



# WHITEFRIARS COLLEGE

## VCE (2023)

# CURRICULUM HANDBOOK



WHITEFRIARS  
CATHOLIC COLLEGE FOR BOYS

# WELCOME

For Senior Years (Years 10-12) students at Whitefriars College, each day presents a range of activities designed to ensure a successful transition to university, vocational education or the work force. Our curriculum and classroom-based learning experiences play a central role in realising our College's vision and mission – to educate and form gentle men, in the Catholic Carmelite tradition of contemplation, community and service.

From 2023, all Senior Years students will be working towards obtaining their Victorian Certificate of Education (VCE) irrespective of where their strengths and talents lie. The introduction of the VCE Vocational Major acknowledges that applied learning equips students with the skills, knowledge and capabilities to be successful beyond the classroom. It is, indeed, an exciting time to be a VCE student!

In the Senior Years, students tailor a course of study to suit their interests, needs and preferred destinations. They experience increased rigour in their studies, enjoy greater subject choice, and exercise greater independence in their learning.

I encourage all of our students to embrace the many rich opportunities afforded to them in their education at Whitefriars College.

Catherine Spurrutt  
Deputy Principal  
Learning & Teaching

## HOW TO NAVIGATE

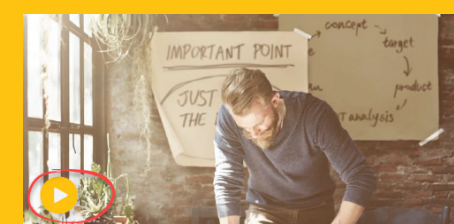
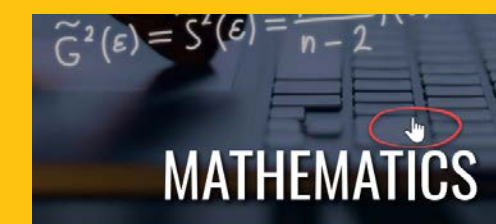
Welcome to new look Whitefriars Curriculum Handbook for Years VCE & VCAL. This document has been designed to assist you with subject selection as you move into your senior years.

A quick and easy way to navigate through the handbook is to go to the Curriculum Overview found on pages 10 & 11 where you will be able to see all subjects on offer. By hovering your mouse over the square to the left of the subject, you will notice it will change to a little hand which indicates that it is a 'clickable link'. Click once and it will then take you directly to the subject page you are interested in.



To return back to the Overview page, look for the 'Overview Button' located at the top of each page with the yellow magnifying glass.

Throughout the handbook there are also links that will take you to external videos and websites to provide you with more information on your subject selection. Some Learning Area cover pages contain a link to a clickview video of each Learning Area. Just hover your mouse anywhere over the page until the little hand appears and click once to then be taken to external page to view the video.



Within some subject pages, you may also notice an image with a yellow play button. By pressing play you will be taken to an external site to learn more about the subject you are interested in.



# Mission & Values



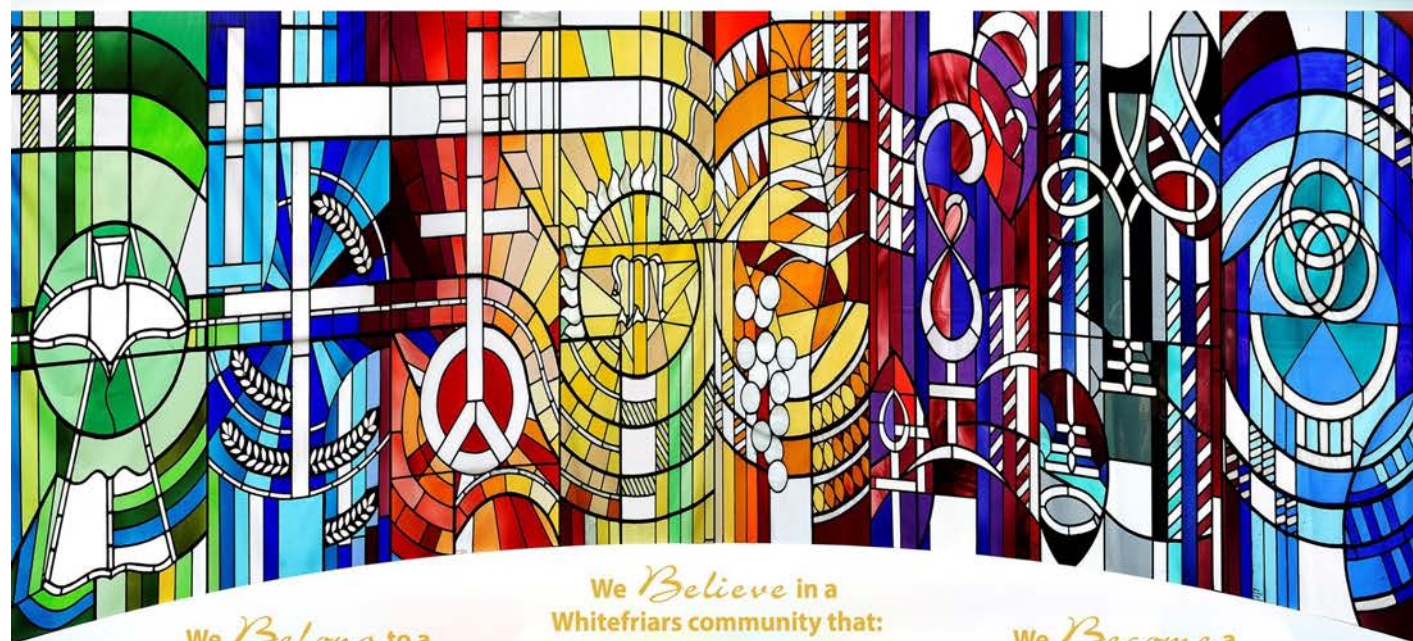
**WHITEFRIARS**  
CATHOLIC COLLEGE FOR BOYS

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*

# 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

## 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



**WHITEFRIARS**  
CATHOLIC COLLEGE FOR BOYS



# YEAR 11&12

Whitefriars College offers a comprehensive secondary curriculum which includes access to the Victorian Certificate of Education (VCE), the Victorian Certificate of Education - Vocational Major (VCE VM) and Vocational Education and Training (VET) pathways. Subjects and enrichment activities are designed to challenge our students whilst allowing them to have a breadth of experiences based on interests and abilities.

It is critical that students and parents carefully read subject descriptions of any subject, to be clear of the content and expectations and discuss at length his pathway, pre-requisite subjects and sequence of subjects with his Pastoral Care Teacher, House Leader and Careers staff.

## YEAR 11 SUBJECT INFORMATION

Year 11 students enter VCE or VCE VM programs where high expectations for academic excellence are placed upon them to succeed. Academic rigour and expectations continue to increase, and that performance is now become measured against students across the state and Australia.

Year 11s can choose to undertake Senior Years studies in the following pathways:

VCE Scored	VCE Vocation Major
<p>Purpose is for University entry that requires an ATAR</p> <p>VCE Certificate and ATAR</p> <p>Academic program that has School Assessed Assessments, General Achievement Test (GAT) and Final Examinations</p> <p>3 hours study per week night with up to 6 hours on weekends during peak VCE assessments.</p>	<p>Purpose is for VET studies, apprenticeship or work (university is an option)</p> <p>VCE Certificate and VET Certificate awarded</p> <p>Applied learning program</p> <p>VET subject, structured work placement</p> <p>Literacy, numeracy, personal development skills and work -related skills</p>

## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

To complete the Victorian Certificate of Education students must satisfactorily complete 16 Units across Units 1,2, 3 and 4, including a minimum of three units from the English group (with at least two units in sequence at Units 3 and 4) and at least three sequences of Units 3 and 4 studies other than English.

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.

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.

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 will complete 12 units of study during the academic year.

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

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 the VCE.



## ACCELERATION

Whitefriars College offers 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.

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.

Eligibility for acceleration will be considered by the Acceleration Panel.

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

## UNIT 3 & 4 ACCELERATION SUBJECTS FOR 2023

- Applied Computing: Software Development
- Biology
- Business Management
- Food Studies
- Geography
- Health & Human Development
- History – Revolutions
- Legal Studies
- Physical Education
- Psychology
- Religion & Society
- Studio Arts (Art Making & Exhibiting)
- Texts & Traditions

## KEY RESOURCES

[Whitefriars College Careers - Vocational Education And Training \(whitefriarscareers.com\)](http://whitefriarscareers.com)

[Subject Selection Information - SEQTA \(whitefriars.vic.edu.au\)](http://whitefriars.vic.edu.au)

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.

Student research into Tertiary options  
[delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm](http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm)



## CAREERS

[Anna Gasparini - Careers Advisor](#)

[Dean Notting - Pathways Coordinator](#)



# YEAR 11&12

## VICTORIAN CERTIFICATE OF EDUCATION - VOCATIONAL MAJOR

The VCE Vocational Major is a new program in 2023. All students are required to undertake:

- Literacy (English)
- Numeracy (Mathematics)
- Work Related Skills
- Personal Development Skills
- Religious Education
- 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.

VCE (VM) students also complete one week of Structured Workplace Learning each term in their chosen industry where they gain valuable employment experience.

Upon completion of the College’s VCE (VM) program a number of pathways are available to our students including apprenticeships, work or further study.

## 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 VCE (VM) program.

Whitefriars College offers the Certificate III in Sport and Recreation, however more courses are offered through our VET partnerships enabling our students to enrol in VET programs off-site at nearby schools and TAFE institutes. Popular VET programs for Whitefriars College include Building & Construction, Hospitality, Plumbing, Music Industry, Electrotechnology, Automotive and more. A full list of VET offerings is available on SEQTA Learn and Engage. Students looking to include a VET certificate in their VCE or VCE (VM) program should be aware of the following:

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

VCE Vocational Major	Focus	Semester or Year
Year 11	Knowledge and skills development leads to independent learning, confidence and a high level of transferable skills	VCE Vocational Major Apprenticeships and Traineeships Certificate II (or above) VET courses Employment
Year 12	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



Students wishing to undertake VET studies can do so provided the VET studies can be successfully integrated with the student’s VCE or VCE (VM) 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.

[Whitefriars College Careers - Vocational Education And Training \(whitefriarscareers.com\)](#)

## VCE AND VCE (VM) STUDY CHOICE

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, consider reviewing the VCE Study Design, 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) 2022.

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.

*” I love the flexibility of my program which allows me to apply my skills in a hands on way and in the classroom”*

Whitefriars Student, Year 11



# Senior Years Curriculum Overview

## YEAR 11 (Units 1&2)

- Religion & Society Units 3&4
- Texts & Traditions Units 3&4
- Religion & Society Unit 2 / Texts & Traditions Unit 2
- English
- English Language
- Literature
- English as an Additional Language
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Biology
- Chemistry
- Physics
- Psychology
- Applied Computing
- Food Studies
- Australian and Global Politics
- Geography
- Modern History
- Accounting
- Business Management
- Economics
- Legal Studies
- Health & Human Development
- Physical Education
- Outdoor and Environmental Studies
- VET Certificate III Sport and Recreation
- Media
- Product Design and Technology
- Studio Arts (Art Making and Exhibiting)
- Visual Communication Design
- Music
- Theatre Studies
- Chinese First Language
- Chinese Second Language
- Chinese Second Language (Advanced)
- Indonesian (SL)
- Italian
- VCE (VM) Literacy
- VCE Foundation Mathematics
- VCE (VM) Personal Development Skills
- VCE (VM) Work Related Skills
- VET Off Campus programs
- Structured Workplace Learning
- Wellbeing Program
- Resilience Project
- Whitefriars Sports Development Program
- Kairos Retreat
- Instrumental Music
- Performing Arts Ensembles
- Student Leadership

*Belong. Believe. Become.*



# Senior Years Curriculum Overview

## YEAR 12 (Units 3&4)

- Religion & Society
- Texts & Traditions
- English
- English Language
- Literature
- English as an Additional Language
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Biology
- Chemistry
- Physics
- Psychology
- Food Studies
- Applied Computing: Software Development
- Geography
- History: Revolutions
- Accounting
- Business Management
- Economics
- Legal Studies
- Health & Human Development
- Physical Education
- VET Certificate III Sport and Recreation (Year 2)
- Media
- Product Design and Technology
- Studio Arts (Art Making and Exhibiting)
- Visual Communication Design
- Music Performance
- Theatre Studies
- Chinese First Language
- Chinese Second Language
- Chinese Second Language (Advanced)
- Indonesian (SL)
- Italian
- VCE (VM) Literacy
- VCE (VM) Numeracy
- VCE (VM) Personal Development Skills
- VCE (VM) Work Related Skills
- VET Off Campus programs
- Structured Workplace Learning
- Wellbeing Program
- Resilience Project
- Whitefriars Sports Development Program
- Instrumental Music
- Performing Arts Ensembles
- Student Leadership

*Belong. Believe. Become.*





# VCE RELIGION AND SOCIETY UNIT 2

**SUBJECT PREREQUISITES** The satisfactory completion of Unit 1 Religion and Society

**THIS SUBJECT IS RECOMMENDED FOR** All Year 11 students who do not wish to accelerate into Unit 3&4 Religion and Society or Unit 3&4 Text and Traditions.

*Note: Students enrolled in the VCE Vocational Major will undertake this unit across the whole year*

## COURSE OVERVIEW

The beliefs, practices, principles and codes of religions provide ways in which individuals can answer questions about the meaning and purpose of life. In VCE 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.

## UNIT 2

Ethical questions that demand practical moral judgment are raised at the personal, family, local, wider community, national and global level. Family, community and traditional connections tie people together and provide an ethical background to guide what individuals choose to do, approving of some choices and disapproving of others. This ethical background is enmeshed with the dominant religious and philosophical traditions of the times within a culture at a certain point in time. In this unit students examine in detail various methods of ethical decision-making, focusing on at least two religious traditions and their related philosophical traditions. Students also explore ethical issues in societies where multiple worldviews coexist, in the light of these investigations.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religion	Religion 7	Religion 8	Religion 9	Religion & Society Unit 1	Religion & Society Unit 2	Religion & Society Unit 3&4
					Text &Traditions Unit 2	
					Religion & Society Unit 3&4 Acceleration	
					Text & Traditions Unit 3&4 Acceleration	

### SUBJECT PREREQUISITES

The satisfactory completion of Unit 1 Religion and Society.

**THIS SUBJECT IS RECOMMENDED FOR**

All Year 11 students who do not wish to accelerate into Unit 3&4 Religion and Society or Unit 3&4 Text and Traditions.

The study of VCE Texts and Traditions considers the place and meaning of sacred texts within their religious traditions. In an attempt to understand the intended meaning of the texts, the study focuses on the original contexts of sacred texts and examines their literary characteristics. The study currently encompasses texts from the Christian, Islamic and Jewish traditions. The main focus of the study is the texts that are seen to be foundational to the traditions being studied. These may be supplemented by texts from other traditions, commentaries, and later texts from the traditions being studied.

A range of methods exists for interpreting sacred texts and exploring their intended meaning. VCE Texts and Traditions focuses on socio-cultural, historical and literary methods of criticism.

In this unit students study sacred texts as a means of investigating social attitudes on issues such as social structures, justice, authority, the environment, racism, gender and others. Therefore, the texts selected for study should be potential sources of ideas about these or other issues in society. Some of the texts may call for change in attitudes and values; others may call for changes in social, religious and political institutions. Some texts may justify or support existing social, cultural, religious and political institutions, works, attitudes and values.

Students consider the social context within which the sacred texts were produced, the conditions under which they are currently read, the reasons for reading them, and the types of authority attributed to them by religious traditions and society in general. They also look at the ways in which the texts shape, and are shaped by, the content of the message contained in them. Students compare how sacred texts from different religious traditions address these social issues.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religion	Religion 7	Religion 8	Religion 9	Religion & Society Unit 1	Religion & Society Unit 2	Religion & Society Unit 3&4
					Text &Traditions Unit 2	
					Religion & Society Unit 3&4 <i>Acceleration</i>	
					Text & Traditions Unit 3&4 <i>Acceleration</i>	

### SUBJECT PREREQUISITES

The satisfactory completion of Unit 1 Religion and Society.

**THIS SUBJECT IS RECOMMENDED FOR**

Any Year 11 students who qualify to accelerate, which is A or above (>80%) and at least a C in all other subjects and any Year 12 students who are interested in sociology, religious studies and analysing the complex interactions of the two overtime.

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.

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs may be expressed through the other aspects of religion and explore how this is intended to foster meaning for adherents. Students then consider the complex interrelationship between significant life experience and religion.

In this unit students explore challenge for religious traditions generally over time, and how challenges impact both religious traditions and society more widely. Then students undertake a in depth study of one specific challenge and the changes that result for one or more than one religious tradition or denomination.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religion	Religion 7	Religion 8	Religion 9	Religion & Society Unit 1	Religion & Society Unit 2	Religion & Society Unit 3&4
					Text &Traditions Unit 2	
					Religion & Society Unit 3&4 Acceleration	
					Text & Traditions Unit 3&4 Acceleration	



# VCE TEXT AND TRADITIONS UNITS 3&4

SUBJECT PREREQUISITES

The satisfactory completion of Unit 1 Religion and Society.

THIS SUBJECT IS RECOMMENDED FOR

All Year 11 students who qualify to accelerate, which is A or above (>80%) and at least a C (60%) in all other subjects and any Year 12 students with an interest in the influence of culture, history, politics and social norms on the development of religious texts.

COURSE OVERVIEW

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 these 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.

UNIT 3

The texts of a particular religious tradition are foundational in that they recount, for example, specific events, narratives, laws, prophetic pronouncements and teachings that describe the beginnings and initial development of a religious tradition. In this unit students explore the society and culture from which the religious tradition being studied was formed. They develop an understanding of the historical background that influenced the texts themselves. Students develop an understanding of how the chosen set text is a response to particular social, cultural, religious, political and historical needs and events. They explore the formation of the text itself, the intended audience of that text, and the message or teaching found within the text. As a means to gaining an understanding of the content and message of a text, students become familiar with the nature of exegetical methods being used today by scholars in the religious tradition of their particular text. Sociocultural and literary criticisms are two exegetical methods introduced in Unit 3 and developed further in Unit 4.

UNIT 4

In this unit students continue to apply exegetical methods to the passages for special study begun in Unit 3, but to greater depth. Some texts are regarded as essential for the continuation of a religious tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent. These understandings are often expressed through themes in the particular texts. Some of the themes contained in the foundational texts have been reinterpreted at different times by the religious tradition. In this unit students study a significant theme contained in the set text and consider the interpretation of the text in light of the theme.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religion	Religion 7	Religion 8	Religion 9	Religion & Society Unit 1	Religion & Society Unit 2	Religion & Society Unit 3&4
					Text & Traditions Unit 2	
					Religion & Society Unit 3&4 Acceleration	
					Text & Traditions Unit 3&4 Acceleration	







# ENGLISH

## VCE ENGLISH UNITS 1&2

### SUBJECT PREREQUISITES

English is a compulsory subject in both Year 11 and Year 12, and all students at Whitefriars will have studied English from Year 7 to 10. As a result, there are no prerequisites for entry.

### THIS SUBJECT IS RECOMMENDED FOR

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively. Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

### COURSE OVERVIEW

The study of Unit 1 and 2 English enables students to extend their English language skills through reading, writing, speaking, listening, and thinking. They also discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres. In Unit 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text’s vocabulary, text structures and language features can create meaning on several levels and in different ways. In Unit 2, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

### UNIT 1

Area of Study 1 – Reading and Exploring Texts (personal and analytical writing)  
Area of Study 2 – Crafting Texts (imaginative, persuasive, and informative writing)

### UNIT 2

Area of Study 1 - Reading and Exploring Texts (inferential and analytical writing)  
Area of Study 2 – Exploring Argument (analytical writing and oral presentation)

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additonal Language 9	English as an Additonal Language 10	English Language 1&2	English Language 1&2
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		English as an Additional Language 3&4
				The Craft of English		
				Literacy Support		



# VCE ENGLISH UNITS 3 & 4

**SUBJECT PREREQUISITES** The satisfactory completion of a sequence of any VCE English Unit 1 & 2.

**THIS SUBJECT IS RECOMMENDED FOR**

In Unit 3 and Unit 4 English, students explore how meaning is created in a text. Students identify, discuss and analyse decisions authors have made. They explore how authors use structures, conventions and language to represent characters, settings, and key themes to build the world of the text for readers. Students read a range of texts that attempt to position audiences in a variety of ways. They explore the use of language for persuasive effect and the structure and presentation of argument. They consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader. Students consider the contention of texts; the development of the argument including logic and reasoning, tone and bias; and the intended audience.

**COURSE OVERVIEW**

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.

**UNIT 3**

Area of Study 1 – Reading and Creating Texts  
Area of Study 2 – Analysing Argument

**UNIT 4**

Area of Study 1 – Reading and Comparing Texts  
Area of Study 2 – Presenting Argument

**PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additonal Language 9	English as an Additonal Language 10	English Language 1&2	English Language 1&2
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		English as an Additional Language 1&2
				The Craft of English		
				Literacy Support		

# VCE ENGLISH LANGUAGE UNITS 1&2

**SUBJECT PREREQUISITES** The satisfactory completion of English 10.

**THIS SUBJECT IS RECOMMENDED FOR**

Capable English students; those who want to do two English subjects at VCE level; Maths/Science or Commerce students with sound English writing skills; those wishing to study Linguistics, Arts, Law, Marketing, Medicine.

**COURSE OVERVIEW**

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.

In Unit 1 English Language students consider the way language is organised and explore the various functions of language and the nature of language as an elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children’s ability to acquire language, and the stages of language acquisition across a range of subsystems.

In Unit 2 English Language students focus on language change – across time, across the subsystems and in Australian English. They examine the spread of English and its consequences in terms of new varieties of English and the demise of other languages.

**UNIT 1**

Area of Study 1 – Metalanguage and Subsystems, Language Acquisition  
Area of Study 2 – Written and Spoken Discourse Analysis, and Examination

**UNIT 2**

Area of Study 1 - English Across Time, Development of Australian English  
Area of Study 2 – Changes across the Subsystems, and Examination

**PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additonal Language 9	English as an Additonal Language 10	English Language 1&2	English Language 1&2
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		English as an Additional Language 1&2
				The Craft of English		
				Literacy Support		

# VCE ENGLISH LANGUAGE UNITS 3&4

SUBJECT PREREQUISITES

The satisfactory completion of VCE English Language Units 1 & 2 is very strongly advised

THIS SUBJECT IS RECOMMENDED FOR

Capable English students; those who want to do two English subjects at VCE level; Maths/Science or Commerce students with sound English writing skills; those wishing to study Linguistics, Arts, Law, Marketing, Medicine.

COURSE OVERVIEW

The focus of Unit 3 English Language is language variation and social purpose. Students investigate English language in the Australian social setting, along a continuum of informal and formal registers. They consider language as a means of social interaction, examine the stylistic features of formal and informal language in both spoken and written modes and consider how texts are influenced by situational and cultural contexts. In Unit 4 English Language students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Students examine a range of texts to explore the ways different identities are constructed and explore how language can create solidarity and reinforce social distance.

In Unit 3 students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

In Unit 4 students focus on the role of language in establishing and challenging different identities. There are many varieties of English used in contemporary Australian society, including national, regional, cultural and social variations. Students examine a range of texts to explore the ways different identities are constructed. Students also explore how our sense of identity evolves in response to situations and experiences and is influenced by how we see ourselves and how others see us.

UNIT 3

Area of Study 1 – Formal Language  
Area of Study 2 – Informal Language

UNIT 4

Area of Study 1 – Language Variation in Australian Society  
Area of Study 2 – Individual and Group Identities

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additonal Language 9	English as an Additonal Language 10	English Language 1&2 English as an Additional Language 1&2	English Language 1&2 English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

# VCE ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 1&2

SUBJECT PREREQUISITES

It is recommended that prior to enrolment in this study, EAL students have demonstrated achievement at C3 or above on the Victorian Curriculum F–10: EAL.

THIS SUBJECT IS RECOMMENDED FOR

The study of English as an Additional Language (EAL) empowers students to read, write, speak and listen in different contexts. VCE EAL prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

COURSE OVERVIEW

The study of Unit 1 and 2 EAL enables students to extend their English language skills through reading, writing, speaking, listening, and thinking. They also discuss, explore and analyse the form, purpose, context, text structures and language of texts from a range of styles and genres.

In Unit 1, students engage in reading and viewing texts with a focus on personal connections with the story. They discuss and clarify the ideas and values presented by authors through their evocations of character, setting and plot, and through investigations of the point of view and/or the voice of the text. They develop and strengthen inferential reading and viewing skills, and consider the ways a text’s vocabulary, text structures and language features can create meaning on several levels and in different ways.

In Unit 2, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text. Students will develop their skills from Unit 1 through an exploration of a different text type from that studied in Unit 1.

UNIT 1

Area of Study 1 – Reading and Exploring Texts (make personal connections with, and identify selected vocabulary, text structures, language features and ideas in, a text)  
Area of Study 2 – Crafting Texts (demonstrate an understanding of effective and cohesive writing through the crafting of their own texts designed for a specific context and audience to achieve a stated purpose)

UNIT 2

Area of Study 1 – Reading and Exploring Texts (identify and develop analysis of how the vocabulary, text structures, language features and ideas in a text construct meaning)  
Area of Study 2 – Exploring Argument (develop analysis of persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience)

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additonal Language 9	English as an Additonal Language 10	English Language 1&2 English as an Additional Language 1&2	English Language 1&2 English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		



# VCE ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 3&4

## SUBJECT PREREQUISITES

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

## THIS SUBJECT IS RECOMMENDED FOR

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.

## COURSE OVERVIEW

This study enables students to extend their English language skills through thinking, listening, speaking, reading, viewing and writing. Enhancing their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms. Students will be able to analyse and discuss a range of texts from different periods, styles, genres and contexts and understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation. Students understand how ideas are presented by analysing form, purpose, context, structure and language. Furthermore students will analyse their own texts and texts of others, and make relevant connections to themselves, their community and the world. Students should recognise the role of language in thinking and expression of ideas. Finally students should demonstrate critical thinking about the ideas and arguments of others and the use of language to persuade and influence audiences.

## UNIT 3

Area of Study 1 – Reading and Responding to a Text, Listening to Texts and Comprehending Spoken Language  
Area of Study 2 – Analyzing Language

## UNIT 4

Area of Study 1 – Presenting an Argument  
Area of Study 2 – Reading and Comparing

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additonal Language 9	English as an Additonal Language 10	English Language 1&2	English Language 1&2
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		English as an Additional Language 3&4
				The Craft of English		
				Literacy Support		

# VCE LITERATURE UNITS 1&2

## SUBJECT PREREQUISITES

The satisfactory completion of English 10

## THIS SUBJECT IS RECOMMENDED FOR

Capable English students; those two may want to do two English subjects at VCE level, have sound English writing and analytical skills, and who are wishing to study journalism, arts, media, communications, law and politics

## COURSE OVERVIEW

VCE Literature focuses on the meanings derived from texts, the relationships between texts, the contexts in which texts are produced, and how readers’ experiences shape their responses to texts. In VCE Literature students develop and refine four key abilities through their engagement with texts. These are:  
An ability to offer an interpretation of a whole text (or a collection of texts), an ability to demonstrate a close analysis of passages or extracts from a text, in consideration of the whole text, an ability to understand and explore multiple interpretations of a text, and an ability to respond creatively to a text.  
Students are provided with opportunities to read deeply, widely and critically; to appreciate the aesthetic qualities of texts; and to write creatively and analytically. VCE Literature enables students to examine the historical, social and cultural contexts within which both readers and texts are situated. Accordingly, the texts selected for study should be drawn from a wide range of eras, a variety of forms and diverse social and cultural contexts.  
This study enables students to: enjoy reading a range of challenging literary texts, approach unfamiliar texts and negotiate diverse literary territories with confidence, explore the ways in which authors craft their writing, recognise there are many possible ways of interpreting literary texts, and develop their own responses to texts, recognising the impact of form, features and language in the creation of meaning.

## UNIT 1

Area of Study 1 – Reading Practices (close analysis of a text’s literary forms, features and language)  
Area of Study 2 – Exploration of Literary Movements and Genres (analysis of the characteristics and key features of a selected literary movement or genre)

## UNIT 2

Area of Study 1 – Voices of Country (explore and reflect on the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators)  
Area of Study 2 – The Text in Context (reflect and comment on the representation of a specific time period or culture, as well as the historical, social and cultural contexts)

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additonal Language 9	English as an Additonal Language 10	English Language 1&2	English Language 1&2
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		English as an Additional Language 3&4
				The Craft of English		
				Literacy Support		

The satisfactory completion of VCE Literature Units 1&2 is very strongly advised

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

## UNIT 3

## UNIT 4

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2	English Language 1&2
					English as an Additional Language 1&2	English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		





# VCE GENERAL MATHEMATICS UNITS 1&2

## SUBJECT PREREQUISITES

To study this subject you must achieve an overall grade of D in Year 10 General Mathematics

## THIS SUBJECT IS RECOMMENDED FOR

Students who wish to study General Mathematics Units 3 & 4

## COURSE OVERVIEW

The study of General Mathematics aims to focus on mathematical concepts that have real-world, practical applications. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and procedures,
- Apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts,
- Use technology to produce results, carry out analysis in situations requiring problem solving, modelling or investigative techniques.

### UNIT 1

**Computational & Practical Arithmetic, Financial Arithmetic, Graphs & Networks, Number Patterns & Recursion:** Students review computation using efficient mental and by-hand estimation, and the effective use of technology. They examine orders of magnitude and the use and interpretation of log to base 10 scales, as well as use ratios and proportions, percentages and percentage change, and the unitary method. Students apply percentage increase and decrease to various financial situations and calculate and investigate a range of simple and compound interest applications. They are introduced to the notations and representations of types and properties of graphs, descriptions of graphs and Euler’s formula, connected graphs, weighted graphs and networks, minimum spanning trees, Prim’s algorithm, and their use to solve practical problems. Students investigate number patterns and sequences and generate arithmetical and geometrical sequences using recurrence relations, use the rule for the term, and model and analyse practical situations involving growth and decay.

### UNIT 2

**Linear Graphs & Models, Matrices, Univariate & Bivariate Data:** Students review linear functions and graphs, construct linear models to represent practical situations, and use them to make predictions. They fit a linear model to data and use piecewise linear graphs to model and analyse practical situations. They use matrices to store and display information in rectangular arrays and investigate the types matrices and the order of a matrix. They complete matrix arithmetic, use matrices to model and solve problems, and apply inverse matrices to solve a system of simultaneous linear equations. Students investigate and compare data distributions including the display and description of categorical and numerical data, calculate and choose between measures of centre and spread, and create boxplots and identify possible outliers. They use back-to-back stem-and-leaf plots or parallel boxplots to compare distributions of a single variable. They also investigate relationships between two numerical variables by creating and analysing scatterplots, using the Pearson correlation coefficient and least squares lines to model and make predictions and identify limitations of extrapolation.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics 1&2	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
			Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4

MATHEMATICS

# VCE GENERAL MATHEMATICS UNITS 3&4

**SUBJECT PREREQUISITES** To study this subject you must have achieved an overall grade of D in Year 10 General Mathematics. It is recommended that students have successfully completed General Mathematics Units 1 & 2.

**THIS SUBJECT IS RECOMMENDED FOR** Students who wish to keep their tertiary study and careers options open, but do not intend to study something that involves specific further mathematical study or scientific study that utilises mathematics.

## COURSE OVERVIEW

General Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of the 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. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and models,
- Select and apply mathematical concepts, models, and techniques in a range of contexts of increasing complexity,
- Select and appropriately use technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

## UNIT 3

**Data Analysis, Recursion & Financial Modelling:** In these topics, students investigate data distributions including their representation, display and description, summarise the distributions of numerical variables, model bell-shaped distributions to estimate percentages and give meaning to standard deviation and standardised values. Students investigate associations between two variables including the creation, description and analysis of comparative data displays, calculation and interpretation of Pearson’s correlation coefficient, and determine cause and effect. They investigate and model linear associations including the least squares line of best fit, data transformation and making predictions. Students investigate and model time series data including numerical and graphical smoothing, making seasonal adjustments and modelling trends. They use recurrence relations and rules to model and analyse a range of financial situations and solve problems involving interest, appreciation and depreciation, loans, annuities, annuity investments and perpetuities.

## UNIT 4

**Matrices, Networks & Decision Mathematics:** In these topics, students examine matrices and their applications including the definition of matrices, the different types of matrices, matrix operations, transition matrices and the use of first-order matrix recurrence relations to model a range of situations and solve problems. They explore graphs and networks including the definition and representation of different kinds of undirected and directed graphs, Eulerian trails and circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation, scheduling and crashing.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4

# VCE MATHEMATICAL METHODS UNITS 1&2

**SUBJECT PREREQUISITES** To study this subject you must have achieved a minimum overall grade of C+ in Year 10 Mathematics for Methods.

**THIS SUBJECT IS RECOMMENDED FOR** Students who wish to study Mathematical Methods Units 3 & 4.

## COURSE OVERVIEW

These units provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and procedures,
- Apply mathematical processes in non-routine contexts including situations requiring problem-solving, modelling, or investigative techniques or approaches and analyse and discuss these applications in mathematics,
- Use technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

## UNIT 1

**Functions & Graphs, Algebra, Calculus, Probability & Statistics:** In these topics, students cover the graphical representation of simple algebraic functions of a single real variable and the key features of functions and their graphs such as axis intercepts, domain, co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is explored in a variety of modeling contexts and theoretical investigations. The study of algebra supports students’ work in the other areas of study and is distributed between the two units. The Unit 1 focus is on the algebra of polynomial functions of low degree and transformation of a plane. Calculus covers constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts including graphical and numerical approaches to estimating and approximating these rates of change. Probability and Statistics covers the concepts of event, frequency, probability and representation of finite sample spaces and events, and includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events, including rules for computation of probabilities for compound events and the law of total probability in the case of two events.

## UNIT 2

**Functions & Graphs, Algebra, Calculus, Probability & Statistics:** In these topics, students continue their study of functions and graphs looking at asymptotic behaviour, periodicity and symmetry. Focus is placed on the algebra of some simple transcendental functions and transformations of a plane. Further study of calculus includes first principles approach to differentiation, differentiation and anti-differentiation of polynomials and power functions by rule, and related applications including the analysis of graphs. Students cover introductory counting principles and their techniques and their application to probability and the low of total probability in the case of two events.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4



# VCE MATHEMATICAL METHODS UNITS 3&4

**SUBJECT PREREQUISITES** To study this subject you must have successfully completed Mathematical Methods Units1&2.

**THIS SUBJECT IS RECOMMENDED FOR** Students who wish to study tertiary courses that require a higher level of mathematics such as sciences including engineering, commerce, medicine, statistics, architecture or aviation.

## COURSE OVERVIEW

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and models,
- Apply mathematical processes in non-routine contexts, including situations requiring problem-solving, modeling or investigative techniques or approaches, and analyse and discuss these applications of mathematics,
- Select and appropriately use technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

## UNITS 3&4

**Functions & Graphs, Algebra, Calculus, Probability & Statistics:** In these topics, students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain, co-domain and range, asymptotic behaviour and symmetry. The behaviour of these functions and their graphs is to be linked to applications in practical situations. In algebra students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods. In calculus, students cover graphical treatment of limits, continuity, and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. In Probability and Statistics, students cover discrete and continuous random variables, their representation using tables, probability functions, the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4

# VCE SPECIALIST MATHEMATICS UNITS 1&2

**SUBJECT PREREQUISITES** To study this subject you must also study Mathematical Methods Units 1 & 2 and have achieved a minimum overall grade of B in Year 10 Mathematics for Methods.

**THIS SUBJECT IS RECOMMENDED FOR** Students who wish to study Specialist Mathematics Units 3 & 4. It is also a prerequisite for students wishing to study University Mathematics in Year 12.

## COURSE OVERVIEW

These units provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving and reasoning. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of mathematical routines and procedures,
- Apply mathematical processes in non-routine contexts, and analyse and discuss these applications in mathematics,
- Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

## UNIT 1

**Arithmetic & Number, Principles of Counting, Vectors, Trigonometry and Geometry:** Students study various number systems, including definitions, properties and related proofs. Students study a range of geometric objects and relations, principles of proof, congruence of triangles and the sine and cosine rules, as well as proof of circle theorems. In Vectors, students study the representation, magnitude, and direction of plane vectors, as well as unit vectors, geometric representation of vectors in various forms, simple vector algebra and applications of vectors to geometric proof, orienteering, navigation, and statistics. In principles of counting students study one-to-one correspondence between sets, countable and uncountable subsets within the real number system, the pigeon-hole and inclusion-exclusion principles, permutations and combinations, and the deviation and use of simple identities associated with Pascal's triangle.

## UNIT 2

**Graphs of Non-Linear Relations, Trigonometry, Statistics, Kinematics and Statics:** Students will interpret graphical representations, graph simple reciprocal functions, define a locus and construct lines, parabolas, circles, ellipses, and hyperbolas in the plane, as well as explore cartesian, polar and parametric forms and graphs. Students will study rectilinear motion under constant acceleration, using differential calculus to solve problems involving motion, apply the formulas for motion with constant acceleration, use graphical modelling of position-time and velocity-time and approximation of velocity time relationships including variable velocity and acceleration, determine the resultant force acting on a particle, identify a weight force, a normal force and a tension force, use a triangle of forces to solve problems and resolve forces acting in a plane in two directions at right angles. In trigonometry students will study proof and application of the Pythagorean identities; the angle sum, difference and double angle identities and the identities for products of sines and cosines expressed as sums and differences, solving equations, proof, and application of other trigonometric identities. In statistics students will study simulation, sampling, and sampling distributions.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4

To study this subject you must have successfully completed both Mathematical Methods Units 1&2 and Specialist Mathematics Units 1&2.

**THIS SUBJECT IS RECOMMENDED FOR**

Students who wish to study tertiary courses that continue the study of advanced mathematics such as engineering or physics. The mathematical thinking developed in specialist mathematics is very applicable to many fields of study, particularly commerce, engineering, data analytics, coding and of course mathematics.

## COURSE OVERVIEW

Specialist Mathematics Units 3 and 4 provides both a framework for thinking and a means of communication that is powerful, logical, concise and precise. It highlights mathematical structure, reasoning and applications across a range of modelling contexts. The study of Specialist Mathematics draws on, and deepens, student's mathematical knowledge, skills and understanding. It provides opportunities for students to develop their skills using mathematical arguments, proofs, and models. For each topic students are required to demonstrate achievement of three outcomes:

- The ability to define and explain key concepts and apply a range of related mathematical routines and procedures,
- Apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics,
- Select and appropriately use technology to develop mathematical ideas, produce results, and carry out analysis in situations requiring problem solving, modelling or investigative techniques.

## UNITS 3&4

**Functions & Graphs, Algebra, Calculus, Vectors, Mechanics, Probability & Statistics:** In these topics, students cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute function, graphical representation of these functions, and the analysis of key features of their graphs. They cover the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers; points and curves in the complex plane; introduction to factorization of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra. Students study advanced calculus techniques for analytic and numerical differentiation and integration of a range of functions, and combinations of functions, and their application in a variety of theoretical and practical situations. They also cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions. Mechanics covers an introduction to Newtonian mechanics, for both constant and variable acceleration, and in Probability and Statistics students study statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4





# VCE BIOLOGY UNITS 1&2

## SUBJECT PREREQUISITES

To study this subject you must have achieved an overall grade of D or above in 10 General Science (VCE Pathway)

**Acceleration** into this subject in Year 10, you must achieve the following: A+ (>90%) grade in Year 9 Semester 1 Science and English; achieve a Stanine of 6-9 in PAT - S ; obtain your Science Teacher’s recommendation to accelerate PLUS a C grade (60%) or above in ALL other subjects. Students who achieve an overall A (80-89%) grade in Science and English, and meet all other criteria, can apply to accelerate application.

## THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in ‘the living world’ and how organisms function. Students who are interested in pursuing a career or tertiary study that involves a ‘Science theme’ should strongly consider undertaking Units 1 & 2 Biology. Students in this subject need strong reading and written expression skills as well as an ability to retain and appropriately use a large scientific vocabulary.

## COURSE OVERVIEW

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology and across biology and the other sciences.

### UNIT 1

**How do organisms regulate their functions?** In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals and consider the role homeostatic mechanisms play in maintaining an animal’s internal environment. A student-adapted or student-designed scientific investigation is undertaken which involves the generation of primary data and is related to the function and/or the regulation of cells or systems.

### UNIT 2

**How does inheritance impact on diversity?** In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students consider how the relationship between genes, the environment and epigenetic factors, influences phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance and interpret pedigree charts. Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance survival. Students explore interdependence between species to maintain the distribution, density and size of a population. A student-directed research investigation into a contemporary ethical issue which relates to the application of genetic knowledge, reproductive science, inheritance, adaptations and interdependencies undertaken.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Biology	Science 7	Science 8	Science 9	Science VCE Pathway	Biology 1&2	Biology 3&4
				Biology 1&2 Acceleration	Biology 3&4 Acceleration	
				Science Alternative Pathway		

SCIENCE



### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

## UNIT 3

## UNIT 4

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Biology	Science 7	Science 8	Science 9	Science VCE Pathway	Biology 1&2	Biology 3&4
				Biology 1&2 <i>Acceleration</i>	Biology 3&4 <i>Acceleration</i>	
				Science Alternative Pathway		

### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

## UNIT 1

## UNIT 2

**How do chemical reaction shape the natural world?** Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society. Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve. Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others. A student-adapted or student-designed scientific investigation is undertaken.



### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

## UNIT 3

## UNIT 4

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Chemistry	Science 7	Science 8	Science 9	Science VCE Pathway	Chemistry 1&2	Chemistry 3&4

### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

## UNIT 1

**How is energy useful to society?** In this unit students examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. Students apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

## UNIT 2

**How does physics help us to understand the world?** In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion. Students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option. A student-adapted or student-designed scientific investigation is then undertaken.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Physics	Science 7	Science 8	Science 9	Science VCE Pathway	Physics 1&2	Physics 3&4

# VCE PHYSICS UNITS 3&4

## SUBJECT PREREQUISITES

To study this subject you must have achieved an overall satisfactory in Physics 2.

## THIS SUBJECT IS RECOMMENDED FOR

Students who want to understand the physical world are encouraged to study physics. Students explore the importance of energy in explaining changes. They also explore the use of wave and particle theories to model the properties of light and matter. Studying physics strengthens quantitative reasoning and problem-solving skills that are valuable in areas beyond physics.

## COURSE OVERVIEW

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.

## UNIT 3

**How do fields explain motion and electricity?** In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables. A student-designed practical investigation related to waves, fields or motion is undertaken.

## UNIT 4

**How can two contradictory models explain both light and matter?** In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Physics	Science 7	Science 8	Science 9	Science VCE Pathway	Physics 1&2	Physics 3&4

# VCE PSYCHOLOGY UNITS 1&2

## SUBJECT PREREQUISITES

To study this subject you must have achieved an overall grade of D or above in 10 General Science (VCE Pathway).

**Acceleration** into this subject in year 10 you must achieve the following: A+ (>90%) grade in Year 9 Semester 1 Science and English; achieve a Stanine of 6 -9 in PAT - S; obtain a Science Teacher Recommendation to accelerate PLUS a C grade (60%) or above average in every other subject. Students who achieve an A or above ( 80-89%) grade average in Science and English that meet all other criteria can apply to accelerate on application.

## THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in learning about the complex nature of how people think, feel and behave as well as applying scientific principles to explore the nature of human behaviour. Students who are interested in pathways involving working with children, adults, families and communities in a variety of settings (educational, environmental, forensic, health, sport and organizational psychology)

## COURSE OVERVIEW

Psychology is a multifaceted discipline that seeks to describe, explain, understand and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities and societies think, feel and act. Students study contemporary research, models and theories to understand how knowledge in psychology has developed and how this knowledge continues to change in response to new evidence and discoveries in an effort to solve day-to-day problems and improve psychological wellbeing

## UNIT 1

**How are behaviour and mental processes shaped?** In this unit students examine the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary knowledge from Western and non-Western societies, including Aboriginal and Torres Strait Islander peoples, has made to an understanding of psychological development and to the development of psychological models and theories used to predict and explain the development of thoughts, emotions and behaviours. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. A student-directed research investigation into contemporary psychological research is undertaken.

## UNIT 2

**How do internal and external factors influence behaviour and mental processes?** In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning. Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. A student-adapted or student-designed scientific investigation is undertaken

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Psychology	Science 7	Science 8	Science 9	Science VCE Pathway	Psychology 1&2	Psychology 3&4
				Psychology 1&2 Acceleration	Psychology 3&4 Acceleration	
				Science Alternative Pathway		



### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

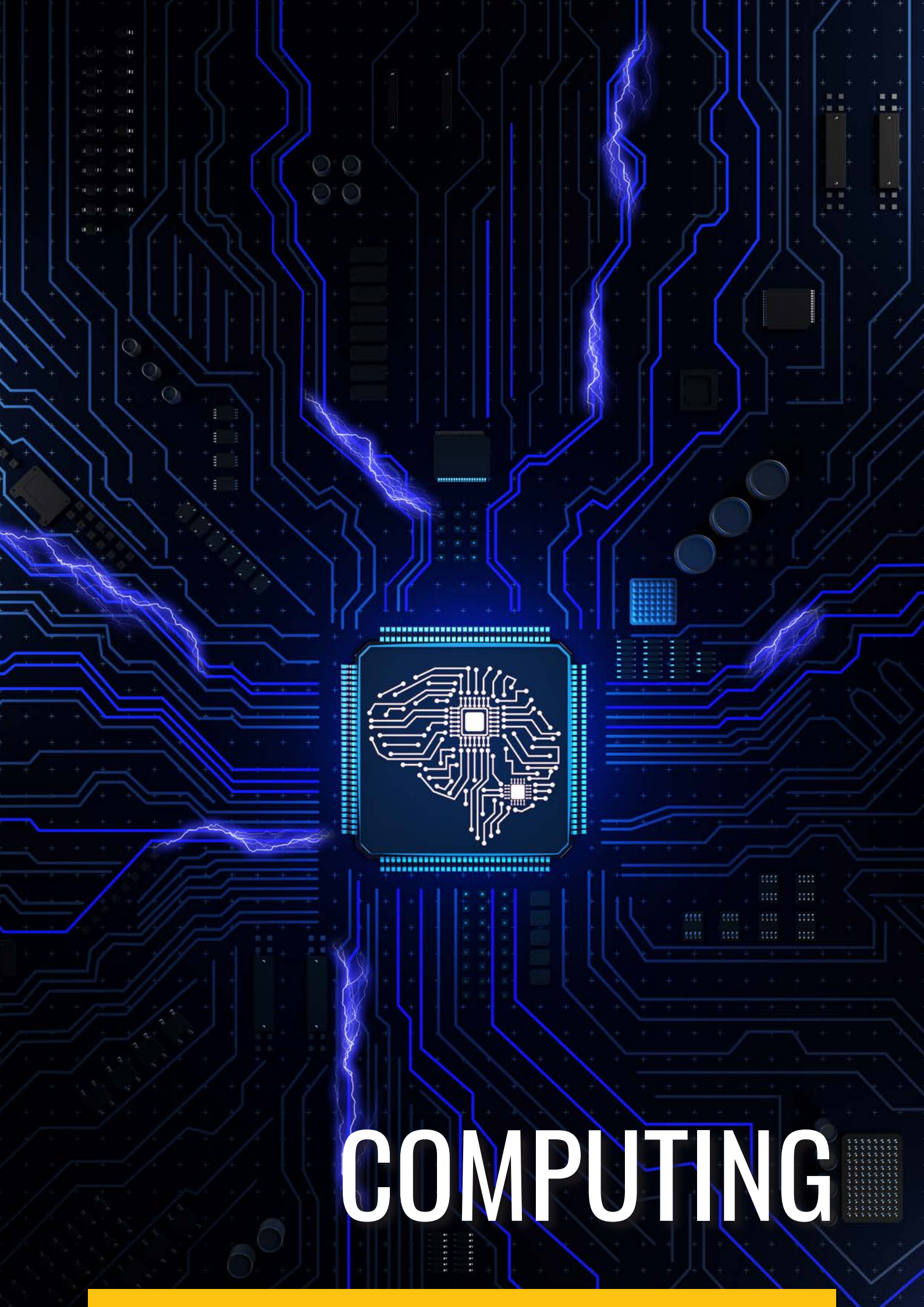
## COURSE OVERVIEW

## UNIT 3

## UNIT 4

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Psychology	Science 7	Science 8	Science 9	Science VCE Pathway	Psychology 1&2	Psychology 3&4
				Psychology 1&2 Acceleration	Psychology 3&4 Acceleration	
				Science Alternative Pathway		



# VCE APPLIED COMPUTING UNITS 1&2

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

## THIS SUBJECT IS RECOMMENDED FOR

Students who are have a key interest in ICT and enjoy getting an in-depth knowledge of Computing in general. This subject is recommended for students wanting to complete either software development or data analytics, units 3 & 4.

## COURSE OVERVIEW

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

### UNIT 1

In this unit, students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. Students examine the features of different design tools to represent the functionality and appearance of software so- lutions. They interpret given designs and create database, spreadsheet and data visualisations solutions using the data collected. Students focus on the appropriate functions and techniques to manipulate and validate data and to make use of suitable formats and conventions. Students apply computational thinking skills when extracting meaning from data and apply design thinking skills and knowledge to create data visualisations

### UNIT 2

In this unit, students focus on developing innovative solutions to needs or opportunities that they have identified and propose strategies for reducing security risks to data and information in a networked environment. Students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology. An introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Applied Computing	Digital Technologies 7	Digital Technologies 8	Game Design and Development	Introduction to VCE Applied Computing	Applied Computing 1&2	Applied Computing Software Development 3&4
					Applied Computing Software Development 3&4 Acceleration	



## 49

Satisfactory achievement of Applied Computing 1 & 2 is recommended.

Students who are have a key interest in ICT and enjoy getting an in-depth knowledge of Computing in general. This subject is also recommended for students that enjoy designing and developing software.

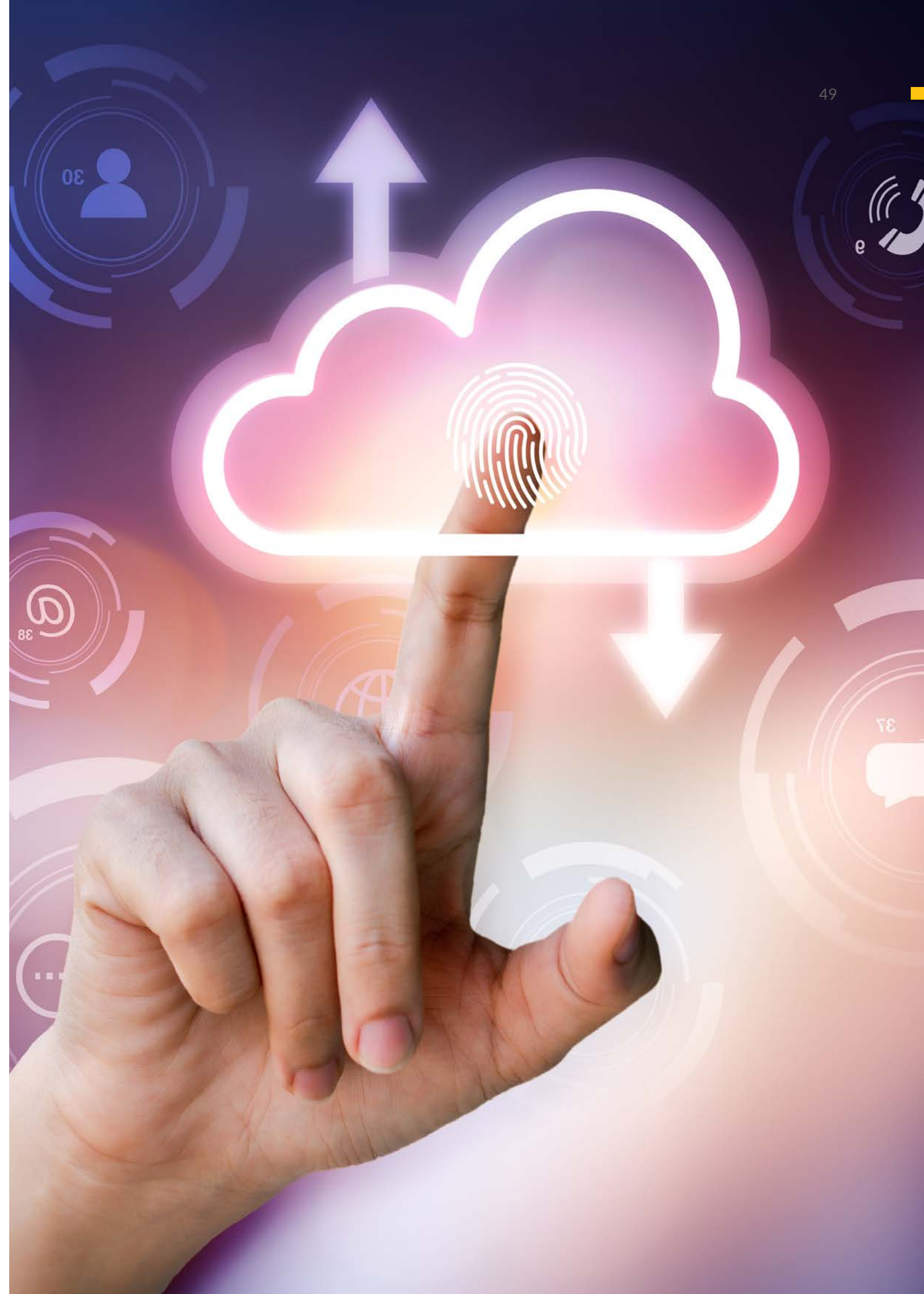
VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions. VCE Applied Computing is underpinned by four key concepts: digital systems, data and information, approaches to problem solving, and interactions and impact.

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.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Applied Computing	Digital Technologies 7	Digital Technologies 8	Game Design and Development	Introduction to VCE Applied Computing	Applied Computing 1&2	Applied Computing Software Development 3&4
					Applied Computing Software Development 3&4 <i>Acceleration</i>	







# FOOD STUDIES

## VCE FOOD STUDIES UNITS 1&2

**SUBJECT PREREQUISITES** There are no prerequisite studies required for this subject.

**THIS SUBJECT IS RECOMMENDED FOR**

Students who are interested in cooking and 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.

### COURSE OVERVIEW

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. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today’s complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

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.

### UNIT 1

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.

### UNIT 2

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

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Food Studies			Food Technologies 9	Food Technologies 10	Food Studies 1&2	Food Studies 3&4
				Food Studies 1&2 Acceleration	Food Studies 3&4 Acceleration	VET Hospitality



# VCE FOOD STUDIES UNITS 3&4

**SUBJECT PREREQUISITES** To study this subject you must have achieved an overall satisfactory Food Studies 1 & 2 is recommended.

**THIS SUBJECT IS RECOMMENDED FOR**

Students who are interested in cooking and 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.

### COURSE OVERVIEW

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. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems, and the many physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends. Practical activities are integral to Food Studies and include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis (including taste testing and use of focus groups).

### UNIT 3

**Food in daily life:** In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the Australian Guide to Healthy Eating, and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Practical activities enable students to understand how to plan and prepare food to cater for various dietary needs through the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

### UNIT 4

**Food issues, challenges and futures:** In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population. In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. . In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Food Studies			Food Technologies 9	Food Technologies 10	Food Studies 1&2	Food Studies 3&4
				Food Studies 1&2 <i>Accleration</i>	Food Studies 3&4 <i>Accleration</i>	VET Hospitality





# VCE GEOGRAPHY UNITS 1&2

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

## THIS SUBJECT IS RECOMMENDED FOR

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

## COURSE OVERVIEW

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.

### UNIT 1

**Hazards and Disasters:** In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

### UNIT 2

**Tourism:** In this unit students 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. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year (United Nations World Tourism Organization definition). Over one billion tourists a year cross international boundaries with greater numbers involved as domestic tourists within their own countries. The Asia and the Pacific hosts 23 per cent of international arrivals. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for one in every twelve jobs globally and generates around 5 per cent of its GDP.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Geography	Geography 7	Geography 8	The World Around Us	Geography 10	Geography 1&2	Geography 3&4
			Interconnections and Global Wellbeing	Civics and Citizenship	Australian and Global Politics 1&2	Australian Politics 3&4

HUMANITIES



### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

**THIS SUBJECT IS RECOMMENDED FOR**

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

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.

**Changing the Land:** This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Land cover is the natural state of the biophysical environment developed over time as a result of the interconnection between climate, soils, landforms and flora and fauna and, increasingly, interconnections with human activity. Natural land cover has been altered by many processes such as geomorphological events, plant succession and climate change. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication, recreation and so on.

**Human Population – trends and issues:** In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Geography	Geography 7	Geography 8	The World Around Us	Geography 10	Geography 1&2	Geography 3&4
			Interconnections and Global Wellbeing	Civics and Citizenship	Australian and Global Politics 1&2	Australian Politics 3&4

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

**THIS SUBJECT IS RECOMMENDED FOR**

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

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.

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

In this unit students investigate the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
History	History 7	History 8	Australia at War or Colonial History	History 10	Modern History 1&2	Australian History 3&4
				Civics and Citizenship		History Revolutions 3&4

### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

## UNIT 1

## UNIT 2

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Geography	Geography 7	Geography 8	The World Around Us	Geography 10	Geography 1&2	Geography 3&4
			Interconnections and Global Wellbeing	Civics and Citizenship	Australian and Global Politics 1&2	Australian Politics 3&4

### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

UNIT 3 &amp; UNIT 4

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
History	History 7	History 8	Australia at War or Colonial History	History 10	Modern History 1&2	Australian History 3&4
				Civics and Citizenship		History Revolutions 3&4





# COMMERCE

## VCE ACCOUNTING UNITS 1&2

### SUBJECT PREREQUISITES

The\_ prerequisite studies required for this subject

### THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in understanding how well a business is performing. Students who have an interest in working with numbers and data but who also like to analyse and find answers to questions about business performance. Is it making a profit? Does it have enough cash flow? Does it have too much debt? Is it a worthwhile investment for the owner? What are the key factors affecting the performance of the business and what can be done to make improvements?

### COURSE OVERVIEW

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

### UNIT 1

**Role of accounting in business:** This unit explores the establishment of a business and the role of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the suitability of a business as an investment. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

### UNIT 2

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



### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Accounting				Economics & Personal Accounting	Accounting 1&2	Accounting 3&4

# VCE ACCOUNTING UNITS 3&4

## SUBJECT PREREQUISITES

To study this subject it is recommended that you have successfully completed at least one unit of Accounting Units 1 or 2.

## THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in understanding how well a business is performing. Students who have an interest in working with numbers and data but who also like to analyse and find answers to questions about business performance. Is it making a profit? Does it have enough cash flow? Does it have too much debt? Is it a worthwhile investment for the owner? What are the key factors affecting the performance of the business and what can be done to make improvements?

## COURSE OVERVIEW

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of businesses.

## UNIT 3

**Financial accounting for a trading business:** This unit focuses on financial accounting for a trading business owned by a sole proprietor and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

## UNIT 4

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

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Accounting				Economics & Personal Accounting	Accounting 1&2	Accounting 3&4

# VCE BUSINESS MANAGEMENT UNITS 1&2

## SUBJECT PREREQUISITES

To study this subject you must have achieved an overall grade of at least C+ in English

## THIS SUBJECT IS RECOMMENDED FOR

Do you understand what is happening in the business world? Would you like to learn what is involved in setting up and running a business? Would you like to use critical thinking to suggest, justify and evaluate business strategies? Can you recognize the features of effective marketing of a business? Studying Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resources, operations or executive manager. Tertiary study can lead to specialisation in areas such as marketing, public relations, and event management.

## COURSE OVERVIEW

VCE Business Management examines the different ways businesses manage resources. The process is followed from a business concept, to planning and establishing a business, through to the management of a business. You consider changes that are needed to ensure ongoing success and develop understanding of the challenges facing decision making in managing the resources.

## UNIT 1

### Planning a Business

**The Business idea:** We investigate how business ideas are created through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs.

**External environment:** We consider external environment factors such as legal, political social, economic, technological, global and corporate social responsibility that may have an effect on decisions when planning a business.

**Internal environment:** We examine how business models, legal business structures and staffing are influenced by the external

## UNIT 2

### Establishing a Business

**Legal requirements and financial considerations:** We explore the legal requirements and financial considerations that are vital to establishing a business.

**Marketing a business:** We develop an understanding that marketing encompasses a wide range of management practices, identifying the needs of the target market and establishing a brand presence.

**Staffing a business:** We examine the staffing requirements that will meet the needs of the business.



## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Business Management				Economics & Personal Accounting	Business Management 1&2	Business Management 3&4
				Law & Order		
				Business Management 1&2 Acceleration	Business Management 3&4 Acceleration	



# VCE BUSINESS MANAGEMENT UNITS 3&4

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

## THIS SUBJECT IS RECOMMENDED FOR

Studying Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management. Generally, skills learned in Business Management are transferable across a wide range of industry groups.

## COURSE OVERVIEW

Students in VCE Business Management 3/4, study business foundations and the operations and human resource areas of management responsibility in detail. They also learn the importance of business transformation and how a proactive approach to change can lead to business success. In addition, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

## 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.

## 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.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Business Management				Economics & Personal Accounting	Business Management 1&2	Business Management 3&4
				Law & Order		
				Business Management 1&2 Acceleration	Business Management 3&4 Acceleration	

# VCE ECONOMICS UNITS 1&2

## SUBJECT PREREQUISITES

It is recommended that students have completed the Economics & Personal Accounting elective during Year 10

## THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in learning how the economy works as well as the why and how of important economic decision-making. Students looking to study Economics 3 & 4 or at university will find Economics 1 & 2 to be useful preparation.

## COURSE OVERVIEW

In Unit 1 and 2 Economics, students explore fundamental economic concepts and the main participants as well as analysing different market structures and forces. The course investigates how markets interact with the allocation of the main resource categories such as labour and natural resources in order to meet the needs and wants of society. It also looks at how various economic agents, such as consumers, businesses and governments make decisions that impacts their economic well-being and the standard of living in Australia and overseas. By studying Economics, students can understand domestic and international economic issues that might impact themselves or their community in an effort to be well equipped for any future decision making.

## UNIT 1

In this unit students investigate the role of the basic economic problem of meeting unlimited wants and needs with limited resources and how this poses questions leading to trade-offs and cost-benefit analysis. Additionally, the course investigates what incentivises consumers and businesses during their decision-making process, culminating in an in-depth look at how the market forces of supply and demand impact price and quantity levels within the four main market structures that operate in Australia.

## UNIT 2

This unit looks at contemporary economic issues that impact all participants of the market-based capitalist economy that operates in Australia as well as looking at other economies and their challenges from around the world. The analysis of economic growth measurement as well as other methods of quantifying living standards is complemented by investigation of the challenges posed by equity, efficiency and environmental stability. The unit is rounded out with an investigation into the roles that other national economies and multi-national corporations play within the increasingly interconnected global marketplace using key knowledge and skills developed during Unit 1.



## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Economics				Economics & Personal Accounting	Economics 1&2	Economics 3&4

To study this subject it is recommended that you have completed Economics 1 & 2.

Students who are interested in learning how the economy works and how and why important economic decisions are made. Students looking to study commerce or business-related courses at university will find Economics 3 & 4 useful preparation for these qualifications.

Unit 3 and 4 Economics builds upon the knowledge and content covered in Unit 1 and 2. The course investigates how the market allocates resources to meet the needs and wants of society. It looks at how governments make decisions that impact our lives and our standard of living. Studying Economics as a social science enables students to gain valuable insight into the real-world economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them to make more informed and responsible decisions in the future.

In this unit students investigate the role of the market and the forces of demand and supply in allocating resources in the economy. Contemporary issues are used to examine the need for government intervention in markets and why markets sometimes fail to maximise society's living standards. Students consider the importance of the macroeconomic goals of strong and sustainable economic growth, low inflation and full employment in relation to improving Australian living standards. The importance of international trade and Australia's place in the international economy is also investigated.

This unit examines how the Australian Government goes about achieving the domestic macroeconomic goals studied in Unit 3. Budgetary Policy and Monetary Policy initiatives are investigated and analysed as measures to regulate levels of Aggregate Demand in the economy. Students also study how Aggregate Supply policies are used to assist in the achievement of the goals and to boost living standards. Contemporary and relevant issues are studied providing a real-world flavour to the course.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Economics				Economics & Personal Accounting	Economics 1&2	Economics 3&4

To study this subject you must have achieved an overall grade of at least C+ in English

Do you have an interest in current affairs and the world around them? Do you enjoy debating issues relating to justice and the capacity of the law to reflect society's changing attitudes and values? Do you understand what is happening in our courts? Do you want to know more about your legal rights? 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, journalism, and international studies.

VCE Legal Studies provides you with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students 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.

**Guilt & Liability**  
**Legal Foundations:** We establish a foundational knowledge of laws and the Australian legal system.  
**The presumption of innocence:** We look at the fundamental principle of criminal law by studying key concepts in criminal law and types of crimes and investigate the criminal offences of homicide and culpable driving.  
**Civil liability:** We study the rights of individuals, groups and organisations, as well as concepts in civil law and the torts of negligence and defamation

**Sanctions, Remedies & Rights**

**Sanctions:** We investigate key concepts in the determination of a criminal case, including the institutions that enforce the criminal law, and the purposes and types of sanctions and approaches to sentencing.

**Remedies:** We study the key concepts in the resolution of a civil case, including methods used and institutions available to resolve disputes.

**Rights:** We examine the ways in which rights are protected in Australia and compare this approach with that of another country.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Legal Studies				Law & Order	Legal Studies 1&2	Legal Studies 3&4
				Civics & Citizenship		
				Legal Studies 1&2 <i>Acceleration</i>	Legal Studies 3&4 <i>Acceleration</i>	



# VCE LEGAL STUDIES UNITS 3&4

SUBJECT PREREQUISITES

To study this subject it is recommended that you have completed Legal Studies Units 1 & 2

THIS SUBJECT IS RECOMMENDED FOR

Do you have an interest in current affairs and the world around them? Do you enjoy debating issues relating to justice and the capacity of the law to reflect society’s changing attitudes and values? Do you understand what is happening in our courts? Do you want to know more about your legal rights? 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, journalism, and international studies.

COURSE OVERVIEW

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 conceptsEconomic activity between households and firms
- 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 eff 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

UNIT 3

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals, and uphold the principles of justice: fairness, equality, and access. Students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

UNIT 4

The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. Students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Legal Studies				Law & Order	Legal Studies 1&2	Legal Studies 3&4
				Civics & Citizenship		
				Legal Studies 1&2 Acceleration	Legal Studies 3&4 Acceleration	





# HEALTH & PHYSICAL EDUCATION

## VCE PHYSICAL EDUCATION UNITS 1&2

**SUBJECT PREREQUISITES** There are no prerequisite studies required for this subject

**THIS SUBJECT IS RECOMMENDED FOR**

Students who are interested in perusing further formal studies in Physical Education or students who have enjoyed studying Physical Education and are looking to undertake Unit 3 and 4 Physical Education. Completing VCE Physical Education can lead to pathways 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.

**COURSE OVERVIEW**

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. 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 in different population groups.

**UNIT 1**

**The Human body in Motion:** students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise.

**UNIT 2**

**Physical Activity Sport and Society:** Students develop an 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. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups.

**COLLEGE LEVIES** A College levy is charged for this subject. The levy is \$85 per semester but may be subject to change.

**PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE**

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
				Health & Human Development 1&2 Acceleration	Health & Human Development 3&4 Acceleration	Physical Education 3&4
				Physical Education 1&2 Acceleration	Physical Education 3&4 Acceleration	
			The Science of Sport 9	The Science of Sport 10		
			Outdoor & Environmental Studies	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)	Sport & Recreation Certificate III (Year 2)
					Sport & Recreation Certificate III (Year 1)	



# VCE PHYSICAL EDUCATION UNITS 3&4

## SUBJECT PREREQUISITES

The satisfactory completion of Health and Physical Education in Year 10 or Unit 1&2

## THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in perusing further formal studies in Physical Education or students who have enjoyed studying Physical Education. Completing VCE Physical Education can lead to pathways 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

## COURSE OVERVIEW

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.

## UNIT 3

**Movement Skills and energy for physical activity:** Students are introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

## UNIT 4

**Training to improve performance:** Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

## COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$85 per semester but may be subject to change.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 Acceleration	Health & Human Development 3&4 Acceleration	
				Physical Education 1&2 Acceleration	Physical Education 3&4 Acceleration	
			The Science of Sport 9	The Science of Sport 10		
			Outdoor & Environmental Studies	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)

# VCE HEALTH & HUMAN DEVELOPMENT UNITS 1&2

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

## THIS SUBJECT IS RECOMMENDED FOR

Students who are considering Health and Human Development Unit 3 and 4. Students studying this subject offers a pathway and caters to those who wish to pursue further formal study in areas such as health science, health promotion, community health research and policy development, social and youth work, indigenous studies, global studies, humanitarian aid work, allied health practices, education, and the health profession such as physiotherapy, nutrition, nursing, paramedicine.

## COURSE OVERVIEW

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 investigate the World Health Organisation's (WHO) definition and also explore other interpretations. For the purposes of this study, students should consider wellbeing to be an implicit element of health

## UNIT 1

**Understanding health and wellbeing :** 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 interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. Focusing on youth, students consider their own health as individuals and as a cohort.

## UNIT 2

**Managing health and development:** This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students examine 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.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 Acceleration	Health & Human Development 3&4 Acceleration	
				Physical Education 1&2 Acceleration	Physical Education 3&4 Acceleration	
			The Science of Sport 9	The Science of Sport 10		
			Outdoor & Environmental Studies	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)

Preferred study of Unit 1 and 2 of Health and Human Development

Students studying this subject offers a pathway and caters to those who wish to pursue further formal study in areas such as health science, health promotion, community health research and policy development, social and youth work, indigenous studies, global studies, humanitarian aid work, allied health practices, education, and the health profession such as physiotherapy, nutrition, nursing, paramedicine.

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. Students 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. 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

**Australia's health in a globalised world:** Students investigate what contributes to optimal health and wellbeing and how to measure health status. A variety of factors that contribute to health are studied such as the impact of smoking, alcohol, high BMI and a study into the impact of dietary risks and nutrition. Students examine the differences in health status between different population groups in Australia. The Australian Healthcare System is evaluated as well as efforts to improve preventable diseases, Indigenous Health and the nutritional intake of Australians through health promotion.

**Health and human development in a global context:** Students investigate how health differs in Australia compared to low and middle income countries and factors such as globalization, access to water and sanitation, poverty and gender equality that impact these differences. The role of sustainability in promoting health is researched as well as other tools to measure quality of life, such as the Human Development Index and the impacts of global trends including climate change, conflict and mass migration, increased world trade, tourism and digital technologies. The UN Sustainable Development Goals are examined as well as an evaluation of foreign aid and programs to improve global health and the sustainable development goals

A College levy is charged for this subject. The levy is \$35 per semester but may be subject to change.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 <i>Acceleration</i>	Health & Human Development 3&4 <i>Acceleration</i>	
				Physical Education 1&2 <i>Acceleration</i>	Physical Education 3&4 <i>Acceleration</i>	
			The Science of Sport 9	The Science of Sport 10		
			Outdoor & Environmental Studies	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)

The satisfactory completion of Health and Physical Education Year 10

Students who are interested in perusing further formal studies where interaction with outdoor environments is central. Students that have a passion and interest in outdoor environments and activities would benefit from undertaking study within this field. Learning is based around the observations, understandings and practical skills required to positively interact and protect local and state environments.

Unit 1 and 2 is a progression from Year 9 Outdoor Education and is **offered to students in Year 10 only**.  
(Please keep in mind that students do not require a formal Acceleration Subject Form)

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. 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.

**Exploring Outdoor Experiences:** In this area of study students examine motivations for and responses to nature and outdoor experiences. They investigate a variety of outdoor environments and how individuals can safely prepare and interact within these environments. This includes planning for outdoor adventures, creating budgets for excursions and developing safety skills such as navigation in the outdoors.

**Discovering Outdoor Environments:** This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences and explore a variety of ways human interactions can have minimal impact on outdoor environments.

A College levy is charged for this subject. The levy is \$325 per semester but may be subject to change.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 <i>Acceleration</i>	Health & Human Development 3&4 <i>Acceleration</i>	
				Physical Education 1&2 <i>Acceleration</i>	Physical Education 3&4 <i>Acceleration</i>	
			The Science of Sport 9	The Science of Sport 10		
			Outdoor & Environmental Studies	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)



# VCE OUTDOOR & ENVIRONEMNTAL STUDIES UNITS 3&4

SUBJECT PREREQUISITES

Preferred Study of Unit 1 / 2 Outdoor and Environmental Studies.

THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in perusing further formal studies where interaction with outdoor environments is central. Students that have a passion and interest in outdoor environments and activities would benefit from undertaking study within this field. Learning is based around the observations, understandings and practical skills required to positively interact and protect local and state environments. Unit 3 and 4 is a progression from Year 10 Outdoor Education (Unit 1 and 2) and is **offered to students in year 11 only** (Please keep in mind that students do not require a formal accelerated subject form)

COURSE OVERVIEW

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. Outdoor and Environmental Studies seeks to enable students to critically analyse differing relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society.

UNIT 3

**Relationships with Outdoor Environments:** This area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments through a variety of practical experiences including a coastal camp to Wilsons Promontory.

UNIT 4

**Sustainable Outdoor Relationships:** Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential damage to outdoor environments and the subsequent impacts. Outdoor experiences, including a canoe journey on the Murray River enable students to further develop and apply their practical knowledge and skills for safe and sustainable interactions.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$325 per semester but may be subject to change.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 Acceleration	Health & Human Development 3&4 Acceleration	
				Physical Education 1&2 Acceleration	Physical Education 3&4 Acceleration	
			The Science of Sport 9	The Science of Sport 10		
			Outdoor & Environmental Studies	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)

# VET CERTIFICATE III IN SPORT AND RECREATION

SUBJECT PREREQUISITES

The satisfactory completion of Health and Physical Education 10

THIS SUBJECT IS RECOMMENDED FOR

Students seeking pathway options to 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.

COURSE OVERVIEW

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** - Five compulsory 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.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$150 per year but may be subject to change.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 Acceleration	Health & Human Development 3&4 Acceleration	
				Physical Education 1&2 Acceleration	Physical Education 3&4 Acceleration	
			The Science of Sport 9	The Science of Sport 10		
			Outdoor & Environmental Studies	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certificate III (Year 2)



# VISUAL ARTS

## VCE MEDIA UNITS 1&2

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

### THIS SUBJECT IS RECOMMENDED FOR

This subject is recommended for: Students wishing to further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

### COURSE OVERVIEW

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product.

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

### UNIT 1

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

### UNIT 2

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Students analyse the influence of developments in media technologies on individuals and society. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Media	Art 7	Visual Communication Design 8	Media 9	Media 10	Media 1&2	Media 3&4
			Digital Art 9			



# VCE MEDIA UNITS 3&4

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

## THIS SUBJECT IS RECOMMENDED FOR

This subject is recommended for: Students wishing to further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

## COURSE OVERVIEW

Across the year, students examine fictional and/or non-fictional narratives in the form of film and/or television. They conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions and aspects of the works of media practitioners relevant to their proposed production, using industry specific design for a specified audience in a selected media form.

Students also assess the relationship between the media and audiences, which has never been more complex. The media has always been considered to have the capacity to influence, but now the balance of power is shifting and arguments around who influences who have become highly contested.

## UNIT 3

In this unit 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. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form.

## UNIT 4

In this unit 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.

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

## COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$40 per semester but may be subject to change.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Media	Art 7	Visual Communication Design 8	Media 9	Media10	Media 1&2	Media 3&4

# VCE PRODUCT DESIGN TECHNOLOGY UNITS 1&2

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

## THIS SUBJECT IS RECOMMENDED FOR

Students wishing to further explore materials, tools, equipment and processes in the context of product design

## COURSE OVERVIEW

Product design is a response to changing needs and to improve quality of life by designing creative, innovative and sustainable products. Product design is enhanced through knowledge of social, technological, economic, historical, ethical, legal, environmental and cultural factors. These factors influence the aesthetics, form and function of products.

For VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they develop and apply knowledge of factors that influence design and address the design factors relevant to their design situation.

## UNIT 1

**Sustainable product redevelopment:** This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students analyse an existing product, and using a design process, redesign the product to improve its’ sustainability, function and aesthetics. Students will research, design and plan for the production of this improved product, using a range of tools, equipment and processes, following prescribed safety procedures.

## UNIT 2

**Collaborative design:** Students work both individually and collaboratively to address a problem, need or opportunity and consider user-centred design factors. They use a design process to design and develop a product to address a user need. They research and refer to a chosen design style or movement. Students plan for and project manage the construction of their chosen design. They apply knowledge, skills, techniques and processes, including risk management, to make their product.

## COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$110 per semester but may be subject to change.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Product Design & Technology	Art 7	Material Design Technology 8	Material Design Technology 9	Product Design Technology 10	Product Design Technology 1&2	Product Design Technology 3&4

There are no prerequisite studies required for this subject.

Students wishing to further explore the product design process in order to produce a well-considered end product

These units encourage students to produce innovative solutions to various set design problems and develop research skills through a number of investigation assignments. Students work through a series of projects using a range of materials and systems drawn from wood, metal, and plastics. These projects are designed to encourage students to develop skills in the areas of investigation and technical reporting, designing, manufacturing and evaluation.

**Applying the product design process:** In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centered design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. In the initial stage of the product design process a design brief is prepared, outlining the context or situation around the design problem, and describing the needs and requirements in the form of constraints or considerations.

**Product development and evaluation:** In this unit students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic, and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

A College levy is charged for this subject. The levy is \$110 per semester but may be subject to change.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Product Design & Technology	Art 7	Material Design Technology 8	Material Design Technology 9	Product Design Technology 10	Product Design Technology 1&2	Product Design Technology 3&4

There are no prerequisite studies required for this subject

Students wishing to further develop their skills in art making through the exploration of materials, techniques and understanding the artists link to exhibiting.

In Art Making and Exhibiting students will explore the way artists use materials, techniques, and processes, as well their own expansion of knowledge of the characteristics, properties and application of materials used in art making. This will stimulate ideas, inspire different ways of working and enable board understanding of specific art forms, which will be documented in both visual and written form in a Visual journal. Students will research how artworks are made by investigating how artists use aesthetic qualities to represent idea in artworks. Also, how artworks are displayed to audiences and how ideas are represented to communication ideas. Students respond to a set theme and progressively develop their own ideas resulting in at least one finished artwork documented in their Visual Art journal. Students explore how artists use art elements and art principles to develop aesthetic qualities and styles in artworks; convey different emotions and expressions of their own and others' artworks. Finally, students investigate how exhibitions are planned, designed and spaces organised for exhibitions, as well as artworks selected and displayed for specific spaces.

**Explore, expand, and investigate:** Students will explore and experiment with the characteristics and properties of materials, techniques and processes and demonstrate how they can manipulate these to develop subject matter and represent ideas in artmaking. Student's will develop at least one artwork based on their exploration and refinement, continuing to document, annotate, record and reflecting on their experiences and learning in their Visual Art journals. An investigative research task on an Australian artist will be presented about them in a format appropriate for a proposed exhibition.

**Understand, develop and resolve:** Students will visit an exhibition to investigate the theme, how it was selected and how the art works relate to the theme. Considerations of display, lighting, hanging of work and flow of visitors through the space will be explored. Students will select 3 artworks from this exhibition and then add 3 artworks they have personally selected from other sources that compliment the artwork from the exhibition. Students will then plan and design a thematic exhibition of the 6 artworks and document the planning in their Visual Art Journal. Students will explore and document the use of art elements, art principles and aesthetic qualities to make experimental artworks that will accumulate in at least one finished artwork. Their Visual Art journal will reflect their personal expression and responses to their selected theme.

A College levy is charged for this subject. The levy is \$105 per semester but may be subject to change.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Visual Arts	Art 7	Visual Communication Design 8	Studio Arts 9	Studio Arts 10	Studio Arts 1&2	Studio Arts 3&4
			Digital Art 9	Digital Art 10		



There are no prerequisite studies required for this subject.

Students wishing to further develop their skills in artmaking through the exploration of materials and techniques and an individual studio process.

Students will actively engage in art making using materials, techniques, and processes within a specific art form. They will explore context, subject matter, and ideas to develop artworks in imaginative and creative ways, documenting and recording the interconnectedness of their discoveries in their Visual Art journals. Students will present a critique of their artwork, based on their developmental work from their Visual Art journals to their peers for constructive feedback. Students are then able to refine, revise and resolve their artworks. Students will visit 2 art galleries or exhibition spaces across the year to gain an understanding of the role of the curator in planning and writing information about an exhibition.

**Collect, extend, and connect:** Students will focus on the collection of information from artists and artworks in specific art forms to develop subject matter and ideas for their own art making. Their Visual Art journal will reflect a variety of ideas from a range of sources to inform their experimentation and exploration of subject matter, ideas and technical skills, materials, techniques, and processes. It will reflect their developing visual language, expanding their knowledge of the art elements, art principles and aesthetic qualities and justify reasons for further investigation and selection. Students will prepare and present their work for critique by their peers to reflect, refine and improve their artwork. Students will select three artists to research and use as inspiration during their artmaking. They will plan an exhibition of work of the same three artists, having selected 2 artworks by each and identifying the connections between them as they present an exhibition proposal.

**Consolidate, present and conserve:** Students are required to present at least one finished artwork in a specific art form and document the characteristics and properties the materials, techniques and processes used to make them in their Visual Art journals. They are required to investigate the methods used for the conversation and care of their artworks and record them. Students are required to plan and display their finished artwork for a specific space. They need to consider the space, other artworks, lighting, how it will be displayed and the relationship to other artworks. Students will present a short-written overview of their intentions, subject matter and ideas developed in their finished artworks, materials, techniques, and processes used to make the artworks. The presentation of the finished artworks is discussed in a critique to their peers that will present the students thinking and decision making in the making of the artworks. Finally, students will examine, analysis and present the methods used to conserve and care for artworks from one of their exhibition visits and one of their own artworks.

A College levy is charged for this subject. The levy is \$105 per semester but may be subject to change.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Visual Arts	Art 7	Visual Communication Design 8	Studio Arts 9 Digital Art 9	Studio Arts 10 Digital Art 10	Studio Arts 1&2	Studio Arts 3&4

There are no prerequisite studies required for this subject

Students wishing to explore a pathway in the fields of communication, environmental and industrial design

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 and design skills to make messages, ideas, and concepts visible and tangible. Students practice their ability to draw what they observe, and they use visualisation drawing methods to explore their own design 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 visually 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. An awareness of the social and cultural contexts of design and Design History is also covered.

The main purpose of unit 1 is to enable students to create visual communication drawings which explore the design fields of Communication Design, Industrial Design and Environmental Design. Students develop and apply skills in freehand drawing and technical drawing as they work through a range of skill development exercises and extended design tasks. Students also experiment and explore the application of design elements and principles and study how the design process is applied in the production of visual communications. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others.

The main purpose of unit 2 is to enable students to extend and consolidate their freehand drawing, technical drawing, and digital design skills by creating visual responses to tasks across the three design fields. Typography and type conventions are also explored; and the Design Process is applied to develop visual communication design solutions to set design briefs.

A College levy is charged for this subject. The levy is \$105 per semester but may be subject to change.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Visual Arts	Art 7	Visual Communication Design 8	Visual Communication Design 9	Visual Communication Design 9	Visual Communication Design 1&2	Visual Communication Design 3&4
				Architectural Studies 10		

There are no prerequisite studies required for this subject.

Students wishing to explore a pathway in the fields of communication, environmental and industrial design.

In this subject the students gain an understanding of the processes, techniques and drawing methods designers employ to structure their design thinking and communicate ideas with clients, target audiences, other designers and specialists. Students research and analyse the characteristics of Industrial Design, Communication Design and Environment Design to support the development of their own folio work. Design from a variety of historical and contemporary design fields is considered by students to provide direction, themes or starting points for investigation, inspiration and visualisation. A strong focus on the Design Process and a clear understanding of Design Thinking strategies provides the basis of the major design folio; whereby students visualize, develop, refine and evaluate design concepts for two final presentations, based on the client needs stated in a written design brief.

The main purpose of unit 3 is to enable students to produce visual communications across the three design fields of Industrial Design, Communication Design and Environment Design, through the application of a set design process to satisfy specific communication needs. Students also study the professional practice of design practitioners with a focus on the design industry. Students commence their major design folio which includes writing a design brief, researching and generating initial design ideas.

In unit 4 students continue to work on their major design folio. They continue to work through the Design Process to develop, refine and evaluate their design concepts and produce a range of final presentations which meet the requirements of the needs as stated in their design brief.

A College levy is charged for this subject. The levy is \$105 per semester but may be subject to change.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Visual Arts	Art 7	Visual Communication Design 8	Visual Communication Design 9	Visual Communication Design 9	Visual Communication Design 1&2	Visual Communication Design 3&4
				Architectural Studies 10		







# PERFORMING ARTS

## VCE MUSIC UNITS 1&2

### SUBJECT PREREQUISITES

The satisfactory completion of Year 10 Music Performance. Students who have not studied Year 10 Music Performance must undertake an audition for a panel, which will include assessment of aural, technical, and theoretical knowledge as well as a performance element, to ensure they meet the required standard. This audition must be completed before enrolment is confirmed

### THIS SUBJECT IS RECOMMENDED FOR

Those students wishing to hone their skills in practical music and performance, and those considering a career in the music industry, an associated field or who have a passion for music. This is the common starting point for students who wish to continue into Unit 3 and 4 Music. Students develop skills in performance, music language and technical facility to assist their development as musicians.

### COURSE OVERVIEW

Students use critical and creative thinking skills to analyse the work of other musicians. Based on their analyses, students develop skills in interpreting, performing and composing pieces of music through three connected areas of study. They develop these skills to shape expressive techniques in their works and communicate ideas, characters and moods in their performances and compositions.

### UNIT 1 - ORGANISATION IN MUSIC

- Performing:** Practical music-making and performance skills through preparation and performance of solo/ensemble works. Students develop individual instrumental and musicianship skills through practice and hone group skills with other musicians.
- Creating:** Students arrange and/or compose based on the use of the elements of music in their performance works. They demonstrate their understanding of music concepts and compositional devices through creation of short works/responses.
- Analysing & Responding:** Examining how features such as melody, harmony, rhythm and texture have been created in different styles and traditions. Students explore how chords, scales, melodic and rhythmic patterns combine to form cohesive music works.

### UNIT 2 - EFFECT IN MUSIC

- Performing:** Students examine how to convey meaning and emotion to an audience through practical music-making and further development of performance skills as a soloist or a member of a group.
- Creating:** Students assemble a folio demonstrating their understanding how ideas, emotions and characters can create effect in music, identifying and describing their use of music elements, concepts and compositional devices.
- Analysing & Responding:** Students analyse how elements, concepts and devices can create effect in music in different genres (including contemporary and film music). Students continue to develop their knowledge of music language.

*Students must select an instrument for study and engage in individual lessons with a specialist teacher. The choice of works will be facilitated by the instrumental teacher. Students are strongly encouraged to participate fully in ensemble music (instrument and/or choral) to enrich their skills.*

**COLLEGE LEVIES** A College levy is charged for this subject. The levy is \$80 per semester but may be subject to change.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Music Production	Music 7	Music 8	Music Performance 9 Songwriting & Music Production 9	Music Performance 10 Songwriting & Music Production 10	VCE Music 1: Organisation in Music & VCE Music 2: Effect in Music	Music Performance 3&4

### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

Students must continue individual lessons with a specialist teacher for the duration of the course. The choice of works will be facilitated by the instrumental teacher. Students are strongly encouraged to participate fully in ensemble music (instrument and/or choral) to enrich their skills.

## UNIT 3

**Music Language:** Students extend their study of music language, developing their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances. They demonstrate this knowledge in written and practical tasks.

## UNIT 4

**Music Language:** Students hone their study of music language, developing their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when presenting performances and in preparation for the written exam.

## COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$80 per semester but may be subject to change.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Music Production	Music 7	Music 8	Music Performance 9	Music Performance 10	VCE Music 1: <i>Organisation in Music</i> & VCE Music 2: <i>Effect in Music</i>	Music Performance 3&4
			Songwriting & Music Production 9	Songwriting & Music Production 10		

### SUBJECT PREREQUISITES

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

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

## UNIT 1

## 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 1920s to the present. Students creatively and imaginatively work in production roles with scripts, study innovations in theatre production 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.

## COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$80 per semester but may be subject to change.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Performing Arts	Drama 7	Drama 8	Theatre Studies 9	Theatre Studies 10	Theatre Studies 1&2	Theatre Studies 3&4



### SUBJECT PREREQUISITES

## The satisfactory completion of Units 1&2 Theatre Studies

**THIS SUBJECT IS RECOMMENDED FOR**

## COURSE OVERVIEW

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

## UNIT 3

## UNIT 4

COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$80 per semester but may be subject to change.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Performing Arts	Drama 7	Drama 8	Theatre Studies 9	Theatre Studies 10	Theatre Studies 1&2	Theatre Studies 3&4





## A word cloud where the word "hello" is the largest and most central element. Other words are arranged around it in various sizes and orientations. The words include: "ciao", "selamat", "γεια", "saluto", "안녕하십니까", "namaste", "ahoj", "szia", "hej", "bonjour", "aloha", "czesc", "moien", "hola", "grüezi", "privet", "mabuhay", "hajimemashite", "Olá", "hallo", "你好", and "дравствуйте". The background is white with faint, light gray curved lines.

# LANGUAGES

The satisfactory completion of Years 7-10 in the chosen language

Students who are passionate about language and want to bring their skill set to a higher level

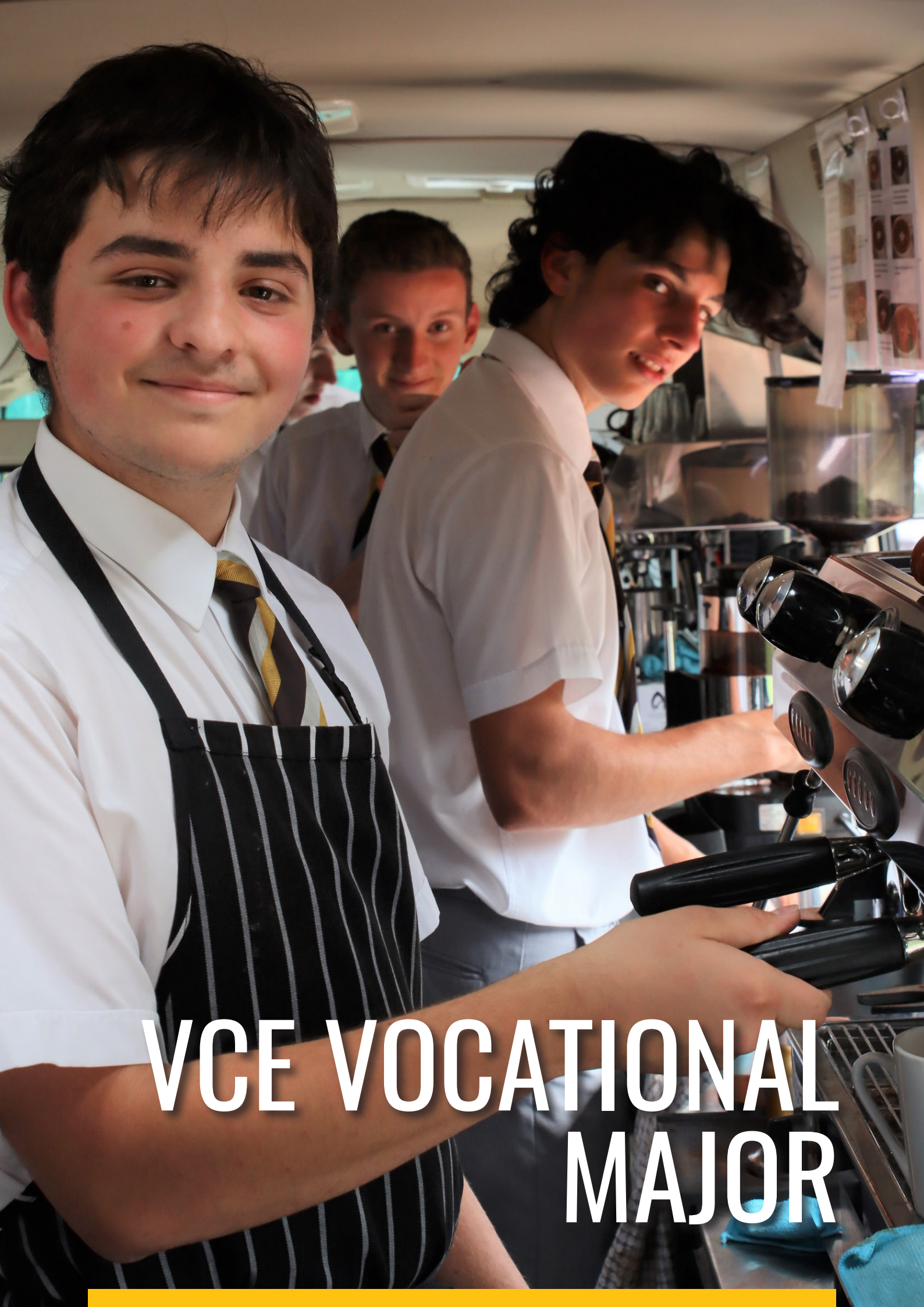
The study of a specific language exposes students to different experiences and perspectives at a personal level. It encourages students to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language.

Students will participate in conversations, interpret the language of other speakers and present information and ideas on a range of themes and topics.

Students develop and extend skills in listening, speaking, reading, writing and viewing in the language being studied in a range of contexts and develop cultural understanding in interpreting and creating language.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Language	Language 1	Language	Language Elective Global Connections - China,Indonesia,Italy (1 Semester)	Language	Language Unit 1	Language Unit 3
	Language 2	Language	Language Elective Global Connections - China, Indonesia, Italy (1 Semester)	Language	Language Unit 2	Language Unit 4





# VCE VOCATIONAL MAJOR

## VCE VOCATIONAL MAJOR - LITERACY UNIT 1&2

### SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

### THIS SUBJECT IS RECOMMENDED FOR

This subject is a requirement for students aiming to complete the VCE Vocational Major program.

### COURSE OVERVIEW

The study of VCE Vocational Major Literacy is to enable students to develop 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.

### UNIT 1

On completion of this unit the student should be able to:

- demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.
- apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.

### UNIT 2

On completion of this unit the student should be able to:

- explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations and written, oral and multimedia responses that reflect learning.
- interpret the values and opinions of others and present in oral form points of view supported by evidence.

### ASSESSMENT

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				English 10	VCE (VM) Literacy Unit 1&2	VCE (VM) Literacy Unit 3&4



There are no prerequisite studies required for this subject

**THIS SUBJECT IS RECOMMENDED FOR**

The study of VCE Vocational Major Literacy 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.

On completion of this unit the student should be able to:

- Demonstrate the ability to locate, read and understand the purpose, audience and content presented in a variety of informational, organisational and procedural texts through application of knowledge to real-life documents.
- Create organisational, informational and procedural texts that reflect a specific workplace or vocational experience.

On completion of this unit the student should be able to:

- illustrate understanding of the use of language in advocacy by producing a range of written, visual and multimodal texts for the promotion of self, a product or a chosen community group.
- negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

Students deliver an informative or instructional presentation on an area of civic participation that is of personal interest.

Students deliver an informative or instructional presentation on an area of personal management that is of interest.

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended <i>(not compulsory)</i>	VCE (VM) Literacy Unit 1&2	VCE (VM) Literacy Unit 3&4

There are no prerequisite studies required for this subject

**THIS SUBJECT IS RECOMMENDED FOR**

The study of Foundation Mathematics aims to focus on mathematical concepts that have a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. For each topic students are required to demonstrate achievement of three outcomes:

- the ability to define and explain key concepts and apply a range of mathematical routines and procedures,
- apply mathematical facts, concepts, models and techniques to investigate and analyse extended application problems in a range of contexts,
- use technology to produce results, carry out analysis in situations requiring problem solving, modelling or investigative techniques.

**Data:** In this area of study students cover collection, presentation and analysis of gathered and provided data from community, work, recreation and media contexts, including consideration of suitable forms of representation and summaries.

**Patterns and number:** In this area of study students cover estimation, the use and application of different forms of numbers and calculations, and the representation of patterns and generalisations in number including formulas and other algebraic expressions in everyday contexts.

**Space, shape and design:** In this area of study students cover the geometric properties of lines and curves, and shapes and objects, and their graphical and diagrammatic representations with attention to scale and drawing conventions used in domestic, societal, industrial and commercial plans, maps and diagrams.

**Measurement:** In this area of study students cover the use and application of the metric system and related measurement in a variety of domestic, societal, industrial and commercial contexts, including consideration of accuracy.

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. There are no examinations relevant to this program.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy Mathematics for General	VCE Foundation Unit 1&2	VCE (VM) Numeracy Unit 3&4



# VCE VOCATIONAL MAJOR - NUMERACY UNIT 3&4

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

## THIS SUBJECT IS RECOMMENDED FOR

This subject is a requirement for students aiming to complete the VCE Vocational Major program.

## COURSE OVERVIEW

VCE Vocational Major Numeracy enables students to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers and other media reports, workplace documents and procedures, and specific projects in the home or in the community. It also introduces students to formal areas of mathematical study. The mathematics covered is extended beyond that of the Year 11 Intermediate level and would include measurement, graphs and simple statistics, use of maps and direction and an introductory understanding of the use of formulae and problem-solving strategies.

## UNIT 3

On completion of this unit, the student should be able to:

- extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 1-4, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies.
- select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.
- flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies

## UNIT 4

On completion of this unit, the student should be able to:

- extract, evaluate and apply the mathematical key knowledge and key skills from the four Areas of Study 5-8, embedded in a range of routine, non-routine, unfamiliar and some specialised contexts across the chosen range of numeracies.
- select, evaluate and apply the four stages of the mathematical problem-solving cycle, using an expanding range of both informal and formal mathematical processes, representations, and conventions relevant to the mathematical key knowledge and key skills specified in the Areas of Study 1-4, and across the chosen range of numeracies.
- flexibly, effectively and accurately use a range of appropriate tools and applications chosen from an extensive mathematical toolkit relevant to the key knowledge and key skills specified in the Areas of Study 5-8, and across the chosen range of numeracies.

## ASSESSMENT

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Mathematics for Numeracy Mathematics for General	VCE Foundation Mathematics Unit 1&2	VCE Foundation Mathematics Unit 3&4

# VCE VOCATIONAL MAJOR – PERSONAL DEVELOPMENT SKILLS UNIT 1&2

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

## THIS SUBJECT IS RECOMMENDED FOR

This subject is a requirement for students aiming to complete the VCE Vocational Major program.

## COURSE OVERVIEW

The study of Personal Development Skills is to enable students 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.

## UNIT 1

On completion of this unit students should be able to:

- explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity.
- plan and implement an individual or group activity to improve health and wellbeing and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress.
- analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

## UNIT 2

On completion of this unit students should be able to:

- describe concepts relating to citizenship and community (local, national and/or global), analyse the factors that influence the formation of community and apply strategies to promote community participation in an individual or group activity.
- identify issues and challenges within the community, analyse different perspectives of diverse groups and apply problem-solving strategies when working independently or collaboratively on a community-based activity.
- discuss the concept of engagement as an approach to address community issues, analyse features of effective community engagement and work independently or collaboratively to design, implement and evaluate a community engagement activity.

## ASSESSMENT

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended <i>(not compulsory)</i>	VCE (VM) Personal Development Skills Unit 1&2	VCE (VM) Personal Development Skills Unit 3&4

# VCE VOCATIONAL MAJOR – PERSONAL DEVELOPMENT SKILLS UNIT 3&4

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

## THIS SUBJECT IS RECOMMENDED FOR

This subject is a requirement for students aiming to complete the VCE Vocational Major program.

## COURSE OVERVIEW

The study of VCE Vocational Major Personal Development Skills enables students to develop 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.

## UNIT 3

On completion of this unit the student should be able to:

- apply learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal
- describe the concept of effective leadership, analyse leadership qualities and evaluate leadership styles in a range of contexts and apply a range of leadership skills when working independently or collaboratively in a real-life scenario or simulation.
- describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

## UNIT4

On completion of this unit the student should be able to:

- evaluate the effectiveness of the project planning and implementation, drawing together findings in a presentation to a relevant audience.
- use project planning skills to implement a comprehensive plan to apply timely, affordable and effective responses to a community issue.
- investigate and analyse an environmental, cultural, economic or social issue of significance to the community and plan a community project to address the chosen area of concern.

## ASSESSMENT

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consist ent, reliable, fair and equitable.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended <i>(not compulsory)</i>	VCE (VM) Personal Development Skills Unit 1&2	VCE (VM) Personal Development Skills Unit 3&4

# VCE VOCATIONAL MAJOR – WORK RELATED SKILLS UNIT 1&2

## SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

## THIS SUBJECT IS RECOMMENDED FOR

This subject is a requirement for students aiming to complete the VCE Vocational Major program.

## COURSE OVERVIEW

The study of VCE Vocational Major Work-Related Skills is to develop effective communication skills to enable self-reflection and self-promotion. We assist in applying these skills and knowledge in a practical setting, providing knowledge, and understanding that the world of work is changing rapidly and how workplace environments can impact on an individual. This allows students to understand the relationships between skills, knowledge, capabilities, set goals and the application of concepts and terminology in the workplace.

## UNIT 1

On completion of this unit the student should be able to:

- identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.
- forecast potential employment possibilities and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

## UNIT 2

On completion of this unit the student should be able to:

- identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.
- demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

## ASSESSMENT

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable. There are no examinations relevant to this program.

## PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended <i>(not compulsory)</i>	VCE (VM) Work Related Skills Unit 1&2	VCE (VM) Work Related Skills Unit 3&4



# VCE VOCATIONAL MAJOR – WORK RELATED SKILLS UNIT 3&4

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

This subject is a requirement for students aiming to complete the VCE Vocational Major program

COURSE OVERVIEW

The study of VCE Vocational Major Work-Related Skills is to develop effective communication skills to enable self-reflection and self-promotion. We assist in applying these skills and knowledge in a practical setting, providing knowledge, and understanding that the world of work is changing rapidly and how workplace environments can impact on an individual. This allows students to understand the relationships between skills, knowledge, capabilities, set goals and the application of concepts and terminology in the workplace.

UNIT 3

On completion of this unit the student should be able to:

- analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace and identify and explain strategies to contribute to a healthy workplace environment.
- outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.
- apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

UNIT 4

On completion of this unit the student should be able to:

- analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.
- communicate personal skills and attributes, evaluate evidence and analyse presentation skills for future enhancement relevant to employment or study.
- apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand

ASSESSMENT

To be credited with this unit, students must demonstrate achievement in all the learning outcomes. Furthermore, students must be observed to demonstrate achievement on more than one occasion and in different contexts to make sure that the assessment is consistent, reliable, fair and equitable.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCE Vocational Major				Vocational Preparation Recommended (not compulsory)	VCE (VM) Work Related Skills Unti 1&2	VCE (VM) Work Related Skills Unti 3&4







# VET

## VET OFF-CAMPUS PROGRAMS

### SUBJECT PREREQUISITES

There are no prerequisites required to undertake a VET Off-Campus program however, these programs are completed over two years and students will need to complete the first year of the VET study before progressing to the second year of the course.

### THIS SUBJECT IS RECOMMENDED FOR

Students who are interested in obtaining an additional qualification as part of their VCE or VCE (VM) program. Students looking to obtain an apprenticeship, progress to tertiary study at the Diploma level or enter the workforce after completing Year 12 would benefit from completing an off-campus VET program.

### COURSE OVERVIEW

Whitefriars College offers senior students the opportunity to access VET programs off-campus via our VET partnerships with nearby schools through the Mullum VET Cluster and TAFE institutes such as Box Hill and Swinburne. Popular VET programs include Building & Construction, Hospitality, Engineering, Furniture, Electrotechnology, Plumbing, Automotive, Music Industry and more.

When selecting a VET program, students should be mindful of the following:

1. VET programs attract additional fees.
2. Students must enrol in a full sequence of the Certificate i.e. for the full year. Most certificates take two years to complete.
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 VCE (VM) course of study at this school.

### VET IN VCE

VCE students who complete a two-year off-campus VET program will receive at least four units of credit towards their VCE and a contribution to their ATAR.

### VET IN VCE (VM)

VET is a compulsory element of a VCE (VM) program. Students must complete their VET program in each year of their VCE (VM) to qualify for their VCE (VM) Certificate.

Any student who is interested in taking up a VET program should discuss this option with the Pathways Coordinator, Careers Coordinator and/or the Director (Senior Years) at the time of subject selection. If the VET program is offered off-campus the [VET Off-Campus Application Form](#) will also need to be submitted as part of the subject selection process.

### COLLEGE LEVIES

Mullum VET Cluster programs: \$350 per year  
VET programs through TAFE institutes: \$750 per year



### PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VET				Vocational Preparation <i>(Recommended not compulsory)</i>	VCE (VM)	VCE (VM)
					VCE	VCE





## CAREERS

[Anna Gasparini - Careers Advisor](#)  
[Dean Notting - Pathways Coordinator](#)

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