity and Sedentary Behaviour Guidelines. Students apply and study the Social-Ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity

Students investigate the contribution of energy systems to performance in physical activity. In particular they investigate the performance of each system and the interplay of the systems during physical activity. Students explore the multi factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery

Outcome 1: Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.

Outcome 2: Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

Unit 4 focuses on improvements in performance, in particular fitness, depend on the ability of the athlete or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Outcome 1: Plan, implement and evaluate training programs to enhance specific fitness components.

Outcome 2: Analyse and evaluate strategies designed to enhance performance or promote recovery.

Assessment

Satisfactory completion of Units 1 & 2 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit. The College will grade the work and will report the student's levels of achievement in the School Reports.

Assessment tasks for this unit are selected from the following:

- Practical laboratory report
- Case study analysis
- Data analysis
- Critically reflective folio/diary of participation in practical activities
- Visual presentation
- Multimedia presentation

The end of year examination will contribute 50 per cent.

Pathway Opportunities

Students completing VCE Physical Education can use it to move in to courses /professions such as:

- Sport Psychology
- Secondary School Physical Education Teaching
- Primary School Physical Education Teaching
- Sport Administration
- Sport Management
- Sport Marketing
- Sport Coaching
- Applied Science Human movement
- Personal Trainer
- Health Sciences

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide the 2016 levy was \$75/semester which includes areas such as: attending an exam revision session in each semester, exam revision resources; and external practical lessons (i.e. Spin Class, Pilates, Squash, Athletics etc.)

VCE Physics Units 1 & 2

Year Level

Year 11

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries.

Course Structure

Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

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

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Satisfactory completion of Unit 1 & 2 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit.

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

Pathway Opportunities

Physics Units 3 & 4

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Related Links

If you would like more information about Physics Units, click the link which will direct you to the VCAA Physics Study Design (The VCAA study design highlights course outlines, assessment requirements and course details).

<http://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf>

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Physics.aspx>

College Levies

NA

VCE Physics Units 3 & 4

Year Level

Year 12

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries.

Course Structure

Unit 3: How do fields explain motion and electricity?

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

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

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Satisfactory completion of Unit 3 & 4 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit.

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

Assessment for Units 3 and 4 include School Assessed Coursework (SAC) tasks and an external exam.

Pathway Opportunities

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Related Links

If you would like more information about Physics Units, please contact the teachers listed below or alternatively click the link which will direct you to the VCAA Physics Study Design (The VCAA study design highlights course outlines, assessment requirements and course details).

<http://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf>

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Physics.aspx>

College Levies

NA

VCE Australian Politics Units 1 & 2

Year Level

Year 10 (Accelerated)

Year 11

Australian politics offers students the opportunity to engage with key political, social and economic issues and to become informed citizens, voters and participants in their local, national and international communities. Australian politics increases awareness of the nature of power and its influence. It allows students to become informed observers of and active participants in their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Course Structure

Unit 1 The national citizen

In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. The nature of and philosophical ideas behind democracy are studied, as well as the operation and nature of contemporary Australian representative democracy. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is explored. Students also examine the role and influence of social and political movements as methods of organising political ideas and action.

Unit 2 The global citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the 'global citizen'. In Area of Study 1 they explore the myriad ways their lives have been affected by the increased interconnectedness the global threads – of the world through the process of globalisation. In Area of Study 2, students consider the extent to which the notion of an international community exists, and investigate its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

Assessment

Completion of each of the units is based on key outcomes which are assessed through School assessed course work including essays, tests, document studies and presentations.

Pathway Opportunities

Australian politics teaches skills which can be used in a variety of occupations and especially tertiary studies. It can help in evaluating evidence and to express an opinion. There are a range of pathway options available to the student of Australian Politics including Arts-Law, journalism, research and direct or indirect involvement or employment in the political process.

Related Links

NA

College Levies

NA

VCE Australian Politics Units 3 & 4

Year Level

Year 11 (Accelerated)

Year 12

Australian politics offers students the opportunity to engage with key political, social and economic issues and to become informed citizens, voters and participants in their local, national and international communities. Australian politics increases awareness of the nature of power and its influence. It allows students to become informed observers of and active participants in their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Course Structure

Unit 3: Evaluating Australian democracy

This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice. It compares the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses.

Unit 4: Australian public policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Assessment

Completion of each of the units is based on key outcomes which are assessed through School assessed course work including essays, tests, document studies and presentations.

Pathway Opportunities

Australian politics teaches skills which can be used in a variety of occupations and especially tertiary studies. It can help in evaluating evidence and to express an opinion. There are a range of pathway options available to the student of Australian Politics including Arts-Law, journalism, research and direct or indirect involvement or employment in the political process.

Related Links

NA

College Levies

NA

VCE Product Design Technology Units 1 & 2

Year Level

Year 10 (accelerated)

Year 11

This subject focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined. Area of Study 1 provides an introduction and structured approach towards the Product design process and Product design factors. Students learn about intellectual property (IP), its implications related to product design and the importance of acknowledging the IP rights of the original designer. Students' work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe. In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Course Structure

Unit 1: Product Re-Design and Sustainability

Areas of Study:

1. Product re-design for improvement
2. Producing and evaluating a redesigned product

Outcome 1: On completion of this unit the student should be able to re-design a product using suitable materials with the intention of improving aspects of the product's aesthetics, functionality or quality, including consideration of sustainability.

Outcome 2: On completion of this unit the student should be able to use and evaluate materials, tools, equipment and processes, to make the product redesigned in Outcome 1, and compare the finished product with the original design.

Unit 2: Collaborative Design

Areas of Study:

1. Designing within a team
2. Producing and evaluating a collaboratively designed product

Outcome 1: On completion of this unit the student should be able to design and plan a product, a product range or a group product with component parts in response to a design brief based on a common theme, both individually and within a team.

Outcome 2: The student should be able to justify, manage and use appropriate production processes to make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group project against the design brief.

Assessment

- Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report
- Prototype or product and records of production and modifications
- Multimedia presentation supported by speaker's notes
- Short written report or oral report that includes materials testing or trialling activities, industry visits, technical reports
- Case study analysis
- Oral report supported by notes and/or visual materials.

Due to the practical nature of this subject, students may be requested to complete additional hours after school.

Pathway Opportunities

Product Design Technology Units 3 & 4

Carpenter–Architect –Builder–Designer –Construction Manager– Draughtsman – Teacher

Employment Settings: Building Companies– On-line furniture companies – Architectural Companies – Construction Companies – Welding companies, Designing companies, cars, machinery etc. , Product design divisions or large scale manufacturing companies Small design firms– TV/motion picture industry, design sets – Trade centres, colleges and universities, media companies – Freelance, Schools

Suggested Strategy: Develop a strong portfolio. Gain computer/technical skills. Secure an internship in a related area. Consider supplementing curriculum with coursework in VCD or a business studies related course. Complete voluntary work in an area of construction.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2015 levy was \$110, which may be subject to increase from year to year.

VCE Product Design Technology Units 3 & 4

Year Level

Year 11 (accelerated)

Year 12

Students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. Students examine different settings and takes students through the Product design process as they design for others. In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations. They learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors.

Course Structure

Unit 3: Applying the Product Design Process

Areas of Study:

1. The designer, client and end-user in product development
2. Product development in industry
3. Designing for others

Outcomes 1: On completion of this unit the student should be able to explain the roles of the designer, client and/or end-user/s, the Product design process and its initial stages, including investigating and defining a design problem, and explain how the design process leads to product design development.

Outcome 2: On completion of this unit the student should be able to explain and analyse influences on the design, development and manufacture of products within industrial settings.

Outcome 3: On completion of this unit the student should be able to present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

Unit 4: Product Development, Valuation and Promotion

Areas of Study:

1. Product analysis and comparison
2. Product manufacture
3. Product evaluation

Outcome 1: On completion of this unit the student should be able to compare, analyse and evaluate similar commercial products, taking into account a range of factors and using appropriate techniques.

Outcome 2: On completion of this unit the student should be able to safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.

Outcome 3: On completion of this unit the student should be able to evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

Assessment

On completion of this unit the student should be able to present a folio that documents the Product design process used while working as a designer to meet the needs of a client and/or an end-user, and commence production of the designed product.

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework, a School-assessed Task and an end-of-year examination.

Pathway Opportunities

Carpenter–Architect –Builder–Designer –Construction Manager– Draughtsman – Teacher

Employment Settings: Building Companies– On-line furniture companies – Architectural Companies – Construction Companies – Welding companies, Designing companies, cars, machinery etc. , Product design divisions or large scale manufacturing companies Small design firms– TV/motion picture industry, design sets – Trade centres, colleges and universities, media companies – Freelance, Schools

Suggested Strategy: Develop a strong portfolio. Gain computer/technical skills. Secure an internship in a related area. Consider supplementing curriculum with coursework in VCD or a business studies related course. Complete voluntary work in an area of construction.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$110, which may be subject to increase from year to year.

VCE Psychology Units 1 & 2

Year Level

Year 10 (accelerated)

Year 11

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

In VCE Psychology inquiry can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society.

Course Structure

Unit 1: How are behaviour and mental processes shaped?

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

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

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

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Satisfactory completion of Unit 1 & 2 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit.

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

Pathway Opportunities

Psychology Units 3 & 4

Biology Units 3 & 4

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

Related Links

If you would like more information about Psychology Units, click the link which will direct you to the VCAA Psychology Study Design (The VCAA study design highlights course outlines, assessment requirements and course details).

<http://www.vcaa.vic.edu.au/Documents/vce/psychology/PsychologySD-2016.pdf>

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Psychology.aspx>

College Levies

NA

VCE Psychology Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

The following information relates to the 2017 -2021 VCAA Psychology Study Design

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

In VCE Psychology inquiry can include laboratory experimentation, observational studies, self-reports, questionnaires, interviews, rating scales, simulations, animations, examination of case studies and literature reviews. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate research hypotheses, operationalise variables, and collect, analyse and critically interpret qualitative and quantitative data. They analyse the limitations of data, evaluate methodologies and results justify conclusions, make recommendations and communicate their findings. Students investigate and evaluate issues, changes and alternative proposals by considering both shorter and longer term consequences for the individual, environment and society.

Course Structure

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

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

Assessment

The award of satisfactory completion for a unit is based on whether the student has demonstrated the set of outcomes specified for the unit. Satisfactory completion of Unit 3 & 4 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit.

Teachers will use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate the key knowledge and key skills in the outcomes. Assessment will be a part of the regular teaching and learning program and should be completed mainly in class and within a limited timeframe.

Assessment for Units 3 and 4 include School Assessed Coursework (SAC) tasks and an external exam.

Pathway Opportunities

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

Related Links

If you would like more information about Psychology Units, please contact the teachers listed below or alternatively click the link which will direct you to the VCAA Psychology Study Design (The VCAA study design highlights course outlines, assessment requirements and course details).

<http://www.vcaa.vic.edu.au/Documents/vce/psychology/PsychologySD-2016.pdf>

<http://intranet.whitefriars.vic.edu.au/handbooks/Curriculum%20Handbook/VCE%20Psychology.aspx>

College Levies

NA

VCE Religion & Society Unit 2

Year Level

Year 11

In this study, religions are defined as those forms of belief and practice through which human beings express their sense of ultimate reality. Such beliefs and practices form an important part of human experience and this experience is both individual and collective. Religious communities are formed and traditions of belief and practice are developed. This study proposes that religions can be understood in a general way as meaning systems that have eight interrelated aspects. These guide students through their study of one or many religious traditions. The eight aspects are:

- beliefs
- myths and other stories
- sacred texts and other religious writings (such as formal creeds)
- rituals
- symbols
- social structures
- ethical principles and oral or written codes of behaviour
- religious experience and spirituality (characteristic ways of thinking and behaving in the light of beliefs)

The eight aspects presented above provide a useful framework for discussion, but each tradition has its own characteristic emphases. The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action. VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

Course Structure

Unit 2: Ethics and morality

Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what 'right' and 'wrong', and 'good' and 'bad' mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level. Unlike morality, ethics is not just a matter of individual awareness and personal decision-making. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals do, supporting some choices and disapproving of others. This background is enmeshed with the dominant religious and philosophical traditions of the times. Today, religious and philosophical traditions compete with powerful alternative sources of moral values represented in the media and popular culture. Nevertheless, society still relies on cultural heritages that contain a variety of ethical perspectives as well as numerous values centred on human dignity and basic justice. These various values remain fundamental to legal and social systems, and constitute the everyday categories of ethical discourse in the modern world. They are taken by the individuals and groups that hold them to be the starting point and common ground for ethical discussion in pluralist society.

Outcome 1: Ethical method in pluralist society

Outcome 2: Religion and morality in pluralist society

Outcome 3: Contemporary ethical issues in pluralist society.

In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.

Assessment

Satisfactory completion of Unit 2 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit. The College will grade the work and will report the student's levels of achievement in the School Reports.

On completion of this unit the student should be able to explain ethical decision-making in pluralist society, explain the ethical perspectives and moral viewpoints upheld by at least two religious traditions in pluralist society and analyse debates on contemporary ethical issues in pluralist society.

Pathway Opportunities

Religion & Society Unit 3 & 4

Text & Traditions Unit 3 & 4

Arts, Philosophy, Theology, Education, Nursing, Psychology courses at University

Related Links

NA

College Levies

NA

VCE Religion & Society Units 3 & 4

Year Levels

Year 11 (accelerated)

Year 12

In this study, religions are defined as those forms of belief and practice through which human beings express their sense of ultimate reality, both as individuals and collective. Religious communities are formed and traditions of belief and practice are developed. This study proposes that religions can be understood in a general way as meaning systems that have eight interrelated aspects. These guide students through their study of one or many religious traditions. The eight aspects are:

- Beliefs
- Rituals
- Symbols
- Myths and other stories
- Sacred texts and religious writings
- Social structures
- Ethical principles and oral or written codes of behaviour
- Religious experience

The eight aspects presented above provide a useful framework for discussion, but each tradition has its own characteristic emphases. The beliefs, values and ideas of religious traditions can play an important part in shaping and maintaining culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame of reference for understanding the world and for guiding daily personal and communal action. VCE Religion and Society is designed for students to engage with the great questions of life. It aims to develop understanding and respect for the perceptions of the participants in religious traditions. It values and promotes open inquiry, without bias towards any one tradition, while drawing on the personal and collective experience of the students.

Course Structure

Unit 3: The Search for Meaning

Humanity has sought to understand the why and how of existence. In this quest humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Why do we die? Is there anything beyond death? In response to this quest for meaning, religions have developed systems of belief that have offered ways of establishing meaning and purpose – not only for human existence but also for all that exists. Such religious beliefs have also attempted to explain the nature of relationships between humans, between humans and the rest of the natural world, and between humans and ultimate reality.

Outcome 1: Meaning in religious traditions

Outcome 2: Maintaining continuity of religious beliefs

Outcome 3: Significant life experience and religious belief

Unit 4: Challenge and response

The focus is the interaction of religious traditions and the societies of which they are a part. Religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating, supporting, as levers for change or resisting changes in those societies. The eight aspects of religion provide a framework for understanding these changes that happen as religious traditions respond to the internal challenges arising from the needs and insights of their membership, and to the external challenges provoked by changes in the wider society. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.

Outcome 1: Historical challenges to religious traditions

Outcome 2: Contemporary challenges and their impact

Assessment

Satisfactory completion of Units 3 and 4 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit. The College will grade the work and will report the student's levels of achievement in the School Reports.

On completion of this unit the student should be able to analyse how one or more than one religious tradition/s responded to a significant historical internal or external challenge, and evaluate the outcome for the religious tradition/s, and analyse the interplay between religious beliefs and their developed vision of religious tradition/s for society in response to contemporary challenge.

Pathway Opportunities

Text & Traditions Unit 3 & 4

Arts, Philosophy, Theology, Education, Nursing, Psychology courses at University

Related Links

NA

College Levies

NA

VCE Studio Arts Units 1 & 2

Year Level

Year 10 (accelerated)
Year 11

The focus of this subject is on using sources of inspiration and the generation of individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tool for communicating ideas, observations and experiences through artmaking. Research of the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspirations and used materials and techniques in the production of artworks is undertaken by students. Students establish and use a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation and development of directions prior to the production of artworks. Students also develop skills in the visual analysis of artworks. They analyse artworks from different times and cultures to investigate a variety of aesthetic qualities and identifiable styles.

Course Structure

Unit 1: Artistic Inspiration and Techniques

Areas of Study:

1. Practical experience
2. Theoretical study

Outcome 1: On completion of this unit the student should be able to source concepts and inspiration through a variety of methods presented in a visual diary.

Outcome 2: On completion of this unit the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

Outcome 3: On completion of this unit the student should be able to research artists from different times and cultures, their interpretation of ideas and sources of inspiration and their use of materials and techniques in the production of artworks.

Unit 2: Design Exploration and Concepts

Areas of Study:

1. Practical experience
2. Theoretical study

Outcome 1: On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry in order to produce a variety of design explorations and subsequent artworks.

Outcome 2: On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in their artworks, communicated ideas and developed identifiable styles.

Assessment

- Written (short and extended) responses
- Visual diary presentation
- Artworks
- End of semester examination

Pathway Opportunities

Graphic Art – Computer Graphics – Illustration – Advertising – Painting – Designing – Teacher –Product Design – Product engineering

Employment Settings: Newspapers – Publishing houses – Advertising agencies – Design firms – Product design divisions or large companies – Small design firms – Department stores – TV/motion picture industry – Books/magazines/trade publications – Internet media companies – Freelance, Galleries, Museums, Schools

Suggested Strategy: Develop a strong portfolio. Gain computer/technical skills. Secure an internship in a related area. Consider supplementing curriculum with coursework in advertising or business. Complete voluntary work in a studio, gallery, and museum.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$105, which may be subject to increase from year to year.

VCE Studio Arts Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

The focus of this subject is the implementation of an individual design process, which leads to the production of a range of potential solutions and directions. Students use an exploration proposal to identify an area of exploration. They apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of potential directions is an intrinsic part of the design process to support finished artworks in Unit 4. Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. Professional art practices and the development of styles in artworks are explored. The focus of this unit is on the production of a cohesive folio of finished artworks that resolve the intentions set out in the exploration proposal and the exploration undertaken in Unit 3. This unit also investigates aspects of the artists' involvement in the art industry. A range of environments for the presentation of artworks are examined with visits to exhibition spaces.

Course Structure

Unit 3: Studio Production and Professional Art Practices

Areas of Study:

1. Practical experience
2. Theoretical study

Outcome 1: On completion of this unit the student should be able to present an exploration proposal that outlines the design process.

Outcome 2: On completion of this unit the student should be able to present a folio that follows the design process explained in an exploration proposal and produce a range of directions, accompanied by annotations.

Outcome 3: On completion of this unit the student should be able to explore and discuss the professional art practices of traditional and contemporary artists and the development of styles. Their approach to art making and the appropriation of other artists' work is investigated. This component is assessed in the exam.

Unit 4: Studio Production and Art Industry Contexts

Areas of Study:

1. Practical experience
2. Theoretical study

Outcome 1: On completion of this unit the student should be able to prepare a statement that focuses, reflects and evaluates how the Unit 3 potential solutions will be used to produce a cohesive folio of artworks.

Outcome 2: On completion of this unit the student should be able to present a folio of finished cohesive artworks, which are as a result of the exploration undertaken in Unit 3.

Outcome 3: On completion of this unit the student should be able to research and discuss the preparation and presentation of artworks in at least two different exhibition spaces. The various roles, processes and methods involved in the exhibition of works is explored. This component is assessed in the examination.

Assessment

- Exploration proposal
- Design process - sketchbook
- Potential directions
- Short answer and extended written responses.
- Focus, reflection and evaluation statement
- Folio or artworks
- Extended and short answer written responses
- End of year examination

Pathway Opportunities

Graphic Art – Computer Graphics – Illustration – Advertising – Painting – Designing – Teacher –Product Design – Product engineering

Employment Settings: Newspapers – Publishing houses – Advertising agencies – Design firms – Product design divisions or large companies – Small design firms – Department stores – TV/motion picture industry – Books/magazines/trade publications – Internet media companies – Freelance, Galleries, Museums, Schools

Suggested Strategy: Develop a strong portfolio. Gain computer/technical skills. Secure an internship in a related area. Consider supplementing curriculum with coursework in advertising or business. Complete voluntary work in a studio, gallery, and museum.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$105, which may be subject to increase from year to year.

VCE Texts & Traditions Unit 2

Year Level

Year 11

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape the traditions. There is much to be learned about religious traditions if they are examined in relation to the texts upon which they are founded. These texts become a touchstone to the tradition as the tradition develops and responds to changing circumstances.

Many religious traditions have a special relationship with a set of written texts, often referred to as scriptures. Through this study, students come to understand that these writings have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, beliefs, values and behaviour, both historically and in the world today.

Students will study the texts in their original historical and social setting, as well as investigate the impact such texts have had throughout history and on the world today. Different methods of interpretation are taken into account throughout this study. Students will also investigate the texts as pieces of literature and the inspiration others have found in the interpretation of such writings.

The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study.

Course Structure

Unit 2: Texts in society

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. Therefore, the texts selected for study should be potential sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, religious and political institutions.

For the investigation students consider the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, and the kinds of authority attributed to them by traditions. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Outcome 1: Sacred texts in the past

Outcome 2: Sacred texts today

Outcome 3: Comparing religious traditions.

Assessment

Satisfactory completion of Unit 2 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit. The College will grade the work and will report the student's levels of achievement in the School Reports.

For this unit students are required to demonstrate achievement of three outcomes. Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. A semester examination also provides assessment of student learning throughout the course.

On completion of this unit the student should be able to understand the origin and development of selected texts that express a tradition's relationship to society, understand the type of authority that a tradition attributes to its sacred texts, and how these texts affect the tradition's understanding of its relationship to society today, and discuss the similarities and differences between the ways sacred texts of two or more religious traditions view a particular social theme.

Pathway Opportunities

Religion & Society Units 3 & 4
Text & Traditions Units 3 & 4

Arts, Philosophy, Theology, Education, Nursing, Psychology courses at University

Related Links

NA

College Levies

NA

VCE Texts & Traditions Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

The study of VCE Texts and Traditions equips students to come to a deeper understanding of the relationship between religious traditions and the written texts which grow from and shape the traditions. There is much to be learned about religious traditions if they are examined in relation to the texts upon which they are founded. These texts become a touchstone to the tradition as the tradition develops and responds to changing circumstances. Many religious traditions have a special relationship with a set of written texts, often referred to as scriptures. Through this study, students come to understand that these writings have particular authority for the tradition and may act as an important reference and foundation for the tradition's social organisation, rituals, beliefs, values and behaviour, both historically and in the world today. Students will study the texts in their original historical and social setting, as well as investigate the impact such texts have had throughout history and on the world today. Different methods of interpretation are taken into account throughout this study. Students will also investigate the texts as pieces of literature and the inspiration others have found in the interpretation of such writings. The study of VCE Texts and Traditions encourages independent and critical thinking in students that will assist them in work and study.

Unit 3: Texts and the early tradition

The texts of a particular religious tradition can be seen to be foundational in that they recount specific events, narratives, laws and teachings that describe the beginnings and initial development of a religious tradition's history. In this unit, students explore the history and culture from which the tradition being studied was formed. They gain an understanding that the historical milieu of these beginnings lent shape and content to the texts themselves.

Students develop an understanding of how the text is a response to particular contemporary and historical religious and social needs and events. They explore the formation of the text itself, the intended audience of that text and the message or teaching found within the text. As a part of the understanding of the message or teaching of a text, the students also become familiar with the nature of exegetical methods being used by scholars today in the religious tradition of the particular text. One method of textual analysis important to this study is often called socio-historical criticism. It is based on the notion that an understanding of the original social and historical situation of the formation of the text can lead to an understanding of the original intention of the author, as well as the impact on, and understanding of the text by the original audience.

Set texts in Units 3 and 4 are from the Islamic, Christian and Jewish traditions. Approval for the study of another tradition in Units 3 and 4 must be sought from the Victorian Curriculum and Assessment Authority.

Outcome 1: The background of the tradition

Outcome 2: Historical and literary background to the set text

Outcome 3: Interpreting texts - Exegesis (Part 1)

Unit 4: Texts and their teachings.

In this unit students continue to apply, in greater depth, the exegetical method to the passages for special study begun in Unit 3. Advice on the set text and passages for special study for this unit can be found at the beginning of Unit 3 on page 21 (see study design).

Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through religious ideas, beliefs or social themes in the particular texts.

With the passing of time, some of the themes contained in the foundational texts have been reinterpreted at different times in the tradition. In this unit a significant idea, belief or social theme contained in the set text will be studied, and the interpretation of the text in the light of the idea, belief or theme considered.

Outcome 1: Interpreting texts - Exegesis (Part 2)

Outcome 2: Religious ideas, beliefs and social themes

Assessment

Satisfactory completion of Unit 3 and 4 is notified to the Victorian Curriculum and Assessment Authority as an S (Satisfactory) or N (Not Satisfactory) based on the demonstrated achievement of outcomes specified for the unit. The College will grade the work and will report the student's levels of achievement in the School Reports.

On completion of this unit the student should be able to apply exegetical methods to develop an interpretation of all the passages for special study, and discuss a significant religious idea, belief or social theme in the set text, and analyse and evaluate how related passages from the set text have been interpreted within the tradition at a later stage in the light of the particular idea, belief or theme.

Pathway Opportunities

Religion & Society Unit 3 & 4

Arts, Philosophy, Theology, Education, Nursing, Psychology courses at University

Related Links

NA

College Levies

NA

VCE Theatre Studies Units 1 & 2

Year Level

Year 11

Rationale

Theatre Studies involves students in the interpretation of play texts and the production of plays. Students study the nature and characteristics of theatre through the ages and acquire knowledge of its traditions and history as well as knowledge of the times in which key theatrical developments occurred. Students apply this knowledge to the production of plays. They develop skills in the use of stagecraft and performance, contribute to a major production and complete a practical examination in either design or performance. Students experience plays in performance as an audience member and apply these experiences to their own developing works in each Unit. They apply skills of analysis and evaluation to performances.

Stagecraft areas for specialisation include acting, direction, costume, make-up, properties, set, sound, publicity and marketing, lighting, theatre technologies, stage management, production management.

There is no requirement for students undertaking Theatre Studies to act.

Course Structure

Unit 1: Pre-Modern Theatre

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell'Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

Students will study the application of stagecraft, design and construction within a variety of contexts, culminating in their participation in the Theatre Studies production in Term 2.

Unit 2: Modern Theatre

In Unit 2 students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance.

Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

Students will apply their knowledge of playscripts, stagecraft, design and performance to a monologue. They may opt to perform or present a design folio for this assessment.

Assessment

Assessment tasks for these units are selected from the following:

- performance of playscripts from the modern era
- oral/visual/multimedia reports/presentations
- responses to structured questions
- research report

At least one assessment task must be performance-based and at least one task must be written.

Pathway Opportunities

VCE Theatre Studies Units 3 & 4

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$80 per semester, which may be subject to increase from year to year.

VCE Theatre Studies Units 3 & 4

Year Level

Year 12

Theatre Studies involves students in the interpretation of play texts and the production of plays. Students study the nature and characteristics of theatre through the ages and acquire knowledge of its traditions and history as well as knowledge of the times in which key theatrical developments occurred. Students apply this knowledge to the production of plays. They develop skills in the use of stagecraft and performance, contribute to a major production and complete a practical examination in either design or performance. Students experience plays in performance as an audience member and apply these experiences to their own developing works in each Unit. They apply skills of analysis and evaluation to performances.

Stagecraft areas for specialisation include acting, direction, costume, make-up, properties, set, sound, publicity and marketing, lighting, theatre technologies, stage management, production management.

There is no requirement for students undertaking Theatre Studies to act.

Course Structure

Unit 3: Playscript Interpretation

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist, and analyse and evaluate the interpretation of the playscript in the performance.

Stagecraft

For Outcome 1 students select two areas of stagecraft with at least one from List A.

List A – Acting, Direction, Design – any of costume, make-up, properties, set, sound

List B – Publicity and marketing, Lighting, Theatre technologies, Stage management, Production management

Production team

For Outcome 1 students form a production team to collaboratively interpret a playscript for performance to an audience. More than one student may specialise in each area of stagecraft, and schools may decide to focus only on specific areas of stagecraft. These decisions will be influenced by the playscript selected for interpretation and/or the size of the class.

Unit 4: Performance Interpretation

In this unit students study a scene and associated monologue from the *Theatre Studies Stagecraft Examination Specifications* published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation.

Stagecraft

In Unit 4, Outcomes 1 and 2, stagecraft includes:

Acting and direction OR Design – any two of make-up, costume, set pieces, properties, sound.

Assessment

School-assessed Coursework for Unit 3 will contribute 30 per cent

School-assessed Coursework for Unit 4 will contribute 15 per cent

The level of achievement for Units 3 and 4 is also assessed by an end-of-year Stagecraft examination, which will contribute 25 per cent, and an end-of-year written examination, which will contribute 30 per cent.

Pathway Opportunities

NA

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$80 per semester, which may be subject to increase from year to year.

VCE Visual Communication Design (VCD) Units 1 & 2

Year Level

Year 10 (accelerated)

Year 11

The subject focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. There is a focus on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design and apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process detailed on pages 12 and 13 as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development of concepts to create visual communications.

Course Structure

Unit 1: Introduction to visual communication design

Areas of Study:

1. Drawing as a means of communication
2. Design elements and design principles
3. Visual communication design in context

Outcome 1: On completion of this unit the student should be able to create drawings for different purposes using a range of drawing methods, media and materials.

Outcome 2: On completion of this unit the student should be able to select and apply design elements and design principles to create visual communications that satisfy stated purposes.

Outcome 3: On completion of this unit the student should be able to describe how a visual communication has been influenced by past and contemporary practices, and by social and cultural factors.

Unit 2: Applications of visual communication design

Areas of Study:

1. Technical drawing in context
2. Type and imagery
3. Applying the design process

Outcome 1: On completion of this unit the student should be able to create presentation drawings that incorporate relevant technical drawing conventions and effectively communicate information and ideas for a selected design field.

Outcome 2: On completion of this unit the student should be able to manipulate type and images to create visual communications suitable for print and screen-based presentations, taking into account copyright.

Outcome 3: On completion of this unit the student should be able to engage in stages of the design process to create a visual communication appropriate to a given brief.

Assessment

- Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- Written report of a case study
- Oral report of a case study supported by written notes and/or visual materials
- Folio of technical drawings created using manual and/or digital methods
- Written and/or oral descriptions and analysis of historical and contemporary design examples

Pathway Opportunities

Graphic Art – Computer Graphics – Illustration – Advertising – Painting – Designing – Teacher – Product Design – Product engineering

Employment Settings: Newspapers – Publishing houses – Advertising agencies – Design firms – Product design divisions or large companies – Small design firms – Department stores – TV/motion picture industry – Books/magazines/trade publications – Internet media companies – Freelance, Galleries, Museums, Schools

Suggested Strategy: Develop a strong portfolio. Gain computer/technical skills. Secure an internship in a related area. Consider supplementing curriculum with coursework in advertising or business. Complete voluntary work in a studio, gallery, and museum.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$105, which may be subject to increase from year to year.

VCE Visual Communication Design (VCD) Units 3 & 4

Year Level

Year 11 (accelerated)
Year 12

Students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Students use their research and analysis of visual communication designers to support the development of their own work. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. The focus is the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated needs.

Course Structure

Unit 3: Design thinking and practice

Areas of Study:

1. Analysis and practice in context
2. Design industry practice
3. Developing a brief and generating ideas

Outcome 1: On completion of this unit the student should be able to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications.

Outcome 2: On completion of this unit the student should be able to describe how visual communications are designed and produced in the design industry and explain factors that influence these practices.

Outcome 3: On completion of this unit the student should be able to apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief.

Unit 4: Design development and presentation

Areas of Study:

1. Development of design concepts
2. Final presentations
3. Evaluation and explanation

Outcome 1: On completion of this unit the student should be able to develop distinctly different design concepts for each need, and select and refine for each need a concept that satisfies each of the requirements of the brief.

Outcome 2: On completion of this unit the student should be able to produce final visual communication presentations that satisfy the requirements of the brief.

Outcome 3: On completion of this unit the student should be able to devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief.

Assessment

- Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- Written report of a case study
- Oral report of a case study supported by written notes and/or visual materials
- Folio of technical drawings created using manual and/or digital methods
- Written and/or oral descriptions and analysis of historical and contemporary design examples
- Folio demonstrating the design process created using manual and/or digital methods & final presentations of visual communications

Pathway Opportunities

Graphic Art – Computer Graphics – Illustration – Advertising – Painting – Designing – Teacher –Product Design – Product engineering

Employment Settings: Newspapers – Publishing houses – Advertising agencies – Design firms – Product design divisions or large companies – Small design firms – Department stores – TV/motion picture industry – Books/magazines/trade publications – Internet media companies – Freelance, Galleries, Museums, Schools

Suggested Strategy: Develop a strong portfolio. Gain computer/technical skills. Secure an internship in a related area. Consider supplementing curriculum with coursework in advertising or business. Complete voluntary work in a studio, gallery, and museum.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$105, which may be subject to increase from year to year.

VET Certificate III in Sport and Recreation

Year Level

Year 10 (Accelerated Year 1)
 Year 11 (Year 1 or Year 2)
 Year 12 (Year 1 or Year 2)

The Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service. Compulsory units of competency in the program include plan and conduct sport and recreation sessions, conduct basic warm-up and cool-down programs and analyse participation patterns. Possible job outcomes for a student with this qualification may include providing support in the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Course Structure

The program consists of a minimum of 15 units of competency (completed over 2 years):

- Units 1 and 2: seven compulsory units plus a minimum of 30 hours of elective units
- Units 3 and 4: six compulsory units plus a minimum of 50 hours of elective units.

Students can complete the two-year program over Year 10 and 11 or Year 11 and 12. Year 12 students can complete Year 2 of the course and will be eligible for a study score and ATAR increment but will not achieve the full Certificate III. On successful completion of the course, students are eligible for the award of SIS30510 Certificate III in Sport and Recreation and up to four units (two units at Units 1 and 2 level and two Units at 3 and 4 level) of credit towards their VCE. Students who complete the second year of the program and the required scored assessment will receive a Study Score which will contribute to their ATAR calculation.

Assessment

Each module in each year of the program contains competency based assessment which assesses the students understanding of the content covered in the program. Students must satisfactorily complete each module in order to satisfy the award of the Certificate. Assessment can be undertaken in a number of ways including module tests, assignments, practical tasks and teacher observation.

In the second year of the program students wishing to receive a Study Score will undertake an exam at the end of the year which will assess and grade their understanding of all modules covered in the second year of the course.

Pathway Opportunities

Successful completion of the Certificate III in Sport and Recreation can lead to a variety of pathway options including direct employment in relevant industry settings, progression to further VET qualifications such as fitness instruction and community recreation as well as providing the opportunity to pursue university level studies in areas such as Exercise and Sport Science, Nutrition, Health Science etc.

Related Links

<http://intranet.whitefriars.vic.edu.au/workspaces/peode/vet-sport-recreation-c3/SitePages/Home.aspx>

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$150, which may be subject to increase from year to year.

VET Music Industry Certificate III (Technical Production)

Year Level

Year 11

National Course Code

CUS30209

The Certificate III in Music (Technical Production) Course is a one year course designed for VCE students to develop a wide range of knowledge and skills to be able to work within the music industry in a variety of music technology and related fields, including live technology, multimedia and recording technology.

Course Prerequisites

Students entering the Certificate III (Technical Production) course in Year 11 or 12 will be required to have completed the Certificate II Music course in order to complete all of the required modules in one year. Prior experience on an instrument and/or technical experience in lighting or sound will also be an advantage.

Course Structure

To attain a Certificate III in Music Industry (Technical Production) students must demonstrate competency in the following modules:

- CUESOU07B Apply a general knowledge of audio to work activities
- CUESOU08B Select and manage microphone and other audio input sources
- CUSSOU303A Set up and disassemble audio equipment
- CUSSOU301A Provide sound reinforcement
- CUSSOU302A Record and mix a basic music demo
- CUFCMP301A Implement copyright arrangements

At the completion of the Certificate III in Music Industry (Technical Production), students will be able to:

- Plan, set up and operate a basic concert lighting system
- Plan, set up and operate a live sound reinforcement system
- Mix live music in a concert situation
- Mixdown recorded music to a finished product
- Work under supervision as a live and/or studio technician in a local environment
- Work safely, maintaining work and contractual relationships
- Understand the way the music industry functions
- Function as part of a work team
- Understand how copyright works

Assessment

Students who complete the Certificate III are eligible to undertake [Scored Assessment](#) for the purpose of gaining an ATAR Score.

Students are required to submit 3 Assessment Tasks, based on the content of the following Units 3 & 4 sequence modules:

- CUESOU07B Apply a general knowledge of audio to work activities
- CUESOU08B Select and manage microphone and other audio input sources
- CUSSOU303A Set up and disassemble audio equipment
- CUSSOU301A Provide sound reinforcement
- CUSSOU302A Record and mix a basic music demo

Students may choose from a variety of 4 Task Types – Performance, Project, Product, and Portfolio. Each Assessment Task is worth 22%. (Total of 66%)

VCE External Examination

Students undertaking Scored Assessment will also sit for an end-of-year external examination administered by VCAA. This exam is worth 34%.

Award of the Certificate

For students who fully complete all course modules, the RTO (Vocational Pathways) will issue a Certificate. For students who do not fully complete the certificate a Statement of Attainment stating the modules that have been completed will be available.

RTO Status

Whitefriars College currently has an auspicing arrangement with Vocational Pathways (The RTO) to deliver the training plan and assess students.

Pathway Opportunities

VET Music Industry Certificate IV

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$150, which may be subject to increase from year to year.

VET Certificate IV Sound Production (Partial completion)

Year Level

Year 12

National Course Code

CUS40209

The Certificate IV in Sound Production course is a one year course designed to enable students to further develop their technical skills in the music industry.

Course Prerequisites

Students entering the Certificate IV (Sound Production) course in Year 12 will be required to have completed the Certificate III Music Industry (Technical Production) course in Year 11.

Course Structure

Students will partially complete the Certificate IV course by the end of Year 12 and will be issued a certificate of attainment outlining the successfully completed modules delivered in the program. Modules included in the Certificate IV in Music Industry (Sound Production) course include:

- CUS50U402A Develop and implement sound plans
- CUS50U405A Mix recorded music
- CUS50U401A Record sound
- CUSMCP303A Develop simple musical pieces using electronic media
- CUETEM03C Establish and manage production requirements and resources

At the completion of the Certificate IV in Music Industry (Sound Production) Course, students will be able to:

- Design, budget and manage technical requirements for a live music or drama production
- Multitrack record live and studio music performances
- Compose music using electronic media, including samples, synthesisers and midi control
- Oversee a work team in completing set up of a live or studio performance.
- mix reco

Assessment

VCE ATAR Score Option

This course does not include scored assessment however block credit arrangements apply which means that students will receive a contribution to their ATAR which will be calculated as 10% of the average of their "Primary Four" studies. For further details regarding block credit arrangements please contact the Pathways Coordinator.

RTO Status

Whitefriars College currently has an auspicing arrangement with an RTO to deliver the training plan and assess students.

Pathway Opportunities

The course aims to prepare students for possible future career or study options within the music industry in a variety of music technology and related fields, including live technology, multimedia and recording technology.

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2016 levy was \$150, which may be subject to increase from year to year.

VCAL Subjects

Work Related Skills Strand

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

Work Related Skills Unit 1

Work Related Skills Unit 1 at each VCAL level is designed to achieve learning outcomes important for OHS and the development of career goals.

Work Related Skills Unit 2

Work Related Skills Unit 2 at each VCAL level is designed to achieve learning outcomes important for work-related skills, employability skills and career goals.

Personal Development Skills Strand

The Personal Development Skills units are designed for use within the Personal Development Skills Strand of VCAL. The purpose of the Personal Development Skills Strand is to develop skills, knowledge and attitudes that lead toward:

- social responsibility
- building community
- civic responsibility, e.g. through volunteerism and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society

Two units exist in each level, reflecting the progression in skills, knowledge and attitude development of personal development skills.

Personal Development Skills Unit 1

Unit 1 focuses on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature relating to a personal, social, educational and/or community goal.

Personal Development Skills Unit 2

Unit 2 focuses on the development of knowledge, skills, critical intelligence and interpersonal skills through participation in experiences of a practical nature relating to a health and physical wellbeing or community service goal.

Numeracy Skills Strand

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields.

Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

Literacy Skills Strand

The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship.

Literacy skills corresponding with these social contexts include literacy for self expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills.