



**WHITEFRIARS**  
CATHOLIC COLLEGE FOR BOYS



# Curriculum Handbook 2021

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.

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
Health and Physical Education	Languages	- Food
		VCAL

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

The Curriculum Handbook contains details of all Year 10, VCE, VET and VCAL studies offered at Whitefriars College.

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. Students are to make informed subject and program choices using assessment results, feedback, examination results and Student Parent Teacher Conferences.

**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*.

Any questions relating to the VCE and VCAL curriculum at Whitefriars College can be directed to the respective subject teacher, Learning Leader or Director - Senior Years.

The Victorian Curriculum and Assessment Authority (VCAA) website at [www.vcaa.vic.edu.au](http://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](http://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**

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# Mission and Values Statement

## Mission & Values



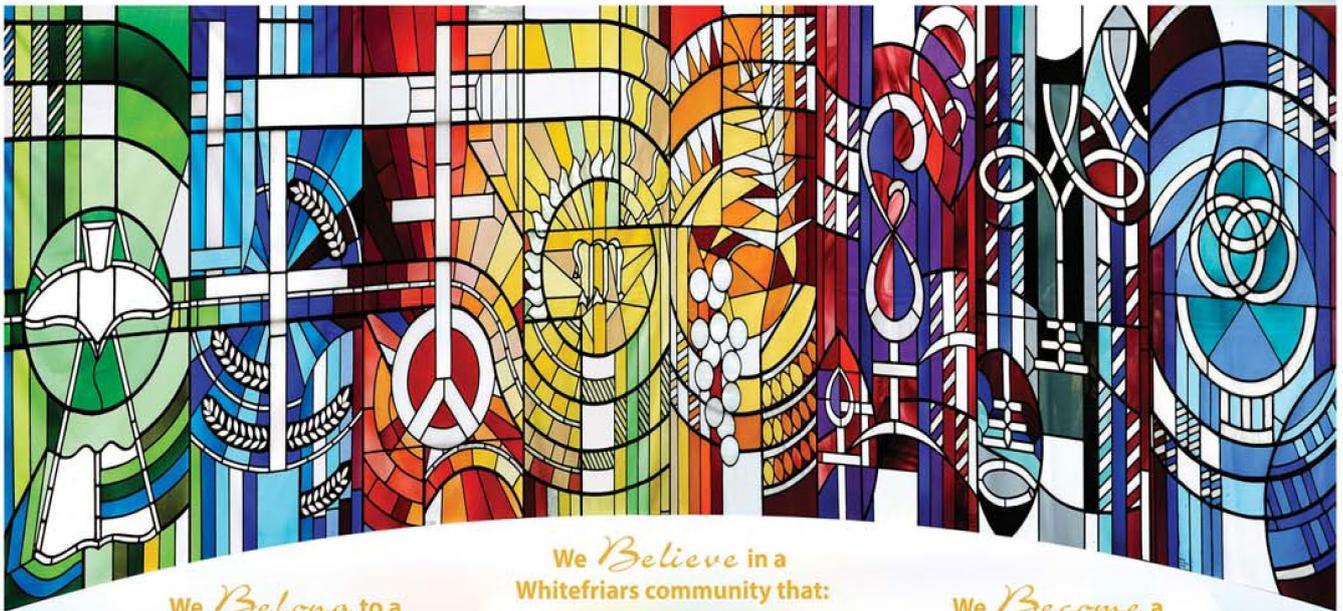
**WHITEFRIARS**  
CATHOLIC COLLEGE FOR BOYS

Whitefriars is a Catholic College which 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 a contemporary, global 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 an understanding of the common good
- 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 a global 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.*

*Belong. Believe. Become.*

# Learning @ Whitefriars

# 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 examinations held in November. 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)

A 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.

### 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 a 'S' for satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N'.

### 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 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.

### 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)

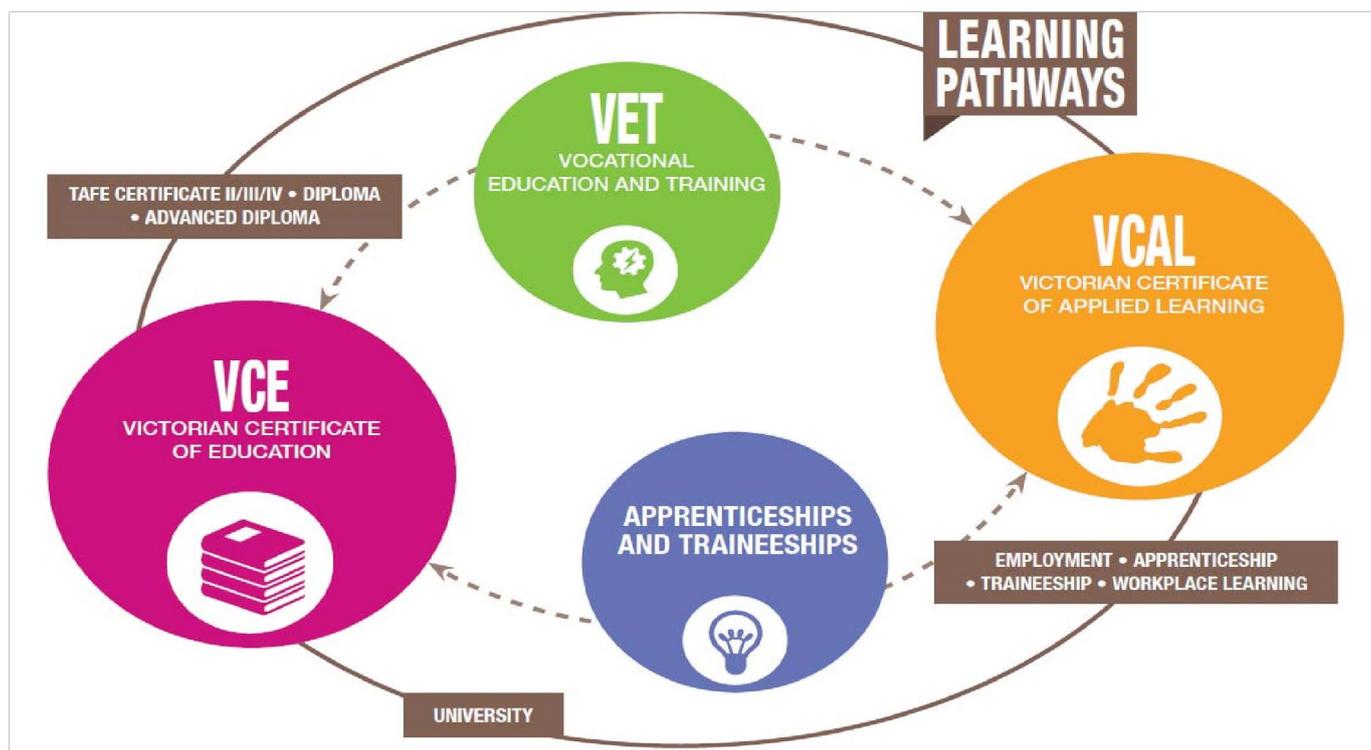
Nationally recognised vocational certificates now integrated within the VCE and VCAL programs.

### 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. 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 (subject to academic results).

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 Year 11 students. Units 3 and 4 must be taken as a sequence.

**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 two units in sequence at Units 3 and 4 level
- 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. Students must undertake Unit 3 of a study before entering Unit 4 of the study.

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 with 12 units taken in Year 11 followed by 10 units in Year 12. This includes the compulsory units from the English group and Religious Education units in Year 11.

#### Credit toward the VCE

Students eligible to apply for credit toward the VCE through the Director - Senior Years 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 EAL, satisfactorily complete Units 3 and 4 in either Mathematical Methods or Specialist Mathematics, and 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.

Any student who may need special provisions during the VCE should consult the Director - Senior Years or Learning Diversity Learning Leader for advice. The VCAA's website at [www.vcaa.vic.edu.au](http://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. The VCAL program teaches skills that:

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

### Intermediate VCAL Weekly structure:

- 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 Weekly structure:

- 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 including apprenticeships, work or further study.

### VCAL Levels

Level	Focus	Pathways
Intermediate	Knowledge and skills development leads to independent learning, confidence and a high level of transferable skills.	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.	Apprenticeships and traineeships Certificate III (or above) VET courses Employment

### VCAL Units

The following VCAL units are offered at Whitefriars College:

- Literacy Intermediate Units 1 & 2 and Literacy Senior Units 1 & 2
- Numeracy Intermediate Unit 1, Numeracy Senior Unit 1
- Work Related Skills Intermediate Unit 1, Work Related Skills Senior Unit 2
- Personal Development Skills Intermediate Unit 1, Personal Development Skills Senior Unit 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 the Certificate III in Sport and Recreation, 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, Electrotechnology, Automotive and more. A full list outlining the VET offerings is available on Whitefriars Learn and Engage.

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 Director - Senior Years 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 Director - Senior Years at the time of subject selection.

## Curriculum Overview – Senior Years

Year 10 Year 10 subject unless stated	Year 11 VCE Unit 1 & 2 unless stated	Year 12
VCE Religion and Society 1	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 Creative Writing Journalism and Australian Screen World	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	General Mathematics Mathematical Methods Specialist Mathematics VCAL Numeracy	Further Mathematics Mathematical Methods Specialist Mathematics VCAL Numeracy
General Science - VCE Pathway General Science - Alternative Pathway VCE Biology 1 & 2 VCE Psychology 1 & 2	Biology Chemistry Physics Psychology Biology 3 & 4 Psychology 3 & 4	Biology Chemistry Physics Psychology
History Geography Conflict in the Modern World Civics and Citizenship VCE Geography 1 & 2 VCE Australian and Global Politics 1 & 2	Geography History: Australian History History: Revolutions Australian and Global Politics	Geography History: Australian History History: Revolutions Australian Politics
Food Technology Introduction to VCE Applied Computing VCE Food Technology 1 & 2 VCE Applied Computing 1 & 2	Applied Computing Food Studies Data Analytics 3 & 4 Software Development 3 & 4	Data Analytics Software Development
Economics & Personal Finance Law and Order VCE Business Management 1 & 2 VCE Legal Studies 1 & 2	Accounting Business Management Economics Legal Studies Business Management 3 & 4 Legal Studies 3 & 4	Accounting Business Management Economics Legal Studies
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 1 & 2 VET Certificate III Sport and Recreation	Physical Education Health & Human Development Outdoor & Environmental Studies 3 & 4 VET Certificate III Sport and Recreation	Physical Education Health & Human Development VET Certificate III Sport and Recreation
Digital Art Materials Design Technology Media Studio Arts Visual Communication Design VCD – Architectural Studies	Media Studies Product Design Technology Studio Arts Visual Communication Design	Media Studies Product Design Technology Studio Arts Visual Communication Design
Digital Music Drama Music Performance Stagecraft	Drama Music Performance Theatre Studies	Drama Music Performance Music Investigation Music Composition Music Style and Composition Theatre Studies
Chinese Indonesian Italian	Chinese FL Chinese Chinese SL Chinese SL (Advanced) Chinese Language, Culture & Society Indonesian Italian	Chinese FL Chinese SL Chinese SL (Advanced) 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 is determined by the student's demonstrated achievement of learning outcomes. These outcomes are specified in the VCAA's Study Design for each study and describes the knowledge and skills which the student should achieve on completion of each 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, and assessment tasks. The results in terms of an S (Satisfactory) or N (Not Satisfactory) will be passed on to the Victorian Curriculum and Assessment Authority.

### Units 1 and 2 Assessment

Whitefriars College internally grades work, tests and examinations to inform parents and students about the student's academic progress.

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 Academic Reports (not be passed on to VCAA).

### Units 3 and 4 Assessment

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.

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. The results of 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 (N result) completion for a VCE Unit as a result of a substantial breach of the attendance policy which will appear on the student's statement of 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. 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.

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 (including rescheduled school-assessed course work) 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 VCE, VET and/or VCAL subjects.

### School-Assessed Coursework

Coursework assessment is part of the regular teaching and learning program and must be completed within a limited time-frame 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 will provide to the VCAA marks representing the teacher's assessment of each student's level of achievement on each of the set tasks. Teachers provide students their grades on individual coursework tasks, with the advice that students' total coursework scores may change following statistical moderation.

### 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

Where a student is unable to meet a deadline because of illness or other special circumstances, the school may apply 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 appropriate Learning Leader and ultimately must be approved by the Director - Senior Years. 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)**

All students taking a Unit 3 and 4 study are required to sit for the General Achievement Test (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.

GAT results 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.

**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*.

**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 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.

**Study Scores**

The Victorian Curriculum and Assessment Authority calculates a Study Score for each Unit 3 and 4 VCE study which has been satisfactorily completed and for which the student has received grades for the 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 provides students with opportunities for clarifying and consolidating new knowledge, skills and understandings, and for reflecting on their progress. 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.

Year Level	Weekday (hours per night)	Weekend (hours)
10	2	4
11	2.5	5
12	3-4	6

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. 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

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 need to consider the implications of their choices for future courses. In choosing studies, 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. 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 and consider reviewing the text book and other references used, look at notes and folios and past examinations on the VCAA website.

### Teacher Advice

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. Make sure that you consult your parents/guardian, House Leader 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 House Leader 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. Usually, these must be completed at Unit 3 and 4 level, but sometimes they are required at Units 1 and 2. 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.

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.

Prerequisite studies for all Victorian university courses are set out in *VTAC's Victorian Tertiary Entrance Requirements (VicTER) 2021*. It may be necessary to consider adding a study to your program in order to allow access to certain desired courses. You may need to revise your tertiary options in 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 their Pastoral Care Teacher 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 2021 and 2022 entry. These documents can also be found on the VTAC website [www.vtac.edu.au/careers/publications](http://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 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 on Page 8 of this Handbook. The Unit 3 and 4 English group subjects which are offered at Whitefriars College are:

English	English Language	Literature	English as an Additional Language (EAL)
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VTAC has vised 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.

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.

**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 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 2021**

All 2021 Year 11 students should already have discussed the tertiary implications of their current studies with their House Leader and the Careers Office. Whilst the requirements published for entry in 2020 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 2022**

Information about institutional entrance requirements and individual course prerequisites is set out in the VTAC booklet *Tertiary Entrance Requirements 2022*. Each student's preliminary subject selection will be checked by the House Leader 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. House Leader, 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 Victorian Curriculum F-10 requirements, which can provide a pathway to VCE, VCAL and VET programs in Years 11 and 12.

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

<b>Core Subjects</b>	VCE Unit 1 Religion & Society	English	Mathematics <sup>^</sup>	Health and Physical Education	Science
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Mathematics <sup>^</sup> - Mathematics Core, Mathematics Advanced, Mathematics Trade and Business to be included in their program will be based on student achievement and teacher recommendation.

All students study Wellbeing.

**Elective Subject Options**

Year 10 students need to select 8 elective units (4 in Semester 1 and 4 in Semester 2) to include in their program.

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

Elective Units Semester 1	Elective	Elective	Elective	Elective
Elective Units Semester 2	Elective	Elective	Elective	Elective

Each elective subject option has a unit value based on periods per cycle and if the course is a semester or a year duration.

Students must select subjects to a total of 8 Units as well as an additional reserve subject to make up your academic studies in Year 10. The reserve option is in case particular subjects are unavailable due to staffing and/or timetabling constraints.

Subject Options	Periods/Cycle	Semester or Year	Unit Value
Subject Electives	5	Semester	1
VCE Acceleration Subjects	10	Semester	2
VET Certificate III Sport and Recreation (Acceleration)	10	Year	4
Languages	10	Year	4
Vocational Preparation	5	Year	2

Students must select at least ONE Humanities or Commerce Subject. You cannot choose the same option twice.

Students who wish to accelerate must ensure the selection criteria are met AND the VCE/VET Unit Application Form is completed.

You may select a maximum of TWO VCE/VET Units in Year 10 (i.e. one VCE Unit per semester)

Subject	Prerequisite	Levy (price per semester)	Unit Value
<b>Humanities and Commerce - Students must select at least ONE Humanities or Commerce subject</b>			
Civics and Citizenship			1
Economics and Personal Finance			1
Geography			1
History			1
History - Conflict in the Modern World			1
Law and Order			1
VCE Australian Politics Unit 1	Year 9 Semester 1 Humanities Subject Result (if applicable)		2
VCE Australian Politics Unit 2	Year 9 Semester 1 English Subject Result PAT - R Result		2
VCE Business Management Unit 1	Teacher Recommendation		2
VCE Business Management Unit 2	<b>A or A+ (&gt;80%) - Able to Accelerate</b> <b>B or above (70-79%) - On Application</b> <b>C+ and below (69%) - Acceleration not possible</b> Plus		2
VCE Geography Unit 1			2
VCE Geography Unit 2	<b>In every other subject a C grade (60%) or above is required</b>		2
VCE Legal Studies Unit 1			2
VCE Legal Studies Unit 2			2
<b>English</b>			
English Language			1
Creative Writing			1
Journalism & Australian Screen Worlds			1
English Literature			1
EAL (by approval)			1
The Power of Speech – Public Speaking			1
Literacy Support (approved students only)			2

<b>Languages</b> Students select a Language for the whole year, thus allocating FOUR units			
Chinese			4
VCE Chinese (International Students Only)	VCE Chinese must be studied at Whitefriars College		4
Indonesian			4
Italian			4
<b>The Arts</b>			
Digital Arts		\$52	1
Media			1
Studio Arts		\$60	1
Visual Communication & Design		\$52	1
VCD Architectural Studies		\$52	1
Product Design Technology		\$84	1
Digital Music 1		\$60	1
Digital Music 2 *		\$60	1
Drama 1		\$60	1
Drama 2 *		\$60	1
Music Performance 1		\$60	1
Music Performance 2 *		\$60	1
Stagecraft 1		\$60	1
Stagecraft 2 *		\$60	1
* In order to select a Semester Two Subject, students are required to undertake the Semester One subject.			
<b>Science – The options below are VCE Accelerated Science options that can be studied.</b> If selecting additional Science units as electives, check prerequisite requirements.			
VCE Biology Unit 1	Year 9 Semester 1 Science Subject Result Year 9 Semester 1 English Subject Result PAT - S Result Teacher Recommendation  <b>A+ (&gt;90%) - Able to Accelerate</b> <b>A or above (80-89%) - On Application</b> <b>B+ and below (79%) - Acceleration not possible</b> Plus <b>In every other subject a C grade (60%) or above is required</b>  This will be a probationary enrolment. Students must satisfy the following  • Maintain a 90% average in Semester 2 in Science and English  • Demonstrate strong work ethic and motivation to their studies.		2
VCE Biology Unit 2			2
VCE Psychology Unit 1			2
VCE Psychology Unit 2			2

<b>Health and Physical Education</b>			
The Science of Sport - Analysing the Game		\$25	1
The Science of Sport - Maximising Performance		\$25	1
VCE Health & Human Development Unit 1	Year 9 Semester 1 HPE Subject Result (For VCE PE only) Year 9 Semester 1 English Subject Result <b>A or A+ (&gt;80%) - Able to Accelerate</b> <b>B or above (70-79%) - On Application</b> <b>C+ and below (69%) - Acceleration not possible</b> Plus <b>In every other subject a C grade (60%) or above is required</b>	\$20	2
VCE Health & Human Development Unit 2		\$20	2
VCE Physical Education Unit 1		\$35	2
VCE Physical Education Unit 2		\$35	2
VCE Outdoor & Environmental Studies Unit 1&2		\$325	4
VCE Certificate III Sport and Recreation		\$150	4
<b>Technologies</b>			
Introduction to VCE Applied Computing			1
VCE Applied Computing Unit 1			2
VCE Applied Computing Unit 2			2
Food Technology		\$60	1
VCE Food Studies Unit 1		\$60	2
VCE Food Studies Unit 2		\$60	2
Vocational Preparation		\$150	2
<b>Sport</b>			
Whitefriars Sports Development Program Semester 1 (Football, Soccer)			1
Whitefriars Sports Development Program Semester 2 (Basketball, Hockey, Table Tennis, Tennis, Cricket and Volley Ball)			1

### Acceleration

Whitefriars College will offer some Year 10 students the opportunity to accelerate into a VCE/VET subject within their Year 10 program based on their academic aptitude, performance and attitude to learning. 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 Unit 3 and 4 subjects as part of a VCE/VET, which can assist the calculation of a student's ATAR score
- 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 has displayed effective time management and study skills and academic achievement. Learning behaviours that have been assessed at high levels show above average grades across all subjects.

No VCE/VET accelerated options will be available to students who have not been offered an acceleration form based on academic performance.

Success in Units 3 and 4 subjects is built on the successful foundations put in place in Years 10 and 11.

Once offered an opportunity to accelerate, the acceleration application form needs to be submitted with the signed Online Subject Selection Form with the necessary signatures for approval. The College will communicate to both the student and family regarding the success of the acceleration application.

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

## Year 10 – Whitefriars Sports Development Program

### Semester 1 - Football & Soccer

#### Rationale

As a College, we firmly believe that student's participation in sport assists them in developing the knowledge, understanding and skills to strengthen their sense of self, as well as building and maintaining relationships. It also helps students to be resilient, make decisions and take actions to promote their own health and physical activity participation going forward.

In accordance with the Associated Catholic Colleges we expect our students to represent our college with; 'Excellence, Honour and Fairness'

Students that have previously represented the College in ACC sport at Year 7, 8 & 9 are expected to select ACC Sport as an elective in Year 10. The College Sport program is highly respected and prestigious and talented sportsmen are expected to participate, as stated in the Whitefriars College ACC Sports Policy.

#### Course Structure

Term 1:

During Term 1, students will participate in specialised coaching sessions designed to improve skill acquisition, decision making and game sense. At the conclusion of the term, the coaches, will formulate a squad of students that will represent Whitefriars College in the Associated Catholic Colleges Football/Soccer competition for Term 2.

Term 2:

During Term 2, selected students will compete in the Associated Catholic Colleges fixtured competition. The games will be played on a Tuesday afternoon in their allocated Sport time, starting at 1:30pm. Whitefriars will field the following teams;

Year 10 ACC Division 1 Football  
Year 10 ACC Division 2 Football  
Year 10 ACC Division 1 Soccer

Whilst every attempt will be made to provide as many students as we can an opportunity to represent Whitefriars College in ACC Sport, there may be several students who miss out. Students who are unsuccessful in their attempt to make an ACC squad will be provided an alternate program in Term 2, that will provide the students further opportunity to develop their skills for their chosen sport. Students may also be provided opportunities to upskill themselves in specific coaching and umpiring courses.

#### Assessment

Students are not expected to complete any assessment, however will be provided feedback from their respective coach at the conclusion of the ACC season.

#### Pathway Opportunities

Senior ACC Sporting Program  
Physical Education Units 1-4  
Health and Human Development Units 1-4  
Sport and Recreation Units 1-4

#### College Levies

NA

## Year 10 – Whitefriars Sports Development Program

### Semester 2 - Basketball, Hockey, Table Tennis, Cricket, Volleyball & Tennis

#### Rationale

As a College, we firmly believe that student's participation in sport assists them in developing the knowledge, understanding and skills to strengthen their sense of self, as well as building and maintaining relationships. It also helps students to be resilient, make decisions and take actions to promote their own health and physical activity participation going forward.

In accordance with the Associated Catholic Colleges we expect our students to represent our college with; 'Excellence, Honour and Fairness'

Students that have previously represented the College in ACC sport at Year 7, 8 & 9 are expected to select ACC Sport as an elective in Year 10. The College Sport program is highly respected and prestigious and talented sportsmen are expected to participate, as stated in the Whitefriars College ACC Sports Policy.

#### Course Structure

Prior to Term 3, Basketball, Hockey and Table Tennis students will participate in a 'try out' session that will allow the coaches an opportunity formulate a squad of students that will represent Whitefriars College in the Associated Catholic Colleges Basketball, Hockey and Table Tennis competitions for Term 3. The 'try out' session will occur during school time, toward the end of Term 2.

Term 3: Basketball, Hockey and Table Tennis – ACC Competition

During Term 3, selected students will compete in the Associated Catholic Colleges fixtured competition. The games will be played on a Tuesday afternoon in their allocated Sport time, starting at 1:30pm. Whitefriars will field the following teams;

Year 10 ACC Division 1 Basketball  
Year 10 ACC Division 1 Hockey  
Year 10 ACC Division 1 Table Tennis

Whilst every attempt will be made to provide as many students as we can an opportunity to represent Whitefriars College in ACC Sport, there may be several students who miss out. Students who are unsuccessful in their attempt to make an ACC squad will be provided an alternate program in Term 3, that will provide the students further opportunity to develop their skills for their chosen sport. Students may also be provided opportunities to upskill themselves in specific coaching and umpiring courses.

Term 3: Volleyball, Tennis and Cricket – ACC Try Outs

During Term 3, students will participate in specialised coaching sessions designed to improve skill acquisition, decision making and game sense. At the conclusion of the term, the coaches, will formulate a squad of students that will represent Whitefriars College in the Associated Catholic Colleges Volleyball, Tennis & Cricket competitions for Term 4.

Term 4: Volleyball, Tennis and Cricket – ACC Competition

During Term 4, selected students will compete in the Associated Catholic Colleges Volleyball, Tennis and Cricket fixtured competitions. The games will be played on a Tuesday afternoon in their allocated Sport time, starting at 1:30pm. Whitefriars will field the following teams;

Year 10 ACC Division 1 Volleyball  
Year 10 ACC Division 1 Tennis  
Year 10 ACC Division 1 Cricket

Term 4: Residual Students

Students who are unsuccessful in their attempt to make an ACC squad, along with residual students from Term 3 sports, will be provided an alternate program during term 4. Students will participate either in recreational sport activities, upskill themselves in a level 2 first aid course or complete a Level 1 Sports Trainers Course. The Term 4 program is dependent on program availability, student numbers and student choice.

#### Assessment

Students are not expected to complete any assessment, however will be provided feedback from their respective coach at the conclusion of the ACC season.

#### Pathway Opportunities

Senior ACC Sporting Program  
Physical Education Units 1-4  
Health and Human Development Units 1-4  
Sport and Recreation Units 1-4

#### College Levies

NA

## Year 10 – Civics and Citizenship

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.

### *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: 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

### *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

### *Citizenship, Diversity and Identity*

- Analysing contemporary examples and issues relating to Australian democracy and global connections, including 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 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 - Creative Writing

In this semester long creative writing subject, students will develop skills in autobiography, screenwriting, poetry, editing and writing for the internet. They will write fiction and non-fiction for publication. Students will enter writing competitions (where possible) and study particular genres like crime and sports writing, depending on student interest. This subject will also allow students to undertake an independent and extended writing project. In addition, students will be encouraged to read widely and have exposure to literature that will inform their own creative process.

This subject aims to complement core English and provide Year 10 students with an opportunity to explore more of the Victorian Curriculum, particularly in relation to creative writing. It is informed by sub strands relating to creating literature, text structure and organisation, as well as the VCE English Area of Study: reading and creating. The course also aims to develop the general capabilities of literacy and critical and creative thinking as prescribed in the Australian Curriculum.

The course will appeal to students with strong English capabilities, with an interest in reading and creative writing. This subject will run for 3 sessions per two-week cycle.

### Assessment

Levels 9 and 10 of the Victorian English Curriculum set out what students are expected to learn and are designed as a continuum of learning. Each task assessed in accordance with this continuum is awarded a percentage.

### Pathway Opportunities

Career opportunities include writing; publishing and editing; reviewing; arts criticism; scriptwriting and performance, as well as other art-related occupations like film; media; theatre and teaching.

Unit 1 English and/or Unit 1 English Language; Unit 1 Literature

VCAL Literacy

### Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>

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

<http://myfuture.edu.au/bullseyes/details?learning-area=11>

### College Levies

NA

## Year 10 – Digital Art

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.

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
- 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

### Assessment

By the end of year 10 students are able to:

- Plan, design, improvise, interpret, evaluate, refine, make and present arts works that represent and communicate ideas and purpose
- Experiment with, select and use skills, techniques, processes, media, materials, equipment and technologies in a range of art forms and styles
- Combine and manipulate art elements, principles and/or conventions to represent and communicate ideas and develop solutions to set tasks
- Maintain a record of the of their artworks 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

### Pathway Opportunities

Graphic Art/ Designing, Computer Graphics, Illustration, Advertising, Designing, Teaching, Product Design, Product Engineering – Architecture – Animation, Web Design – Freelance photographer – Journalism

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$52 per semester, which may be subject to increase from year to year.

## Year 10 – Digital Music

Year 10 Digital Music comprises of two semesters. In order to select a Semester Two subject, students are required to undertake the Semester One subject. Year 10 Digital Music engages students as contemporary music producers to develop understandings of composition, production, improvisation and electronic performance. The course explores intermediate music skills including production workflow, synthesisers, sampling/remixing, recording/mixing, film scoring and original through software and MIDI instruments. Throughout the course students will develop knowledge and practical skills including:

- Building arrangements, remixes and original material using electronic and conventional notation within their Digital Audio Workstation software
- Composing beats, bass-lines, melodies and chord progressions
- Deconstructing and manipulating music elements including rhythm, pitch, structure, instrumentation, texture, tone colour, dynamics and articulation to create a variety of styles and genres
- Manipulating sound, synthesis and samples, recording, mixing and mastering
- Exploring how music production can influence mood, character and artistic intention
- Using inspiration from musical artists, films and media to produce their own unique productions and scores

Throughout the year, students will develop and extend themselves as musicians and producers to produce meaningful, personally relevant and convincing music works.

### Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Music Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment material will be drawn from submission of drafted and finalised composition projects, written/digital analyses, peer evaluations and self-reflective tasks.

### Pathway Opportunities

For students with an interest in further developing skills in music composition and electronic music production:

- VCE Music Style and Composition Units 1 & 2 and 3 & 4

For students with an interest in developing their knowledge of working with recorded music and in live music production:

- VCE VET Certificate II in Music Industry
- VCE VET Certificate III and IV in Music Industry

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

## Year 10 – Drama

Year 10 Drama comprises of two semesters. In order to select a Semester Two subject, students are required to undertake the Semester One subject. The study of Drama in Year 10 will develop students' dramatic skills and understanding within a variety of contexts. Each semester is designed to give students the opportunity to explore the differences between VCE Drama and Theatre Studies.

In Semester One, students explore the following topics; Group Performance in Eclectic Theatre, Solo Performance in Verbatim Theatre and Performance Analysis. They delve into the rich history of different theatre styles over time and consider how they can apply a range of conventions to their own group and solo performances. Through self-devised performance, students study the use of symbols in drama and explore ways of expressing them through language, movement and visual image.

Semester Two takes shape as a semester long class project. Working with the Year 10 Stagecraft students, students gain an understanding of the production process as they plan, develop and present a fully realised performance of an assigned script to an audience. Students have the opportunity to expand their dramaturgical skills as they research background information and consider how this will influence their own creative vision. Students take the reins in the rehearsal room as they take responsibility for the acting and direction of the performance.

Throughout the year students will continue to extend their understanding of the nature of theatre analysis with a detailed study of a professional performance.

### Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Drama Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Students will be assessed across these domains through teacher observation of in-class workshops and submission of design templates and models.

### Pathway Opportunities

Students that are interested in continuing on with drama/production studies in Year 11 and 12 may enrol in the following subjects:

- VCE Theatre Studies Units 1 & 2 and Units 3 & 4
- VCE Drama Units 1 & 2 and Units 3 & 4

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

## Year 10 - Economics and Personal Finance

This subject is offered to Year 10 students as a Semester elective.

The aims of this semester-long elective are to help you understand your role, and your rights and responsibilities as consumers, producers, savers, investors, and possibly business owners. We hope that you'll develop and apply consumer and financial knowledge, understanding, skills and values in order to make informed decisions.

This unit provides a good introduction to the VCE subjects of Accounting and Economics.

The main topics are outlined below.

### Financial Planning and Income

- What is financial planning, and why it is important to everyone
- Identify and explain sources of household income

### Savings and Spending

- How people can improve their savings, strategies for saving money, spending wisely

### Budgeting

- Elements that affect budgeting
- The importance of preparing a budget
- Budgeting for a major purchase: Car Assignment

### Economics

- Introduction to scarcity, needs and wants and resources, opportunity costs and trade-offs
- Economic activity between households and firms
- Markets, the price mechanism and Demand and Supply
- How different economies answer economic questions of how what and for whom to produce

### 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

### College Levies

NA

## Year 10 – English

The Year 10 English curriculum is built around the Victorian Curriculum's three interrelated strands of Language, Literature and Literacy. Our teaching and learning program balances and integrates all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 10, students interact with peers, teachers and individuals in a range of face-to-face and online environments. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts. Students create a range of imaginative and persuasive types of texts including narratives, performances, discussions, literary analyses and comparisons, as well as creative responses to texts. In addition, students will also analyse and present argument. The Year 10 English course also offers students the opportunity to participate in interschool debating and the Melbourne Writers' Festival and enter external writing and public speaking competitions.

### Assessment

Level 10 of the Victorian Curriculum sets out what students are expected to learn and is designed as a continuum of learning. Students will receive an overall grade for English, as well as an overall grade for the modes of Reading, Viewing, Writing, Speaking and Listening.

### Pathway Opportunities

Unit 1 & 2 English &/or Unit 1 & 2 English Language; Unit 1 & 2 Literature or VCAL Literacy.

### Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>

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

<https://myfuture.edu.au/bullseyes>

### College Levies

NA

## Year 10 - English Language

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 Mathematics, Science and Language 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.

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 world classes, sentence classes, 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.

### 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\\_2018.pdf](http://www.vcaa.vic.edu.au/Documents/vce/englishlanguage/EnglishLanguageSD_2018.pdf)

### College Levies

NA

## Year 10 - English as an Additional Language

The Year 10 English as an Additional Language curriculum is built around the Victorian Curriculum EAL's three interrelated strands of Language, Literature and Literacy. Our teaching and learning program balances and integrates all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. In Year 10, students interact with peers, teachers and individuals in a range of face-to-face and online environments. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss. Students develop critical understanding of the contemporary media, and the differences between media texts. Students create a range of imaginative and persuasive types of texts including narratives, performances, discussions, literary analyses and comparisons, as well as creative responses to texts. In addition, students will also analyse and present an argument on any topic both locally and/or internationally.

- Listening to texts and Cambridge Testing
- Reading and Creating and Reading and Comparing
- Analysing and Presenting Argument
- Whitefriars College Creative Writing Competition and the Whitefriars College Effective Speaking Competition
- Reading of a diverse range of print and e-books, e-magazines and graphic novels

The Year 10 English as an Additional Language course also offers students the opportunity to participate in interschool debating and the Melbourne Writers' Festival. Students are also encouraged to enter external writing and public speaking competitions.

### Assessment

Level 10 of the Victorian EAL Curriculum sets out what students are expected to learn and is designed as a continuum of learning. Students will receive an overall grade for English as an Additional Language, as well as an overall grade for the modes of Reading, Viewing, Writing, Speaking and Listening.

### Pathway Opportunities

English as an Additional Language Units 1 & 2

### Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>  
<http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>  
<http://myfuture.edu.au/bullseyes>

### College Levies

NA

## Year 10 - The Power of Speech – Public Speaking

The Power of Speech is a subject that provides students with an excellent opportunity to extend their understanding of public speaking and improve their skills in this area.

**The intention of “The Power of Speech” is to allow students to:**

- Further develop confidence in public speaking
- Improve skills in the use of Audio-Visual tools to enhance public speaking
- Improve skills in the area of audience engagement and interaction

**Coursework to be covered includes:**

- Research and presentation of areas of personal interest
- Research and presentation of pre-determined topics
- Random, quick, “on-the-spot” presentations
- Debating techniques
- Structure of presentations for individuals and groups
- Audience engagement and interaction techniques
- Developing abilities to give and receive feedback, &
- Use feedback for further improvement.

### Assessment

Course work (including topic-focused Course & Home Tasks)

- Major Presentations
- Minor Presentations
- Debates

### Pathway Opportunities

VCE Englishes Units 1 and 2

### College Levies

NA

## Year 10 - Food Technology

Food technology is a branch of food science that deals with the production processes that make foods. Food Technology is a field of study that draws from a range of disciplines supporting students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities.

Students develop the knowledge to make healthy choices about food and nutrition and explore the range of influences on these choices, and build the skills to access and assess nutritional information that can support healthy choices. Students learn how to apply knowledge of the characteristics and scientific and sensory principles of food, along with the nutrition principles, to food selection and preparation. They do this through the design and preparation of food for specific purposes and consumers. They also develop understandings of contemporary technology-related food issues such as convenience foods, highly processed foods, food packaging and food transport.

### Course Structure

The course structure is related to the following concepts:

- Nutrition and Health
- Global Cuisines

### Assessment

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

### Pathway Opportunities

VCE Food Studies

VCE Health and Human Development VET Hospitality

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

## Year 10 – General Science (Alternative pathway)

This is the recommended option for those students who are

- confident in the knowledge that they will NOT be undertaking a Science unit (Biology, Chemistry, Physics, Psychology) in VCE.
- pursuing a VCAL pathway beyond year 10
- pursuing Trade and Business Maths and VocPrep in Year 10
- finding their science studies challenging and unrewarding.

The course is designed for those students who do not intend to follow science-based careers or continue with the study of Science subjects beyond Year 10 level. This study aims to ensure that students develop a general understanding of Science disciplines of Biology, Chemistry, Physics and Environmental Science.

Students will 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. The intent of this subject is to connect science to the students' daily lives in a practical and engaging manner.

### Assessment

Students will be required to complete a variety of assessment tasks including topic tests, practical reports, assignments and examinations.

### Pathway Opportunities

NA

### Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10>

### College Levies

NA

## Year 10 – General Science (VCE pathway)

This is the **required** option for students who

- are intending to undertake one or more Science (Biology, Chemistry, Physics and Psychology) units at VCE level.
- wish to provide themselves a number of options for future pathways and may therefore under undertake one or more Science (Biology, Chemistry, Physics and Psychology) units at VCE level.
- have enjoyed their Science studies in Years 7-9 and are interested in continuing to study this subject.

In Year 10 Science, students explain the role of DNA and genes in cell division and genetic inheritance. They apply geological timescales to elaborate their explanations of both natural selection and evolution. Students will also explain how similarities in the chemical behaviour of elements, their compounds and their atomic structures are represented in the way the periodic table has been constructed and compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion and explain how different factors influence the rate of reactions. Students will investigate both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. They will also explore 'The Big Bang' Theory to explain the origin of the Universe.

Students analyse quantitative and qualitative data, using information communication technology where appropriate, to form conclusions consistent with scientific theories and ideas. Science as a human endeavour is also explored through advances in scientific understanding

Students evaluate how advances in science and technology have affected society and the environment, and use scientific knowledge across a range of sciences to critique claims and propose responses to contemporary issues.

### Assessment

Students will be required to complete a variety of assessment tasks including topic tests, practical reports, scientific posters and an examination.

### Pathway Opportunities

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

### Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10>

### College Levies

NA

## Year 10 – Geography

The Geography course is designed to examine two areas: Environmental changes and Management and 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.

### *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
- Managing change in coastal environments. 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.

### *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 study

### **Pathway opportunities**

Geography Units 1 & 2

### **College Levies**

NA

## Year 10 – Health and Physical Education (compulsory)

All Year 10 Students will study Health and Physical Education. The course is 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. The course includes areas such as fitness and health, sports nutrition and factors affecting performance and injury/illness.

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 now and beyond school. 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 and Human Development at VCE.

Students will work through the following practical components. Team Games (Gridiron, International rules, Netball, Hybrid Games), Racquet sports (Squash) and Recreation Activities (e.g. Pilates, Golf, Archery).

Students complete a unit each term on health and personal development from the Victorian curriculum. The topics that students cover are Skill Acquisition (how we learn skills), Injury/illness prevention and management, Physical fitness and training principles and factors affecting performance and sports nutrition.

### **Assessment**

Students will be assessed on their performance in:

- Participation and behaviour and engagement in practical classes, Assessment tasks during each theory unit.

### **Pathway opportunities**

Physical Education Units 1-4

Health and Human Development Units 1-4

Future Career Possibilities include:

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

### **College Levies**

NA

## Year 10 – History

Students refer to key events, the actions of individuals, groups, 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.

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

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.

### 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:

<https://myfuture.edu.au/bullseyes>

### College Levies

NA

## Year 10 - History: Conflict in the Modern World

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.

### *Aftermath of the Industrial Revolution*

- 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

### *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

### *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 study

### Pathway Opportunities

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

### Related Links

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

### College Levies

N/A

## Year 10 - Introduction to VCE Applied Computing

Introduction to VCE Applied Computing aims to introduce how computers and software are used in a modern world. This subject examines an array of interesting topics including artificial intelligence, games development, virtual reality, software development, networking and data visualisation.

### Assessment

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

### Pathway Opportunities

VCE Applied Computing 1 & 2

The study of Applied 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

[https://www.vcaa.vic.edu.au/Documents/vce/computing/Applied\\_ComputingSD\\_2020.docx](https://www.vcaa.vic.edu.au/Documents/vce/computing/Applied_ComputingSD_2020.docx)

### College Levies

N/A

## Year 10 - Journalism and Australian Screen Worlds

This is a semester-long subject in Year 10, with foundations in the creating texts, creating literature and text structure and organization sub strands of the Victorian Curriculum, as well as the VCE English Area of Study: Presenting Argument. This subject aims to complement core English and provide Year 10 students with an opportunity to explore more of the Victorian Curriculum. The course also aims to develop the general capabilities of literacy and critical and creative thinking as prescribed in the Australian Curriculum.

The course will appeal to students with strong English capabilities, with an interest in journalism and Australian film and television. This subject will run for 3 sessions per two-week cycle.

Students will develop their understanding of modern journalism, the motivations behind a report and the complex web of ethics that often accompany the reporting of a story.

Students will also study examples of Australian film and television, examining the construction of these texts and how Australian film and television reflects and represents Australian culture and society, both historically and in a modern context.

### Assessment

Levels 9 and 10 of the Victorian English Curriculum sets out what students are expected to learn and are designed as a continuum of learning.

### Pathway Opportunities

Journalism, publishing and editing, reviewing, film production, scriptwriting, animation, short or documentary filmmaking.  
Unit 1 English and/or Unit 1 English Language; Unit 1 Literature  
VCAL Literacy

Students and families can explore other opportunities this study may lead to via the 'myfuture' link, which appears below.

### Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>  
<http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>  
<https://myfuture.edu.au/bullseyes>

### College Levies

NA

## Year 10 – Languages (Chinese, Indonesian, Italian)

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 skills and knowledge 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.

**Year 10 Languages is a one year subject. It comprises two semesters and students are required to undertake the complete year of study.**

*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
- Recalling main ideas presented in topics, reproducing grammar and identifying 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

*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 macro skills (listening, speaking, reading and writing) in the language 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 pass 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**

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

**College Levies**

NA

## Year 10 – Law and Order

This subject will be offered to Year 10 students as a Semester elective.

This elective provides an authentic, real-life learning experience where students choose legal teams and are presented with a 'court case' brief. Students will research and create arguments which they will need to present in a mock court scenario.

Students will be provided with an engaging and revealing insight into the contemporary legal process. Students will participate and run their own realistic trial based on real cases by taking on all the court roles from prosecution to judge to defendant. Students will be required to research and analyse a range of issues which will in turn spark debate and discussion.

### Assessment

Case studies, research assignments, moot trial

### Pathway Opportunities

VCE Legal Studies Units 1 & 2

### College Levies

N/A

## Year 10 - Learning Support Elective – English Literacy Support

English Literacy Support is a two-semester subject that provides the opportunity for students to further understand the English curriculum and build on their literacy skills to help them in English and other subjects. The subject investigates the understanding and development of writing analytical responses, creative writing, comparative text analysis and study skills. Students will have the opportunity to work independently or within group settings to consolidate their understanding, whilst ensuring their individual learning requirements are being utilised to their advantage. While undertaking this subject, students will develop various skills in literacy and study habits which should benefit their development in English and other subjects.

The main aim of this subject is:

- Align the content and skills of the mainstream English curriculum with the Learning Support literacy classes
- Add extra support and individual help to students within a smaller environment
- Adjust and scaffold the work to meet the individual needs of each student
- Provide study skills to complement the work being taught in English classes as well as in other subjects
- Focus on improving the basic English skills of students (for example: spelling, grammar, vocabulary and essay writing)
- Provide supplementary support to students with the use of assistive technology (for example: Dyslexie font, coloured overlays, audiobooks)
- Provide information on different Pathways options

### Assessment

N/A

Students will develop a portfolio covering areas of learning

### Pathway Opportunities

Supports VCE English  
Transition to VCAL studies

### College Levies

NA

## Year 10 - Literature

Students will focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts will help them develop increasingly discriminating responses to a range of literary forms and styles. Students will respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They will develop familiarity with key terms, concepts and practices that equip them for further studies in literature including an awareness of how the views and values that readers hold may influence the reading of a text. This subject will run for 3 sessions per two-week cycle.

### 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.

### Pathway Opportunities

Literature Units 1 & 2  
English Language Units 1 & 2  
English Units 1 & 2  
VCAL Intermediate and Senior

### Related Links

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

### College Levies

NA

## Year 10 – Mathematics Core

The Year 10 Core Mathematics program aims to consolidate, strengthen and further develop the mathematical concepts and skills that students have acquired in Year 9. The course aims to: emphasise practical applications of Mathematics to real situations; provide interesting, relevant and varied mathematical experiences; and integrate the use of technology within appropriate areas of Mathematics in order to enhance understanding.

Over the two semesters, students will complete a total of 9 units: Measurement, Probability, Algebra, Equations, Linear Relationships, Trigonometry, Statistics, Geometry and Financial Mathematics.

### Assessment

Students will be assessed in each of the above areas. These assessments include Topic Tests, Problem Solving Tasks and Assignments. Students will be required to complete set classwork and homework.

### Pathway Opportunities

General Mathematics Units 1 & 2  
VCAL Numeracy

### Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/mathematics/curriculum/f-10?layout=3#level=10>

### College Levies

NA

## Year 10 – Mathematics Advanced

The Year 10 Advanced Mathematics course aims to provide a pathway for highly-abled students that will consolidate and strengthen the mathematical concepts and skills required for Mathematical Methods and Specialist Mathematics at VCE. The advanced course provides extension and enrichment work at all levels of study and it's expected that by its completion student's have developed their ability with algebraic notation to represent various function relationships between variables. Techniques for factorization, expansion and simplification are also further developed and refined. Students will also carry out defined investigations and problem-solving activities using technology.

Over the two semesters, students will complete a total of 9 units: Probability, Algebra, Measurement, Linear Relationships, Trigonometry, Non-Linear Relationships, Polynomials, Surds and Logarithms and Advanced Trigonometry.

### Assessment

Students will be assessed in each of the above areas. These assessments include Topic Tests, Problem Solving Tasks, Assignments and/or Inquiry-Based Project work. Students will be required to complete set classwork and homework.

### Pathway Opportunities

Mathematical Methods Units 1 & 2,  
Specialist Mathematics Units 1 & 2  
General Mathematics Units 1 & 2

### Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/mathematics/curriculum/f-10?layout=3#level=10A>

### College Levies

NA

## Year 10 – Mathematics Trade and Business

This unit has been specifically designed with an emphasis on looking at Mathematics in a real-world context, and will be developed around themes, such as Mathematics in sport and Mathematics and your money. Students will not have access to any VCE Mathematics options.

Over the 2 Semesters, students will complete a total of 9 units: Race around the world, Building a deck, Buying a car, Share market challenge, Travel agency challenge, Maths in sport, Renting a property, Banking, salaries and taxation and Landscaping challenge.

### Assessment

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

### Pathway Opportunities

VCAL Numeracy

### Related Links

NA

### College Levies

NA

## Year 10 – Media

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.

Narrative studies – students screen and analyse a variety of screen texts, investigating the function of narrative elements and how these are used to relate to the conventions of genre and to create audience understanding and engagement.

Students learn the importance of sound in media productions, creating their own soundscape to synchronise with existing video footage.

Students undertake a whole class production using Adobe Animate CC and incorporate long-standing principles of animation. They will work through the various stages of production to plan, shoot and edit footage to achieve different effects for a range of audiences.

### Assessment

At level 10, students experiment with ideas and stories that manipulate media elements and genre conventions to construct new and alternative viewpoints in images, sounds and text. Students manipulate media representations to identify and examine social and cultural values and beliefs.

Students develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style. They plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes. This will plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.

### Pathway Opportunities

VCE Media Units 1 & 2

VCE Media Units 3 & 4

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

NA

## Year 10 – Music Performance

Year 10 Music Performance comprises of two semesters. In order to select a Semester Two subject, students are required to undertake the Semester One subject. Year 10 Music Performance engages students in relevant music on an individual student basis. Each student will specialise in group and solo performance. All students are expected to take part in an ensemble to further their musical development.

The course focuses on building performance and musicianship skills. Students present performances of selected group and solo music works. 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. Students study Theory and Listening Analysis to further their skillset. This knowledge is applied when preparing and presenting performances and for the end of semester written test.

It is strongly recommended that students are enrolled in both the Ensembles Program and Instrumental Music lessons through Whitefriars College to maximise their learning in this subject.

### Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Music Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment material will be drawn from submission of recorded and live performances, submitted composition work, and classwork books.

### Pathway Opportunities

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

- VCE Music Performance Units 1 & 2 and 3 & 4
- VCE Music Investigate Units 3 & 4

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

## Year 10 – Product Design Technology

This Product Design Technology course submerges 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. 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
- 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 on the world around us
- 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 and Product Analysis

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$84 per semester, which may be subject to increase from year to year.

## Year 10 – VCE Religion & Society Unit 1

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In Religion and Society, religion is defined as a community organised around beliefs related to ultimate reality and the consequent beliefs, practices, principles and codes for behaviour. Adherence to particular beliefs, practices, principles and codes can form an important part of individual identity. They can determine membership of the religion and the transmission of meaning, both individual and collective, from generation to generation. Within each religious tradition, groups and individuals exhibit diversity of commitment and belief; some people do not identify with the generalised portrayal of their religious tradition, whereas others become strict adherents.

In VCE Religion and Society, students undertake a general study of religion and its interaction with society in the past and the present. They study specific religious traditions or denominations in societies where multiple worldviews coexist and consider individual experiences of members as they engage with their religion. This study respects and encourages an open and objective inquiry, without partiality towards any one religion.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/religion-and-society/Pages/Index.aspx>

### Assessment

On completion of this unit the student should be able to discuss the nature and purpose of religion and explain the aspects of religion; discuss the changing roles and influence of religion in society; and discuss the presence of religion in Australia, past and present.

### Pathway Opportunities

Religion & Society Unit 2  
Text and Traditions Unit 2  
Religion & Society Units 3 & 4  
Text & Traditions Units 3 & 4

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

### Related Links

NA

### College Levies

NA

## Year 10 – Stagecraft

Year 10 Stagecraft comprises of two semesters. In order to select a Semester Two subject, students are required to undertake the Semester One subject.

The study of Stagecraft in Year 10 will further 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.

Practical and theoretical workshop activities will be used to extend student's knowledge and skills in areas including: Costume Design and Construction; Lighting Design; Make-up Design and Techniques; Properties Design and Construction, Set Design and Construction, and Sound Design.

Students will be introduced to basic principles of Theatrical Design 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 undertake a major design and construction project in Semester 2, culminating in a combined production with the Drama class, designed and directed by the students.

### Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Drama Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Students will be assessed across these domains through teacher observation of in-class workshops and submission of design templates, models and folios.

### Pathway Opportunities

Students that are interested in continuing on with drama/production studies in Year 11 and 12 may enrol in the following subjects:

- VCE Theatre Studies Units 1 & 2 and Units 3 & 4
- VCE VET Music Industry Certificate III

### College Levies

A College levy is charged for this subject. As a guide, the 2020 annual levy was \$120, which may be subject to increase from year to year.

## Year 10 – Studio Arts

In Year 10 Studio Arts students focus on the production of art folios and finished artworks, as well as art theory. The folios show 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 selected mediums to a selected theme. The artforms covered may include printing, drawing, digital art/ photography, graphics, illustration, painting and sculpture, and a range of techniques therein. Students learn how to be more independent by exploring and employing their own ideas and concepts. Art theory content will supplement the practical content covered, and students will learn about the art styles and practices of a range of artists/art movements.

Throughout this unit students will:

- Explore the creation of their own original ideas and aesthetic style through the manipulation of a range of art media and technologies including printing, drawing, digital art/ photography, graphics, illustration, painting and sculpture, and a range of techniques therein.
- Study the work of artists and investigate their cultural and historical context and influences
- 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 personal art folios and final artworks

### Assessment

By the end of Year 10 students are able to:

- Create and display visual arts works based on various themes
- Manipulate, develop and refine techniques, processes, materials and technologies to communicate ideas through their visual arts works
- Plan and create artworks by following a structured and organised art production process
- Analyse, reflect and evaluate their art making process
- Respond and interpret how artists represent, create and communicate throughout their artworks; including understanding the influence of cultural, social and historical contexts

### Pathway Opportunities

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

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

## Year 10 - The Science of Sport - Analysing the Game

This course will expose students to various methods that coaches would use when analysing 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:

- Biomechanics
- Game Sense
- Skill development

### Assessment

Each Module will be assessed based upon:

Course work (topic-focused Research Tasks)

Individual Research Tasks

Major Presentation based on a personally selected Research Topic (opportunities) from within the course design.

### Pathways Opportunities

The Science of Sport - Maximising Performance (Semester 2)

Physical Education Units 1 & 2

Health and Human Development Units 1 & 2

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$25 per semester, which may be subject to increase from year to year.

## Year 10 - The Science of Sport - Maximising Performance

Maximizing Performance will investigate the physiological, technological and psychological devices used to enhance athletic performance and recovery. The use of performance enhancing drugs, various technologies and sports psychology have all been used to varying degrees by elite sports people/teams and have also divided opinions along the way.

- Drugs In Sport
- Technology In Sport
- Psychology In Sport

### Assessment

Each module will be assessed based upon:

- Coursework Tasks
- Practical Activities
- Major Presentation

### Pathways

Physical Education 1&2

Health and Human Development 1&2

### College Levies

NA

## Year 10 - Visual Communication Design

Students will explore and create solutions to Visual Communication problems through the design process, design elements and principles, careful selection and manipulation of a range of media, materials and methods. They will create final presentations, designed both digitally and manually, and evaluate and make critical and aesthetic decisions. They will use design thinking, and create works that represent conceptual and problem-solving processes.

### 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

Victorian Curriculum assessment includes:

- 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 and Cartoonist

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$52 per semester, which may be subject to increase from year to year.

## Year 10 – Visual Communication Design – Architectural Studies

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.

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

### 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 and Welder

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2019 levy was \$52 pe semester, which may be subject to increase from year to year.

## Year 10 - Vocational Preparation

The Vocational Preparation course is designed to enable students to develop employability skills and knowledge and to improve their work readiness. The program consists of a range of units with a practical theme. Students will develop their awareness of the world of work and some of the essential elements and skills to be successful in this environment.

### Course Structure

The course consists of five modules:

- Occupational Health and Safety
- Preparing for employment
- Level II First Aid
- Developing a Career Action Plan
- Work Experience

Along with school-based classes and practical projects all students will complete an additional week of Work Experience during Term 4. This will enable students to develop their work-ready skills, learn more about particular careers/industries and to build their work-related experiences.

### Assessment

Assessment in the Vocational Preparation course is competence based. This means that students will be presented with a variety of opportunities in each module to demonstrate their understanding of the concepts and skills that are required to be learned. Assessment will include assignments, practical tasks, oral presentations etc. Vocational Preparation does not have an end-of-semester exam.

### Pathway Opportunities

Vocational Preparation is not a prerequisite for any subjects in Year 11. Students interested in pursuing a VET program or the VCAL pathway in Year 11 will find this subject useful preparation.

### Related Links

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

### College Levies

A College levy is charged for this subject. As a guide, the 2020 annual levy was \$150, 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.

It is highly recommended that the preferred pathway for students is to complete **both** Units 1 & 2 of a VCE subject during Year 11.

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:

<b>Semester 1</b>	<b>Religious Education</b>  Religious & Society Unit 2 Religion & Society Unit 3 & 4 Text & Traditions Units 3 & 4	<b>English</b>  English or English Language or Literature or EAL	Elective	Elective	Elective	Elective
<b>Semester 2</b>	<b>Religious Education</b>  Texts & Traditions Unit 2 Religion & Society Units 3 & 4 Text & Traditions Units 3 & 4	<b>English</b>  English or English Language or Literature or EAL	Elective	Elective	Elective	Elective

### Acceleration

Whitefriars College will offer some Year 11 students the opportunity to accelerate into a VCE/VET subject within their Year 11 program based on their academic aptitude, performance and attitude to learning. 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 the calculation of a student's ATAR score
- 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 display effective *time management* and *study skills*, academic achievement and *effort* consistently at an excellent standard, *learning behaviours* that have been assessed at high levels and *above average grades* across all subjects.

No VCE/VET accelerated options will be available to students who have not been offered an acceleration form based on academic performance.

Quality success in Units 3 and 4 subjects is built on the successful foundations put in place in Year 11.

Students who undertake Year 11 Acceleration do so on the understanding that for some subjects, they will have one session less per cycle than the Year 12 students in that class. This is to accommodate the Year 11 classes scheduled at the same time.

Once offered an opportunity to accelerate, the acceleration application form needs to be submitted with the signed Online Subject Selection Form with the necessary signatures for approval. The College will communicate to both the student and family regarding the success of the acceleration application.

VCE/VET Unit 3 and 4 Accelerated Subject information is available in the Year 11 Subject Information section.

## 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.

<b>Semester 1</b>	English English English Language Literature EAL	Elective	Elective	Elective	Elective
<b>Semester 2</b>	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 12 students are required to complete five subjects in the calendar year.

## Curriculum Overview - Senior Years

Year 11 VCE Unit 1 & 2 unless stated	Year 12 Unit 3 & 4 unless stated
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 English as an Additional Language	English English Language Literature English as an Additional Language
General Mathematics Mathematical Methods Specialist Mathematics VCAL Numeracy	Further Mathematics Mathematics Methods Specialist Mathematics VCAL Numeracy
Biology Chemistry Physics Psychology Biology 3 & 4 Psychology 3 & 4	Biology Chemistry Physics Psychology
Geography History: 20th Century Australian and Global Politics	Geography History: Australian History Australian Politics
Applied Computing Food Studies Food Studies 3 & 4 Data Analytics 3 & 4 Software Development 3 & 4	Data Analytics Software Development Food Studies
Accounting Business Management Economics Legal Studies Business Management 3 & 4 Legal Studies 3 & 4	Accounting Business Management Economics Legal Studies
Physical Education Health & Human Development Outdoor & Environmental Studies 3 & 4 VET Certificate III Sport and Recreation	Physical Education Health & Human Development VET Certificate III Sport and Recreation
Media Studies Product Design Technology Studio Arts Visual Communication Design	Media Studies Product Design Technology Studio Arts Visual Communication Design
Drama Music Performance Theatre Studies	Drama Music Performance Music Investigation Music Style and Composition Theatre Studies
Chinese Chinese FL Chinese SL Chinese SL (Advanced) Chinese Languages, Culture & Society Indonesian Italian	Chinese FL Chinese SL Chinese SL (Advanced) Indonesian Italian

## VCE Accounting Units 1 & 2

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.
- Unit 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/account/accountindex.aspx>

### Assessment

VCE Accounting 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 mathematics 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.

### Pathway Opportunities

Accounting Units 3 & 4

### Related Links

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

### College Levies

NA

## VCE Accounting Units 3 & 4

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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/account/accountindex.aspx>

### Assessment

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.

- 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 mathematics 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.

### 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 Australian and Global Politics Units 1 & 2

Year 10 (Accelerated)

Year 11

Australian and Global 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/auspolitics/auspoliticsindex.aspx>

### 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 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/auspolitics/auspoliticsindex.aspx>

### 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 Biology Units 1 & 2

**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.

### Assessment

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

VCE Biology Units 3 & 4

VCE Biology provides for continuing study pathways including botany, genetics, immunology, microbiology, pharmacology and zoology. It is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

### Related Links

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

### College Levies

NA

## VCE Biology Units 3 & 4

**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 maintains life and ensures 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.

It is recommended that students complete units 1 and 2 Biology prior to undertaking units 3 and 4 Biology. However, this is not a VCAA prerequisite.

### 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 examination.

### Pathway Opportunities

VCE Biology provides for continuing study pathways. Including 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.

### Related Links

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

### College Levies

NA

## VCE Business Management Units 1 & 2

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. 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.

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.

<http://www.vcaa.vic.edu.au/Pages/vet/programs/business/business.aspx>

### 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

### College Levies

NA

## VCE Business Management Units 3 & 4

Year 11 (accelerated)

Year 12

Students analyse case studies and contemporary examples of business management and apply their knowledge and understanding to practical and/or simulated business situations.

In Unit 3, students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives.

In Unit 4, students look at how businesses review performance through a range of key performance indicators, and how they respond to this data and position their business for the future by implementing successful change.

### VCE Study Design Link

<http://www.vcaa.vic.edu.au/Pages/vet/programs/business/business.aspx>

### 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

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.

### College Levies

NA

## VCE Applied Computing Units 1 & 2

**Year 10 (accelerated)**

**Year 11**

VCE Applied Computing provides a holistic view of the way computers and software are used in the modern world. Applied Computing examines an array of interesting topics including artificial intelligence, games development, virtual reality, software development, networking and data visualisation.

In Applied Computing students follow the problem-solving methodology, analysis, design, development and evaluation to create innovative solutions to a student identified needs or opportunities, This gives a real idea of how technology is developed and the steps that need to be taken to create an innovative solution

### 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.

### Pathway Opportunities

VCE Applied Computing - Data Analytics 3 & 4

VCE Applied Computing - Software Development 3 & 4

The study of Applied 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

<https://www.vcaa.vic.edu.au/Documents/vce/computing/2020AppliedComputingSD.docx>

### College Levies

N/A

## VCE Applied Computing: Data Analytics Units 3 & 4

**Year 11 (Accelerated)**

**Year 12**

VCE Applied Computing: Data Analytics continues on from Unit 1 and 2 Applied computing, but with a greater focus on the analysis, design, development and evaluation of Data Analysis and Visualisation, In unit 3 students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. In unit 4 students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security, strategies used by an organisation to protect data and information from threats

[https://www.vcaa.vic.edu.au/Documents/vce/computing/Applied\\_ComputingSD\\_2020.docx](https://www.vcaa.vic.edu.au/Documents/vce/computing/Applied_ComputingSD_2020.docx)

### 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

Software Development 3 & 4

The study of Applied 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

[https://www.vcaa.vic.edu.au/Documents/vce/computing/Applied\\_ComputingSD\\_2020.docx](https://www.vcaa.vic.edu.au/Documents/vce/computing/Applied_ComputingSD_2020.docx)

### College Levies

N/A

## VCE Applied Computing: Software Development Units 3 & 4

### Year 11 (Accelerated)

### Year 12

VCE Applied Computing: Software Development continues on from Unit 1 and 2 Applied computing, but with a greater focus on the analysis, design, development and evaluation of software Solutions

In Unit 3 Students learn a modern programming language and are able to use that knowledge to create a variety of software solutions, Students develop an understanding of the analysis, design and development stages of the problem-solving methodology.

In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

### 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 Applied Computing - Software Development 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. The ability to understand and use computing programming languages has become a sort after skill in almost all work places, regardless of field.

### Related Links

<https://www.vcaa.vic.edu.au/Documents/vce/computing/2020AppliedComputingSD.docx>

### College Levies

N/A

## VCE Chemistry Units 1 & 2

### Year 11

Chemistry enables students to examine a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. Unit 1 focuses on establishing the students understanding of the various types of bonding present in materials and how this accounts for the variation in their properties. It introduces students to the fundamental quantitative aspects of chemistry. Unit 2 focuses on examining the properties of water and how these give rise to its unusual and important properties. It also examines a range of significant types of reactions that occur in solutions. Students are introduced to a range of analytical techniques useful for quantitative examination of solutions.

It is recommended students complete Unit 1 Chemistry prior to unit 2.

### 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

VCE Chemistry Units 3 & 4

VCE Biology Units 3 & 4

VCE Chemistry provides for continuing study pathways including 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

<https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2016ChemistrySD.pdf>

### College Levies

NA

## VCE Chemistry Units 3 & 4

### 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.

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of inquiry tasks that may be self-designed, develop key science skills and interrogate the links between theory, knowledge and practice. In VCE Chemistry inquiry methodologies can include laboratory experimentation, modelling, site tours, fieldwork, local and remote data-logging, simulations, animations, literature reviews and the use of global databases. Students work collaboratively as well as independently on a range of tasks. They pose questions, formulate hypotheses and collect, analyse and critically interpret qualitative and quantitative data. Students analyse the limitations of data, evaluate methodologies and results, justify conclusions, make recommendations and communicate their findings. They investigate and evaluate issues, changes and alternative proposals by considering both shorter- and longer-term consequences for the individual, environment and society. Knowledge of the safety considerations, including use of safety data sheets, and ethical standards associated with chemical investigations is integral to the study of VCE Chemistry.

As well as an increased understanding of scientific processes, students develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical, social and political contexts of scientific endeavours.

Units 3/4 Chemistry is not accessible at Whitefriars without prior satisfactory completion of at least one of Units 1 and 2.

### 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 examination.

### 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

<https://www.vcaa.vic.edu.au/Documents/vce/chemistry/2016ChemistrySD.pdf>

### College Levies

NA

## VCE Drama Units 1 & 2

### Year 11

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

#### *Unit 1: Introducing Performance Styles*

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers. Students apply play-making techniques to shape and give meaning to their performance. They manipulate expressive and performance skills in the creation and presentation of characters, and develop awareness and understanding of how characters are portrayed in a range of performance styles. They document the processes they use as they explore a range of stimulus material, and experiment with production areas, dramatic elements, conventions and performance styles.

#### *Unit 2: Australian Identity*

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

### Assessment

Students are assessed as per the VCAA study design.

### Pathway Opportunities

VCE Drama Units 3 & 4

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$80 per semester, which may be subject to increase from year to year.

## VCE Drama Units 3 & 4

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

### *Unit 3: Devised Ensemble Performance*

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbol. Students devise and shape their work to communicate meaning or to have a specific impact on their audience. In addition, students document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse and evaluate a professional drama performance selected from the prescribed VCE Drama Unit 3 Playlist.

### *Unit 4: Devised Solo Performance*

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

### **Assessment**

The Victorian Curriculum and Assessment Authority (VCAA) will supervise the assessment of all students undertaking Units 3 & 4. In the study of Drama, students' level of achievement will be determined by school-assessed coursework, an externally-assessed performance examination and an end-of-year written examinations.

Percentage contributions to the study score in Drama are as follows:

- *School-assessed Coursework for Unit 3: 30%*
- *School-assessed Coursework for Unit 4: 10%*
- *End of year Performance Examination: 35%*
- *End-of year Written Examination: 25%*

### **College Levies**

A College levy is charged for this subject. As a guide, the 2020 levy was \$80 per semester, which may be subject to increase from year to year.

## VCE Economics Units 1 & 2

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

<http://www.vcaa.vic.edu.au/Pages/vce/studies/economics/economicsindex.aspx>

### 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 mathematics background will assist.

The Assessment tasks include applied Economic exercises, topic tests, case studies as well as investigations of Economic issues for both Unit 1 and Unit 2.

### Pathway Opportunities

Economics Units 3 & 4

### Related Links

NA

### College Levies

NA

## VCE Economics Units 3 & 4

### Year 11 (accelerated)

### Year 12

Economics is the study of how individuals and societies use finite resources to satisfy unlimited needs and wants. 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. 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/economics/economicsindex.aspx>

### 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 mathematics 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

NA

### College Levies

NA

## VCE English Units 1 & 2

### 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 the Victorian English Curriculum in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

#### 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 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 Units 3 & 4
- VCE English Literature Units 3 & 4 (completion of Unit 1 & 2 English Literature is strongly advised)
- VCE English Language Units 3 & 4 (completion of Unit 1 & 2 English Language is strongly advised)
- Students and families can explore other opportunities this study may lead to via the 'myfuture' link which appears below.

#### Related Links

<https://myfuture.edu.au/bullseyes>

#### College Levies

NA

## VCE English Units 3 & 4

### Year 12

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity through a number of different outcomes that assess their varied writing skills, and oral presentation skills. 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 wider society and the global community. This study will build on the learning established through the Victorian Curriculum in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

#### 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. In VCE English, students' level of achievement will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment including text response essays, comparative analysis, analysis of argument and language use, and persuasive oral presentations.

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

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

#### Pathway opportunities

Required for all University opportunities as students will continue to write academic essays and participate in group and class discussions. Specific courses include law, journalism, political studies and sciences, media and communications, publishing, film and television, public relations and the arts.

#### Related links

<https://myfuture.edu.au/bullseyes>

#### College Levies

NA

## VCE English Language Units 1 & 2

### Year 11

The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. 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. Metalanguage underpins the key knowledge and key skills in each of the units.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

#### Assessment

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

#### Pathway Opportunities

English Language Units 3 & 4

English Units 3 & 4

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

#### Related Links

<https://myfuture.edu.au/bullseyes>

#### College Levies

NA

## VCE English Language Units 3 & 4

### Year 12

In this study, students investigate English language in contemporary Australian settings, along a continuum of informal and formal registers. They learn about personal and public discourses in workplaces, fields of study, trades or social groups and consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes and prejudices. They also focus on the role language plays in establishing and challenging different identities – national, social and individual. They read widely to develop their analytical skills and understanding of linguistics and are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss contemporary language in use, as well as consider a range of historical and contemporary written and spoken texts. Metalanguage underpins the key knowledge and key skills in each of the units.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/english/index.aspx>

#### 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. In VCE English Language, students' level of achievement will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

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

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

#### Pathway Opportunities

Law, journalism, political studies, media and communication, advertising, marketing, publishing, linguistics, languages, speech pathology. Students and families can explore other opportunities this study may lead to via the 'myfuture' link which appears below.

#### Related Links

<https://myfuture.edu.au/bullseyes>

#### College Levies

NA

## VCE English as an Additional Language Units 1 & 2

### 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 as an Additional Language become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. Study will build on the learning established through the Victorian Curriculum EAL in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

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 multi-modal texts. 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 multi-modal texts.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/englangindex.aspx>

### 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.

### Pathway Opportunities

For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL. Students and families can explore other opportunities this study may lead to via the 'myfuture' link which appears below.

### Related Links

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

<https://myfuture.edu.au/bullseyes>

### College Levies

NA

## VCE English as an Additional Language Units 3 & 4

### Year 12

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 as an Additional Language become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. This study will build on the learning established through the Victorian Curriculum EAL in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing. For Units 3 and 4, EAL students need to meet the VCAA criteria for enrolment in VCE EAL.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/englangindex.aspx>

### 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. In VCE English, students' level of achievement will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE English 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

Law, journalism, cultural studies, publishing, film and television, public relations. In addition, students and families can explore other opportunities this study may lead to via the 'myfuture' link which appears below.

### Related Links

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

<https://myfuture.edu.au/bullseyes>

### College Levies

NA

## VCE English Literature Units 1 & 2

### 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/englangindex.aspx>

#### 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 Units 3 & 4

English Units 3 & 4 (**completion of Unit 1 and 2 English is highly recommended**);

English Language Units 3 & 4 (**completion of Unit 1 & 2 English Language is highly recommended**)

Students and families can explore other opportunities this study may lead to via the 'myfuture' link which appears below.

#### Related Links

<https://myfuture.edu.au/bullseyes>

#### College Levies

NA

## VCE English Literature Units 3 & 4

### Year 12

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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/englishlanguage/englangindex.aspx>

#### 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. In VCE Literature, students' level of achievement will be determined by School-assessed Coursework (SAC) as specified in the VCE study design, and external assessment.

Percentage contributions to the study score in VCE Literature 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

Law, journalism, cultural studies, publishing, film and television, public relations. Students and families can explore other opportunities this study may lead to via the 'myfuture' link which appears below.

#### Related Links:

<https://myfuture.edu.au/bullseyes>

#### College Levies

NA

## VCE Food Studies Units 1&2

**Year 10 (accelerated)**

**Year 11**

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

In unit 1 the focus is on food from historical and cultural perspectives. Students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of Australian cuisine.

In Unit 2 students investigate food systems in contemporary Australia. Students explore commercial food production industries, and also food production in small-scale domestic settings.

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

### 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.

In Unit 1 students will explore Food Origins, looking specifically at Foods around the World and Food in Australia. Within Unit 2 students will explore Food Makers, deciphering Food Industries and Food in the Home.

### Pathway Opportunities

VCE Food Studies Units 3 & 4

This subject complements VCE Health and Human Development and VCE Physical Education. It supports further training and employment opportunities in the fields of food technology, food science, health science, nutrition science food manufacturing, hospitality and the fitness industry.

### Related Link

[https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD\\_2017.pdf](https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf)

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

## VCE Food Studies Units 3 & 4

**Year 11 (accelerated)**

**Year 12**

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

In Unit 3 students explore the physiology of eating and the microbiology of digestion, the functional properties of food and the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. They focus on influences on food choice and investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

In Unit 4 examines the global and Australian food systems. Students investigate issues relating to the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. They examine individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They apply this methodology to navigate contemporary food fads, trends and diets.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

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

### Pathway Opportunities

The study of Food Studies may provide pathways to further studies, training and employment opportunities in the fields of food technology, food science, health science, nutrition science food manufacturing, hospitality and the fitness industry.

### Related Links

[https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD\\_2017.pdf](https://www.vcaa.vic.edu.au/Documents/vce/foodstudies/FoodStudiesSD_2017.pdf)

### College Levies

A College levy is charged for this subject. The levy is \$60 per semester, but may be subject to change.

## VCE General Mathematics Units 1 & 2

### Year 11

General Mathematics focuses on mathematical concepts that have real-world, practical applications. Units 1 & 2 build on previously developed skills from middle years mathematics, but in a way that veers towards everyday application instead of the scientific use of mathematics.

The topics covered are Computational and Financial Arithmetic, Shape and Measurement, Matrices, Applications of Trigonometry, Linear Graphs and Models, Graphs and Networks, Number Patterns and Recursion, and a strong emphasis on Statistics.

### Assessment

Students will be assessed in each of the above areas. These assessments include Topic Tests, and Application Tasks. Students will be required to complete set classwork and homework. There are also semester examinations.

### Pathway Opportunities

Further Mathematics Units 3 & 4

### Related Links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf>

### College Levies

NA

## VCE Further Mathematics Units 3 & 4

### Year 12

Further Mathematics 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.

The topics covered are Data Analysis, Recursion and Financial Modelling, Networks and Decision Mathematics and Matrices.

### Assessment

School Assessed Coursework: 34%

End-of-year Examinations: 66%

There are 2 exams – one composed of multiple-choice questions, while the second is short answer and extended response format.

### Pathway Opportunities

Further Mathematics provides a range of real-world skills, including financial arithmetic and modelling. This is beneficial to all students, but particularly those who don't plan to study Mathematics or Science beyond VCE. Further Mathematics Units 3 & 4 are options that universities frequently ask for as a study of Mathematics required for streams like Economics, Business and Commerce.

### Related Links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf>

### College Levies

NA

## VCE Geography Units 1 & 2

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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/geography/geogindex.aspx>

### Assessments

Research Assignments

Fieldwork

Class tests

### Pathway Opportunities

Geography Units 3 & 4

### College Levies

NA

## VCE Geography Units 3 & 4

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.

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

<http://www.vcaa.vic.edu.au/Pages/vce/studies/geography/geogindex.aspx>

### 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

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:

<https://myfuture.edu.au/bullseyes>

### Related Links

NA

### College Levies

NA

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

**Year 10 Unit 1 & 2 (accelerated)**

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

Through the study of VCE Health and Human Development, investigate health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Students also investigate health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Assessment

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

### Pathway Opportunities

VCE Health and Human Development offers students a range of pathways including 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. This subject is strongly linked to Physical Education and Psychology and shares many of the similar ideas in their Area of Studies.

### Related Links

<https://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumDevSD-2018.pdf>

### College Levies

NA

### Year 12 Unit 3 & 4

Through the study of VCE Health and Human Development, students investigate health and human development and the issues that affect young people, children, adults and the Australian and global community.

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. Students also investigate a variety of factors as well as local and global issues which impact health and wellbeing.

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 and models 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/healthnhuman/healthumindex.aspx>

### 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

Unit 4 School-assessed Coursework: 25 per cent

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, nursing, PE teachers.

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$20 per semester, which may be subject to increase from year to year.

## VCE History Units 1 & 2

### 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. Students explore some of the momentous events and new ideas which occurred in 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/histstudy.aspx>

### Assessment

Units 1 and 2 assessments includes 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:

<https://myfuture.edu.au/bullseyes>

### Related Links

NA

### College Levies

NA

## VCE Australian History Units 3 & 4

### 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.

Students 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/aushistory/aushistoryindex.aspx>

### Assessment

Units 3 and 4 assessments includes 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:

<https://myfuture.edu.au/bullseyes>

### Related Links

NA

### College Levies

NA

## VCE History – Revolutions Units 3 & 4

### 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.

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.

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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/history/revolutions/revolutionindex.aspx>

### Assessment

Units 3 and 4 assessments includes 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:

<https://myfuture.edu.au/bullseyes>

### College Levies

NA

## VCE Languages Units 1, 2, 3 & 4 (Chinese, Indonesian, Italian)

**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

Enrolment in Chinese Second Language Advanced is subject to meeting VCAA requirements via application. This is to be completed in the year prior.

### VCE Study Design Link

<http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/chinese2nd/chin2ndindex.aspx>

<http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/indonesian2nd/indon2ndindex.aspx>

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

### Assessment

Units 1 & 2 The award of satisfactory completion for a unit is based on the demonstrated achievement of outcomes specified for the unit.

Units 3 & 4 Satisfactory completion of Unit 3 & 4 is 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 examination.

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

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

### College Levies

NA

## VCE Legal Studies Units 1 & 2

Year 10 (accelerated)

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 you will get to see and experience parliament and courts in action. So, why do Legal Studies?

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.

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 you to:

- understand and apply legal terminology, principles and concepts
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- analyse the methods and institutions that determine criminal cases and resolve civil disputes
- propose and analyse reforms to the legal system to enable the principles of justice to be achieved.

### 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/LegalSD\\_2018.pdf](http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf)

### College Levies

NA

## VCE Legal Studies Units 3 & 4

Year 11 (accelerated)

Year 12

The study of VCE Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system. Students come to appreciate how legal systems and processes aim to achieve social cohesion, and how they themselves can create positive changes to laws and the legal system. VCE Legal Studies equips students with the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and fosters critical thinking to solve legal problems. Further study in the legal field can lead to a broad range of career opportunities such as lawyer, paralegal, legal secretary and careers in the courtroom.

This study enables students to:

- understand and apply legal terminology, principles and concepts
- apply legal principles to actual and/or hypothetical scenarios, explore solutions to legal problems, and form reasoned conclusions
- analyse the institutions that make laws and understand the way in which individuals can engage in and influence law reform
- understand legal rights and responsibilities, and the effectiveness of the protection of rights in Australia
- analyse the methods and institutions that determine criminal cases and resolve civil disputes propose and analyse reforms to the legal system to enable the principles of justice to be achieved

<http://www.vcaa.vic.edu.au/Pages/vce/studies/legalstudies/legalindex.aspx>

### 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.

### College Levies

NA

## VCE Mathematical Methods Units 1 & 2

### Year 11

Mathematical Methods Units 1 and 2 provides 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.

Areas of Study includes Functions & Graphs, Algebra, Calculus, Probability and Statistics.

#### Prerequisites

Students should have completed Year 10A Mathematics and have achieved a grade of C+ or higher in their assessment tasks in order to be suitably prepared for this subject

#### Assessment

Students will be assessed in each of the above areas. These assessments include Topic Tests, and Application Tasks. Students will be required to complete set classwork and homework. There are also semester examinations.

All assessments include components to be completed with or without the use of technology.

#### Pathway Opportunities

Mathematical Methods Units 1 & 2 is a prerequisite for Mathematical Methods Units 3 and 4.

#### Related Links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf>

#### College Levies

NA

## VCE Mathematical Methods Units 3 & 4

### Year 12

Mathematical Methods Units 3 & 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.

Areas of Study includes Functions & Graphs, Calculus, Algebra, Probability and Statistics.

#### Prerequisites

Students must have successfully completed Mathematical Methods Units 1 & 2.

#### Assessment

School-assessed Coursework: 34%

End of Year Examinations: 66%

There are 2 exams – 1 x one-hour technology-free examination (consisting of short-answer questions and some extended-answer questions) contributes 22% to the study score, and 1 x two-hour technology-active examination (consisting of multiple-choice questions and extended-answer questions) contributes 44% to the study score.

#### Pathway Opportunities

Mathematical Methods Units 3 and 4 is prescribed for students intending to do further study of Mathematics, Science, Commerce or Engineering at tertiary level.

#### Related Links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf>

#### College Levies

NA

## VCE Media Units 1 & 2

### Year 11

In Unit 1 Media, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations; narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products

In Unit 2 Media, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms.

Unit 1: Media forms, representations and Australian stories

- Media representations
- Media forms in production
- Australian stories

Unit 2: Narrative across media forms

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

### Assessment

Tests, media production, posters, oral presentations, written responses

### Pathway Opportunities

Media Units 3 & 4

Sales – Programming – Design – Video – Production – Editing – Art Journalism – Illustration – Art Criticism – Animation – Teacher, Actor

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$40 per semester, which may be subject to increase from year to year.

## VCE Media Units 3 & 4

### Year 12

In Unit 3 Media, students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

In Unit 4 Media, students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

Unit 3: Media narratives and pre-production

- Narrative and ideology
- Media production development
- Media production design

Unit 4: Media production and issues in the media

- Media production
- Agency and control in and of the media

### Assessment

SACs, SAT, VCAA examination

### Pathway Opportunities

Sales – Programming – Design – Video – Production – Editing – Art Journalism – Illustration – Art Criticism – Animation – Teacher, 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.

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$40 per semester, which may be subject to increase from year to year.

## VCE Music Investigation Units 3 & 4

### Year 12

In this study students research performance practices relevant to a music style, tradition or genre. The music style, tradition or genre selected for study may be representative of music practice in a specific time, place or culture, and/or the work of a particular performer or composer. Students design an Investigation Topic as the basis for study of performance techniques and conventions, interpretative possibilities and contextual issues. Through this study they develop listening, aural, theoretical, interpretative and technical musicianship skills and demonstrate findings through performance of established repertoire, music they have composed, improvised or arranged, and commentary about issues that have informed their interpretation of a representative program of works.

### Prerequisites

Students must complete Units 1 and 2 of VCE Music Performance.

It is compulsory to continue instrumental lessons whilst enrolled in VCE Music Performance and students are strongly encouraged to be involved in the College Ensemble program.

Students who have not studied Year 10 Music Performance must undertake an audition with a panel of music teachers, which will include assessment of aural, technical and theoretical knowledge as well as a performance element, to ensure that they meet the required standard for the rigors of VCE Music Performance at Year 11 and 12.

#### *Unit 3: Music Investigation*

In this unit, students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance. Students begin by researching a representative sample of music and related contextual issues. They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes and other aspects relevant to performance practice in the style, tradition or genre they are investigating. Research involves critical listening, analysis of live and recorded performances and study of scores/charts and other texts as appropriate to the Investigation Topic.

Students develop and maintain a portfolio to document evidence of their research and findings. The portfolio also includes exercises, sketches or recorded improvisations that demonstrate their developing understanding of the Investigation Topic.

Concurrently, students select, rehearse and prepare to perform a program of works that are representative and characteristic of their Investigation Topic. Through performance, students demonstrate knowledge and understanding of expressive and instrumental techniques and conventions and other relevant aspects of performance practice. As they learn and practise each work in the program, students use findings from their research to trial and make decisions about interpretative options and develop their ability to master technical and expressive features of the music.

#### *Unit 4: Music Investigation*

In this unit students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

### Assessment

The Victorian Curriculum and Assessment Authority (VCAA) will supervise the assessment of all students undertaking Units 3 & 4. In the study of Music Investigation, students' level of achievement will be determined by school-assessed coursework and an end-of-year performance examination.

Percentage contributions to the study score in Music Investigation are as follows:

- *Unit 3 School-assessed Coursework: 30%*
- *Unit 4 School-assessed Coursework: 20%*
- *End-of-year Performance examination: 50%*

### Pathway Opportunities

NA

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$80 per semester, which may be subject to increase from year to year.

## VCE Music Performance Units 1 & 2

### Year 11

Music Performance Units 1 & 2 aims to broaden and enrich students' musical experience, assisting development of personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with music and music making. Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, with knowledge and understanding of how to use an instrument/s to produce and manipulate sound.

Performers use musicianship skills along with instrumental techniques to present musically engaging performances. Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.

### Prerequisites

Students must have completed Year 10 Music Performance.

It is compulsory to continue instrumental lessons whilst enrolled in VCE Music Performance and students are strongly encouraged to be involved in the College Ensemble program.

Students who have not studied Year 10 Music Performance must undertake an audition with a panel of music teachers, which will include assessment of aural, technical and theoretical knowledge as well as a performance element, to ensure they meet the required standard for the rigors of VCE Music Performance at Year 11 and 12.

#### *Unit 1: Music Performance*

This unit focuses on building students' performance and musicianship skills to 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 endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### *Unit 2: Music Performance*

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

### Assessment

Students will be assessed per the VCAA Music Study Design outcomes covering key knowledge and skills in areas of study.

### Pathway Opportunities

- Music Performance Units 3 & 4
- Music Investigation Units 3 & 4

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$80 per semester, which may be subject to increase from year to year.

## VCE Music Performance Units 3 & 4

### Year 12

Music Performance Units 3 & 4 aims to deepen and enrich students' musical experience, assisting development personal awareness of the expressive and aesthetic qualities of music and to encourage a life-long engagement with music and music making. Music performance involves synthesis of knowledge of the music work/s being performed including their structure, style and context and their expressive qualities. Performance also requires the use of an instrument to interpret and realise the work, and knowledge and understanding of how to use an instrument/s to produce and manipulate sound.

Performers use musicianship skills along with instrumental techniques to present musically engaging performances. Through research and analysis of performances by leading practitioners, students become aware of ways that performance conventions, musical nuance and effective communication between performers and audience can facilitate engaging, exciting and meaningful performances. Students expand their musical vocabulary and develop language to articulate their awareness and understanding of the impact that interpretative decisions have on the music they perform, listen to and analyse.

### Prerequisites

Students must complete Units 1 and 2 of VCE Music Performance.

It is compulsory to continue instrumental lessons whilst enrolled in VCE Music Performance and students are strongly encouraged to be involved in the College Ensemble program.

Students who have not studied Year 10 Music Performance must undertake an audition with a panel of music teachers, which will include assessment of aural, technical and theoretical knowledge as well as a performance element, to ensure they meet the required standard for the rigors of VCE Music Performance at Year 11 and 12.

#### *Unit 3: Music Performance*

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

#### *Unit 4: Music Performance*

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

### Assessment

The Victorian Curriculum and Assessment Authority (VCAA) will supervise the assessment of all students undertaking Units 3 & 4. In the study of Music Performance, students' level of achievement will be determined by school-assessed coursework, an externally-assessed performance examination and an end-of-year aural and written examination.

Percentage contributions to the study score in Music Performance are as follows:

- *Unit 3 School-assessed Coursework: 20%*
- *Unit 4 School-assessed Coursework: 10%*
- *End-of-year Performance examination: 50%*
- *End-of-year Written examination: 20%*

### Pathway Opportunities

NA

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$80 per semester, which may be subject to increase from year to year.

## VCE Music Style and Composition Units 1 & 2

### Year 11

In Music Style and Composition Units 1 to 4 students explore ways sound can be organised in music to create expressive outcomes. Through critical listening, analysis and composition, students develop understanding of ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation and context of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

### Prerequisites

Students who wish to study Music Style and Composition should have two years' experience composing music using Digital Audio Workstations as studied in Years 9 and 10 Digital Music or have been studying their main instrument for at least three years (minimum standard Grade 4 AMEB/ANZCA or equivalent, can vary depending on the instrument) prior to VCE.

Students must also have minimum standard Grade 4 AMEB or equivalent Music Theory. Students who have not studied Music in Year 10 can still enrol for VCE Music Style and Composition and must present an audition on their instrument or DAW, to the VCE Music Style and Composition teacher as part of the entry process.

Students focusing on an instrument must continue with instrumental lessons. All students are strongly encouraged to participate in the Music Theory Enrichment program and to participate in music theory tuition as well as the College ensemble program.

#### *Unit 1: Music Style and Composition*

In this unit students explore and develop their understanding of the diverse practice of music creators working in different times, places and traditions. As they listen and respond to a wide range of music they become familiar with ways composers/music creators treat elements of music and use compositional devices to create music works that communicate their music ideas. Students analyse selected works from three distinct music styles including music that is not from the Western art music or popular repertoires, and consider the role that context plays in the creation of these works. They compose and/or arrange brief creative exercises in response to their understanding of the music and the creative processes they have studied.

#### *Unit 2: Music Style and Composition*

In this unit students extend their understanding of the diverse practices of music creators as they investigate ways composers and/or creators treat elements of music and use compositional devices to create effects and elicit responses in multi-disciplinary forms. As students listen and respond to music from a wide range of music styles, they improve their familiarity with elements of music and ways composers/music creators treat these elements and use compositional devices to create specific effects. Students analyse specific multi-disciplinary works that combine music and non-music elements and investigate how music combines with these other elements to achieve specific effects and elicit responses. They compose and/or arrange music for a multi-disciplinary work of their choice in response to their understanding of the music and the creative processes they have studied.

### Assessment

Students will be assessed per the VCAA Music Study Design outcomes covering key knowledge and skills in areas of study.

### Pathway Opportunities

- VCE Music Style and Composition Units 3 & 4

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$80 per semester, which may be subject to increase from year to year.

## VCE Music Style and Composition Units 3 & 4

### Year 12

In Music Style and Composition Units 1 to 4 students explore ways sound can be organised in music to create expressive outcomes. Through critical listening, analysis and composition, students develop understanding of ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation and context of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

### Prerequisites

Students must complete Unit 1 and 2 of VCE Music Style and Composition.

It is compulsory to continue in instrumental lessons whilst enrolled in VCE Music Style and Composition and students are strongly encouraged to be involved in the College Ensemble program.

Students who have not studied Unit 1 and Unit 2 of VCE Music Style and Composition must undertake an audition with a panel of Music teachers, which will include aural, technical and theoretical knowledge as well as a performance element, to ensure that they meet the required standard for the rigors of VCE Music Style and Composition at Year 12.

### *Unit 3: Music Style and Composition*

In this unit students continue their exploration of music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of ways composers/music creators manipulate elements of music and use compositional devices to create style and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be by an Australian composer/creator, and develop understanding of the role that context plays in the creation of these works. Students compose brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study.

### *Unit 4: Music Style and Composition*

In this unit students consolidate their understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and use compositional devices to create style, structure music works and elicit subjective responses. They apply this knowledge as they formulate and present critical responses to music excerpts. Students develop knowledge about the music characteristics and style of one short work, single movement or small collection of minor works created since 1950, and develop understanding of the role that context has played in the creation of this work. Students create an original music work and document their creative processes from initial intention to final outcome.

### Assessment

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 & 4. In the study of Music Style and Composition, students' level of achievement will be determined by school-assessed coursework, an externally assessed folio and an aural and written examination.

Percentage contributions to the study score in Music Style and Composition are as follows:

- *Unit 3 School-assessed Coursework: 15%*
- *Unit 4 School-assessed Coursework: 15%*
- *End-of-year Externally Assessed Folio: 30%*
- *End-of-year Aural and Written examination: 40%*

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$80 per semester, which may be subject to increase from year to year.

## VCE Outdoor & Environmental Studies Units 1, 2, 3 and 4

**Year 10 (accelerated) Unit 1 & 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/outdoor/outdoorindex.aspx>

### Assessment

Procedures for the assessment of levels of achievement in Unit 1 & 2 are a matter for school decision.

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 guide, the 2020 levy was \$325 per semester (Year 10 and VCE Units 1 & 2) which covers all practical activities and camps. VCE Units 3 & 4 had a yearly fee of \$650. All fees may be subject to increase from year to year.

## VCE Physical Education Units 1 & 2

Year 10 (accelerated)

Year 11

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. The units develop 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/Physical-Education-Units1and-2.aspx>

### 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 presentations in class

Written report

Test

### Pathway Opportunities

Physical Education Units 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. As a guide, the 2020 levy was \$70 per semester, which may be subject to increase from year to year.

## VCE Physical Education Units 3 & 4

Year 11 (accelerated)

Year 12

This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/physicaledu/phyeduindex.aspx>

### 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.

Assessment tasks for this unit possibly include the following: Practical laboratory report, Case study analysis, Data analysis, Critically reflective folio/diary of participation in practical activities, Visual presentation and 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 and Health Sciences.

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$70 per semester, which may be subject to increase from year to year.

## VCE Physics Units 1 & 2

### 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.

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.

#### 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.

#### Pathway Opportunities

VCE Physics Units 3 & 4

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

<https://www.vcaa.vic.edu.au/Documents/vce/physics/2016PhysicsSD.pdf>

#### College Levies

NA

## VCE Physics Units 3 & 4

### 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.

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.

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

#### Pathway Opportunities

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

<https://www.vcaa.vic.edu.au/Documents/vce/physics/2016PhysicsSD.pdf>

#### College Levies

NA

## VCE Product Design Technology Units 1 & 2

**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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/designtech/destechindex.aspx>

### 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, 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 and Schools

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$110 per semester, which may be subject to increase from year to year.

## VCE Product Design Technology Units 3 & 4

**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, 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/designtech/destechindex.aspx>

### 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, 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 and Schools

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$110 per semester, which may be subject to increase from year to year.

## VCE Psychology Units 1, 2, 3 and 4

**Year 10 (accelerated)**

**Year 11**

**Year 12**

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.

### 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 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. 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 examination.

### Pathway Opportunities

Psychology Units 3 & 4

Biology Units 3 & 4

VCE Psychology provides opportunities to work 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. VCE Psychology provides opportunities to involve work 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

<https://www.vcaa.vic.edu.au/Documents/vce/psychology/2016PsychologySD.pdf>

### College Levies

NA

## VCE Religion & Society Unit 2

### 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 nine interrelated aspects. These guide students through their study of one or many religious traditions.

The nine 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.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/religion-and-society/Pages/Index.aspx>

### Assessment

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 Units 3 & 4  
Text & Traditions Units 3 & 4  
Arts, Philosophy, Theology, Education, Nursing, Psychology courses at University

### Related Links

NA

### College Levies

NA

## VCE Religion & Society Units 3 & 4

### 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 nine interrelated aspects. These guide students through their study of one or many religious traditions. The nine aspects are: Beliefs, Sacred stories, Spaces, places, times and artefacts, Texts, Rituals, Symbols, Social structures, Ethics and Spiritual experiences.

The nine 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.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/religion-and-society/Pages/Index.aspx>

### Assessment

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 Units 3 & 4  
Arts, Philosophy, Theology, Education, Nursing, Psychology courses at University

### College Levies

NA

## VCE Specialist Mathematics Units 1 & 2

### Year 11

Specialist Mathematics Units 1 & 2 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

The topics covered are Algebraic manipulation, Real and Complex Number systems, Trigonometry of non-right triangles, Circular functions, Coordinate geometry, Sequences and series, Vectors and Kinematics.

### Prerequisites

Students undertaking Specialist Mathematics must also complete Units 1 & 2 of Mathematical Methods.

Students should have completed Year 10A Mathematics and have achieved a grade of B or better in their assessment tasks in order to be suitably prepared for this subject. The study of Physics Units 1 & 2 is encouraged.

### Assessment

Students will be assessed in each of the above areas. These assessments include Topic Tests, and Application Tasks. Students will be required to complete set classwork and homework. There are also semester examinations.

### Pathway Opportunities

Specialist Mathematics Units 1 & 2 is a prerequisite for VCE Specialist Mathematics Units 3 & 4. 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 Specialist Mathematics 1 & 2 to give a stronger mathematical base.

### Related Links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf>

### College Levies

NA

## VCE Specialist Mathematics Units 3 & 4

### Year 12

Specialist Mathematics 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

Specialist Mathematics Units 3 & 4 consist of six areas of study including Functions and Graphs, Algebra, Calculus, Vectors, Mechanics, Probability and Statistics.

### Prerequisites

Specialist Mathematics Units 3 & 4 are designed to be taken in conjunction with Mathematical Methods Units 3 & 4, or following successful completion of Mathematical Methods Units 3 & 4. Students should have completed Mathematical Methods Units 1 & 2, Specialist Mathematics Units 1 & 2, and should have either successfully completed, or are concurrently studying, Mathematical Methods Units 3 & 4. The concurrent study of Physics Units 3 & 4 is encouraged.

### Assessment

School Assessed Coursework: 34%

End of Year Examinations: 66%

There are 2 exams – 1 x one-hour technology-free examination (consisting of short answer questions) contributes 22% to the study score, and 1 x two-hour technology-assisted examination (multiple choice questions/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.

### Related Links

<https://www.vcaa.vic.edu.au/Documents/vce/mathematics/2016MathematicsSD.pdf>

### College Levies

NA

## VCE Studio Arts Units 1 & 2

**Year 10 (accelerated)**

**Year 11**

In Studio Arts students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. This eventually leads to making an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms in Unit 2. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks.

Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks. The exhibition of artworks is integral to Unit 1 and students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience. Unit 2 includes the study of art movements and styles, where students begin to understand the use of other artists' work in the making of new artworks. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/studioindex.aspx>

### Assessment

A folio of exploratory visual work  
 Research of artists and artworks  
 Presentation of finished artwork/s  
 Written responses

The student's level of achievement in Unit 1 and 2 will be determined by the key knowledge and skills outlined by the VCAA. There is also a mid and end of year examination.

### Pathway Opportunities

Graphic Art, Computer Graphics, Illustration, Advertising, Painting, Designing, Teacher, Product Design and 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 and Schools

### Related Links

NA

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$105 per semester, which may be subject to increase from year to year.

## VCE Studio Arts Units 3 & 4

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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/studioarts/studioindex.aspx>

### 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 and Schools

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$105 per semester, which may be subject to increase from year to year.

## VCE Texts & Traditions Unit 2

### 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.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/texts-and-traditions/Pages/Index.aspx>

### Assessment

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 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.

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/texts-and-traditions/Pages/Index.aspx>

### Assessment

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 Units 3 & 4  
Arts, Philosophy, Theology, Education, Nursing, Psychology courses at University

### College Levies

NA

## VCE Theatre Studies Units 1 & 2

### Year 11

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

There is NO requirement for students undertaking Theatre Studies to act.

#### *Unit 1: Pre-Modern Theatre Styles and Conventions*

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

#### *Unit 2: Modern Theatre Styles and Conventions*

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

### Assessment

Students are assessed as per the VCAA study design.

### Pathway Opportunities

VCE Theatre Studies Units 3 & 4

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$80 per semester, which may be subject to increase from year to year.

## VCE Theatre Studies Units 3 & 4

### Year 12

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

There is NO requirement for students undertaking Theatre Studies to act.

#### *Unit 3: Producing Theatre*

In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the script in the performance.

#### *Unit 4: Presenting an Interpretation*

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students attend a performance selected from the prescribed VCE Theatre Studies Unit 4 Playlist and analyse and evaluate the interpretation of the script in the performance.

### Assessment

The Victorian Curriculum and Assessment Authority (VCAA) will supervise the assessment of all students undertaking Units 3 & 4. In Theatre Studies, students' level of achievement will be determined by school-assessed coursework, an externally-assessed performance examination and an end-of-year written examinations.

Percentage contributions to the study score in Theatre Studies are as follows:

- *School-assessed Coursework for Unit 3: 30%*
- *School-assessed Coursework for Unit 4: 15%*
- *End-of-year Monologue Examination: 25%*
- *End-of-year Written Examination: 30%*

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$80 per semester, which may be subject to increase from year to year.

## VCE Visual Communication Design (VCD) Units 1 & 2

**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 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/visualcomm/vcomminindex.aspx>

### 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 and 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 and Schools

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$105 per semester, which may be subject to increase from year to year.

## VCE Visual Communication Design (VCD) Units 3 & 4

**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 direction, themes or starting points for investigation and inspiration for their own work. The focus is on 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.

<http://www.vcaa.vic.edu.au/Pages/vce/studies/visualcomm/vcomminindex.aspx>

### 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 and 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 and Schools

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$105 per semester, which may be subject to increase from year to year.

## VET Certificate III in Sport and Recreation

**Year 10 (Accelerated Year 1)**

**Year 11 (Year 1 or Year 2)**

**Year 12 (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.

<http://www.vcaa.vic.edu.au/Pages/vet/programs/sportrecreation/sportrec.aspx>

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/people/vet-sport-recreation-c3/SitePages/Home.aspx>

### College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$150, which may be subject to increase from year to year.

## VCAL Subjects

### VCAL Literacy and Numeracy Skills Strand

#### Literacy Skills Strand

The purpose of the literacy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate.

Literacy skills include reading, writing and oral communication skills.

#### Numeracy Skills Strand

The purpose of the numeracy curriculum selected for this strand is to enable the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponding with these social contexts include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

### VCAL Work Related Skills Strand

The purpose of the VCAL Work Related Skills Strand is to develop student skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides students with a capacity to explore, consider and choose from a range of pathways. Knowledge and understanding of occupational health and safety (OHS) is integral to student preparation for a variety of community and work environments.

#### 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

### VCAL Personal Development Skills Strand

The purpose of the VCAL Personal Development Skills Strand is to develop student knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities
- resilience, self-esteem and efficacy
- health and wellbeing
- valuing 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.