



**LARA**

Secondary College

**SENIOR YEARS HANDBOOK**  
**2024 - 2025**

## Contents

Academic Grades and Codes .....	6
Parent / Student Teacher Interviews .....	7
Exam Schedule and Duration .....	7
Year 10 .....	8
Curriculum.....	8
Program.....	8
VCE Access for Year 10 Students.....	10
KLA:.....	11
The Arts.....	11
Year 10 Drama .....	12
Year 10 Media.....	13
Year 10 Music Performance.....	14
Year 10 Studio Arts .....	15
Year 10 Visual Communication Design .....	16
KLA: English .....	17
Year 10 English.....	18
Year 10 Literacy .....	19
KLA: HAPE .....	20
Year 10 Health and Human Development.....	21
Year 10 Outdoor Education .....	22
Year 10 Physical Education .....	23
Year 10 Cricket VET Sport and Recreation .....	24
Year 10 Rugby VET Sport and Recreation .....	25
KLA: Humanities.....	26
Year 10 Global Issues & Disasters.....	27
Year 10 Law & Order.....	28
Year 10 Philosophy .....	29
Year 10 Rebels, Riots & Revolutions.....	30
Year 10 The Wide World of Business.....	31
Year 10 The World at War .....	32
KLA: Languages.....	33
Year 10 Indonesian .....	34
KLA: Mathematics .....	35
Year 10 Foundation Mathematics .....	36
Year 10 General Mathematics .....	37
Year 10 Mathematical Methods .....	38

KLA: Science.....	39
Year 10 Biology .....	40
Year 10 Chemistry.....	41
Year 10 Environmental Science .....	42
Year 10 Physics .....	43
Year 10 Psychology .....	44
KLA:.....	45
Technology.....	45
Year 10 Digital Technologies .....	46
Year 10 Food Studies .....	47
Year 10 Product Design & Technology:.....	48
Wood .....	48
VCE/VM .....	49
Curriculum.....	49
Program.....	49
VCE/VM Regulations.....	50
VCE Units 1 & 2.....	51
VCE Units 3 & 4.....	52
VCE Units 3 & 4.....	53
Pathways.....	54
VCE VM Requirements .....	55
Parents.....	56
Example of Senior VCE Timetable.....	57
Example of VCE VM Timetable .....	58
VET Studies.....	59
VET as part of VCE .....	59
VET Studies.....	60
VET as part of VCE VM.....	60
VET Courses .....	61
School Based Apprenticeships & Traineeships (SbAT) .....	64
VCE .....	66
Subjects.....	66
VCE Drama .....	67
VCE Drama .....	68
VCE Media .....	69
VCE Media .....	70
VCE Music Performance .....	71
VCE Music Contemporary Performance .....	72
VCE Music Composition .....	73
VCE Art Making and Exhibiting.....	74

VCE Art Making and Exhibiting.....	75
VCE Visual Communication Design.....	76
VCE Visual Communication Design.....	77
VCE English/English as an Additional Language .....	78
VCE English/English as an Additional Language .....	79
VCE Literature.....	80
VCE Literature.....	81
VCE Health and Human Development .....	82
VCE Health and Human Development .....	83
VCE Outdoor and Environmental Studies.....	84
VCE Outdoor and Environmental Studies.....	85
VCE Physical Education.....	86
VCE Physical Education.....	87
Cricket VET Sport and Recreation.....	88
Rugby VET Sport and Recreation.....	89
VCE Accounting .....	90
VCE Business Management.....	91
VCE Business Management.....	92
VCE Economics .....	93
VCE Economics .....	94
VCE Geography.....	95
VCE History: Modern History.....	96
VCE History: Revolutions .....	97
VCE Legal Studies.....	98
VCE Legal Studies.....	99
VCE Philosophy.....	100
VCE Philosophy.....	101
VCE Indonesian.....	102
VCE Indonesian.....	103
VCE Foundation Maths.....	104
VCE Foundation Mathematics.....	105
VCE General Mathematics.....	106
VCE General Mathematics.....	107
VCE Mathematical Methods.....	108
VCE Mathematical Methods.....	109
VCE Specialist Mathematics .....	110
VCE Specialist Mathematics .....	111
VCE Biology.....	112
VCE Biology.....	113
VCE Chemistry .....	114

VCE Chemistry .....	115
VCE Environmental Science .....	116
VCE Physics .....	117
VCE Physics .....	118
VCE Psychology .....	119
VCE Psychology .....	120
VCE Applied Computing .....	121
VCE Computing: Data Analytics .....	122
VCE Food Studies .....	123
VCE Food Studies .....	124
VCE Product Design and Technology: Wood .....	125
VCE Product Design and Technology: Wood .....	126
Unit 3 & 4.....	126
VCE Software Development .....	127
Glossary of Terms .....	128

# Academic Grades and Codes

Academic Grades	
HD	is equivalent to a score of 90 - 100% and indicates a <b>High Distinction</b> performance on the task
D	is equivalent to a score of 80 - 89% and indicates a <b>Distinction</b> performance on the task
HC	is equivalent to a score of 70 - 79% and indicates a <b>High Credit</b> performance on the task
C	is equivalent to a score of 60 - 69% and indicates a <b>Credit</b> performance on the task
P	is equivalent to a score of 50 - 59% and indicates a <b>Pass</b> performance on the task
UG	is equivalent to a score of below 50% and indicates the work was of such a poor standard that it has <b>not met the minimum requirements</b> of the task

Assessment Codes	
NYD	<b>Not Yet Delivered</b> The teacher has not set or given the assessment task to date.
NS	<b>Not Submitted</b> Task was not submitted.
ABS	<b>Absent</b> The student was absent with a legitimate reason (Medical/Wellbeing) approved by the school
(excluded)	<b>Excluded</b> The student is not required to complete this task.

# Parent / Student Teacher Interviews

Parent Teacher Interviews are conducted in Terms One and Three and can be booked through Compass;

- Interviews are 10 minutes in duration. If you know that you will need longer to discuss something with the Pathways or subject teacher, please phone to arrange an alternative time;
- Speak to your child. Find out if there are concerns that he/she wishes you to raise with the Pathways or subject teacher;
- Students should also attend the interviews;
- Parent Teacher Interviews are a good chance to meet your student's teachers. Even if students are progressing well, it is valuable to meet with teachers and the Pathway teacher as it helps to develop a good relationship that can be built on throughout the year;
- You can get information about study designs and when major assessments are scheduled;
- Discuss ways to assist your student to make improvements to their learning;
- Privacy and confidentiality are assured;

## Exam Schedule and Duration

### **Year 7 & 8 Students:**

Students in Year 7 & 8 will undertake a Mid-Year and Final Year Examination in Mathematics and English. Each exam will be approximately 70 minutes in duration.

### **Year 9 Students:**

Year 9 students will undertake a Mid-Year and Final Year Examination in English, Mathematics, Humanities and Science. Each Examination will be 2 hours in duration.

### **Year 10 – 11 students:**

Year 10 – 11 students will undertake a Mid-Year and Final Year Examination in all their subjects. Each Examination will be between 2 or 3 hours duration depending on the subject content requirements. Year 10 students will be expected to undertake a 2 hour English Examination and Year 11 students will be expected to undertake a 3 hour English Examination.

### **Year 12 Students**

Year 12 students will complete a Unit 3 practice exam within a scheduled class before commencing Unit 4. Year 12 English students will complete a practice exam altogether in exam conditions at mid year.

All Year 12 VCE subjects will complete practice exams, as schedule by the school on the first 2/3 days of Term 4.

All Year 12 VCE subjects will have final VCE exams administered by VCAA supervisors.

# **Year 10 Curriculum Program**



The Year 10 program consists of **CORE** subjects (compulsory for all students), and **ELECTIVE** subjects.

**CORE:**

English – 8 x 74 minute sessions per fortnight per semester

Mathematics – 8 x 74 minute sessions per fortnight per semester

Pathways – 1 x 74 minute session per fortnight per semester

Science – 6 x 74 minute sessions per fortnight per semester

Humanities – 5 x 74 minute sessions per fortnight per semester

For both Science and Humanities, students will have one selection per semester from each area from a range of choices as listed below:

Science	Humanities
Chemistry	The World at War
Biology	Rebels, Riots & Revolutions
Environmental Science	Law & Order
Physics	The Wide World of Business/SMM
Psychology	Global Issues & Disasters
	Philosophy

**Electives:**

Year 10 students participate in two elective subjects per semester, with a total of 4 electives across the year completed. Electives must be chosen from either the Arts, Technology, Health and Physical Education or Indonesian curriculum areas. Any student who is participating in Indonesian must choose this as a full year course of study.

**Elective 1** - 3 x 74 minute sessions per week for a semester

**Elective 2** - 3 x 74 minute sessions per week for a semester

**Elective 3** - 3 x 74 minute sessions per week for a semester

**Elective 4** - 3 x 74 minute sessions per week for a semester

Two elective subjects are to be chosen each semester from the list below:

Arts	Technology	Health and Physical Education	Indonesian
Drama	Food Studies	Physical Education	Indonesian S1
Studio Art	Product Design & Technology - Wood	Health	Indonesian Extension S2
Music	Computing	Outdoor Education	
Visual Communication Design		Rugby Union (VET) Sport and Recreation	
Media		Cricket (VET) Sport and Recreation	

A more detailed overview of each subject is contained within the handbook. Please see the appropriate subject area for more information.

# VCE Access for Year 10 Students

Students who have shown that they are consistently operating at a level beyond what is expected in Year 9, in a particular area or areas, are eligible to undertake a VCE subject as part of their elective program in Year 10.

Students who have shown an outstanding ability in a practical area, may also apply to undertake a VET program in Year 10, provided they show the levels of maturity and independence to learn in an adult learning environment.

VCE Access subjects are Year 11 standard and as such require a commitment to work hard. Students who wish to do this must have an outstanding work ethic and regularly complete homework. Their Year 9 reports must consistently reflect this and indicate that they are capable students. They need to have a definite reason for wanting to do a VCE Access subject.

Parents and students should consider carefully the implications of selecting a VCE or VET subject (e.g. workload, work submission policies, satisfactory completion and tertiary entrance score). Students interested in studying VCE units in Year 10 should consult the VCE section of the handbook for unit descriptions. Places are dependent on Year 11 students' choices.

Students wishing to apply to undertake a VCE subject or VET course as part of their Year 10 program will need to complete a **VCE Access application form**. Students should still complete the Year 10 Course selection form, as a place in VCE or VET cannot be guaranteed.

**VCE subjects may clash with the Year 10 course, and it is expected that any student undertaking a VCE access subject will keep up with their general studies in all Yr. 10 subjects.**

## Process:

- Students discuss their reasons for doing a VCE/VET as part of their program with parents/guardians and teachers.
- Fill out their course selection sheet for a normal Year 10 and indicate their intention to apply to do a VCE/VET subject.
- Complete the VCE Access Application form, providing evidence of reports.
- Course Counselling team will review all applications and provide formal approval of successful applicants in consultation with the Leader of Senior School, Key Learning Area Leader and classroom teacher of related subjects.
- If the student is approved for a VCE or VET, consultation will occur over the selection of an appropriate subject and their Year 10 program will be adjusted accordingly.

By studying a VCE subject a student is provided with the opportunity to accelerate their learning in Years 11 and 12. Studying a VCE subject at Year 10 increases the range of subjects a student can choose at Year 11. It will provide a foundation for those wishing to do Units 3 and 4 at Year 11. (Units 1 and 2 are normally studied at Year 11 and Units 3 and 4 at Year 12).

# KLA: The Arts

Drama  
Media  
Music Performance  
Studio Arts  
Visual Communication Design

# Year 10 Drama

## Course Outline

In this unit, students participate in a range of drama games and activities. Through building teamwork and respect, students undertake larger classroom performances and projects.

For these classroom performances, students research, plan and rehearse multiple productions, which are performed to a live audience. Students also explore expressive and performance skills to create, develop and present characters within their production. Finally, students engage in scriptwriting tasks to enhance the quality of their scripted performances and to understand the nature of scripted performances.

No drama experience is required, although effort and commitment is key!

## Areas of Study: Topics

- Scriptwriting Tasks
- Developing and Presenting a Performance in a Professional Context
- Analysing and Evaluating Performance
- An Introduction to Non-Naturalism

## Assessment Tasks

- Group Performances
- Scriptwriting Project
- Analysis of a Professional Performance
- Semester Exam

## Related VCE Subjects

- VCE Drama Units 1-4
- VET Subjects – CERT III in Acting and other associated Creative Arts Courses

## Career Pathways

Certificates and Diplomas in: Acting – Film and Television; Live Production, Theatre and Events; Screen; Costume for Performance; Arts – Acting; Creative Industries; Theatre Arts; Professional Screenwriting – Film, TV and Digital Media.

Degrees in: Creative Arts and Culture; Drama; Teaching – Secondary/Arts; Performing Arts; Dramatic Arts.

Careers such as: Drama Teacher/Lecturer; Actor; Announcer; Casting Director; Choreographer; Costume Maker/Designer; Entertainer; Film and Television Editor; Film Critic; Film, Stage and Television Director; Writer; Theatre Critic; Stage Manager; Playwright.

## Course Outline

In this unit, students will be introduced to a range of media theories and technologies focusing on genre, media codes and conventions. Students will also learn practical media skills of idea generation, planning, filming, and editing. They will have a choice between photography sequence or a short film.

Students will be assessed on their understanding of media concepts and texts through written work, film analysis responses and digital presentations.

## Areas of Study: Topics

- Narrative analysis
- Understanding of varied genre conventions
- Analysing various media forms
- Camera skills
- Editing skills

## Assessment Tasks

- Submission of portfolios during the semester
- Digital submissions in the form of edited film sequences
- Digital presentations
- Written analysis of films studied
- Semester Exam

## Related VCE Subjects

- VCE Media
- VET Certificate III Screen and Media
- VCE Art Making and Exhibiting
- VCE Visual Communication Design

## Career Pathways

Certificates and Diplomas in: Screen and Media, Digital Media, Information Digital Media and Technology, Screenwriting.

Degrees in: Arts, Media, Communication, Interactive Media and Design, Global Media and Communication, Digital and Social Media, Creative and Interactive Media, Design (PR and Advertising), Media Production.

Careers such as: Actor, Animator, Audio-visual Technician, Camera Operator, Lighting Operator, Producer, Critic, Director, Photographer, Sound Technician, Web Designer, Writer, Set Designer, Graphic Designer.

# Year 10 Music Performance

## Course Outline

Students are required to select an instrument, including voice, for solo and ensemble performance.

No previous musical experience is necessary, although it is highly recommended that students participate in instrumental music lessons at school or through private music tuition.

In this unit, students will continue to develop their instrumental and performance-based skills. This will result in an end of semester concert, as well as smaller performances performed to the class. Students will also explore various Digital Music tasks, including composing a song based on their chosen genre and instrument. To assist with this process, students will apply the theory covered in class to support their musical compositions.

This subject provides students with an opportunity to explore music creation through solo and group compositions, whilst continuing to develop their overall development as a musician.

## Areas of Study: Topics

- Music Performance
- Music Composition
- Portfolio Tasks

## Assessment Tasks

- Music Performance (*end of Semester Concert*)
- Composition Assessment
- Portfolio Tasks
- Semester Exam

## Related VCE Subjects

- VCE Music Contemporary Performance
- VCE Music Composition
- VET Music Performance
- VCE Drama

## Career Pathways

Certificates and Diplomas in: Live Production – Theatre and Events; Music Industry; Technical Production; Creative Industries; Musical Theatre; Audio Engineering and Sound Production.

Degrees in: Visual and Performing Arts; Entertainment; Music Performance; Arts/Music; Entertainment Management; Popular Music and Performance, Music Therapy.

Careers such as: Actor; Announcer; Music Teacher/Lecturer; Musical Instrument Maker; Musician; Music Therapist; Singer; Sound Technician; Composer; Entertainer; Stage Manager; Orchestra Conductor; Music Critic; DJ; Choral (Choir) Director; Musical Director; Entertainment Journalist.

# Year 10 Studio Arts

## Course Outline

In this unit, students explore sources of inspiration to develop a personal style and express ideas, concepts and themes in artworks. They trial various materials, techniques and processes in a range of art forms to extend their art-making skills in preparation for creating and presenting their own artworks. Students analyse and interpret artworks of a chosen artist, discussing design elements and principles as well as discussing cultural and historical influences.

## Areas of Study: Topics

- Visual Conventions, Art History and Art Analysis
- Portraiture and Painting
- Drawing Explorations with Charcoal
- Printing Process with Linoleum

## Assessment Tasks

- Portrait Painting
- Charcoal Drawing Folio
- Linoleum Printed Art
- Semester Exam

## Related VCE Subjects

- VCE Art Making and Exhibiting
- VCE Visual Communication Design
- VCE Media
- VET (including VET Media)

## Career Pathways

Certificates and Diplomas in: Art and Design; Design Fundamentals; Visual Arts and Contemporary Craft; Printing and Graphic Arts; Arts; Arts – Photography

Degrees in: Visual Arts; Media and Communication; Professional Photography; Photojournalism; Photoimaging; Fine Art; Film and Digital Media; Photo Media

Careers such as: Illustrator, Photographer, Animator, Graphic Designer, Architecture, Fashion Designer, Artist, Art Therapist, Conservator, Visual Merchandiser, Art Curator, Set and Stage Designer, Costume Designer, Makeup Artist, Art Critic, Teacher/ University lecturer

# Year 10 Visual Communication Design

## Course Outline

Visual Communication Design conveys ideas and information to an audience through visual language. Students develop conceptual and aesthetic understandings about design solutions in the world around them. Students learn about design, and the role of the visual communication designer and their contribution to society.

## Areas of Study: Topics

- Design elements, design principles and visual analysis
- Working to a design brief
- Designers and design styles
- Rendering with a variety of media and materials, including digital media
- Marketing design and target audiences

## Assessment Tasks

- Visual Analysis
- Production of a developmental folio following a design brief
- Branding and Identity
- Semester Exam

## Related VCE Subjects

- VCE Visual Communication Design
- VCE Art Making and Exhibiting
- VCE Media
- VET (including VET Media)

## Career Pathways

Certificates and Diplomas in: Design – Visual Communication, Graphic Design, Applied Fashion Design and Merchandising, Creative Product Development, Interior Design

Degrees in: Design – Visual Communication, Information and Communications Technology, Arts, Creative Media, Graphic Design, Advertising and Public Relations

Careers such as: Graphic Designer, Industrial Designer, Interior Designer, Architect, Games Designer, Teacher/University Lecturer, Web Developer, Illustrator, Photojournalist



# KLA: English

English  
Literacy

# Year 10 English

## Course Outline

Students will create, study and respond critically to spoken, written, and visual texts designed to appeal to a wide range of audiences and purposes. These will include novels, newspapers, film and news media. Students will explore and interpret different perspectives on complex issues. They will be encouraged to develop a critical understanding of the construction and interpretation of texts. Students will develop their writing skills to demonstrate that they can create texts that meet the demands of different purposes, contexts and audiences.

## Areas of Study: Topics

- Creative writing
- Text response
- Persuasive speech
- Argument analysis
- Personal response to text

## Assessment Tasks

Assessment is based on written responses, ability to read and interpret a range of texts and the delivery of oral presentation on contemporary issues. Assessment strategies to be used include:

- Novel/film analysis
- Creative writing tasks
- Oral presentations
- Analysis and response to current issues
- Mid-year and end of year exam

## Related VCE Subjects

- English/EAL
- English Literature
- Media

## Career Pathways

Certificates and Diplomas in: Interpreting, Teaching English as a Second Language, Creative Writing, Screenwriting, Professional Writing and Editing, Creative and Indigenous Writing

Degrees in: Arts, Education, Creative Writing, Fine Arts, Advertising and Public Relations, Communication, Journalism.

Careers such as: Teacher, Lecturer, Librarian, Interpreter, Copywriter, Scriptwriter, Author, Editor, Journalist

# Year 10 Literacy

## Course Outline

Students will focus on employment-based literacy along with strategies that will build their reading, writing, viewing, and speaking and listening skills in an applied and interest based format. The literacy class is designed to prepare students for an apprenticeship, traineeship, TAFE course or full time employment. It is not designed for students who are hoping to undertake further study, specifically a university degree. Students will be identified through a range of data sources that indicate that they would benefit from a slightly modified and scaffolded curriculum. Participation in this program automatically enters students into a Vocational Major pathway in Year 11 and 12.

**Note:** Entry into the Year 10 Literacy course is by school selection only based on student learning data and student identified pathways.

## Areas of Study: Topics

- Who am I and Where am I Going?
- Preparing for the Workplace
- Learning for Justice
- Passion Project

## Assessment Tasks

Students will be assessed on a variety of reading, writing, viewing, and speaking and listening skills. The types of tasks completed in this class include:

- Collage/Oral presentation
- Creative writing
- Resumes and Cover Letters
- Mock Interviews
- Group projects
- Persuasive writing
- Inquiry-based projects
- Event planning

## Related VCE Subjects

- VCE Vocational Major Literacy

## Career Pathways

This program will support students with the literacy requirements that will assist them in entering the workforce, an apprenticeship or TAFE. It will also prepare them for a Vocational Major pathway.

# KLA: HAPE

Health and Human Development  
Outdoor Education  
Physical Education  
VET Sports and Recreation Cricket  
VET Sports and Recreation Rugby

# Year 10 Health and Human Development

## Course Outline

By undertaking this elective you will be able to extend your knowledge in the areas of health and development, mental health, personal identity, youth health and nutrition. Throughout this course you are encouraged to engage in various forms of critical thinking such as problem solving, decision making and investigation to present your ideas and learning.

## Areas of Study: Topics

Knowledge and skills students will gain include:

- The importance of health and development to lead an optimal lifestyle
- Physical, social and mental dimensions of health and their interrelationships
- The impact of nutrition and physical activity on youth health and development
- The functions and food sources of nutrients required for optimal health and development of youth
- The role of the government in delivering Australia's healthcare system including Medicare and Private Health Insurance

## Assessment Tasks

Year 10 Health and Human Development is assessed through various forms. These range from:

- Posters and brochures
- Participation in classroom activities and discussion
- Fact Files
- Responses to case studies
- Written tests
- Electronic formative assessments
- End of Semester Exam

## Related VCE Subjects

The Year 10 Health elective is a pathway into Units 1 and 2 Health and Human Development or alternatively a pathway through to VET Health Support Services, VET Allied Health Assistance or VET Community Service.

## Career Pathways

Certificates and Diplomas in: Community Recreation; Sport; Coaching; Sport and Recreation; Fitness; Health Services; Outdoor Recreation; Community Recreation; Health Science; Occupational Health and Safety; Paramedical Science.

Degrees in: Acupuncture; Aromatherapy; Massage; Nursing; Occupational Therapy; Health Sciences; Exercise and Sport Science; Sport and Outdoor Recreation; Human Movement.

Careers such as: Fitness Instructor; Personal Trainer; Health Practitioner (e.g. Massage Therapist); Recreation Officer; Sports Administrator; Sports Coach; Physical Education Teacher; Child Carer; Aged Carer; Sports Journalist; Yoga Instructor; Ambulance Officer; Dietician; Sports Psychologist.

# Year 10 Outdoor Education

## Course Outline

In this subject, students investigate and explore various outdoor environments, both through practical field trip experiences and theoretical classes. Students develop an understanding of how to prepare for safe and sustainable outdoor interactions, while investigating the influence of risk, technology and media depictions on outdoor experiences. Reflecting on their observations and participation during field trips enables students to create links between the theoretical content studied in class and the outdoor environment.

## Please note that Outdoor Education is considered a High-Cost Subject.

As per the Parent Payment Policy, Outdoor Education is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Outdoor Education. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Outdoor Education, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Outdoor Education course does not proceed these funds can be allocated to other levies or refunded.

## Areas of Study: Topics

- Types of Outdoor Environments
- Motivations for seeking Outdoor Experiences
- Safe Participation in Outdoor Experiences
- Minimal Impact Code of Conduct
- Risk in Outdoor Environments

## Assessment Tasks

- Field Trip Participation
- Practical Activity Reflection Templates
- Digital Practical Activity Journal
- Semester Exam

## Related VCE Subjects

Year 10 Outdoor Education is a pathway into Unit 1 and 2 Outdoor & Environmental Studies.

## Career Pathways

Certificates and Diplomas in: Community Recreation; Sport; Coaching; Sport and Recreation; Fitness; Health Services; Outdoor Recreation; Community Recreation; Health Science; Occupational Health and Safety; Paramedical Science.

Degrees in: Acupuncture; Aromatherapy; Massage; Nursing; Occupational Therapy; Health Sciences; Exercise and Sport Science; Sport and Outdoor Recreation; Human Movement.

Careers such as: Fitness Instructor; Personal Trainer; Health Practitioner (e.g. Massage Therapist); Recreation Officer; Sports Administrator; Sports Coach; Physical Education Teacher; Child Carer; Aged Carer; Sports Journalist; Yoga Instructor; Ambulance Officer; Dietician; Sports Psychologist.

# Year 10 Physical Education

## Course Outline

In this subject, students undertake theoretical learning in basic anatomy, physiology, and body systems. Students will also investigate fundamental motor skills and training methods and then apply this theory to a coaching session and training program. Students will apply their theoretical learning in laboratory and practical lessons based on fitness assessment and community based fitness activities.

## Areas of Study: Topics

- Muscular and Skeletal Systems
- Fitness Components
- Fundamental Motor Skills
- Coaching Principles

## Assessment Tasks

Students will be assessed practically through participation, game performance, correct uniform, attitude, skill development, understanding and sportsmanship. Theory will be assessed through:

- Written tests
- Assignments
- Electronic formative assessments
- Note taking and note making
- Classroom activities
- Participation in class discussion
- End of Semester Exam

## Related VCE Subjects

The year 10 Physical Education elective is a pathway into Units 1 and 2 in Physical Education, VET – Sport and Recreation or an SBA – Fitness Industry.

## Career Pathways

Certificates and Diplomas in: Community Recreation; Sport; Coaching; Sport and Recreation; Fitness; Health Services; Outdoor Recreation; Community Recreation; Health Science; Occupational Health and Safety; Paramedical Science.

Degrees in: Acupuncture; Aromatherapy; Massage; Nursing; Occupational Therapy; Health Sciences; Exercise and Sport Science; Sport and Outdoor Recreation; Human Movement.

Careers such as: Fitness Instructor; Personal Trainer; Health Practitioner (e.g. Massage Therapist); Recreation Officer; Sports Administrator; Sports Coach; Physical Education Teacher; Child Carer; Aged Carer; Sports Journalist; Yoga Instructor; Ambulance Officer; Dietician; Sports Psychologist.

# Year 10 Cricket VET Sport and Recreation

## Course Outline

In this subject, students undertake the first of a three-year VET Certificate III in Sport and Recreation.

Through the provision of high-level coaching, training and practice, students develop fundamental cricket skills in batting, bowling, fielding and wicket-keeping. Students also study community coaching and officiating, injury prevention and first aid and sports nutrition. In partnership with Academy Movement, and supported by Cricket Victoria and Melbourne Renegades, opportunities to access guest speakers and specialist coaches, as well as various field trip excursions, will be integrated into the Cricket Academy program. This subject is a full-year elective and requires students to complete an application form.

## Please note that Cricket VET Sport and Recreation is considered a High-Cost Subject.

As per the Parent Payment Policy, Cricket VET Sport and Recreation is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Cricket VET Sport and Recreation. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Cricket VET Sport and Recreation, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Cricket VET Sport and Recreation course does not proceed these funds can be allocated to other levies or refunded.

## Areas of Study: Topics

- Goal Setting and Healthy Habits
- Coaching and Officiating
- Sports Strapping and Taping
- Sports Injury Prevention
- First Aid
- Preparation for Sports Competition

## Assessment Tasks

- SMART Goal Plan, Implementation and Evaluation
- Community Cricket Officiating Assessment
- Community Cricket Coaching Assessment
- Sports Strapping and Taping Assessment
- First Aid Assessment

## Related VCE Subjects

- VET Certificate III in Sport and Recreation

## Career Pathways

Certificates and Diplomas in: Community Recreation; Sport; Coaching; Sport and Recreation; Fitness; Health Services; Outdoor Recreation; Community Recreation; Health Science; Occupational Health and Safety; Paramedical Science.

Degrees in: Acupuncture; Aromatherapy; Massage; Nursing; Occupational Therapy; Health Sciences; Exercise and Sport Science; Sport and Outdoor Recreation; Human Movement.

Careers such as: Professional Cricket Player; Professional Cricket Coach; Strength and Conditioning Coach; Personal Trainer, Sports Centre Manager; Educator/Teacher; Sports Psychologist; Sports Event Manager; Police Force; Dietitian; Nutritionist; Physiotherapist.



# Year 10 Rugby VET Sport and Recreation

## Course Outline

Students in the Year 10 Rugby Academy class, will complete a full-year subject with a balance of high-level Rugby Union training, combined with a highly engaging curriculum provided by Academy Learner Education and Savile RTO. First year of a three-year Certificate III Sport and Recreation

## Please note that Rugby VET Sport and Recreation is considered a High-Cost Subject.

As per the Parent Payment Policy, Rugby VET Sport and Recreation is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Rugby VET Sport and Recreation. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Rugby VET Sport and Recreation, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Rugby VET Sport and Recreation course does not proceed these funds can be allocated to other levies or refunded.

## Areas of Study:

- Sports Strapping and Taping (d3 Tape products)
- Officiating
- Provide First Aid (Full first Aid Qualification and CERT III Unit of Competency)
- Sport Injury Prevention (CERT III Unit of Competency)
- Preparation for Sports Competition (CERT III Unit of Competency)
- Goal Setting and Healthy Habits

## Assessment Tasks:

Goal Setting and Healthy Habits  
Sports Strapping and Taping (d3 Tape products)  
Officiating  
Provide first Aid  
Sport Injury Prevention  
Preparation for Sports Competition

Students will undergo high level fitness testing, rugby skills development and game experience. The school has enlisted the expertise of Academy Movement Inc, to help develop a high-level Rugby Academy at Lara and has an official partnership with Rugby Victoria. Students in the program will have access to excursions to AAMI park and interactions with professional rugby players from the Wallabies.

This subject is select entry full-year elective and requires students to complete an application form that can be obtained from the Senior Years Sub School.

## Qualifications:

- Students in this program will gain the Rugby Australia SMART RUGBY qualification.
- First Aid Certificate
- Three Units of Competency towards Certificate III in Sport and Recreation.

## Structure:

- Four practical rugby training sessions per fortnight
- Two theory sessions per fortnight
- Competitions; all Rugby Vic Rugby Sevens Gala Days and Rebel Shield fixtures

Students who are accepted into the Rugby Academy must maintain high standards of behaviour, organisation and contribute positively to the program. .

**Career Pathways:** Professional Rugby Player, Professional Sports Coach, Strength and Conditioning Coach, Fitness industry e.g., personal trainer, sports centre manager, Educator/teacher, Sports Psychologist, Sports Management, Sports and Exercise Science, Dietitian/Nutritionist, Physiotherapist

# KLA: Humanities

Global Issues and Disasters  
Law and Order  
Philosophy  
Rebels, Riots and Revolutions  
The Wide World of Business  
The World at War

# Year 10 Global Issues & Disasters

## Course Outline

Have you ever wondered what happens during and after a natural disaster such as the devastation of floods, hurricanes, bushfires and landslides? Or have you ever considered what impact we as humans are having on the world? Are you interested in learning about the epidemics, such as HIV/AIDS and COVID19 that have rocked the developing world? Yes? Then this is the subject for you!

This elective offers students the opportunity to expand their knowledge of issues that affect the current and future world. The main areas students will explore include poverty in the developing world, the epidemics of the world including possible solutions and the impact and prevention of natural and man-made disasters.

## Areas of Study: Topics

- Geographies of human wellbeing
  - The HIV/AIDS & Ebola epidemics
  - Poverty in the Developing World
- Environment change and management
  - Natural & Man-Made Hazards and Disasters/ Hazard prevention

## Assessment Tasks

- Research Tasks
- Tests
- Group work
- Geographical & Spatial Studies

## Related VCE Subjects

- Geography
- 20<sup>th</sup> Century History
- History of Revolutions
- Economics
- Legal Studies

## Career Pathways

Certificates and Diplomas in: Art History, Family History

Degrees in: Arts, Geography, Politics, International Studies, History, Applied Public Health, Global Studies, Environmental Studies, Environment and Sustainability, Environmental and Conservation Science

Careers such as: Park Ranger, Tour Guide, Travel Agent, Meteorologist, Cartographer, Geoscientist, Geologist, Geophysicist, Historian, Hydrographer, Sociologist, Anthropologist, Demographer, Ecologist, Environmental Scientist.

# Year 10 Law & Order

## Course Outline

Law & Order aims to acquaint students with an introduction to our Legal System. Students will understand the reasons for laws and the necessity of having a Legal System to settle conflicts in an orderly fashion when they arise. In order to understand the Criminal and Civil Justice System students will look at cases and the role of the courts as well as the procedures and participants involved in legal proceedings.

The subject further examines the structure and functions of parliament, providing an understanding of how laws are created and changed and the role individuals have in society to change Australia's laws. Students will also analyse the importance of human rights, exploring the methods employed to safeguard them and the ways in which Australia protects these rights both domestically and internationally. This area will require students to investigate cases around the world where human rights have been broken.

Through engaging with interactive discussions, case studies, and critical analysis of our legal system, students will develop a solid foundation in law and government.

## Areas of Study: Topics

- The Courtroom
  - Criminal law
  - Civil law
- Government and the Law
  - Structure and role of parliament
  - Creating and changing the law
- Human Rights
  - Protection of human rights in Australia and internationally
  - Human right abuse

## Assessment Tasks

- Research project
- Tests
- Case Study analysis

## Related VCE Subjects

- Legal studies
- Business Management
- Economics
- Accounting

## Career Pathways

Certificates and Diplomas in: Criminology, Indigenous Legal Studies, Business Administration (Legal), Real Estate Practise, Cyber Security

Degrees in: Law, Global Politics, International Studies, Criminology, Behavioural Sciences, Forensic Science, Laws and Litigation, Criminal Justice, Social Science

Careers such as: Lawyer, Barrister, Politician, Activist, Criminologist, Detective, Police Officer, Court Officer, Legal Secretary

# Year 10 Philosophy

## Course Outline

What are the answers to life's big questions?

Embark on an exciting journey into the world of philosophy with this Year 10 elective! Dive deep into the key debates that have shaped human thought and discover how these timeless questions relate to your own life. Philosophy isn't just ancient and theoretical—it's a vibrant, practical field that connects to nearly every area of knowledge. Through exploring real and hypothetical scenarios you'll uncover the relevance of major philosophical arguments.

In this course, you'll engage in thought-provoking activities including reading, discussing and responding to essential philosophical ideas. By grappling with these concepts you'll sharpen your critical and creative thinking skills and enhance your capacity for ethical reasoning. Get ready to challenge your mind and see the world in a whole new light!

## Areas of Study: Topics

- *Epistemology*: What is knowledge? Does truth exist? How do you know when you know something?
- *Metaphysics*: What does it mean to be or exist? What are the basic constituents of reality? Is a cause an idea or do causes exist in the world?
- *Ethics*: Is there a right way to treat others? How do we decide on what is right or wrong?
- *Logic*: What are the rules for thinking?
- *Aesthetics*: What is art?

## Assessment Tasks

- Short answer tests
- Discussion participation/ Community of Inquiry
- Reflective writing
- Essays
- Investigations & inquiries
- Podcasts

## Related VCE Subjects

- Philosophy
- Literature
- Psychology
- History
- English

## Career Pathways:

Philosophy allows you to consider the big questions in life and teaches you how to analyse and communicate ideas logically which are skills that many employers value.

Certificates and Diplomas in: Arts, Computing, Sciences, Legal Studies,

Degrees in: Arts, Philosophy, Politics, Economics, Education, Science, IT

Careers such as: Publishing, Media, Journalism, Advertising, Teaching, Computing, IT.

# Year 10 Rebels, Riots & Revolutions

## Course Outline

Have you ever wondered why people rebel? Are you interested in understanding the ideas that change the ways we think about our relationship to society?

This elective is centred upon three main questions: What is the basis for forming a society? What are civil rights? How can a country's government become revolutionised?

Students will come to understand the meaning of human rights and begin to explore what happens when human rights are jeopardised. Firstly, students will investigate the nature of society by exploring the idea of a social contract. Students will explore the Civil Rights movements in America and Australia. Students will evaluate the strength of non-violent protest as a vehicle to bring about social and political change. Next, students will explore how revolutions and rebellions are sparked. Students will study the French and American Revolutions specifically. Students will also begin to question whether revolution is ever successful. The final unit in this subject looks at the relationship between morality and the law.

This subject is multi-disciplinary as it incorporates both history, legal studies and civics content in order to prepare students well for a variety of VCE subjects.

## Areas of Study: Topics

- American War of Independence
- The Civil Rights Movements (Australia & America)
- Introduction to Revolutions
- Riots & Rebels of the 20<sup>th</sup> Century

## Assessment Tasks

- Research projects
- Investigations
- Essays
- Short-answer tests
- Analysis of Film

## Related VCE Subjects

- 20<sup>th</sup> Century History
- History of Revolutions
- Geography
- Legal studies
- Civics

## Career Pathways

Certificates and Diplomas in: Art History, Family History

Degrees in: Ancient History, Art History and Curatorship, Arts, Theology, History, Archaeology, Indigenous Knowledge History and Heritage, Pacific Studies

Careers such as: Historian, Tour Guide, Museum Curator, Journalist, Parliamentarian, Archivist, Sociologist, Teacher, Lecturer

# Year 10 The Wide World of Business

## Course Outline

This elective is aimed at equipping students to be financially literate in order to make wise decisions now and in the future. In our ever changing world it is more important than ever for students to develop the mindset that it is their responsibility to become financially independent rather than relying on government assistance in the present and in retirement. Students will learn tried and true strategies of how to create wealth and more importantly how to grow wealth. In order to do this they will learn important Economic concepts such as how prices and production are determined in a market economy. They will learn the implications of living in a Consumer Society; including how to avoid the pitfalls of such a society yet take advantage of the reality in formulating plans for future business opportunities. Students will learn how to keep informative personal financial records in order to plan for the future as well as basic Accounting requirements for Small Businesses. Throughout this course students take advantage of ICT and learning tools to research, investigate, present and problem solve both individually and in groups.

## Areas of Study: Topics

- Economics
- Financial Literacy & Wealth Creation
- Business Management: Starting up and marketing your own business.

## Assessment Tasks

- Tests
- Class presentations
- Research assignments
- Case studies
- Written reports

## Related VCE Subjects

- Business management
- Economics
- Accounting
- Legal Studies

## Career Pathways

Certificates and Diplomas in: Business, Business Administration, Accounts Administration.

Degrees in: Agribusiness, Business, Applied Business, Business Management, Entertainment Management, Hotel and Resort Management, Accounting, Applied Finance.

Careers such as: Accountant, Accounts Clerk, Actuary, Administration, Banking Officer, Bursar, Business Analyst, Economist, Entrepreneur, Human Resources Officer, Real Estate Agent, Recruitment Consultant, Secretary, Stockbroker, Taxation Officer, Treasurer.

# Year 10 The World at War

## Course Outline

This subject is a one-stop shop for all things WAR. Do you enjoy the study of conflict? Do you like to learn about the nitty-gritty and sometimes confronting elements of history? Yes? Then this subject is for you.

This subject will see students exploring Australia's involvement in the way, how and why wars happen with specific reference to World War Two. Students will come to understand why conflict occurs, what it involves and how someone like Adolf Hitler rose to power so quickly. They will also explore the two theatres of war; Europe and the Pacific, while researching the nature of warfare, technology, weaponry, alliances and tactics that were influential in fuelling the most deadly conflict in history. Students will also study Australia's involvement in the Vietnam War as a political crisis that involved espionage, heavy media coverage and widespread protests. Furthermore, this subject will also consider the ways in which tensions post World War Two kick started the Cold War, an almost 50 year conflict shrouded in the threat of mutually assured nuclear destruction. In preparation for VCE, students will learn to analyse sources and ask critical questions to delve deeper into our history.

## Areas of Study: Topics

- The Causes, Course and Consequences of World War Two
- Political Crisis: Australia's Involvement in the Vietnam War
- The Cold War

## Assessment Tasks

- Research projects
- Essays
- Short-answer tests

## Related VCE Subjects

- Modern History
- History of Revolutions
- Politics
- Geography

## Career Pathways

Certificates and Diplomas in: Art History, Family History

Degrees in: Ancient History, Art History and Curatorship, Arts, Theology, History, Archaeology, Indigenous Knowledge History and Heritage, Pacific Studies

Careers such as: Historian, Tour Guide, Museum Curator, Journalist, Parliamentarian, Archivist, Sociologist, Teacher, Lecturer



# KLA: Languages

Indonesian  
Indonesian Extension

## Course Outline

In Year 10 Indonesian, students will further develop their Indonesian language skills and their cultural knowledge of Indonesia. This subject will dramatically increase students' global awareness and broader understanding of the Asia-Pacific region, including the importance of additional language speakers in the workforce. Continuing the study of the Indonesian language, besides providing students with the ability to communicate with 250 million people in the world's fourth most populous nation that is Australia's nearest neighbour, significantly increases students job prospects in an ever-increasing and ever-changing interconnected global community, which also promotes cultural awareness and understanding of different attitudes and values beyond Australia's borders. Building on skills and knowledge acquired in previous years, studying Indonesian at Year 10 develops student's ability to engage in more complex communication skills and enrich their general knowledge. Students also cook a number of traditional Indonesian dishes in Year 10 Indonesian, which provides students with opportunities to enhance their real-world application of studying Indonesian. Indonesian language studies in school will be complemented with opportunities to attend excursions to Indonesian restaurants and the Indonesian Consulate in Melbourne to further develop students' understanding of Indonesian culture in Australia. Studying Indonesian also significantly increases students ATAR score in Year 12 and increases their employability in all sectors in an ever-increasing global economy and workforce.

**\*Year 10 Indonesian runs as one year-long subject.**

\*Students interested in undertaking Year 10 Indonesian should speak with Pak Walker to confirm their eligibility and to discuss course requirements.

## Areas of Study: Topics

- Intercultural Encounters
- Music, Employment, Education and Relationships
- Health and Sustainability
- Student Exchange
- City and Country Life
- Indonesian History

## Assessment Tasks

Language is assessed through the macro-skills:

- Writing
- Listening
- Speaking
- Comprehension
- Semester exams

## Related VCE Subjects

- VCE Indonesian

## Career Pathways

Certificates and Diplomas: Applied Language; Linguistics; Modern Languages; Indonesian.

Degrees: Arts; Biomedical Science; International Business; International Relations; International Studies; Commerce;

Communications; Languages; Law; Science. *Indonesian is available as an elective for the majority of university degrees and strengthens employability skills in all industries.*

Careers: Teaching; International Relations; Travel and Tourism; Business Owner; Software Development and I.T.; Journalism; Media; Defence and National Security; Australian Federal Police; Community and Urban Development; Translating and Interpreting; Representing Businesses, Companies and Government in Indonesian affairs.

# KLA: Mathematics

Foundation Maths  
General Mathematics  
Mathematical Methods

# Year 10 Foundation Mathematics

## Course Outline

Year 10 Foundation Mathematics incorporates the three strands Number, Statistics & Measurement with a focus on numeracy, preparing students for life outside of the classroom. Through project based learning students explore mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

Year 10 Foundation Mathematics is a semester 2 only subject and entrance is based on teacher recommendation and student achievement data from the previous 18 months.

## Areas of Study: Topics

- Financial mathematics
- Measurement and proportion
- Statistics and understanding data.

## Assessment Tasks

Assessment will be project based on;

- Purchasing of vehicles - finance and rates
- 3D product design - geometry and measurement
- Small business considerations - proportion, ratios and statistics

## Related VCE Subjects

- VCE Foundation Maths, VCE Vocational Major Foundation Maths

## Career Pathways

This program will support students with the Numeracy requirements that will assist them in entering the workforce, an apprenticeship or TAFE. It will also prepare them for a Vocational Major pathway.

# Year 10 General Mathematics

## Course Outline

Year 10 General Mathematics incorporates all three strands of the Mathematics curriculum; Number & Algebra, Statistics & Probability, and Measurement & Geometry in preparation for Unit 1 and 2 General Mathematics. Throughout Semester 1, students will cover concepts related specifically to Measurement, Linear Graphing, Quadratics and Bivariate Data. During Semester 2, students study Networks, Financial, Trigonometry and Univariate Data.

## Areas of Study: Topics

Students will gain the knowledge, skills and problem solving techniques to effectively use mathematics in employment, further study and in everyday life. Students will study the following topics:

- Number, Algebra, Linear Graphing, Quadratics, Financial Mathematics
- Univariate and Bivariate Data
- Geometry, Trigonometry, Measurement, Networks

## Assessment Tasks

Assessment will be based on;

- Tests and Exams
- Class tasks
- Observations
- Challenging problems and Projects

## Related VCE Subjects

Unit 1 and 2 General Maths

Unit 3 and 4 General Maths

## Career Pathways

Certificates and Diplomas in: Business

Degrees in: Mathematics, Mathematical Science, Accounting, Information Technology, Education

Careers such as: Accountant, Banker, Bookkeeper, Cashier Insurance Officer, Lecturer, Mathematician, Teacher.

# Year 10 Mathematical Methods

## Course Outline

Year 10 Mathematical Methods provides an introduction to the topics involved in higher-order mathematical studies. Students undertaking this course are doing so because they enjoy studying challenging mathematics that moves away from General Mathematics.

A large emphasis on algebra and its applications to the real world is prominent throughout this course, as is the modelling of functions to demonstrate real-world applications of mathematics.

Please note, Year 10 Mathematical Methods is a prerequisite for the related VCE subjects at the bottom of the page.

## Areas of Study: Topics

Students will gain the knowledge, skills and problem solving techniques to effectively use mathematics in employment, further study and in everyday life. Students will study the following topics:

- Linear/Quadratic Modelling
- Polynomials
- Graphs and Functions
- Trigonometry/Circular Functions
- Probability
- Exponentials and Logarithms

## Assessment Tasks

Assessment will be based on;

- Tests
- Exams
- Class tasks
- Observations
- Challenging problems and
- Projects

## Related VCE Subjects

Unit 1 and 2 Mathematical Methods

Unit 3 and 4 Mathematical Methods

Unit 1 and 2 Specialist Mathematics

Unit 3 and 4 Specialist Mathematics

## Career Pathways

Degrees in: Mathematics, Mathematical Science, Accounting, Information Technology, Engineering, Business, Commerce, Computer Science, Dental Science, Veterinary Science, Physiotherapy, Actuarial Science, Artificial Intelligence, Aviation, Finance, Games Development

Careers such as: Mathematician, Programmer, Engineer, Dentist, Accountant, Physiotherapist, Doctor, Scientist, Actuary, Pilot, Architect, Economist, Statistician

# KLA: Science

Biology  
Chemistry  
Environmental Science  
Physics  
Psychology

# Year 10 Biology

## Course Outline

In this subject, students will investigate the role of DNA and genes in cell division and the transmission of inheritable characteristics from one generation to the next. Through their investigations, students can look into the existence of certain genetic traits, including genetic disorders. Students will undertake practical investigations to investigate the passing down of traits. Students will apply their understanding of evidence to elaborate on the work of Charles Darwin and the theory of Evolution by Natural Selection, specifically how selection pressures caused speciation of hominins during Human evolution.

## Areas of Study: Topics

- Cell Structure and Function
- DNA and Inheritance
- Natural Selection and Evolution
- Ethics in science

## Assessment Tasks

- Practical investigations and reports
- Topic tests
- Poster-style reports
- End of Semester Exam

## Related VCE Subjects

- VCE Units 1 – 4 Biology

## Career Pathways

Certificates and Diplomas in: Science, Conservation and Land Management, Laboratory Skills

Degrees in: Applied Biology, Environmental Science, Science, Animal Science, Biomedical Science, Environmental Biology, Marine Biology

Careers such as: Health Worker, Viticulturist, Greenskeeper, Biologist, Laboratory Technician, Veterinary Nurse, Naturopath, Paramedic, Pathologist, Geneticist, Medical Practitioner.



# Year 10 Chemistry

## Course Outline

- In this subject students will investigate the structure and properties of elements and their organisation in the periodic table. Students will explore how scientific models of the atom have changed over time and how the properties of an element determine its position in the periodic table.
- Students will learn how to describe atoms in terms of their electron shells, use the electron shell configuration to explain an element's position in the periodic table and will investigate the properties of metals and non-metals. Students will learn about covalent and ionic bonding of atoms to form compounds.
- Students will investigate the concept of conservation of mass. They will learn about the rearrangement of atoms during chemical reactions by using simple balanced chemical equations and considering the role of energy in chemical reactions.
- Students will practically explore different types of chemical reactions including combustion and the reactions of acids and be able to relate these reactions to both living and non-living systems.
- Students will explore a range of factors that can affect the rate of a chemical reaction, including catalysts, temperature and surface area.

## Areas of Study: Topics

- History of the Periodic Table and atomic structure.
- Conservation of mass and balanced chemical equations.
- Covalent and Ionic Bonding models.
- Common chemical reactions including precipitation.
- Speeding up and slowing down chemical reactions.

## Assessment Tasks

- Practical Investigations and reports
- Topic Tests
- End of Semester Exam

## Related VCE Subjects

- Units 1-4 Chemistry

## Career Pathways

Certificates and Diplomas in: Science, Laboratory Skills

Degrees in Agriculture, Forensic Science, Pharmaceutical Science, Nursing, Animal Science, Applied Biology, Biomedical Science.

Careers such as: Laboratory Technician, Nurse, Anaesthetist, Biochemist, Biomedical Engineer, Botanist, Pharmacist, Dietician, Forensic Scientist, Geneticist, Geologist, Oceanographer, Pathologist.

# Year 10 Environmental Science

## Course Outline

By taking Environmental Science students will learn to explore how past and current human interactions have and will affect the environment. Students will explore the Earth's systems and their function to identify how they are interrelated. In undertaking this study, students will explore how environmental actions affect, and are affected by, ethical, social and political frameworks.

This is a multi-disciplinary subject and will support students in other areas of science, including Chemistry and Biology and Earth Sciences.

Students will also develop their skills in the areas of science as a human endeavour and science inquiry skills.

## Areas of Study: Topics

- An understanding of global systems including the carbon cycle and how these systems rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere
- An understanding of ecosystems and an in-depth knowledge of how energy and matter move through these systems
- An ability to analyse issues relating to the environment and communicate their views from an informed position
- Analyse natural and human induced threats to ecosystems and organisms
- Consider the different solutions-focused approaches for management of these systems and the challenges that may arise
- Understand the idea of sustainability and evaluate sustainable development proposals and their goals
- Develop critical thinking and communication skills

## Assessment Tasks

- Submission of work during the semester
- Self-assessment using assessment criteria
- A written exam at the end of the semester

## Related VCE Subjects

- VCE Environmental Science
- VCE Biology

## Career Pathways

Certificates and Diplomas in: Science, Conservation and Land Management, Laboratory Skills, Animal Studies, Veterinary Nursing, Captive Animals

Degrees in: Applied Science, Civil Engineering, Environmental Science, Conservation, Medicine, Science, Environmental Practice, Applied Public Health.

Careers such as: Farmer, Animal Attendant, Horticulturist, Landscaper, Park Ranger, Surveyor, Zoo Keeper, Scientist, Botanist, Climatologist, Meteorologist, Geologist, Toxicologist, Landscape Architect

# Year 10 Physics

## Course Outline

Physics is the science which explains the workings of nature and the physical universe. This is significant for understanding our place in the universe. This subject is designed to prepare students for the study of Physics at VCE level and provide them with the fundamentals to best prepare them for this study in both content knowledge and skills. Students in this subject will typically proceed on to VCE Physics, depending on results achieved.

## Areas of Study: Topics

- Motion
- Energy
- Using Electricity
- Thermodynamics

## Assessment Tasks

- Research tasks - Designed Practical Investigation
- Practical experiments
- Topic Test
- End of semester exam.

## Related VCE Subjects

- VCE Physics

## Career Pathways

Certificates and Diplomas in: Science, Laboratory Skills

Degrees in: Science, Accident Forensics, Advanced Science, Animal Science, Biomedical Science, Engineering, Medicine.

Careers such as: Technician, Electrician, Engineer, Surveyor, Meteorologist, Pilot, Architect, Medical Practitioner, Geophysicist, Industrial Designer, Nanotechnologist

# Year 10 Psychology

## Course Outline

Year 10 Psychology covers two very interesting topics that interrelate to give a strong foundation into the very popular VCE psychology units.

## Applications of Psychology

What do psychologists do? Who can they help? How can they help? In this course you will investigate the varied roles of psychologists and you will look at specific areas of specialisation within Psychology. This unit will look at how psychologists conduct research including the responsibilities of the psychologist and ethical considerations. We will look at the specialist fields of Sports Psychology and Clinical Psychology in detail as well as investigating specific disorders such as phobias and look at why they develop and how to overcome them.

## Anti-Social & Pro-Social Behaviour

This unit provides an introduction to Psychology, which is the study of thoughts, feelings and behaviour. The unit will focus on the factors that contribute to a person displaying anti and pro social behaviour. We study and evaluate the bystander effect using the death of Kitty Genovese. Examining aggressive behaviour from a psychodynamic, biological and social learning perspective, in particular the observational learning experiment from Albert Bandura.

## Areas of Study: Topics

- Introduction to Psychology
  - Roles and specialisations of Psychologists
  - Sports psychology and Clinical psychology
  - Mental health with a focus on phobia and anxiety
- Anti-social behaviour
  - Pro-social behaviour
  - Aggressive behaviour.
  - Case studies – the death of Kitty Genovese & the Observational Learning experiment from Albert Bandura

## Assessment Tasks

- Practical investigations and reports
- Topic tests
- Poster-style reports
- End of Semester Exam

## Related VCE Subjects

- VCE Units 1 – 4 Psychology, Health and Human Development, English

## Career Pathways:

**Certificates and Diplomas in:** Psychology, Community Services, Health Administration, Early Childhood Education and Care, Mental Health, Youth Services, Alcohol and Other

# KLA: Technology

Digital Technologies  
Food Studies  
Product, Design and Technology: Wood

# Year 10 Digital Technologies

## Course Outline

By undertaking this elective, students will develop a deeper knowledge and understanding of the processes associated with creating digital solutions. They will develop their skills in programming while they create a video game, learn coding syntax and algorithm design with the introduction of Python language. They will learn how to design a basic database to store and manipulate data for real-life purposes as well as analyse and develop data visualisations. Students will focus on the problem solving methodology to design, develop and evaluate digital solutions to cater for real world situations. This subject will be helpful in bridging student's knowledge for understanding various concepts required for programming and data analysis at a VCE level or VET Information Technology.

## Areas of Study: Topics

- Interact with digital systems, for e.g. voice activation programs, or smart devices to automate tasks
- Identifying trends by analysing and visualising data such as marketing and sales
- Investigate real world problems to identify future technology requirements
- Use a programming language to design a video game.

## Assessment Tasks

- Digital system design- setting up a network
- Portfolio - analysis of market trend
- Video game design process
- End of semester Examination

## Related VCE Subjects

- Applied Computing
- Data Analytics
- Software Development
- Mathematics
- VET Information Digital Technology

## Career Pathways

Certificates and Diplomas in: Business, Information Technology, Cyber Security, Screen and Media, Information Digital Technology, Network Security

Degrees in: Business, Information Technology, Commerce, Engineering, Science, Business Management, Computer Science, Robotics, Artificial Intelligence

Careers such as: Programmer, Data Analyst, App Designer, Video game developer, Coder, IT Support, Technician, Analyst, Engineer, Security Analyst, Database Administrator.

# Year 10 Food Studies

## Course Outline

In Year 10 Food Studies, students will explore and develop their practical skills and use their theoretical ideas related to food preparation, healthy eating and nutrition. Students will continue their food voyage by developing their understanding of safe work practices. They will apply their cooking skills and techniques by producing pastry, jam, and other complex tasks. Students will explore the world of food science to discover the impact of ingredients on the foods they produce.

Students will use their creative juices to solve design challenges that range from being able to use seasonal ingredients to discovering the extensive variety of ingredients that the world food basket has to offer. Students will use their creative skills to design a food label and unpack the nutritional impact of the food choices that they make.

This course combines the relationship between foods and food preparation techniques. Additionally, it provides a good foundation to progress into VCE Food Studies.

## Please note that Food Studies is considered a High-Cost Subject.

As per the Parent Payment Policy, Food Studies is considered a high-cost subject, payment can be made through Compass or the main office. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Food Studies, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Food Studies course does not proceed these funds can be allocated to other levies or refunded.

## Areas of Study: Topics

- Hygiene and Safety
- Functional foods – the science of food
- Recipe modification – alter recipes to better meet your tastes
- Food labelling – being able to read labels and design your own
- Improving healthy eating through commercial food comparisons
- Design Process recipe development

## Assessment Tasks

- Application of Hygiene and Safety requirements
- Recipe development and modification tasks
- Food labelling – Jam Fancy biscuits
- Design Process research and product development tasks
- Practical assessments
- End of Semester exam

## Related VCE Subjects

- Food Studies
- Health & Human Development
- Chemistry
- VCE Art Making and Exhibiting
- VET Hospitality
- VET Kitchen Operations

## Career Pathways

Certificates and Diplomas in: Event Management, Hospitality

Degrees in: Applied Science, Health Sciences, Arts, Business, Hospitality Management, Food and Nutrition, Food Technology, Communications

Careers such as: Food Stylist, Food Studies Teacher, Nutritionist, Dietician, Chef/Cook, Food Blogger, Product Developer, Farmer, Researcher, Food Scientist, Baker, Author, Entrepreneur.

# Year 10 Product Design & Technology:

## Wood

### Course Outline

By undertaking this elective, you will be able to extend your knowledge and skill development in Product Design and its production (Both ICT design and manual skills together with hand and power tool competencies will be implemented). Throughout this course you are encouraged to engage in various forms of critical thinking such as; problem solving, decision making and investigation to present information. Through the completion of this subject you will keep developing your skills and knowledge gained from year 9 to complete a large product based on the new competencies and knowledge you are introduced to. Your Medium Level Power Tools competency levels will be extended and you will continue to gain further experience in the use of these tools. This subject will provide a stepping stone for you to undertake either Product Design and Technology at Year 11 Units 1 and 2 or a VET Building and Construction in a VCE VM specific program.

### Please note that Product Design Technology - Wood is considered a High-Cost Subject.

As per the Parent Payment Policy, Product Design Technology - Wood is considered a high-cost subject, payment can be made through Compass or the main office. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Product Design Technology - Wood, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Product Design Technology - Wood course does not proceed these funds can be allocated to other levies or refunded.

### Areas of Study: Topics

- The importance of health and safety within the Product Design and Technology classroom
- The successful completion of a Design Brief using real world experiences
- The basic principles of Product Design
- An understanding of the properties and different uses of a range of materials
- Sustainable Design
- Production - including more complex Hand and Medium Level Power tool use
- Technical Drawing – Isometric and Orthographic Elevation

### Assessment Tasks

- Written Design Briefs
- Research and Design Folio including Technical Drawings
- Evaluation Reports
- Completion of self-designed Product
- End of semester Examination

### Related VCE Subjects

- Product Design and Technology
- Visual Communication and Design
- Visual Arts
- Business Management
- ICT

### Career Pathways

Certificates and Diplomas in: Building and Construction, Bricklaying, Civil Construction, Joinery, Plumbing, Horticulture, Agriculture

Degrees in: Construction, Surveying, Architecture, Engineering, Interior Design, Urban and Regional Planning

Careers such as: Concreter, Labourer, Crane Operator, Rigger, Scaffolder, Painter, Plasterer, Surveyor, Engineer, Tiler, Architect, Urban Planner, Plumber



# VCE/VM Curriculum Program

# VCE/VM Regulations

## Attendance

Students are required to attend all scheduled classes in order to maximize the teaching/learning process and to satisfy the Outcomes. Attendance below 90% has a very significant impact on student learning and may put VCE/VM students at risk of an unsuccessful result as it is necessary that each teacher can authenticate the work of each student in their subject.

The Victorian Curriculum and Assessment Authority (VCAA) have published strict guidelines regarding student attendance and authentication and provide schools with the option of failing a student in one or more Units if absences are unapproved.

The following conditions relating to student absences are essential to note:

- Students whose attendance falls below 90% in any subject can be deemed to have failed that subject. Absences explained with medical certificates will not be included in the calculation. Consequently, a medical certificate must be provided for all absences no later than two days after their return to the College.
- Students who are absent from classes must produce a medical certificate to be presented to the attendance officer on return to school.
- Any absence on the day an assessment (e.g. GAT/SAC/SAT) is held/due must be covered by a medical certificate or the work will not be accepted. A note from parents will not suffice.
- It is the College's prerogative to determine the legitimacy of any explanation. Absence not supported by the appropriate documentation will be treated as an 'unapproved absence'. **Family holidays are not regarded as approved absences.** Requests for exemption should be made well in advance and will only be granted in extreme circumstances. Students are also strongly advised to make any appointments, including medical and dental, outside school hours where possible.
- Students may be required to make up any time lost as a result of 'unapproved absences'.
- Where a student has provided medical certificates to cover absences, however actual attendance is low, this student can remain at risk of failing where authentication of student work is not possible.

## Outcome completion

- If a student misses a SAC through illness or has been offered the opportunity to re-do a SAC to get an 'S' for an outcome, they will be placed in an outcome completion session. They will NOT be able to re-do a SAC during class or lunch time. Where a student has been required to 'redeem' their result and obtain an 'S', the original score must stand and this will provide supporting evidence of the competency of the student for the purposes of a successful completion of the required outcomes.
- These are supervised classes that run on **Thursday** after school from **3:15pm – 4:15pm** as part of the **Outcome Completion Sessions**.
- If a student is placed in one of these classes, they **MUST** attend it. They will have two weeks to attend this class and redeem their result. The only exceptions are if they have a medical certificate. If they do not attend, and do not have an approved excuse, they run the risk of failing this outcome and therefore the unit.

## Intervention/Help sessions

- Students can also access help for Mathematics and English on Thursday from 3:15pm – 4:15pm from teachers allocated to these sessions.
- Students not making satisfactory progress in their subjects may also be directed to attend these sessions as an Intervention method.

# VCE Units 1 & 2

## Assessment

Students attempting any Unit 1 or 2 subjects will be assessed in two formats.

1. **OUTCOMES** - Satisfactory completion of all Units is based upon mastery of the prescribed Outcomes for each study. These outcomes are judged via assessment tasks as 'S' if the student has demonstrated an understanding or 'N' if the student has not demonstrated an understanding.
2. **GRADED ASSESSMENTS** - Performance on each task will be indicated by a letter grade from HD to P, with UG representing a result below 50%, and NA indicating that the work was not assessed.

Students will be advised by classroom teachers of due dates well in advance.

- Students must successfully complete at least 9 units of Year 11 VCE in order to automatically progress to Year 12

## Changing Subjects

It may be possible for students in Year 11 to change subjects at the end of Semester One. This can only occur with the approval of the classroom teacher, parents, Careers Advisor, Head of Senior School and Senior Years Assistant Principal. Students seeking a change to their program must complete a 'Change of Enrolment' form, which is available from the Year 11 Program Leader. No changes will be made to student programs after the first two weeks of the start of each semester.

## Homework/Home Study

Students in Year 11 can expect homework in all of the Units they are attempting. The Study Designs published each year by the Victorian Curriculum and Assessment Authority (VCAA) emphasizes that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with a minimum of approximately 20 minutes of homework per night which equates to 1 - 2 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different from homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that they develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

### LSC Homework expectations for each subject in Year 11:

*1.5 hours per subject per week PLUS 1.5 hours of Home Study per subject per week which includes revision, summaries, extra readings and extension tasks*

# VCE Units 3 & 4

## Assessment

Students attempting any Unit 3 or 4 subjects will be assessed in three formats.

1. **SCHOOL ASSESSED COURSEWORK** - School Assessed Coursework is used to differentiate between students' abilities and helps, in conjunction with exams, to determine the ATAR which is the score used for entrance into University or TAFE. Satisfactory completion of all Units is based upon mastery of the prescribed Outcomes for each study. These outcomes are judged via assessment tasks as 'S' if the student has demonstrated an understanding or 'N' if the student has not demonstrated an understanding.
2. **SCHOOL ASSESSED TASKS** - Performance on each task will be indicated by a numerical grade with UG representing a fail, and NA indicating that the work was not assessed. Students are expected to complete all set work.
3. **EXAMINATIONS** - School based examinations will be held at the end of semester 2 for all Unit 3 subjects. Completion of these exams is essential for all students to provide an additional piece of evidence in the achievement of outcomes in each subject.. External VCAA examinations are held for all studies at the end of Unit 4.

Students will be advised by classroom teachers of all due dates well in advance.

## Changing Subjects

In order to successfully complete the VCE, a student must pass 16 Units including:

- (i) At least three Units of English/Literature
- (ii) At least three sequences of Unit 3 & 4 studies other than English

Students in Year 12 are advised not to change subjects because of criteria (ii) above and must consult with the Year 12 Coordinator if they are concerned with their program.

## Homework/home Study

Students in Year 12 can expect homework in all Units they are attempting. The study designs published each year by the Victorian Curriculum and Assessment Authority emphasize that part of the workload for each study needs to be undertaken at home. As a result, teachers will usually provide students with a minimum of approximately 30 minutes of homework per night which equates to 2.5 hours per evening. This may vary at certain stages throughout the year as assessment deadlines and examinations approach.

Home study is different from homework. Home study will need to be undertaken throughout the year in order for students to revise class work. It is vital that students develop a routine of regular home study in order to maximise performance in tests and exams. Home study should be treated as a separate entity to homework. Students should devote at least one hour to home study each night.

LSC Homework expectations for each subject in Year 12:

*2 – 2.5 hours per subject per week **PLUS** 2.5 - 3 hours of Home Study per subject per week which includes revision, summaries, extra readings and extension tasks*

## Rules for School-Assessed Coursework and School-Assessed Tasks

The VCAA sets down seven rules which a student must observe when preparing work for assessment.

These rules apply to School-assessed Coursework, they are:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
  - **Students must not use AI to assist them in the completion of their work.**
- A student must acknowledge all resources used, including:
  - Text, websites and source material
  - The name/s and status of any person/s that provided assistance and the type of assistance provided.
- A student must not receive undue assistance from any other person in the preparation and submission of work.
  - Acceptable levels of assistance include:
    - The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking), but which has been transformed by the student and used in a new context
    - Prompting and general advice from another person or source which leads to refinements and/or self-correction
  - Unacceptable forms of assistance include:
    - Use of, or copying of, another person's work or other resources without acknowledgment
    - Corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study.
- A student who knowingly assists other students in a breach of rules may be penalised.
- A student must sign an authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
- A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

A student who uses a computer to produce school-assessed work is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability,
- Hard copies of the work in progress are produced regularly to meet drafting and authentication requirements, and
- Each time changes are made, the work is saved onto a back-up file. The back-up file should not be stored with the computer.

Here are some possible units, along with either English or Literature that are available to consider for some VCE Pathways. These are suggested subjects only.

PATHWAY	Suggested SUBJECTS				
Arts	Studio Art	Visual Communication & Design	Product Design either Wood or Fabrics/ Drama/Music/Media VET – Photography or Multimedia		
Performing Arts	Drama	Music	VET – Photography, Music or Multimedia	Media	Own Choice
Business	Mathematics	Business Management	Accounting	Legal Studies	Computing
Health	Mathematics	Health & Human Development	Biology	Food Studies	Own Choice
Technology and Design	Mathematics	Product Design	VET	Visual Communication & Design/ Media	Own Choice
Physical	Physical Education	Outdoor & Environmental Education	Health & Human Development/ Biology	VET – Community Recreation/ Child Care	Own Choice
Maths/ Science	General Mathematics	Mathematical Methods	Chemistry/Physics/Biology/Psychology		
Humanities	Literature	History	Sociology/Global Politics Business Management/Legal Studies		
ICT	Mathematics	Computing	VET	Media	Own Choice

*Some subjects may require the signature of a teacher who can verify that you are aware of the level/type of work required and that you have the commitment to undertake these subjects. The selection of the following subjects may require a signature from:*

- Mathematics – current maths teacher and Director of Mathematics
- Chemistry – current science teacher
- Physics – current science teacher
- Biology – current science teacher
- Literature – current English teacher and Director of English
- Physical Education – current sports teacher
- Indonesian – Pak Walker with Indonesian in Years 9 or 10 as prerequisite to this subject
- Food Technology - current foods teacher
- Studio Arts – current art teacher
- Music – Music Leader (It is strongly recommended students should have approx three years' experience prior to Year 11 on a music instrument or in voice. It is also highly recommended students complete a semester of Music in Year 10 before undertaking Units 1&2. Students will be required to sit a music theory and practical performance test)

# VCE VM Requirements

## Victorian Certificate of Education Vocational Major

As explained by VCAA, the VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life. The VCE VM prepares students for apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The Victorian Certificate of Education Vocational Major is now closely aligned with the completion of the traditional VCE, and as such to be eligible to successfully complete the VCE VM, students must satisfactorily complete a minimum of 16 units, including;

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

*Students must complete a minimum of four Unit 3-4 sequences as part of their program, with English/Literacy a compulsory unit for both VCE and VCE VM.* Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. The VCE VM can be tailored to meet the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition. Most VCE VM students will complete between 16 – 20 units over the two years.

Students may only enrol in VM studies if they are undertaking the VCE VM program. There are specific program requirements for the VCE VM, which are in addition to the minimum requirements for satisfactory completion of the VCE.

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks. Unlike other VCE studies, there are no external assessments of VCE VM Unit 3-4 sequences and VCE VM studies do not receive a study score. However, ALL students undertaking a Unit 3 and 4 sequence, and students completing the VCE VM are required to sit the General Achievement Test (GAT). The VCE VM studies do not contribute to the ATAR. Students who successfully complete the VCE VM will receive an enhanced statement of results including their GAT results.

### Students should:

- identify their interests, abilities and strengths and link these to appropriate work/career choices. This will help select VET options for the Industry Specific Skills Strand and their PDS selection
- complete the VCE VM application form and subject selection sheet.

## Supporting Students through their Final Years of Secondary Schooling

The final Senior Years of a student's education are important and also very exciting because students have usually realised what their future pathway choice is and know exactly what they need to achieve in order to attain their pathway goal. Together, students and parents can be a very powerful team in ensuring the student reaches their full learning potential in the Senior Years.

What can parents do to help?

- Keep the year in perspective;
- Try to be realistic with expectations;
- Encourage self-belief and give lots of positive encouraging feedback;
- Be available to listen and talk through things when they need to;
- Have realistic expectations about the amount of household chores that are expected;
- Try not to compare them or their marks to others;
- Keep an eye on both their physical and emotional health and seek help if needed;
- Encourage them to get lots of sleep;
- Encourage them to start the day with a healthy breakfast to provide energy for the brain and make concentration and learning easier;
- Provide a suitable place for study that is quiet and free from distractions;
- Encourage uninterrupted homework/study time by offering to answer the phone and take messages during this time, or ensuring their phone is distanced from them to minimise the distractions of social media;
- Discuss what sort of help is needed from you. For example, whether it would be beneficial for you to read the texts to assist with informal discussion.
- Encourage students to take advantage of the Maths help and English support after school programs
- Avoid planning family holidays during scheduled class time to maximise face-to-face teaching time, and to help ensure attendance requirements are met.

## Juggling Part-Time Work and School

It can often be difficult to decide whether to undertake part time work during the final years of school. Parents/carers are often concerned that too much time will be taken away from study. On the other hand, students often appreciate the break and the extra money. As with most things during these years of schooling it is about balance. More than 10 hours a week may become unmanageable. It is also useful if the employer is understanding and willing to reduce work time during busy times at school and at exam time.



# Example of Senior VCE Timetable

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 10:14am	English	Subject 5	Subject 3	Subject 4	Subject 5
10:14am – 10:35am	Recess				
10:35am – 11:49 noon	Subject 2	Pathways	Subject 4	Subject 6	Subject 6
11:55pm – 1:09pm	Subject 3	Subject 6	Subject 2	Subject 5	English
1:09pm – 1:50pm	Lunch				
1:50pm – 3:04/3:15pm	Subject 4	English	Subject 3	English	Subject 2

Each subject gets 3 x 74 minute sessions every week except English, which has 4 x 74 minute sessions. Pathways will run for one 74-minute session per week.

Each student at Years 10 and 11 will do six subjects each semester. Year 12 students will do five subjects and have a block (3 sessions) as study sessions.

# Example of VCE VM Timetable

Times	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am – 10:14am	No scheduled VCE VM classes on this day due to either VET or work placement	PDS	No scheduled VCE VM classes on this day due to either VET or work placement	Literacy	Pathways/WRS
10:14am – 10:35am		Recess		Recess	
10:35am – 11:49 noon		Pathways/WRS		Maths	Literacy
11:55pm – 1:09pm		Maths		PDS	Maths
1:09pm – 1:50pm		Lunch		Lunch	
1:50pm – 3:04/3:15pm		Literacy		PDS	Literacy

\*\*Scheduling of the VCE VM is yet to be confirmed and may be different to the sample timetable provided, and will change significantly for those students who opt to undertake a VCE subject as part of their VCE VM program

VET is Vocational Education and Training. VET provides an opportunity for students to learn from experience in training institutions and actual workplaces and to gain a nationally recognised qualification. VET courses are programs that have been designed by industries to train people for that particular industry. VET courses skill people in specific areas that directly relate to requirements of that workplace. Because they are designed by industry, VET courses increase the chances of employability of the student in that particular industry. However, success in VET requires a high level of commitment.

## VET as part of VCE

### VCE VET courses:

Many VET courses are also accredited as VCE units. This allows the student to train in a particular industry and complete VCE units in the same course. This is known as VCE VET. These 3 & 4 units may contribute to a student's ATAR, some via Scored Assessment similar to that of a VCE subject. Please refer to individual course details from the appropriate VET provider for more information.

### Other VET courses:

Other VET courses can also count towards VCE based on the number of nominal hours for the course. Certificate II courses can count towards VCE at Unit 1 & 2 level and Certificate III courses can count towards Unit 3 & 4 level.

This means that you will get training in a specific vocational area, for instance hospitality, information technology, music production or child care. This training will contribute towards satisfactory completion of your VCE, may contribute towards your VCE score (ATAR) and it will give you a nationally recognised vocational qualification. This will provide you with access to further training, and improve your chances of getting work or an apprenticeship when you leave the college.

- Choose the VET certificate that best suits you. This takes the place of one (1) VCE subject. To ensure this is in line with your program, meet with our Careers Advisor
- Choose 5 VCE subjects of which one (1) must be English
- Fill out the application form with assistance from our VET Coordinator, your parents/guardians, and provide the 50% deposit.
- Have an interview with the Careers Advisor
- Complete a Regional Application Form.

A 'Vet in the VCE' year 11 program may look like this: (Sample only)

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
VCE English or Literature Units 1&2	VET Certificate III Community Services: Children's Services	VCE Maths General Units 1&2	VCE Psychology Units 1&2	VCE Health and Human Development Units 1&2	Biology Units 1 & 2

You may want to have your VCE subjects "matching" your VET certificate or you may choose "non-matching" VCE subjects.

## VET as part of VCE VM

Students studying for their VCE VM certificate must undertake a VET certificate. These students will complete their course with a VCE VM certificate and a VET certificate. Any accredited VET course at Certificate I, II or III level can make up part of a VCE VM program.

### A VET pathway has many advantages for students as it:

- Provides a more vocational focus that can include work placement.
- Develops skills and workplace competencies that are valued by employers and so improves job opportunities.
- Offers completion of two certificates: a VET certificate along with either VCE or VCE VM.

Access to VET will be offered through Geelong Industry Trade Training Centre (GITTC) and at the Gordon TAFE, both are Registered Training Organisation delivering a range of VET Certificates. Students may wish to study a course at another institution; however transport is not provided to all institutions, with students having to make their own way there.

At the time of completion of the Handbook, first year VET programs throughout Geelong are run on Wednesday afternoons, second year usually Monday afternoons, and both extend beyond the normal school finishing hours. Confirmation of VET days for 2024 are currently waiting to be confirmed.

Students receive an ‘S’ for a unit of competence or module when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Satisfactory completion of VET units is calculated automatically as students satisfactorily complete the units of competence required for the certificate being studied.

### VET is suited to students who:

- are thinking of obtaining an apprenticeship or traineeship after school
- are already skilled in an industry area and can gain excellent study scores for university entry
- would like to gain an industry qualification, as well as their VCE or VCE VM
- enjoy a more “hands on” learning environment
- want to keep their options open after completing Year 12
- want to obtain part-time work in an industry

**All Year 11 VCE VM students MUST choose a VET course.**

# VET Courses

Possible VET Courses for LSC Students	Locations
Certificate II in Animal Care	Gordon TAFE (East Geelong)
Beauty Services Certificate III first year (partial completion)	North Geelong Secondary College
Beauty Services Certificate III second year (partial completion)	North Geelong Secondary College
Dance Certificate II First year	Geelong High School
Certificate III in Community Services	The Gordon
Certificate III in Design Fundamentals (Design Basics)	The Gordon
Certificate III in Design Fundamentals (Graphic Design)	The Gordon
Equine Studies Cert III - Second year	Belmont High School
Certificate III in Emerging Technologies	The Gordon
Applied Fashion Design Certificate II (Year 1)	Surf Coast Secondary College
Applied Fashion Design Certificate II (Year 2)	Surf Coast Secondary College
Certificate III in Information Technologies	The Gordon
Certificate III in Laboratory Skills	The Gordon
Certificate III in Make-Up	The Studio Hair + Beauty (Gordon TAFE City)
Certificate III Music Industry (Sound Production)	Geelong High School
Certificate III Music Industry (Sound Production)	Geelong High School
Certificate III in Music (Performance) (Year 1)	Belmont High School
Certificate III in Music (Performance) (Year 2)	Belmont High School
Certificate III Music Industry (Performance) (Year 1)	Bellarine Secondary College
Certificate III Music Industry (Performance) (Year 2)	Bellarine Secondary College
Certificate IV Music (Sweethearts)	Matthew Flinders Girls Secondary College

Certificate II Outdoor Recreation	Belmont High School
Certificate III in Screen and Media	The Gordon
Certificate III in Screen and Media (3D Game Design)	The Gordon
Certificate III Sport, Aquatics and Recreation (Must have completed Cert II Outdoor Rec at BHS)	Belmont High School
Sport and Recreation Certificate II	North Geelong Secondary College
Certificate I in Transition Education	The Gordon
<b>GEELONG Industry TRADE TRAINING CENTRE (GITTC)</b>	
Automotive Vocational Preparation Certificate II (Year 1 and 2)	
Building & Construction (Carpentry) Certificate II (Year 1 and 2)	
Building & Construction (Bricklaying) Certificate II (Year 1 and 2)	
Engineering Studies Certificate II (Automotive Program) (Year 1 and 2)	
Engineering Studies Certificate II (Year 1 and 2)	
Certificate II in Electrotechnology (Pre-vocational)	
Certificate II in Future Making Pathways	
Cookery Certificate II (Year 1 and 2)	
Certificate II in Hospitality	
Certificate II in Plumbing (Pre-apprenticeship)	
Salon Assistant Certificate II (Year 1 only)	
Retail Cosmetics Cert II	
<b>PARTNER SCHOOLS/ORGANISATIONS OFFERING VET IN SCHOOL PROGRAMS 2024</b>	
<b>COVENANT COLLEGE</b>	
Agriculture Certificate II Year 1	
Agriculture Certificate II Year 2	
Horticulture Certificate II Year 1	
Horticulture Certificate II Year 2	

Animal Studies Certificate II Year 1	
Animal Studies Certificate II Year 2	
<b>VFA LEARNING</b>	
Certificate III in Fitness (Year 1) - VETDSS	
Certificate III in Fitness (Year 2) - VETDSS	
Certificate III in Early Childhood Education & Care (Year 1) - VETDSS	
Certificate III in Early Childhood Education & Care (Year 2) - VETDSS	
<b>OXYGEN COLLEGE</b>	
Certificate III in Visual Arts qualification - VETDSS (Year 1)	

It is recommended that students read the relevant VET brochure for information about each course.

\*\* Please note this VET Studies list is not a definitive list and is subject to change based on the selections of students and offerings from institutions. Where a VET is offered at multiple locations, the offering as provided by a government school is listed above, and the same course may also be found through an alternative provider such as Gordon TAFE.

Further information can be found via the following link. [VET delivered to Secondary Schools Courses | The Gordon TAFE](#)

# School Based Apprenticeships & Traineeships (SbAT)

You can commence an apprenticeship or traineeship while you are at school and receive credit towards your VCE or VCE VM. Apprenticeships and traineeships give you the opportunity to combine part-time employment with your VET qualification. Apprenticeships and traineeships combine practical hands-on experience in the workplace with training and assessment from a Registered Training Organisation.

## What is a School-based Apprenticeship or Traineeship?

A school-based apprenticeship or traineeship is when you are released from school for a minimum of one day per week to undertake the apprenticeship or traineeship. You will need to complete six hours of training and seven hours of work per week.

## Credit Towards the VCE or VCE VM

All apprenticeships and traineeships can provide credit towards your VCE or VCE VM. For every 90 hours of training completed, you will receive one unit towards your VCE or VCE VM. VCE credit will be determined by the certificate.

Most apprenticeships or traineeships in VCE VET program areas provide credit for VCE Units 1 to 4. Some certificate II qualifications only provide credit towards the VCE at Units 1 and 2. Qualifications at certificate II and above provide credit towards all VCE VM levels.





## ATAR

When you receive a Units 3 and 4 sequence towards your VCE from an apprenticeship or traineeship, they may contribute towards the calculation of your ATAR by VTAC. Check with the VET coordinator at your school.

## Qualification

You will receive a certificate or statement of attainment from your Registered Training Organisation for the VET training you have completed as part of your apprenticeship or traineeship.

## Application and Acceptance Process

Students are encouraged to access as much information as they can about SbATs in general, as well as the specific certificate they are interested in.

Once they are certain that this is the right program for them, students will complete and submit an application via the Careers Office.

Relevant organisations will then contact you directly to let you know the result of your application. This will most likely include inviting students to an interview.

Once students have been formally offered an SbAT, they will sign a contract with an Australian Apprenticeship Centre and they will sign a training plan with the relevant Registered Training Organisation, their employer and the school.

# VCE

# Subjects

Unit 1 and 2  
Unit 3 and 4

The Arts  
English  
Health and Physical Education  
Humanities  
Indonesian  
Mathematics  
Science  
Technology

### Course Outline

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners.

### Unit 1 - Introducing Performance Styles

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

### Unit 2 – Australian Identity

In this unit, students study aspects of Australian identity evident in contemporary drama practice. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. In creating the performance, students use stimulus material that allows them to explore an aspect or aspects of Australian identity. Students analyse their own performance work as well as undertaking an analysis of a performance of an Australian work, where possible, by professional actors.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Drama Study Design](#)

### Course Outline

Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas. They use performance skills and expressive skills to explore and develop role and character. The performances they create will go beyond the reality of life as it is lived and may pass comment on or respond to aspects of the real world. These performances can occur in any space. Students also analyse the development of their own work and performances by other drama practitioners.

### Unit 3 - Devised Ensemble Performance

In this unit, students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. They use play-making techniques to extract dramatic potential from stimulus material, then apply and manipulate conventions, dramatic elements, expressive skills, performance skills and production areas. Throughout development of the work they experiment with transformation of character, time and place, and application of symbols. Students devise and shape their work to communicate meaning or to have a specific impact on their audience.

### Unit 4 – Devised Solo Performance

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

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school-based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Drama Study Design](#)

### Course Outline

Media audiences are no longer constrained by physical, social and political boundaries. Audiences are consumers, users, creative and participatory producers and products. This greater involvement of audiences has generated enormous changes in the media economy and issues of content control. Students in media examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.

### Unit 1: Media forms, representations and Australian stories

In this unit, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. They work in a range of media forms to develop and demonstrate an understanding of them and how they contribute to communicating meaning.

### Unit 2: Narrative across media forms

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

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCE Media Study Design](#)

### Course Outline

Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in reflecting, contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their own media representations, narratives and products.

### Unit 3: Media narratives, contexts and pre-production

In this unit students explore stories that circulate in society through a close analysis of a media narrative. They consider the use of media codes and conventions to structure meaning, and social, historical, institutional, culture, economic and political contexts may influence the construction of media narratives and audience readings. Through the study of a media narrative, students explore specific codes and narrative conventions and begin the process of research to support the development of their own works. Students use the pre-production stage of the media process to design the production of a media product for a specified audience.

### Unit 4: Media production and issues in the media

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.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit an examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCE Media Study Design](#)

# VCE Music Performance

## Unit 1 & 2

### Course Outline

VCE Music is based on the individual performer working towards a solo and group setlist on an instrument or digital music source of choice. It also covers all aspects of music including performance, theory, analysis and composition. Students develop and refine musicianship skills and critical awareness of their relationships with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions.

### Unit 1: Organisation of music

In this unit, students explore and develop their understanding of how music is organised by performing, creating, analysing and responding to music works. They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding, becoming familiar with how music creators treat elements of music and concepts.

### Unit 2: Effect in music

In this unit, students focus on the way music can be used to create an intended effect. Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They create (arrange, compose or improvise) short music exercises that reflect their understanding, as well as analyse and respond to a wide range of music that extends their music language.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit a written and practical examination at the end of both Semester One and Two.

### Further Information

[VCAA Music Study Design](#)

# VCE Music Contemporary Performance

Unit 3 & 4

## Course Outline

VCE Music Contemporary Performance is based on the individual performer working towards a setlist with an instrument of their choice. It also covers all aspects of music, including performing, theory, analysis and composition. Students develop and refine musicianship skills and critical awareness of their relationship with music as listener, performer, composer, consumer and user of music technologies. Students explore, reflect on, and respond to the music they listen to, create and perform and consider its contexts, associations and interactions.

## Unit 3: Contemporary Performance

In this unit students begin developing the program they will present in Unit 4. They use music analysis skills to refine strategies for developing their performances. Students analyse interpretation in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices and music language. Students also learn how to recognise and recreate music language concepts such as scales, melodies, chords, harmony and rhythmic materials that relate to contemporary music.

## Unit 4: Music Performance (Group)

Students continue to work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. The program will contain at least one performance that is a reimagined version of an existing work and an original work created by an Australian artist since 1990. Students further develop strategies to address the technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students listen and respond to a range of recorded music and study music language concepts that relate to contemporary music.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 3 and 4

All students will sit a school based written and practical examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Further Information

[VCAA Music Study Design](#)



### Course Outline

This study allows students to explore the organisation of sound in music to create expressive outcomes. Through critical listening, analysis and composition in notated and/or digital media, students develop understanding of the ways music is organised, created and performed in a range of styles and traditions. Study of music works in diverse styles and traditions involves aural and visual analysis and consideration of the organisation of each work. Students' analysis and knowledge of how composers use ideas, stimuli and creative processes becomes a starting point for creating their own music.

Across both units students:

- Create their own music in recorded and/or notated form, in both short exercise and extended composition formats.
- Undertake focused aural and/or visual analysis of selected works, thereby uncovering music characteristics of these works and their associated styles. Students study the ways composers/creators may have developed music ideas within the work, deepening their understanding of the ways in which sound can be organised in music. Students apply these skills in Unit 4 in an aural and/or visual analysis of their own creative work.
- Listen and respond to a wide variety of music excerpts in familiar and unfamiliar styles. They develop skills in aural analysis as they focus on the ways in which elements of music are treated and compositional devices are used to elicit responses.

### Unit 3: Organisation of music

In this unit students explore music works in a range of styles and genres to develop an understanding of the diverse practices of music creators working in different times, places and stylistic traditions. They expand their knowledge of the ways composers/music creators manipulate elements of music and concepts, and use compositional devices to develop music works and elicit responses. Students apply this knowledge as they develop skills in making critical responses to music excerpts. Students develop knowledge about the music characteristics and style of two selected works or collections of minor works, one of which must be a work created by an Australian composer since 1990.

Students explore the creative process through composing brief creative exercises in response to their understanding of the music characteristics and the creative processes evident in the works selected for study. They also devise a folio brief in preparation for an extended composition, or collection of short pieces, to be created in Unit 4.

### Unit 4: Effect in music

In this unit students consolidate their understanding of the diversity of music styles in different times, places and stylistic traditions. They expand their knowledge of the ways music elements, concepts and compositional devices are manipulated to create style, structure music works and elicit subjective responses. Students apply this knowledge to formulate and present critical responses to music excerpts.

They document their own creative processes while creating an original work, or group of works, and present an analysis of the final outcome in terms of unity, diversity and coherence.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a written and practical examination at the end of both Semester One and Two.

### Further Information

[VCAA Music Study Design](#)

# VCE Art Making and Exhibiting

Unit 1 & 2

## Course Outline

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited.

## Unit 1 – Explore, expand and investigate

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

## Unit 2 - Understand, develop and resolve

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

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

## Further Information

[VCAA Art Making and Exhibiting Study Design](#)

# VCE Art Making and Exhibiting

Unit 3 & 4

## Course Outline

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. A strong focus on the way we respond to artworks in galleries, museums, other exhibition spaces and site-specific spaces is integral to study and research in VCE Art making and Exhibiting.

## Unit 3 – Collect, extend and connect

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

Students use their Visual Arts journal to record their art making. In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space.

## Unit 4 – Consolidate, present and conserve

In this unit, students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Art journal. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Further Information

[VCAA Art Making and Exhibiting Study Design](#)

# VCE Visual Communication Design

Unit 1 & 2

## Course Outline

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions.

## Unit 1: Introduction to visual communication design

In this unit, students focus on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

## Unit 2: Applications of visual communication within design fields

In this unit, students focus on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

## Further Information

[VCAA Visual communication Study Design](#)

# VCE Visual Communication Design

Unit 3 & 4

## Course Outline

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications and nurtures their ability to think creatively about design solutions.

## Unit 3: Visual communication design practices

In this unit, students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

## Unit 4: Visual communication design development, evaluation and presentation

In this unit, the focus is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Further Information

[VCAA Visual communication Study Design](#)

# VCE English/English as an Additional Language

Units 1 & 2

## Course Outline

VCE English and English as an Additional Language (EAL) focuses on how the English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types including media texts for analysis of argument. The study is intended to meet the needs of students with a wide range of aspirations, including those for whom English is an additional language.

## Unit 1

In this unit, students read, view and respond to texts with a focus on personal connections to texts in response to a film. Students also develop their skills in creating and reflecting on the process of crafting texts for the topic of 'survival'.

## Unit 2

In this area of study, students further develop their reading and viewing skills through analysis of a novel. They also present an oral presentation on a current issue in the media, and develop skills in analysing arguments and audio-visual persuasive techniques within the media.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

## Further Information

VCAA Study Design; <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>

# VCE English/English as an Additional Language

Units 3 & 4

## Course Outline

VCE English and English as an Additional Language (EAL) focuses on how the English language is used to create meaning in print and digital texts of varying complexity. Texts selected for study are drawn from the past and present, from Australia and from other cultures, and comprise many text types, including media texts, for analysis of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

## Unit 3

In this area of study, students apply reading and viewing strategies to critically engage with a text, considering its writing features and reflecting on the motivations of its characters. They read and engage imaginatively and critically with mentor texts as inspiration for creating their own texts around the framework of 'protest'.

## Unit 4

In this area of study, students further sharpen their skills of reading and viewing texts, developed in the corresponding area of study in Unit 3. Students consolidate their capacity to critically analyse texts and deepen their understanding of the ideas and values a text can convey. Students analyse the use of argument and language, and visuals in texts that debate a contemporary and significant issue, and create a point of view text for oral presentation.

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes. Examinations Units 3 and 4 All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Examinations

### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Further Information

VCAA Study Design: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/english-and-eal/Pages/index.aspx>

### Course Outline

The study of Literature is about developing knowledge and enjoyment of a wide range of literary texts and extending the writing and analytical skills of students. Students will study contemporary texts and texts from a variety of historical periods and different cultural settings, and in different forms, for example poetry, prose, drama and non- print texts. They will present analytical and creative responses to texts, orally and in writing.

### Unit 1: Reading Practices, and Literary Genre

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop their personal attitudes to texts. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. Students also genre, in particular the conventions of tragedy.

### Unit 2: Context and Connections

In this unit students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Further, students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators. They consider the interconnectedness of place, culture and identity through the experiences, texts and voices of Aboriginal and Torres Strait Islander peoples, including connections to Country, the impact of colonization and its ongoing consequences, and issues of reconciliation and reclamation.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

VCAA Study Design: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/index.aspx>



### Course Outline

The study of Literature is a means of exploring and making sense of the human experience. Students will read and analyse a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

### Unit 3: Transformation and Interpretation

In this unit students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students first develop their own interpretations of a set text, analysing how ideas, views and values are presented in a text, and the ways these are endorsed, challenged and/or marginalised through literary forms, features and language. Students then explore a supplementary reading that can enrich, challenge and/or contest the ideas and the views, values and assumptions of the set text to further enhance the students' understanding.

### Unit 4: Creation and Close Analysis

In this unit students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as context and form change to construct their own creative transformations of texts. Students focus on a detailed scrutiny of the language, style, concerns and construction of texts. Students attend closely to textual details to examine the ways specific passages in a text contribute to their overall understanding of the whole text. Students consider literary forms, features and language, and the views and values of the text.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

VCAA Study Design: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/literature/Pages/index.aspx>

# VCE Health and Human Development

Unit 1 & 2

## Course Outline

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk.

## Unit 1: Understanding Health & Wellbeing

In this unit, students look at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations.

## Unit 2: Managing Health & Development

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

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

## Further Information

[VCAA HHD Study Design](#)

# VCE Health and Human Development

Unit 3 & 4

## Course Outline

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk.

## Unit 3: Australia's Health in a Globalised World

In this unit, students look at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

## Unit 4: Health & Human Development in a Global Context

In this unit, students examine health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

## Further Information

[VCAA HHD Study Design](#)

# VCE Outdoor and Environmental Studies

## Unit 1 & 2

### Course Outline

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 theory-based study enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise.

### **Please note that Outdoor and Environmental Studies is considered a High-Cost Subject.**

As per the Parent Payment Policy, Outdoor and Environmental Studies is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Outdoor and Environmental Studies. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Outdoor and Environmental Studies, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Outdoor and Environmental Studies course does not proceed these funds can be allocated to other levies or refunded.

### Unit 1: Connections with Outdoor Environments

This unit examines some of the ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature through experiencing outdoor environments. The focus is on individuals and their personal responses to experiencing outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments, the factors that affect an individual's access to experiencing outdoor environments and how they connect with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them act sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

### Unit 2: Discovering Outdoor Environments

This unit focuses on the different ways to understand outdoor environments and the impact of humans on outdoor environments. In this unit students study the effects of natural changes and impacts of land management practices on the sustainability of outdoor environments by examining a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. Students develop the practical skills required to minimise the impact of humans on outdoor environments. They comprehend a range of vocational perspectives that inform human use of outdoor environments. Through reflecting upon their experiences of outdoor environments, students make comparisons between outdoor environments, as well as develop theoretical knowledge about natural environments.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA OES Study Design](#)

# VCE Outdoor and Environmental Studies

## Unit 3 & 4

### Course Outline

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 theory-based study enables informed understanding of human relationships with nature. Historically, humans have modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise.

### **Please note that Outdoor and Environmental Studies is considered a High-Cost Subject.**

As per the Parent Payment Policy, Outdoor and Environmental Studies is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Outdoor and Environmental Studies. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Outdoor and Environmental Studies, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Outdoor and Environmental Studies course does not proceed these funds can be allocated to other levies or refunded.

### **Unit 3: Relationships with Outdoor Environments**

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia over 60,000 years. Students consider several factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment. Students are involved in multiple experiences in outdoor environments, including in areas where there is evidence of human interaction. Through these practical experiences, students make comparisons between, and reflect upon, outdoor environments, as well as develop theoretical knowledge and skills about specific outdoor environments.

### **Unit 4: Sustainable Outdoor Relationships**

In this unit, students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 3 and 4**

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### **Further Information**

[VCAA OES Study Design](#)

# VCE Physical Education

## Unit 1 & 2

### Course Outline

Physical Education examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

### Unit 1: The Human Body in Motion

In this unit, students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement.

### Unit 2: Physical Activity, Sport and Society

In this unit, 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.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA PE Study Design](#)

### Course Outline

Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

### Unit 3: Movement Skills & Energy or Physical Activity

In this unit, students explore the biomechanical and skill acquisition principles in human movement and energy production from a physiological perspective. Students analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

### Unit 4: Training to Improve Performance

In this unit, students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity. Students also participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods and evaluate the chronic adaptations to training.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA PE Study Design](#)

# Cricket VET Sport and Recreation

## Course Outline

In this subject, students undertake the first of a three-year VET Certificate III in Sport and Recreation.

Through the provision of high-level coaching, training and practice, students develop fundamental cricket skills in batting, bowling, fielding and wicket-keeping. Students also study community coaching and officiating, injury prevention and first aid and sports nutrition. In partnership with Academy Movement, and supported by Cricket Victoria and Melbourne Renegades, opportunities to access guest speakers and specialist coaches, as well as various field trip excursions, will be integrated into the Cricket Academy program. This subject is a full-year elective and requires students to complete an application form.

## Please note that Cricket VET Sport and Recreation is considered a High-Cost Subject.

As per the Parent Payment Policy, Cricket VET Sport and Recreation is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Cricket VET Sport and Recreation. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Cricket VET Sport and Recreation, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Cricket VET Sport and Recreation course does not proceed these funds can be allocated to other levies or refunded.

## Areas of Study: Topics

- Goal Setting and Healthy Habits
- Coaching and Officiating
- Sports Strapping and Taping
- Sports Injury Prevention
- First Aid
- Preparation for Sports Competition

## Assessment Tasks

- SMART Goal Plan, Implementation and Evaluation
- Community Cricket Officiating Assessment
- Community Cricket Coaching Assessment
- Sports Strapping and Taping Assessment
- First Aid Assessment

## Related VCE Subjects

- VET Certificate III in Sport and Recreation

## Career Pathways

Certificates and Diplomas in: Community Recreation; Sport; Coaching; Sport and Recreation; Fitness; Health Services; Outdoor Recreation; Community Recreation; Health Science; Occupational Health and Safety; Paramedical Science.

Degrees in: Acupuncture; Aromatherapy; Massage; Nursing; Occupational Therapy; Health Sciences; Exercise and Sport Science; Sport and Outdoor Recreation; Human Movement.

Careers such as: Professional Cricket Player; Professional Cricket Coach; Strength and Conditioning Coach; Personal Trainer, Sports Centre Manager; Educator/Teacher; Sports Psychologist; Sports Event Manager; Police Force; Dietitian; Nutritionist; Physiotherapist.



# Rugby VET Sport and Recreation

## Course Outline

Students in the Year 10 Rugby Academy class, will complete a full-year subject with a balance of high-level Rugby Union training, combined with a highly engaging curriculum provided by Academy Learner Education and Savile RTO. First year of a three-year Certificate III Sport and Recreation

## Please note that Rugby VET Sport and Recreation is considered a High-Cost Subject.

As per the Parent Payment Policy, Rugby VET Sport and Recreation is considered a high-cost subject, payment can be made through Compass or the main office, CSEF can be used towards Rugby VET Sport and Recreation. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Rugby VET Sport and Recreation, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Rugby VET Sport and Recreation course does not proceed these funds can be allocated to other levies or refunded.

## Areas of Study:

- Sports Strapping and Taping (d3 Tape products)
- Officiating
- Provide First Aid (Full first Aid Qualification and CERT III Unit of Competency)
- Sport Injury Prevention (CERT III Unit of Competency)
- Preparation for Sports Competition (CERT III Unit of Competency)
- Goal Setting and Healthy Habits

## Assessment Tasks:

Goal Setting and Healthy Habits  
Sports Strapping and Taping (d3 Tape products)  
Officiating  
Provide first Aid  
Sport Injury Prevention  
Preparation for Sports Competition

Students will undergo high level fitness testing, rugby skills development and game experience. The school has enlisted the expertise of Academy Movement Inc, to help develop a high-level Rugby Academy at Lara and has an official partnership with Rugby Victoria. Students in the program will have access to excursions to AAMI park and interactions with professional rugby players from the Wallabies.

This subject is select entry full-year elective and requires students to complete an application form that can be obtained from the Senior Years Sub School.

## Qualifications:

- Students in this program will gain the Rugby Australia SMART RUGBY qualification.
- First Aid Certificate
- Three Units of Competency towards Certificate III in Sport and Recreation.

## Structure:

- Four practical rugby training sessions per fortnight
- Two theory sessions per fortnight
- Competitions; all Rugby Vic Rugby Sevens Gala Days and Rebel Shield fixtures

Students who are accepted into the Rugby Academy must maintain high standards of behaviour, organisation and contribute positively to the program.. **Career Pathways:** Professional Rugby Player, Professional Sports Coach, Strength and Conditioning Coach, Fitness industry e.g., personal trainer, sports centre manager, Educator/teacher, Sports Psychologist, Sports Management, Sports and Exercise Science, Dietitian/Nutritionist, Physiotherapist

### Course Outline

In this subject, students consider the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. Students will develop accounting skills through 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. Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

### Unit 1: Role of Accounting in Business

In this unit, students explore the establishment of a business and the role of accounting in the determination of business success or failure. It considers the importance of accounting information to stakeholders.

### 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.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Accounting Study Design](#)

# VCE Business Management

## Unit 1 & 2

### Course Outline

In contemporary Australian society, there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, 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 1: Planning a business

In this unit, students explore how businesses of all sizes are major contributors to the economic and social well being of a nation. Students will look at how entrepreneurs take a new business idea and plan how to make it a reality.

### Unit 2: Establishing a business

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

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Business Management Study Design](#)

# VCE Business Management

## Unit 3 & 4

### Course outline

In Units 3 and 4 students 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. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management.

### Unit 3: Managing a business

In this unit, students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives.

### Unit 4: Transforming a business

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

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Business Management Study Design](#)

### Course outline

In this course, students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Students are introduced to and explore fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions, and investigate the motivations behind both consumer and business behaviour.

### Unit 1: Economic decision-making

In this unit, students explore their role in the economy, how they interact with businesses, and the role of the government in the economy. Economics is a dynamic and constantly evolving field of social science, which looks at the way humans behave and the decisions made to meet the needs and wants of society.

### Unit 2: Economic issues and living standards

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

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Economics Study Design](#)

### Course outline

Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making. By unpacking the economic considerations around how to best meet the needs and wants of citizens, the study of Economics provides students with valuable insight into issues that may affect them both individually and as members of society. Economics assists us in making more informed and responsible decisions and in making a contribution to public debate as active citizens.

### Unit 3: Australia's living standards

In this unit, students investigate the role of the market in allocating resources and examine the factors that affect the price and quantity traded for a range of goods and services. Students develop an understanding of the key measure of efficiency and how market systems might result in efficient outcomes. Students also develop an understanding of the macroeconomy and investigate the importance of international economic relationships and the effect of these on Australian living standards. Students analyse how international transactions are recorded and examine how economic factors might affect the value of the exchange rate, the terms of trade and Australia's international competitiveness. Students also analyse how changes in the value of the exchange rate, the terms of trade and international competitiveness affect the domestic macroeconomic goals.

### Unit 4: Managing the economy

In this unit, students focus on the role of aggregate demand policies in stabilising the business cycle to achieve the Australian Government's domestic macroeconomic goals. Students develop an understanding of how the Australian Government can alter the composition of budgetary outlays and receipts to directly and indirectly affect the level of aggregate demand, the achievement of domestic macroeconomic goals and living standards. Students also examine the role of the RBA with a focus on its responsibility to conduct monetary policy. Students consider how the tools of monetary policy can affect interest rates, the transmission mechanism of monetary policy to the economy and how this contributes towards the achievement of the domestic macroeconomic goals and living standards.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Economics Study Design](#)

## Course Outline

In this subject, the study of geography will allow students to explore, analyse and come to understand the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? How could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected?

VCE Geography enables students to examine natural and human induced phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface.

## Unit 1: Hazards and disasters

In this unit, students will investigate how people have responded to specific types of hazards and disasters. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them.

## Unit 2: Tourism: issues and challenges

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

## Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

## Further Information

[VCAA Geography Study Design](#)

# VCE History: Modern History

## Unit 1 & 2

### Course Outline

In this subject, students develop their understanding of the key events of the 20th century. Students explore the continuities and changes associated with the inter-war period between 1918-1939 that lead to the Second World War. Students also develop an understanding for the events of the later part of the century from 1945-2000 exploring the Cold War era and the emergence of modern terrorism.

### Unit 1: Change and conflict

In this unit, students explore the nature of political, social and cultural change in the period between the world wars. Modern history provides students with an opportunity to explore the significant events, ideas, individuals and developments that have defined the modern world.

### Unit 2: The changing world order

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

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA History Study Design](#)



### Course Outline

In Units 3 and 4 History: Revolutions students investigate the causes and consequences of two political revolutions – Russia and China. In these units students develop an understanding of the multiple complex causes and consequences of each respective revolution. Students construct arguments using primary and secondary sources, and evaluate the extent to which change was brought to the lives of people living in each revolutionary setting. Students analyse the different perspectives of the revolution, and how these perspectives provide a deeper insight into the levels of continuity and change experienced by those who lived through each revolutionary movement. Students evaluate different historical interpretations of the causes and consequences of revolution, and the effects of change that were instigated by the new government and political system.

### Units 3: Revolutions

In this unit, students focus on the Russian Revolution. Students analyse the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, individuals and popular movements, and assess how these factors either directly or indirectly influenced social, political, economic and cultural conditions. Students then analyse the consequences of the revolution and evaluate the extent to which it brought change to society. Revolutions are not inevitably successful, therefore, students are required to analyse the significant challenges that confronted the new regime after the initial outbreak of revolution.

### Units 4: Revolutions

In this unit, students focus on the Chinese Revolution. They complete the same outcomes as unit 3, and consolidate their historical and historiographical skills. Students consolidate their ability to compare, evaluate and analyse the historical context and nature of revolutions.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA History Study Design](#)

### Course Outline

VCE Legal Studies is designed to provide students with an understanding of the legal system and its role in society. This course introduces students to fundamental legal concepts, principles, and institutions, enabling them to develop critical thinking skills, legal reasoning abilities, and an appreciation for the rule of law. Through a combination of theoretical study and practical applications, students will explore various aspects of the Australian legal system, including the structure of the legal system, the role of key legal personnel, the development and interpretation of laws, proving guilt, sanctions, civil liability, remedies and human rights.

### Unit 1: The Presumption of innocence

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

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

### Unit 2: Wrongs and rights

Civil law aims to protect the rights of individuals. When rights are infringed, a dispute may arise requiring resolution, and remedies may be awarded. In this unit, students investigate key concepts of civil law and apply these to actual and/or hypothetical scenarios to determine whether a party is liable in a civil dispute. Students explore different areas of civil law, and the methods and institutions that may be used to resolve a civil dispute and provide remedies. They apply knowledge through an investigation of civil cases from the past four years. Students also develop an understanding of how human rights are protected in Australia and possible reforms to the protection of rights, and investigate a contemporary human rights issue in Australia, with a specific focus on one case study.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Legal Studies Study Design](#)

### Course Outline

VCE Legal Studies Units 3 & 4 offer an in-depth exploration of the Australian legal system and its application in various areas of law. This course builds upon the foundational knowledge gained in Units 1 & 2, delving into complex legal concepts, case studies, and contemporary legal issues. Units 3 & 4 provide students with an opportunity to develop analytical, research, and communication skills, enabling them to critically evaluate legal principles, examine legal reasoning, and engage in ethical discussions. Through the study of criminal law, civil law, law making and law reform, students will gain a comprehensive understanding of the complexities of the legal system and its impact on individuals and society.

### Unit 3: Rights and justice

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

Students explore topics such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### Unit 4: The people, the law and reform

The study of Australia's laws and legal system includes an understanding of institutions that make and reform our laws. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and how it protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing changes to the law, and past and future constitutional reform. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

All students will sit an examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Legal Studies Study Design](#)

### Course Outline

VCE Philosophy contains a broad introduction to Western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates how we should live by examining what a good life is for the individual and the community, and what it means to believe well. Prescribed texts by significant philosophers are used to develop a critical appreciation of key questions and contemporary debates.

### Unit 1: Philosophy, Existence and Knowledge

This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of 2 key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – through the formulation and exploration of questions in philosophical exchanges with others. Hence the study and practice of techniques of philosophical reasoning are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, are used to support, stimulate and enhance their thinking about central concepts and problems.

### Unit 2: Questions of Value

This unit enables students to explore these questions in relation to different categories of value judgment within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates. They study at least one primary philosophical text, using the complete text or an extract, and develop a range of skills including formulating philosophical questions and developing philosophical perspectives.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Philosophy Study Design](#)

### Course Outline

VCE Philosophy contains a broad introduction to Western philosophy and its methods of inquiry. It explores themes and debates within metaphysics, epistemology and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates how we should live by examining what a good life is for the individual and the community, and what it means to believe well. Prescribed texts by significant philosophers are used to develop a critical appreciation of key questions and contemporary debates.

### Unit 3: The Good Life

This unit considers the crucial question of what it is for a human to live well. It explores questions of relevance to our own good lives – what is happiness? What role should pleasure and self-discipline, friendship and love play in the good life? – as well as questions regarding the good life as it may be understood within the context of our relationships with others beyond our immediate communities. Students consider the implications of adopting particular perspectives, viewpoints and arguments for questions of relevance to contemporary living, such as our relationship with those beyond our immediate communities, non-human animals and the broader natural world.

### Unit 4: On Believing

This unit focuses on interpersonal aspects of belief and belief formation, considering what it means to believe well by examining the nature of belief and the grounds for accepting or rejecting beliefs. Across 2 areas of study, students explore what our obligations are in relation to belief; when we should adjust or change our beliefs; and to what extent we should take responsibility for fostering the good beliefs of others and the conditions that make them possible. Through so doing, students are invited to consider the interrelationship between believing well and living well.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school-based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Philosophy Study Design](#)

### Course Outline

In Year 11 and 12 Indonesian, students acquire Indonesian communication skills which enables them to communicate with a range of Indonesian language speakers, including native speakers. Students studying Year 11 and 12 Indonesian will be able to examine the influences of their perspectives and society, and to consider issues important for effective personal, social and international communication. Continuing Indonesian language studies at VCE broadens students' horizons on personal, social, cultural and employment opportunities in an increasingly interconnected, multicultural Australian society and an interdependent global stage. The interdependence of countries and communities requires people to discuss in many languages; a bilingual or multilingual capability is the norm in most parts of the world, including Indonesia. Students who complete VCE Indonesian drastically increase their likelihood of achieving their desired ATAR scores, and drastically improve their employability skills.

### Unit 1

In this unit students develop an understanding of the language and culture/s of Indonesian-speaking communities through the study of three or more topics. They focus on analysing cultural products or practices including visual, spoken or written texts.

### Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Indonesian and consolidate and extend vocabulary, grammar knowledge and language skills.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

The award of satisfactory completion of these Units is based on a decision that the student has demonstrated achievement of the set Outcomes specified for the Unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designed for the Unit.

### Examinations

#### Units 1 and 2

All students will sit a school based examination at the end of both Semester One and Two.

### Further Information

[VCAA Indonesian Study Design](#)

### Course Outline

In Year 11 and 12 Indonesian, students acquire Indonesian communication skills which enables them to communicate with a range of Indonesian language speakers, including native speakers. Students studying Year 11 and 12 Indonesian will be able to examine the influences of their perspectives and society, and to consider issues important for effective personal, social and international communication. Continuing Indonesian language studies at VCE broadens students' horizons on personal, social, cultural and employment opportunities in an increasingly interconnected, multicultural Australian society and an interdependent global stage. The interdependence of countries and communities requires people to discuss in many languages; a bilingual or multilingual capability is the norm in most parts of the world, including Indonesia. Students who complete VCE Indonesian drastically increase their likelihood of achieving their desired ATAR scores, and drastically improve their employability skills.

### Unit 3

In this unit students investigate the way Indonesian speakers interpret and express ideas, and negotiate and persuade in Indonesian through the study of three or more subtopics from the prescribed themes and topics. Each area of study must cover a different subtopic, though teachers may choose to teach more than one subtopic in an area of study. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Indonesian and consolidate and extend vocabulary and grammar knowledge and language skills.

### Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Indonesian-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Indonesian.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Indonesian Study Design](#)

### Course Outline

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society.

### Unit 1

In Unit 1 students consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives. The areas of study for Foundation Mathematics Unit 1 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

### Unit 2

The focus of Unit 2 is on extending breadth and depth in the application of mathematics to solving practical problems from contexts present in students' other studies, work and personal or other familiar situations. The areas of study for Foundation Mathematics Unit 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', and 'Space and measurement'.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit school based examinations at the end of both Semester One and Two.

### Further Information

[VCAA Mathematics Study Design](#)



# VCE Foundation Mathematics

## Unit 3 & 4

### Course Outline

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

### Unit 1

Unit 3 comprises 'Algebra, number and structure', 'Data analysis, probability and statistics'.

### Unit 2

Unit 4 comprises 'Discrete mathematics' and 'Space and measurement'.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Mathematics Study Design](#)

# VCE General Mathematics

## Unit 1 & 2

### Course Outline

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs', 'Discrete mathematics' and 'Space and measurement'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology.

### Unit 1

Unit 1 follows the path of Univariate Data, Recursion & Financial Mathematics, Linear Modelling, Matrices.

### Unit 2

Unit 2 follows the path of Bivariate Data, Networks, Linear & Non-Linear Relations, Measurement & Trigonometry.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit school based examinations at the end of both Semester One and Two.

### Further Information

[VCAA Mathematics Study Design](#)

# VCE General Mathematics

## Unit 3 and 4

### Course Outline

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of two areas of study; 'Data analysis, probability and statistics' and 'Discrete mathematics.'

### Unit 3

Unit 3 comprises *Data analysis* and *Recursion and financial modelling*. Students organise, display and analyse data and calculate and evaluate a variety of financial situations including, reducing balance loans, depreciation and investments.

### Unit 4

Unit 4 comprises *Matrices* and *Networks and decision mathematics*. Students cover the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems. Students represent different kinds of undirected and directed graphs, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Mathematics Study Design](#)

# VCE Mathematical Methods

## Unit 1 & 2

### Course Outline

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. This content is designed to create a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

### Unit 1

The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and Graphs', 'Algebra', 'Calculus' and 'Probability and Statistics'. In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology.

### Unit 2

In Unit 2, students focus on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'. At the end of Unit 2, students are expected to have covered the material outlined in each area of study.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit a school based examination at the end of both Semester One and Two.

### Further Information

[VCAA Mathematics Study Design](#)

# VCE Mathematical Methods

## Unit 3 & 4

### Course Outline

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

### Unit 3

For Unit 3, content includes the areas of study 'Functions and graphs' and 'Algebra', and applications of derivatives and differentiation, and identifying and analysing key features of the functions and their graphs from the 'Calculus' area of study.

### Unit 4

For Unit 4, the content from the 'Calculus' area of study would be likely to include the treatment of anti-differentiation, integration, the relation between integration and the area of regions specified by lines or curves described by the rules of functions, and simple applications of this content. Included in Unit 4 is the study of Probability and Statistics as related to Calculus.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Mathematics Study Design](#)

# VCE Specialist Mathematics

## Unit 1 & 2

### Course Outline

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics. Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology.

### Unit 1

The focus of Unit 1 is the study of 'Algebra, number and structure' and 'Discrete mathematics'. Specifically; Proof and number, Graph theory, Logic and algorithms, Sequences and series, Combinatorics and Matrices.

### Unit 2

In Unit 2, students will study the following areas: 'Data analysis, probability and statistics', 'Space and measurement', 'Algebra, number and structure' and 'Functions, relations and graphs'.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Mathematics Study Design](#)

### Course Outline

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, equations, graphs, differentiation, anti-differentiation and integration with and without the use of technology.

### Unit 3

For Unit 3 a selection of content would typically include content from the 'Discrete mathematics', 'Functions, relations and graphs', 'Algebra, number and structure', 'Space and measurement' and 'Calculus' areas of study.

### Unit 4

In Unit 4 the corresponding selection of content would typically consist of the remaining content from the 'Discrete mathematics', 'Calculus', and 'Space and measurement' areas of study and the content from the 'Data analysis, probability and statistics' area of study.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Mathematics Study Design](#)

### Course Outline

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment.

### Unit 1: How do living things stay alive?

In this unit, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs.

### Unit 2: How is continuity of life maintained?

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Biology Study Design](#)



### Course Outline

The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms whether animal, plant, fungus or microorganism. Students investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species.

### Unit 3: How do cells maintain life?

In this unit, Biology is the study of living things, from large complex multicellular organisms to the tiniest single celled microorganisms. It is the study of the dynamic relationships between living things, their interactions with the environment and the processes that maintain life and ensure its continuity. Biology enables students to understand the diverse ways in which living things face challenges to survival and the many structural and functional characteristics that living organisms share.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Biology Study Design](#)

### Course Outline

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

### Unit 1- How can the diversity of materials be explained?

In this unit, students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy. Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

### Unit 2 – How do chemical reactions shape the natural world?

In this unit, students explore the substance Water as it is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCE Chemistry Study Design](#)

### Course Outline

The global demand for energy and materials is increasing with world population growth. In Chemistry students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

Carbon is the basis not only of the structure of living tissues but is also found in fuels, foods, medicines, polymers and many other materials that we use in everyday life. In Chemistry students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. Students study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

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

In this unit students investigate the chemical production of energy and materials. They explore how innovation, design and sustainability principles and concepts can be applied to produce energy and materials while minimising possible harmful effects of production on human health and the environment.

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

In this unit students investigate the structures and reactions of carbon-based organic compounds, including considering how green chemistry principles are applied in the production of synthetic organic compounds. They study the metabolism of food and the action of medicines in the body. They explore how laboratory analysis and various instrumentation techniques can be applied to analyse organic compounds in order to identify them and to ensure product purity.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCE Chemistry Study Design](#)

### Course Outline

Environmental science is an interdisciplinary, investigative science that explores the interactions and interconnectedness between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth systems.

### Unit 1 How are Earth's dynamic systems interconnected to support life?

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

### Unit 2 : What affects Earth's capacity to sustain life?

In this unit students consider pollution as well as food and water security as complex environmental challenges facing current and future generations. They examine the characteristics, impacts, assessment and management of a range of pollutants that are emitted or discharged into Earth's air, soil, water and biological systems, and explore factors that limit and enable the sustainable supply of adequate and affordable food and water.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Environmental Science Study Design](#)

### Course Outline

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.

### Unit 1: How is energy useful to society?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. 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: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

### Assessment

Assessment is completed in accordance with VCAA guidelines, the successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Physics Study Design](#)

### Course Outline

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.

### Unit 3: How do fields explain motion and electricity?

In this unit students use Newton's laws to investigate motion in one and two dimensions. They explore the concept of the field as a model used by physicists to explain observations of motion of objects not in apparent contact. Students compare and contrast three fundamental fields – gravitational, magnetic and electric – and how they relate to one another. They consider the importance of the field to the motion of particles within the field. Students examine the production of electricity and its delivery to homes. They explore fields in relation to the transmission of electricity over large distances and in the design and operation of particle accelerators.

### Unit 4: How have creative ideas and investigation revolutionised thinking in physics?

A complex interplay exists between theory and experiment in generating models to explain natural phenomena including light. Wave theory has classically been used to explain phenomena related to light; however, continued exploration of light and matter has revealed the particle-like properties of light. On very small scales, light and matter – which initially seem to be quite different – have been observed as having similar properties.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Physics Study Design](#)

## Course Outline

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

### 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. Students 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.

### Unit 2: How do 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.

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

## Further Information

[VCAA Psychology Study Design](#)

### Course Outline

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

### Unit 3 - How does the nervous system enable psychological functioning?

Students explore the role of different branches of the nervous system in enabling a person to integrate, coordinate and respond to internal and external sensory stimuli. Students apply their understanding of neurotransmitters in the transmission of neural information across a neural synapse to produce excitatory and inhibitory effects and explore the effect that neuromodulators have on brain activity. The interaction of gut microbiota with stress and the nervous system in the control of processes and behaviour is also explored. Students evaluate the ways in which stress can affect mental wellbeing, by considering stress as a psychobiological process. They compare the explanatory power of different models that explain stress as well as exploring strategies for coping with stress and improving mental wellbeing.

### Unit 4: How is wellbeing developed and maintained?

In this unit students study consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Psychology Study Design](#)



### Course Outline

In this unit, there is a focus 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 provides students with opportunities to acquire and apply knowledge and skills to use digital systems efficiently, effectively and innovatively when creating digital solutions. Students investigate legal requirements and ethical responsibilities that individuals and organisations have with respect to the security and integrity of data and information. Through a structured approach to problem solving, incorporating computational, design and systems thinking, students develop an awareness of the technical, social and economic impacts of information systems, both currently and into the future.

### 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.

### 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.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Applied Computing Study Design](#)

# VCE Computing: Data Analytics

Unit 3 & 4

## Course Outline

Data Analytics provides students with a broad grounding in data storage and analytical and presentation skills. Students will demonstrate these skills through teacher-provided solution requirements and designs that develop solutions to present findings. Students will propose a research question, collect and analyse data and design a solution. Students present the findings of their research question by developing infographics or dynamic data visualisations based on the large complex data sets. This involves the development and evaluation stages of the problem-solving methodology. Students apply analytical skills to investigate the current data and information security practices of an organisation, examining the threats to the data and information, and recommending strategies to improve these practices.

## Unit 3

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

## Unit 4

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

## Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

## Examinations

### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examination will occur in accordance with the VCAA requirements.

## Further Information

[VCAA Computing: Data Analytics Study Design](#)

### Course Outline

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. Students 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.

### Please note that Food Studies is considered a High-Cost Subject.

As per the Parent Payment Policy, Food Studies is considered a high-cost subject, payment can be made through Compass or the main office. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Food Studies, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Food Studies course does not proceed these funds can be allocated to other levies or refunded.

### Unit 1 – Food Origins

In this unit, there is a focus on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. 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 consider the origins and significance of food through inquiry into particular food-producing regions of the world.

### Unit 2 – Food Makers

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

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 1 and 2

All students will sit an examination at the end of both Semester One and Two.

### Further Information

[VCAA Food studies Study Design](#)

### Course Outline

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. Students 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.

### Please note that Food Studies is considered a High-Cost Subject.

As per the Parent Payment Policy, Food Studies is considered a high-cost subject, payment can be made through Compass or the main office. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Food Studies, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Food Studies course does not proceed these funds can be allocated to other levies or refunded.

### Unit 3 – Food in daily life

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

### Unit 4 – Food issues, challenges and futures

In this unit, students examine debates about global and Australian food systems. There is a focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Food Studies Study Design](#)

# VCE Product Design and Technology: Wood

## Unit 1 & 2

### Course Outline

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

### **Please note that Product Design and Technology - Wood is considered a High-Cost Subject.**

As per the Parent Payment Policy, Product Design and Technology - Wood is considered a high-cost subject, payment can be made through Compass or the main office. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Product Design and Technology - Wood, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Product Design and Technology - Wood course does not proceed these funds can be allocated to other levies or refunded.

### **Unit 1 – Sustainable product redevelopment**

In this unit, students focus on the analysis, modification and improvement of a product design with consideration of sustainability. They consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. Students consider how a redeveloped product should attempt to solve a problem related to the original product.

### **Unit 2 – Collaborative design**

In this unit, students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-users' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online.

### **Assessment**

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### **Examinations**

#### **Units 1 and 2**

All students will sit an examination at the end of both Semester One and Two.

### **Further Information**

[VCAA Product Design and Technology Study Design](#)

# VCE Product Design and Technology: Wood

Unit 3 & 4

## Course Outline

### Unit 3 – 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.

### **Please note that Product Design and Technology - Wood is considered a High-Cost Subject.**

As per the Parent Payment Policy, Product Design and Technology - Wood is considered a high-cost subject, payment can be made through Compass or the main office. Deposits (non-refundable) are due in term four in the preceding year and will ensure your child's place in the class. Failure to make payment towards Product Design and Technology - Wood, will mean withdrawal from the subject. Students will then be re-counselled into an alternative subject. If the Product Design and Technology - Wood course does not proceed these funds can be allocated to other levies or refunded.

### Unit 4 - 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.

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examinations will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Product Design and Technology Study Design](#)

# VCE Software Development

Unit 3 & 4

## Course Outline

### Unit 3

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

### Unit 4

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

### Assessment

Assessment is completed in accordance with VCAA guidelines. The successful completion of the unit is dependent on the student satisfactorily demonstrating all outcomes.

### Examinations

#### Units 3 and 4

All students will sit a school based examination at the end of Unit 3. At the conclusion of Semester 2, examination will occur in accordance with the VCAA requirements.

### Further Information

[VCAA Software Development Study Design](#)

# Glossary of Terms

- **1 & 2 Units** – Units within a VCE study designed to cater for learning at the Year 11 level of competency.
- **3 & 4 Units** – Units within a VCE study designed to cater for learning at the Year 12 level of competency.
- **AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)** The overall ranking on a scale of zero to 99.95 that a student receives based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Unlike the study score, the ATAR is a means of comparing students across studies, rather than within them.
- **AUTHENTICATION** – This is the procedure observed by both teachers and students in order to attest that work undertaken is genuinely that of the student. The Victorian Curriculum and Assessment Authority (VCAA) has produced detailed guidelines outlining how this is to be achieved and includes the teacher citing drafts of the students' work at various stages and students attending all classes.
- **CONSIDERATION OF DISADVANTAGE** – Where illness or other factors affect performance, students may seek special consideration. The Victorian Curriculum and Assessment Authority (VCAA) publishes guidelines in relation to Consideration of Disadvantage. Consult with the Senior Years Leader if you feel your situation warrants consideration of disadvantage.
- **GAT** – The General Achievement Test is a test undertaken by any student enrolled in a Unit 3 and 4 Study. The test, usually conducted in the June exam period, is made up of a writing task and a set of multiple choice questions on general knowledge. While the GAT doesn't form part of the graduation requirements of the VCE, it is a mechanism employed by the VCAA to ensure that schools are marking School Assessed Tasks to the same standard. If a student's GA/SAT results disagree with GAT results by a large margin, then the VCAA will review the school's assessment of tasks in that study and the student's grades may be altered.
- **GRADED ASSESSMENT (GA)** - All VCE studies have three Graded Assessments for each Units 3 and 4 sequences, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework (SAC), and some have School-assessed Tasks (SAT).
- **OUTCOMES** - Teachers will set tasks that will measure whether a student has satisfied a particular outcome in a subject. All students must meet each Outcome in every subject if they are to gain a pass in that study.
- **PATHWAYS** – Different vocational directions and options which VCE/VCE VM students may take as they move through the broad area of education and training.
- **PREREQUISITES** – Are Units that must be passed and included in a student's ATAR for entry into certain TAFE and Tertiary courses.



- **SbATs** – School Based Apprenticeship and Traineeship. The scheme allows students to undertake a secondary school certificate while being in paid part time employment and completing a nationally recognised Vocational Education and Training (VET) qualification.
- **SCHOOL ASSESSED COURSEWORK – (SACs)** - A set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.
- **SCHOOL ASSESSED TASKS – (SATs)** – Assessment Tasks undertaken by students at school and which are set by VCAA and graded by teachers. The marks obtained count towards a student's overall Study Score.
- **SEQUENCE OF UNITS** – Most studies are designed as a sequence of four Units to be taken each Semester over the two years. Units 1 & 2 are normally attempted in Year 11 and can be undertaken as single Units. Units 3 & 4 of a particular study are normally attempted in year 12 and must be taken as a sequence.
- **STUDY** – A sequence of half year Units in a particular curriculum area, for example English, Mathematics, Economics.
- **STUDY DESIGN** – The Study Design describes the Units available within the study and prescribes the objectives, topics, work requirements and assessment tasks. Full description of study designs can be found on the VCAA website.
- **STUDY SCORE** – The Study Score is the numeric score out of 50 that a student receives for each of their Unit 3 & 4 studies (subjects) in the VCE. The GA/SAT grades received for each study as well as exam results determine the Study Score.
- **TAFE** – Technical and Further Education.
- **TERTIARY INSTITUTIONS** – Generally Universities.
- **UNIT** – A Semester length component of a study (subject) representing approximately 100 hours of work, of which about 50-60 hours is class time.
- **VCAA** – The Victorian Curriculum and Assessment Authority: responsible for curriculum, assessment certification and administration of the VCE and VCE VM at Years 11 and 12 in Victoria.
- **VCE** – Victorian Certificate of Education.
- **VCE VM** – Victorian Certificate of Applied Learning.
- **VELS** – Victorian Education Learning Standards
- **VTAC** – Victorian Tertiary Admissions Cen

