

Year 11 & 12  
Course Manual  
2025 - 2026

Learn. Care.  
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<b>CONTENTS</b>	<b>PAGE</b>
Introduction to Years 11 and 12	3
Pathways Information	4
Victorian Certificate of Education (VCE) at Sacred Heart College	5
Groupings of Studies	6
Acceleration: Undertaking a Units 3 & 4 Subject at Year 11	7
University Enhancement Studies	8
Tertiary Entrance	9
Background to the VCE	10
School-based Apprenticeships & Traineeships (SBATs)	11
VCE Vocational Major - (VCE VM)	12
Vocational Education and Training (VET)	13
Program Selection Process and checklist	15
Years 11 –12 Program Planner	17
Description of Terms	18
General Acronyms	18
Career Information for Young People	105

<b>CONTENTS</b>		<b>PAGE</b>
<b>Unit Descriptions</b>		
<b>VCE VM Units:</b>	VCE VM Work Related Skills Unit	20
	VCE VM Personal Development Skills Unit	21
	VCE VM Literacy Skills Unit	22
	VCE VM Numeracy Skills Unit	23
<b>VCE/VET Units:</b>	Certificate II in Animal Care	25
	Certificate II in Automotive	26
	Certificate III in Business	27
	Certificate II in Construction Pathways	29
	Certificate II in Cookery	30
	Certificate II in Horticulture	32
	Certificate II in Hospitality (Front of House)	33
	Certificate III in Sport, Aquatics & Recreation	35
<b>VCE Units:</b>	Accounting	38
	Applied Computing	40
	Art	42
	Biology	44
	Business Management	46
	Chemistry	48
	Drama	50
	Economics	52
	English	54
	English Language	56
	Environmental Science	58
	Extended Investigation	60
	Food Studies	62
	French	64
	Geography	66
	Health and Human Development	68
	History / History: Revolutions	70
	Japanese	72
	Legal Studies	74
	Literature	76
	General Mathematics	78
	Mathematical Methods	80
	Specialist Mathematics	82
	Media	84
	Music - Contemporary Performance	86
	Outdoor and Environmental Studies	88
	Philosophy	90
	Physical Education	92
	Physics	94
	Psychology	96
	Religious Education	98
	Texts and Traditions	99
	Theatre Studies	100
	Visual Communication Design	102
	Useful Websites for Career Information	105

## 2024-2025 SUBJECT VIDEOS – Year 11 & 12

[Course Guide - VCE VM Work Related Skills](#)

[Course Guide - VCE VM Personal Development Skills](#)

[Course Guide - VCE VM Literacy Skills](#)

[Course Guide - VCE VM Numeracy Skills](#)

[Course Guide - Certificate II in Animal Care](#)

[Course Guide - Certificate II in Automotive](#)

[Course Guide - Certificate II in Construction Pathways](#)

[Course Guide - Certificate II in Horticulture](#)

[Course Guide - Certificate III in Sport & Recreation](#)

[Course Guide - VCE Accounting](#)

[Course Guide - VCE Applied Computing](#)

[Course Guide - VCE Art](#)

[Course Guide - VCE Biology](#)

[Course Guide - VCE Business Management](#)

[Course Guide - VCE Chemistry](#)

[Course Guide - VCE Drama](#)

[Course Guide - VCE Economics](#)

[Course Guide - VCE English](#)

[Course Guide - VCE English Language](#)

[Course Guide - VCE Environmental Science](#)

[Course Guide - VCE Food Studies](#)

[Course Guide - VCE Geography](#)

[Course Guide - VCE Health & Human Development](#)

[Course Guide - VCE History](#)

[Course Guide - VCE Japanese](#)

[Course Guide - VCE Legal Studies](#)

[Course Guide - VCE General Mathematics](#)

[Course Guide - VCE General & Further Mathematics](#)

[Course Guide - VCE Mathematical Methods](#)

[Course Guide - VCE Specialist Mathematics](#)

[Course Guide - VCE Music \(Repertoire Performance\)](#)

[Course Guide - VCE Outdoor Environmental Studies](#)

[Course Guide - VCE Physical Education](#)

[Course Guide - VCE Physics](#)

[Course Guide - VCE Psychology](#)

[Course Guide - VCE Texts & Traditions](#)

[Course Guide - VCE Theatre Studies](#)

# INTRODUCTION TO YEARS 11-12

The transition from Year 10 to Years 11 and 12 is a major one. For many students, the decision to study particular units will often shape their academic futures or career choices. It is of paramount importance that students are well informed about their units and that the decision to complete a particular course or particular subjects has come from thorough and thoughtful investigation. It is very important that you read the information contained in this booklet carefully, as well as make full use of the resources available to you - people, publications, information sessions, etc. - before making your decisions.

When you move into the final two years of formal schooling it is important that you choose subjects that:

- enable you to work from your strengths and/or your own enjoyment level
- challenge you to make the most of your capabilities
- provide you with the qualification that you need to pursue your career and ambitions after you leave school
- offer a range of study that is manageable (i.e. think about choosing a balance between theoretical and practical subjects)
- provide life skills
- are your choices and **not** the choices of others.

There are several Pathways for the final two years of schooling

- **Victorian Certificate of Education (VCE) (for students requiring an ATAR for Tertiary Education)**  
VCE requires the successful completion of Units 1 & 2 and Units 3 & 4. Effective completion of VCE demands students study approximately 2 - 3 hours each night and six to eight hours over the weekend. Hence, a VCE student must set priorities for activities and be very organised. Success in VCE usually goes to the student who is committed and has a strong work ethic.
- **Victorian Certificate of Education – Vocational Major (VCE VM)**  
The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE, designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests, and develop the skills and capabilities needed to succeed in work, further education, and life. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce
- **Vocational Education and Training (VET)** combines classroom learning with hands on industry training. Students undertaking a VET subject receive a nationally accredited certificate on completion of their studies. VET subjects can be undertaken as part of VCE or Vocational Major studies.

To help with your decision-making process, consider these questions:

- Am I leaning towards study of the VCE to gain tertiary entry? What subject pre-requisites do tertiary institutions require for the career path I am interested in?
- Would it be better to undertake VCE VM to link in with a particular TAFE course or employment?
- Are there any VET subjects that I should undertake for the final two years of schooling, and beyond?
- How do I choose subjects or combinations of subjects that will keep my options open for future study?
- Should I continue with the study of a VCE Language?
- Which English subject am I most suited to?  
English focuses on the study of two texts per semester, analysis of issues, a writing folio and oral presentation skills. Literature involves the study of a range of texts in close detail. English Language is a study of linguistics and a systematic exploration of the English language.

# PATHWAYS INFORMATION

## OVERVIEW

You are now enrolling in the post-compulsory phase of your education. It is your choice what you do from now. It is in your interest to make full use of the time and resources available for the course selection process.

In World of Work, you have already undertaken the necessary steps to make broad based career decisions. You have identified your career interest areas, your career values and your career abilities. The Morrisby Psychometric Profile that all Year 10 students complete, and information from universities and TAFEs, have been your tools to search out new information and inform yourself of options. All careers information is held in the Careers Centre and on the Career Tools Website. You need to revisit this, and the experiences you have had in the work place, to plan your next two years of education. Remember to choose subjects that interest you, and that you are good at, and those that will lead to the future of your choice.

## TAKE TIME TO EXPLORE, THINK, AND PLAN

Many of you may feel confused by this decision process and are uncertain about your career pathway. Remember you do not need to make a decision now about a specific career you want to pursue. You simply need to choose a group of subjects which will allow you the opportunity to pursue a range of careers that you may be interested in at this stage in your life.

Year 11 is a wonderful opportunity to undertake an exploration of subjects in more depth. Make sure that you are aware of the units that demand a Units 1 - 4 sequence and the pre-requisites for the range of areas you may wish to pursue after post-secondary schooling. In general, Sacred Heart College will offer studies as two–unit sequences. In Year 11, students will normally take Units 1 and 2 as a sequence.

Use every experience as an opportunity for learning. Education takes on many forms including VCE, VCE VM, VET, School-Based Apprenticeships, Traineeship and Pathways. Consider the type of learning style you have; are you a practical learner or academic learner? Which suits you best?

Whether you are targeting your next learning experience via an apprenticeship/traineeship, on the job training, TAFE or university, you need to be acutely aware of the skills you wish to develop to ensure an employable future.

## PLAN FOR THE FUTURE - JOBS ARE NOT FOR LIFE ANY MORE

Most people will have a number of different jobs throughout their life; you will need to be flexible, adaptable, multi-skilled and mobile. New jobs are created and others become redundant every day. You need to develop skills that are transferable and accept that your education and further training will be an ongoing process for the duration of your working life.

### WHICH SKILLS ARE IMPORTANT?

Whichever career pathway/s you select, you will need to use a variety of skills in the workplace. These are known as transferable skills. They include:

- collecting, analysing and organising information
- communicating ideas and information
- planning and organising activities
- working with others in teams
- using mathematical ideas and techniques
- solving problems
- using technology

### Top selection criteria used by employers:

Skills / Attributes

- Communication
- Critical reasoning
- Problem solving
- Passion
- Positive attitude

**You have been developing these skills throughout your schooling. It is important that you continue to extend these skills in Years 11 and 12.**

### **RESOURCES FOR MAKING YOUR DECISION**

Make sure you discuss your thoughts and plans with a wide range of people. Remember to access the resources available at the school, including:

- Course Scan: A computer program which will show the courses your subject choices will allow you to enter.
- VTAC link to search for prerequisite information for tertiary courses.  
<https://www.vtac.edu.au/before/guides/y10guide>
- Resources of the Career Centre
- Careers Practitioners
- Learning Area Leaders
- Tertiary Websites
- Group Training Organisations

**Your career pathway is not a one stop destination; it is a life long journey.**

The more you research, the better your decision will be. We have included some useful websites for you to research. (Refer to Appendix A)

## **VCE AT SACRED HEART COLLEGE**

Victorian Curriculum and Assessment Authority regulations stipulate that the VCE is awarded to students who satisfactorily complete (i.e. gain an 'S' for) a minimum of 16 units, 8 of which are Units 1 and 2, and the remaining 8, Units 3 and 4.

These units must include:

- Units 3 & 4 of at least one from the English group.
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences as long as the English requirement has been met.

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

At Sacred Heart College, our policy states that students are expected to enrol in twelve units in Year 11, as well as the Religious Education program. This is normally followed by ten units in Year 12. This total of 22 units provides students with a wide range of options to support their career pathways.

### **Religious Education**

In Year 11 and 12 all students will study the Sacred Heart College Religious Education program – Catholic Education Melbourne Curriculum. Three lessons per fortnight. In addition, students can also select Texts and Traditions 3 & 4.



# GROUPINGS OF STUDIES

**How to decide what to study? Consider your areas of academic interest and strength. Remember the subjects you most enjoyed in Years 7 – 10 as well as your career goals.**

You may want to use these Learning Area groupings to help decide the types of subjects you wish to study further. Many students combine VCE units with VET and VCE VM. Most subjects will run excursions / incursions and the costs will be charged to accounts. Where costs attached to a particular subject are greater than \$20.00, an approximate cost is noted in the course outline.

## VCE (VICTORIAN CERTIFICATE OF EDUCATION)

<p><b>English</b> English Units 1 - 4 English Language Units 1 - 4 Literature Units 1 - 4</p> <p><b>Languages</b> French Units 1 - 4 Japanese Units 1 - 4</p> <p><b>Mathematics</b> General Mathematics Units 1 - 4 Mathematical Methods Units 1 - 4 Specialist Mathematics Units 1 - 4</p> <p><b>Business and Economics</b> Accounting Units 1 - 4 Business Management Units 1 - 4 Economics 1 - 4 Legal Studies Units 1 – 4</p> <p><b>Science</b> Biology Units 1 - 4 Chemistry Units 1 - 4 Environmental Science 1 &amp; 2 Physics Units 1 - 4 Psychology Units 1 - 4</p> <p><b>Health and Physical Education</b> Health and Human Development Units 1 - 4 Outdoor and Environmental Studies Units 1 - 4 Physical Education Units 1 - 4</p> <p><b>Performing Arts</b> Drama Unit 1-4 Theatre Studies Unit 1-4 Music Repertoire Performance Unit 1-4</p> <p><b>Visual Arts</b> Art Unit 1-4 Media 1-4 Visual Communication and Design Unit 1-4</p> <p><b>Design and Technologies</b> Food Studies Units 1 - 4</p>	<p><b>Digital Technologies</b> Applied Computing/Data Analytics 1 - 4</p> <p><b>External Investigation</b> External Investigation Units 3 &amp; 4</p> <p><b>Humanities</b> Geography Units 1 - 4 History Units 1 - 4 Philosophy Units 1 -2 Texts and Traditions Units 3 - 4</p> <p><b>VCE Vocational Major</b> VM Literacy VM Numeracy VM Work Related Skills VM Personal Development Skills</p> <p><b>VCE VET (VOCATIONAL EDUCATION AND TRAINING) PROGRAMS</b> Certificate II in Animal Care Units 1 - 4 Certificate II in Automotive Units 1 – 4 Certificate III in Business Units 1 - 4 Certificate II in Construction Pathways 1 – 4 Certificate II in Cookery 1 - 4 Certificate II in Horticulture Units 1 - 4 Certificate II in Hospitality (Front of House) Units 1- 4 Certificate III in Sport, Aquatics &amp; Recreation Units 1 - 4</p> <p>A range of external VET subjects are also available. Students should see Ms Helen Campbell, Vocational and Applied Learning Leader, and Careers staff for more information.</p> <p><i><u>Please note that running the above VET subjects is dependent on sufficient student numbers and the ability to staff them.</u></i></p>
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# ACCELERATION

## UNDERTAKING A VCE UNIT 3 & 4 SUBJECT AT YEAR 11

### WHAT IS ACCELERATION?

It is studying one or more VCE Unit 3 & 4 subjects while in Year 11.

### IN WHICH STUDIES CAN ACCELERATION OCCUR?

Acceleration can occur in most subjects unless Unit 1 and 2 are required pre-requisites (e.g. Mathematical Methods, Chemistry, Economics). Subject selection is also dependent on timetable blocking.

### WHO SHOULD CONSIDER ACCELERATING?

- Students who accelerated in Year 10
- Students who have achieved at a consistently high level in their Year 10 subjects across the curriculum and who are seeking a further intellectual challenge.
- Students who are considering taking a University Enhancement subject in Year 12. In order to qualify, it is necessary to have taken a Unit 3 & 4 subject in Year 11 and received grades at a high level.

### WHAT ARE THE REQUIREMENTS FOR ACCELERATION?

To be considered for Acceleration, a student must have performed well in most studies in Year 10, including excellence in the Year 10 prerequisite subject for Year 11-12.

Students also need to be well-organised, good time managers, responsible for themselves and their work, independent in their study habits and have demonstrated a keen intellectual interest in their studies.

Students need to have achieved the following:

- An average of 80% + in a minimum of four subjects
- Work Habits that are 'good' or better in all subjects
- Victorian Curriculum levels that are 'At Standard' or higher
- Students wanting to accelerate in a Mathematics subject will have additional competency tasks to complete beforehand.

#### Students applying to accelerate in one VCE subject need to:

- Provide the average mark for English Assessment Tasks for Semester One on their application.
- Have an average of 80% + in a minimum of four subjects\*, excluding Religious Education.
- Have achieved Work Habits on their Semester One report that are 'good' or better in all subjects.
- Have achieved Victorian Curriculum levels that are 'At Standard' or higher for Year 9 or 10 students.
- Have satisfactorily completed all Assessment Tasks for Religious Education.

#### Criteria for applying to accelerate in two VCE subjects:

Students who wish to accelerate into two or more subjects must apply directly to the Head of School who will meet with relevant subject teachers and the student to consider the request and make a recommendation to the Deputy Principal Learning and Teaching who will decide on the outcome.

Students accelerating in two VCE subject need to:

- Provide the average mark for English for the Semester on their application.
- Have an average of 90% + in a minimum of four subjects, excluding RE.
- Have achieved Work Habits on their Semester One report that are 'very good' or better in all subjects.
- Have achieved Victorian Curriculum levels that are 'At Standard' or higher for Year 9 or 10 students.
- Have satisfactorily completed all Assessment Tasks for Religious Education.

To access the full Acceleration Policy [click here](#)

Students who meet these criteria can apply for acceleration if they wish to do so. Their applications will be assessed by the Head of School. Students who wish to accelerate into two subjects must follow the same application process.

Students who were enrolled in an accelerated subject while in Year 10 will still have to meet the same acceleration criteria in order to accelerate in Year 11 – even if it is accelerating into Units 3 and 4 of the same subject.

In some cases, students who do not exactly meet these criteria may apply to the Head of School. After consultation with the Year Level Leader and/or relevant subject teachers, the Head of School will make a recommendation to the Deputy Principal – Learning and Teaching who will decide on the outcome.

## UNIVERSITY ENHANCEMENT STUDIES

Students who have completed Units 3 and 4 of a VCE subject while in Year 11 may be eligible to take a University Enhancement subject in Year 12.

This is a first-year level study of a university subject. To qualify for entry into such a subject, students normally need to have achieved at least 40 (out of 50) in their Unit 3 & 4 subject in the same area. Students also need to be recommended by the relevant Year 11 teacher. Thus, the University Enhancement study is designed with the very strong academic student in mind – one who is seeking a challenge at a higher level than Year 12 studies. As with our Acceleration Program at Years 10 and 11, it requires students who are self-motivated, well-organised and enjoy intellectual pursuits. It also provides a bonus score on the ATAR (Australian Tertiary Admission Rank).

It is possible to take a University Enhancement subject at the University of Melbourne, La Trobe University and Monash University. There is a wide variety of possibilities. Students organise themselves to travel to and from the venue after school hours for an extended weekly lesson. They would be in a class with other secondary students from this general geographic area.

Enhancement study is an excellent introduction to university level study for students. Further details can be obtained from the Head of School.


# TERTIARY ENTRANCE

The ATAR, (Australian Tertiary Admission Rank) is used for selection into university and college courses as well as an increasing number of TAFE courses. It is also used for any applications to interstate tertiary institutions. Students should particularly note the 3 / 4 Units which will be favourably considered for particular tertiary courses. This means that they attract ATAR increments for selection into those courses, particularly in the middle band selection process.

The scaled study scores are combined to produce an ATAR (100) by which the tertiary selection is made. The ATAR uses the scaled study score for English/English Language/English Literature and the next best three other scaled study scores as well as 10% of the scaled study scores for any fifth or sixth study.


Successful completion of a VCE VET Certificate contributes to the ATAR.

VCE VET Business  
VCE VET Cookery  
VCE VET Hospitality  
VCE VET Sport, Aquatics & Recreation



Scored assessed: Contribute to your top 4 studies

VCE VET Animal Care  
VCE VET Automotive  
VCE VET Horticulture  
VCE VET Building Construction



Non-scored: Contribute 10% of your average score and count as fifth or sixth studies

Courses and universities may vary somewhat. Students planning to follow a particular course of tertiary study should carefully investigate the pre-requisite and recommended units for such a course and any other procedures which will apply (e.g. interview, work experience, folio etc.). Written confirmation of this advice should be obtained where possible.

Tertiary Entrance procedures and pre-requisites are printed annually in the VICTER -available from the Careers Department, and online via the VTAC website:

<https://vtac.edu.au/files/pdf/publications/prerequisites-for-2026-v2c.pdf>

ATAR scores are based on School Assessed Coursework and Examination grades for Units 3 & 4. These grades are used to determine a study score (for each 3 & 4 sequence). This score is scaled so that all studies can be compared. It will be a score out of 50. It will indicate your relative position when all the students for the study are considered.

# BACKGROUND TO THE VCE

## AN EXPLANATION OF KEY FEATURES

### Length

The VCE consists of semester length units. Each unit is designed to be studied over 100 hours, of which 50-60 hours will be class time. Students will undertake between 16 and 24 units over the two years but it is possible to take more than two years to complete the program.

### Units

Units designated Unit 1 or 2 would normally be undertaken in Year 11, while units designated Units 3 & 4 would normally be undertaken in Year 12. Units 3 & 4 must be taken as a linked sequence - if you chose Unit 3 you must also choose Unit 4 of the same study, in the same year. Up to eight of the units may be VCE VET units offered by Sacred Heart College.

### Assessment

Units 1 & 2 will be school assessed. All Unit 3 & 4 studies will include School Assessed Coursework and externally set Examinations. The final grade (or ATAR) is based on a combination of School Assessed Coursework and/or School Assessed Tasks and Examinations.

### Program

You will select a program of studies for both Year 11 and 12 from the units available and according to Victorian Curriculum and Assessment Authority regulations and Sacred Heart College policy requirements. This includes programs which offer a combination of VCE/VET Units.

Within these regulations, and the units which Sacred Heart College offers, there is considerable opportunity for choice and for the development of a specialist emphasis in the selection of this program.

The VCE will be awarded to students who satisfactorily complete a Victorian Curriculum and Assessment Authority approved program of studies according to these regulations.

The relevant VET Certificate and Statement of Attainment will be awarded by the RTO (Registered Training Organisation) to those students who complete all the requirements of the course. It is not necessary to satisfactorily complete the VCE in order to be awarded the VET Certificates.

### Satisfactory Completion

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

### Pre-requisites

These are subjects that must be completed before you can undertake a higher level of study in this area. Not all VCE or tertiary studies have pre-requisites, but it is important that you check carefully to see which do.

# SCHOOL-BASED APPRENTICESHIPS & TRAINEESHIPS (SBATs)

School-Based Apprenticeships and Traineeships (SBATs) allow students to undertake a part time apprenticeship while still at school. SBATs offer wonderful career opportunities for students in Years 10, 11 and 12 who wish to enter the workforce but remain at school and develop a career pathway. Students are able to complete their Victorian Certificate of Education (VCE, VCE VM or VPC Studies) while developing skills in a particular industry through working and training on the job, and receiving off-the-job training.

Students undertaking an SBAT are paid award wages and receive a nationally accredited certificate on completion of their apprenticeship. School-based apprentices work an average of 15 hours per week and have three years to complete their apprenticeship. SBAT students are required to undertake training delivered by a Registered Training Organisation (RTO).

SBAT students enrolled in VCE VM receive credits towards completion of their VCE VM Certificate. Students enrolled in VCE and undertaking a SBAT receive 10% increment to their average ATAR score.

SBATs are offered in the following industries: Agriculture, Automotive, Engineering, Hospitality, Sport & Recreation, Community & Health Services, Horticulture, Information Technology, Business, Retail Operations/Supervision, Building & Construction, Plumbing, Hairdressing and Beauty, and Electrotechnology.

Students interested in applying for a School-Based Apprenticeship and Traineeship must speak to the Vocational and Applied Learning Leader - including Vocational Education and Training (VET).

# VCE VOCATIONAL MAJOR (VCE VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE, designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests, and develop the skills and capabilities needed to succeed in work, further education, and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.

To be eligible to receive 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 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 three other Unit 3 – 4 sequences as part of their program. 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 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.

# VOCATIONAL EDUCATION AND TRAINING (VET)

## VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training links general and vocational skills and education together. It allows students to combine classroom learning with hands on industry training and practice in the workplace. VET may be undertaken in Years 10, 11 and 12. VET subjects contribute to both VCE and VCE VM programs. Recognition of VET means that students who complete all or part of a nationally recognised qualification may receive credit towards satisfactory completion of their VCE or VCE VM.

VCE VET programs are vocational training programs approved by the Victorian Curriculum Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable VET qualification. Selected VCE VET programs offer scored assessment for Units 3 and 4.

At Sacred Heart College there is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

### VCE VET IN A VCE PROGRAM:

Selected VCE VET programs have a study score component based on the designated Unit 3 and 4 sequence of their program. For scored VCE VET programs, the study score is calculated using assessments of each student's levels of performance.

The study score can contribute directly to the ATAR as one of the student's primary four scaled studies or as the fifth or sixth study.

- It is important to note that the Units 3 and 4 sequences of VCE VET programs are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.
- Where a student elects not to receive a study score, no contribution to the ATAR will be available for the scored VCE VET program.

Sacred Heart College offers students a wide range of Vocational Education and Training subjects/certificates, which are completed over a two year period. The following VCE VET programs have a study score available to students undertaking the relevant Units 3 & 4 sequence at Sacred Heart College:

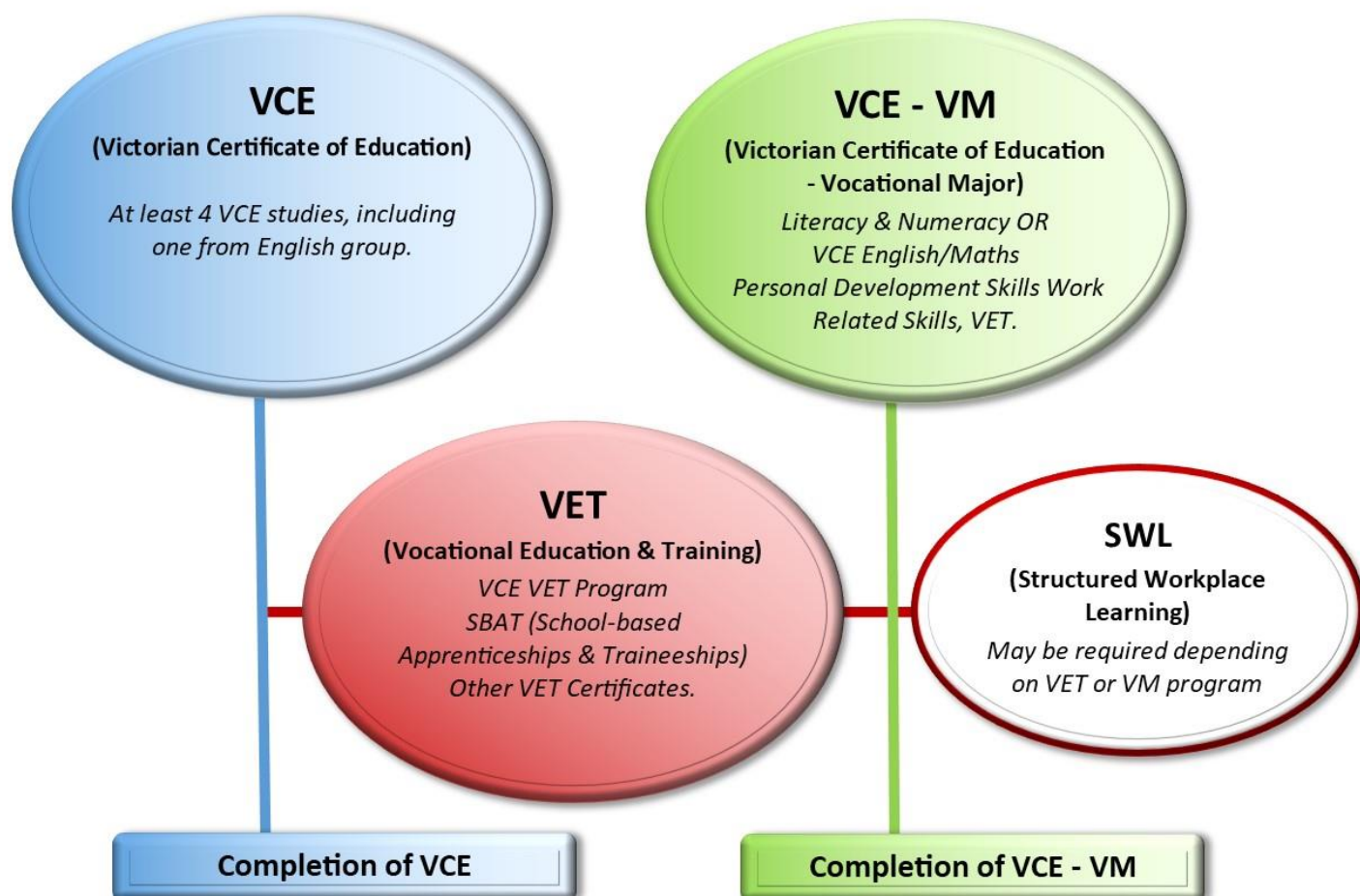
VCE VET Business	}	<b>Scored</b>
VCE VET Cookery		
VCE VET Hospitality (Front of House)		
VCE VET Sport, Aquatics & Recreation		
VCE VET Animal Care	}	<b>Non-Scored</b>
VCE VET Automotive Studies		
VCE VET Construction Pathways		
VCE VET Horticulture		



## OUTCOMES FOR VCE VET PROGRAMS

Successful completion of VET in a senior secondary program may provide students with:

- a VCE certificate issued by the VCAA, and a VET certificate issued by a Registered Training Organisation (RTO)
- two Statements of Results issued by the VCAA giving details of units completed in the VCE and units of competence completed in the VET qualification
- an enhanced ATAR which can improve access to further education
- pathways into employment and/or further VET qualifications
- workplace experience including structured workplace learning



### VET Subjects offered externally:

In addition to the VCE VET subjects offered at Sacred Heart College, students are also able to undertake VCE VET programs at other schools and TAFE organisations. To enrol in subjects/programs offered externally to Sacred Heart College, students must speak Ms Helen Campbell.

Please note that as these subjects are offered externally they may be subject to availability of programs. Students may be required to participate in a selection process which may involve an information session, aptitude test or induction program. Additional costs are also associated with undertaking a VCE VET external program. Students are required to attend the relevant training institution one day per week.

# PROGRAM SELECTION PROCESS AND CHECKLIST

A timeline has been established for the main steps in student program selection. Steps include:

DATE:	INFORMATION/SESSION:
Wednesday 17 July	Course Manuals Available on SIMON
Thursday 18 July	Parent/Student Virtual Information Evening 7:00pm – Confirmation letter to follow
Thursday 18 July to Thursday 15 August	Subject Advice Interviews
Wednesday 21 August 5:00pm	Due date for Subject Selections submitted online for Year 11 – 2023
Wednesday 21 August 5:00pm	Application to Accelerate

## GUIDELINES

A student's program should follow the Victorian Curriculum and Assessment Authority regulations and Sacred Heart College requirements, and should be chosen to provide a coherent, balanced program that relates to pathways the student hopes to follow when leaving school. We advise that students select a program which maximises the post-school options (employment / apprenticeship / further study), which personally interests them.

## RECOMMENDED PROCEDURE FOR CHOOSING YOUR STUDIES

We suggest that your program selection should follow a number of steps:

- Use the careers planning you did in World of Work and Morrisby Assessment to assess your interests/abilities and goals
- Read this Course Manual carefully and fully with your parents
- Discuss your interests and goals in your Subject Selection Interview; tentatively plan your course and subject choices
- Consider with your parents whether VCE, VCE /VET, or VCE VM is the best pathway for you
- Ask relevant teachers about subjects in which you are interested
- Check your subject choice form and, with your parents' help, make any desired changes. Be sure to add extra preferences in case timetable blocks affect your choices. Subject selections will be completed on-line
- Check that your subject choices meet VCAA requirements and any tertiary pre-requisites
- Complete your online subject selection by the due date of **Wednesday 21 August 5.00pm**

**Remember - always ask questions when unsure. Time spent now can minimise problems later.**

# PROGRAM SELECTION PROCESS

## **BLOCKING OF SUBJECTS**

At Years 10, 11 and 12 all subjects are 'blocked'. This means that all subjects in a block are run at the same time. Hence a student can only do one subject from each block. The Timetabler uses a computer program to develop these blocks. The program takes into consideration the students' subject selections and their preference order. **It is essential that when students fill in their subject selection forms they place the subjects that they wish to do most as their highest preferences.**

In creating the blocks, the Timetabler tries to enable as many people as possible to get their higher preferences. In some cases, students will not always get all of their choices due to subjects not running or subjects being put in the same block. When this occurs students will be given their reserve preferences or will be asked to choose another subject.

## **CHANGING YOUR YEAR 11 AND 12 PROGRAM**

Once you have selected your program it is not 'set in concrete'. It is possible to change that selection but any re-selection may be affected by timetable blocking restrictions and availability of places.

## **CHANGES AT THE END OF YEAR 10**

You will make a tentative selection of subjects for Years 11 and 12 during Term 3. As you undertake Semester 2 units in Year 10, you may find that your original choice of some units might have been unrealistic or your interest may be drawn to a different career area. It is possible to change some unit enrolments but you will be restricted by the timetable blocks and class sizes. You will only be able to change units if there is space for you in the new unit and you receive a recommendation to do so from your Year 10 teacher.

## **CHANGES AT THE BEGINNING OF SEMESTER ONE AND SEMESTER TWO - YEAR 11**

Students who have a valid reason for wanting to change units at the start of a semester (**within the first weeks**) in Year 11 may do so provided that there is space in the new unit and the Head of School approves. Valid reasons would be:

- Medical or health issues
- Ongoing difficulty with the subject backed by teacher and parent recommendation
- To ensure that pre-requisites for the Year 12 / Tertiary entrance can be met
- Career requirements (interview with YLL/Careers required)

Keep in mind that 85% attendance is required to meet the VCAA obligations.

## **CHANGES FOR YEAR 12**

In Term 3 of Year 11 you will complete enrolment forms for Year 12 VCE units. Timetable blocks for these units will be developed on the basis of these enrolments. Again, changes may be made at the end of Year 11 and within the first two weeks of Year 12, but re-selection will be greatly limited by class size and completion of pre-requisites during Units 1 and/or 2. Changes would be for the reasons above.

Students should keep in mind that if they decide to change subjects, it is their responsibility to catch up the work that has already been covered.

## **CHANGING THE NUMBER OF UNITS IN THE YEAR 12 PROGRAM**

As students progress through their studies some find that the demands of a unit are too great. It is possible to withdraw from a unit subject with the Head of Senior School, Deputy Principal – Learning and Teaching and parental approval. It should be noted however, the VCAA (Victorian Curriculum and Assessment Authority) has cut-off dates for withdrawing from a unit beyond which an 'N' (Not Satisfactorily Completed) will automatically be recorded. In some cases, after careful consultation with the Head of Senior School and/or Deputy Principal – Learning & Teaching, a student may undertake a reduced course of studies.

## **CHANGES OF YEARS 11 AND 12 SUBJECTS DUE TO INSUFFICIENT STUDENT NUMBERS**

Student demand and availability of resources will mean that a number of the listed subject units may not ultimately be offered on the timetable in any one year. The College tries to offer as broad a curriculum as possible but classes do have to be economically viable.

Should student numbers in a subject drop significantly at the beginning of a semester, we may need to ask remaining students to select a replacement subject.

# PROGRAM SELECTION PROCESS

Before going to consult with your course selection counsellor it is advisable to use the space below to map out your initial thoughts on your two-year program. Note that by selecting a course of study for Year 12 this year, you are not locked into that selection. Your final Year 12 selection will not occur until towards the end of next year. Nonetheless it is advisable to keep in mind what Year 12 subjects you are likely to want to do. This will help you make up your mind for Year 11 subject selection.

## YEAR 11 SELECTION

<b>Semester 1</b>	English 1 <b>Or</b> English Language 1 <b>Or</b> Literature 1	Religion					
<b>Semester 2</b>	English 2 <b>Or</b> English Language 1 <b>Or</b> Literature 2	Religion					

## YEAR 12 SELECTION

<b>Semester 1</b>	English 3 <b>Or</b> English Language 3 <b>OR</b> Literature 3	Religion					
<b>Semester 2</b>	English 4 <b>OR</b> Literature 4 <b>Or</b> English Language 4	Religion					

# DESCRIPTION OF TERMS

Each of the following units is outlined under these headings:

## WHY STUDY THIS SUBJECT?

These are the skills/knowledge that help students to develop and extend their understanding.

## WHAT IS STUDIED?

These are the main content areas covered in the units. Specific concepts and topics are indicated. Particular techniques of study may be identified.

## WHAT TYPE OF WORK IS DONE?

Students complete assessment tasks in all VCE studies. When considered in conjunction with students' coursework, the teacher is able to determine if students have satisfied the Outcomes.

In Units 3 and 4 the formal assessment tasks are used to determine the student's study score together with their exam results. These can take two forms:

1. The first is called **School-assessed Coursework (SAC)**. This assesses how you have performed the assessment tasks specified in the Study Design. These tasks which are specified in the Study Design must be done mainly in class time and are part of the regular teaching and learning program.
2. The second is called **School-assessed Task** (this only applies for Studio Arts, Design and Technology and Visual Communication and Design). This kind of task will be the same for every school, and the specifications will be set by the Victorian Curriculum and Assessment Authority. However, the exact content of the task at SHC will be decided by the school so that it can match what you have been taught.  
The Victorian Curriculum and Assessment Authority specify how marks and grades are to be awarded. Your teacher does the marking, and in Units 3 and 4 your school will send the Victorian Curriculum and Assessment Authority a score to show how you performed in each assessment task.

## PRE-REQUISITES:

This refers to appropriate background studies and lists any specific VCE unit pre-requisites. Most studies have been designed so that they can be commenced at Units 1, 2 or 3. Both units of 3 & 4 sequences must be undertaken - they cannot be studied separately.

## GENERAL ACRONYMS FOR YEARS 11 AND 12

VCAA	-	Victorian Curriculum and Assessment Authority
VQA	-	Victorian Qualifications Authority
VCE	-	Victorian Certificate of Education
VCE VM	-	Victorian Certificate of Education Vocational Major
VET	-	Vocational Education and Training
SAC	-	School Assessed Coursework
SAT	-	School Assessed Task
ATAR	-	Australian Tertiary Admission Rank
RTO	-	Registered Training Organisation
RPL	-	Recognition of Prior Learning
GAT	-	General Achievement Test
PERIOD 5	-	Class after school hours (3.45pm – 4.30pm) where students complete Assessment Tasks that they have missed due to approved absence. Classes are held every week alternating between Tuesday and Thursday. Formal arrangements are made by the Subject Teacher and parents are notified by letter.

**NB:** In addition, there may be subject specific acronyms of which students will be informed during that unit of study.



## VCE – VOCATIONAL MAJOR



# VCE VOCATIONAL MAJOR

## WORK RELATED SKILLS - UNIT 1

<b>WHY STUDY THIS SUBJECT?</b> <p>VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.</p> <p>The study considers four key areas: the future of work; workplace skills and capabilities; industrial relations and the workplace environment and practice; and the development of a personal portfolio.</p> <p>Students will have the opportunity to apply the knowledge and skills gained from this study in the classroom environment and through Structured Workplace Learning (SWL).</p>	
<b>UNIT 1</b> <b>WHAT IS STUDIED?</b> <ul style="list-style-type: none"><li>• Sources of reliable and credible employment information, such as government websites, careers specialists</li><li>• Labour market information relating to a range of occupations</li><li>• Strategies to analyse information relating to employment</li><li>• Strategies to engage in planning and decision-making relating to employment</li><li>• The interconnection between identifying personal skills and capabilities</li></ul>	<b>WHAT TYPE OF WORK IS DONE?</b> <ul style="list-style-type: none"><li>• A record of data analysis</li><li>• A research task</li><li>• Job outlook, web scavenger hunt</li><li>• Participation/discussion/questions during incursions by industry</li><li>• Participation/discussion/questions during industry visits</li><li>• Participation in career speed-interviews</li><li>• A reflection and collection of resources during career expos visits</li><li>• Reflection and participation in industry immersion activities</li><li>• A case study</li><li>• A video, podcast or oral presentation</li><li>• A response to structured questions creation of a graph/chart.</li></ul>



# VCE - VOCATIONAL MAJOR

## PERSONAL DEVELOPMENT SKILLS (PDS) UNIT 1

### WHY STUDY THIS SUBJECT?

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community.

PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

Through self-reflection, independent research, critical and creative thinking and collaborative action, students will extend their capacity to understand and connect with the world in which they live, and build their potential to be resilient, capable citizens.

### UNIT 1

**Unit 1 is all about Healthy Individuals.**

#### WHAT IS STUDIED?

- Personal Identity and emotional intelligence
- Community health and wellbeing
- Promoting a healthy life

#### WHAT TYPE OF WORK IS DONE?

- a recorded reflection on personal attributes
- a reflective journal
- a case study
- a performance
- a record and reflection on visit/s to a community-based program or organisations
- a record and reflection of presentations by guest speaker/s
- a video or oral presentation

# VCE - VOCATIONAL MAJOR LITERACY Units 1 & 2

<p><b>WHY STUDY THIS SUBJECT?</b></p> <ul style="list-style-type: none"> <li>VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.</li> <li>Texts are drawn from a wide range of contexts and are focused on participation in the workplace and community. Further to this, texts are drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.</li> </ul> <p>This study is made up of four units. Each unit deals with specific content contained in the areas of study and is designed to enable students to achieve a set of outcomes for that unit.</p>	
<p><b>WHAT IS STUDIED</b> <b>UNIT 1</b></p> <p><i>Area of Study 1: Literacy for personal use</i></p> <p><b>Outcome 1</b> On completion of this unit the student should be able to demonstrate understanding of how text types are constructed for different purposes, audiences and contexts through a range of written, digital, oral and visual responses.</p> <p><i>Area of Study 2: Understanding and creating digital texts</i></p> <p><b>Outcome 2</b> On completion of this unit the student should be able to apply an understanding of the conventions of literacy and digital communication by responding to and creating a range of digital content, suitable for a community, workplace or vocational context.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>Class and small group discussion</li> <li>Reflective Journal – written &amp; online</li> <li>Video, podcast or oral presentation</li> <li>Narrative, expository or informative piece</li> <li>Performance</li> <li>Research task</li> <li>Record of discussion, debate, guest speaker</li> <li>Visual presentation</li> <li>Digital presentation – graphic organiser, concept/mind map or annotated poster</li> <li>Online report, explanatory or expository piece</li> <li>Online narrative, instructional or information piece</li> </ul>
<p><b>WHAT IS STUDIED</b> <b>UNIT 2</b></p> <p><i>Area of Study 1: Understanding issues and voice</i></p> <p><b>Outcome 1</b> On completion of this unit the student should be able to explain the purpose, audience and main ideas of diverse arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses that reflect learning.</p> <p><i>Area of Study 2: Responding to opinions</i></p> <p><b>Outcome 2</b> On completion of this unit the student should be able to interpret the values and opinions of others and present in oral form points of view supported by evidence.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>Case study</li> <li>Response to structured question</li> <li>Report</li> <li>Brochure</li> <li>Comparison of two persuasive pieces</li> <li>Animation or cartoon expressing a point of view</li> <li>Oral report</li> <li>Video, podcast or oral presentation</li> <li>Research task</li> <li>Record of interviews</li> <li>Record and reflection of guest speaker/s</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>The satisfactory completion of VCE-VM Literacy Units 1 and 2 enables students to:</p> <ul style="list-style-type: none"> <li>Undertake VCE Vocational Major Literacy Units 3 &amp; 4 in Year 12 as part of their VCE Vocational Major certificate.</li> <li>Undertake further studies in Further Vocational Education and Training (VET) in a TAFE setting and/or employment.</li> </ul>	

# VCE – VOCATIONAL MAJOR NUMERACY Unit 1 & 2

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>VCE – Vocational Major Numeracy (VCE-VM Numeracy) is the mathematics unit of the VCE-Vocational Major Certificate. This course enables students to develop and enhance their numeracy practices to help them make sense of their personal, public and vocational lives. It enables them to develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.</p> <p>The structure of this study is similar to other VCE Mathematics studies. It is made up of four units. Units 1 and 2 are designed to be completed in Year 11 and Units 3 and 4 to be completed in Year 12.</p> <p>The Numeracy study design is structured around eight complementary and essential components described in the ‘What is Studied’ section below.</p>	
<p><b>WHAT IS STUDIED?</b></p> <p>VCE-VM Units 1 &amp; 2 covers knowledge and skills in eight areas of study applied across three outcomes.</p> <p><b>UNIT 1:</b>            Area of Study 1: Number            Area of Study 2: Shape            Area of Study 3: Quantity and Measures            Area of Study 4: Relationships</p> <p><b>UNIT 2:</b>            Area of Study 1: Dimensions and Direction            Area of Study 2: Data            Area of Study 3: Uncertainty (Probability)            Area of Study 4: Systematics (inputs and outputs of technology)</p> <p><b>OUTCOME 1:</b>            Students must demonstrate knowledge and skills in six different contexts: <i>personal, civic, financial, health, vocational and recreational.</i></p> <p><b>OUTCOME 2:</b>            Students must demonstrate the ability to use the four stages of the mathematical problem-solving cycle.</p> <p><b>OUTCOME 3:</b>            Students must demonstrate confident use of mathematical tools both analogue and digital/technological.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <p>Students demonstrate achievement in all areas of study across all three outcomes in a number of ways including:</p> <p><b>Skill practice:</b>            Students must complete at least 70% of all skill practice exercises for each area of study. Skill practice include both paper-based and online exercises.</p> <p><b>Tests, Quizzes, Investigations, Application Tasks and Projects:</b>            Students must have an average of 50% or more on the tests and quizzes and satisfactory completion of investigations, application tasks and projects undertaken for each area of study.</p> <p><b>Software Tools and Devices:</b>            Students must demonstrate competent use of a variety of analogue tools (e.g. measuring tools, clocks etc...) and digital/software tools (e.g. spreadsheets, phone apps etc...) in all relevant areas of study.</p>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>The satisfactory completion of VCE-VM Numeracy Unit 1 and 2 enables students to undertake VCE Vocational Major Numeracy Units 3 &amp; 4 in Year 12 as part of their VCE Vocational Major certificate.</p>	

## VET CERTIFICATE STUDIES



# CERTIFICATE II IN ANIMAL CARE

## WHY STUDY THIS SUBJECT?

**This is a certificate studied over 2 years.**

This is a general qualification for entry into sectors of the animal care and management industry, where workers provide care for animals in workplaces such as:

- animal shelters
- kennels
- catteries
- sanctuaries
- veterinary clinics.

At this level, work takes place under direct supervision within clearly defined guidelines for work activities.

As part of the course requirements, it is necessary that students wear personal protective equipment provided by the College. There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

## UNITS 1 - 4

### WHAT IS STUDIED?

***There are 12 units of competency (7 core units and 5 electives) that will be undertaken as part of this certificate. The core units are:***

- Work in the animal care industry
- Apply communication skills
- Complete animal care hygiene routines
- Feed and water animals
- Assist in the health care of animals
- Participate in environmentally sustainable work practices
- Participate in workplace health and safety processes

The electives chosen will vary, based on student interest.

### WHAT TYPE OF WORK IS DONE?

- Practical experience in an animal workplace environment
- Guest speakers/incursions from various sectors of the animal care and management industry
- Excursions to various animal workplaces
- Student Journal
- Research Tasks
- Assessment of practical skills to show competency
- Assessment of knowledge to show competency

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Completion of VET Certificate II in Animal Care so that further certificates can be studied
- Work placements, apprenticeships and careers in the animal care and management industry

# CERTIFICATE II IN AUTOMOTIVE

## WHY STUDY THIS SUBJECT?

By studying this subject, students develop knowledge and skills to understand the many different automotive principles introduced. This area of study aims to provide students with an understanding of the different automotive fields where a student can gain employment. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

Students undertaking this course are provided with appropriate personal protective equipment for practical classes.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

## UNITS: 1 - 4

### WHAT IS STUDIED?

Units of competency:

- Follow environmental and sustainability best practice in an automotive workplace
- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Identify automotive mechanical systems and components
- Use and maintain workplace tools and equipment
- Batteries: Remove, inspect, test and service, recharge and refit
- Remove and replace wheel and tyre assembly
- Remove and replace engine cylinder heads
- Set up and use welding equipment
- Disassemble and assemble an engine - four stroke, single cylinder petrol engines
- Carry out basic vehicle servicing operations
- Remove and replace radiators
- Use and maintain basic measuring equipment

### WHAT TYPE OF WORK IS DONE?

- Follow safe working practices
- Practical work involved in removal and replacement of components
- Using components to describe operation and determine serviceability
- Dismantle and assemble common components of a motor vehicle
- Practical work involved in the removal, dismantling and inspection of vehicle sub systems
- Dismantle and assemble common components of a motor vehicle
- Set up and use welding equipment

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Gaining employment in the automotive and any of the associated service industries. If employment is not the aim, the student will gain valuable knowledge and skills to assist them to undertake service and repair engines. Certificate II in Automotive is a nationally recognised qualification that leads to Certificate III level at TAFE and an automotive apprenticeship.

# CERTIFICATE III IN BUSINESS

## WHY STUDY THIS SUBJECT?

The (VCE) VET Business program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training within a range of business and industry settings. The Certificate III in Business provides a pathway for students who wish to continue with their business studies into higher education.

Note:

- VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain the Victorian Certificate of Education (VCE) or the Victorian Certificate of Education Vocational Major (VCE VM), as well as a nationally portable vocational education and training (VET) certificate.
- VCE VET units have equal status with other VCE studies - Scored assessment is available for scored Unit 3-4 sequence of the VCE VET Business Program.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

## UNIT 1 and UNIT 2

### WHAT IS STUDIED?

- Work Effectively in a Business Environment
- Process and Maintain Workplace Information
- Work Effectively with Others
- Communicate in The Workplace
- Use Business Technology
- Produce Digital Text Document
- Write Routine Workplace Texts
- Use Digital Technologies to Communicate Remotely
- Create and Use Spreadsheet
- Contribute To Health And Safety Of Self And Others
- Contribute to Workplace Innovation

### WHAT TYPE OF WORK IS DONE?

- Written tasks
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies
- Assessment tasks



# CERTIFICATE III IN BUSINESS

## UNIT 3 and UNIT 4

### WHAT IS STUDIED?

- Organise personal work priorities
- Organise workplace information
- Design and produce business documents
- Engage in workplace communication
- Deliver and monitor a service to customers

### WHAT TYPE OF WORK IS DONE?

- Written tasks
- Computer operations
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Assessment tasks
- End of year external examination

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Certificate III in Business contributes to your VCE ATAR score and provides a practical basis for many university courses in the administration/management area.

If all four Units are completed a two year TAFE Certificate is awarded for Certificate III in Business.

Further study can be undertaken at TAFE to the level of Advanced Diploma of Business. Students wishing to enter the workforce at the end of Year 12 will have a tertiary qualification to enhance their employment opportunities.

# CERTIFICATE II IN CONSTRUCTION PATHWAYS

## WHY STUDY THIS SUBJECT?

You will gain skills in the carpentry field of building and construction such as use of carpentry tools and equipment. You will also develop knowledge of industry communication skills, material calculations, reading plans and Occupational Health and Safety issues. This course is designed for people wanting to enter the building and construction industry to become an apprentice carpenter. It provides the knowledge and practical skills associated with working in the building construction industry and equip students with the ability to work safely in the industry.

Students are required to wear personal protective equipment provided by the College.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

## UNITS 1 – 4

### WHAT IS STUDIED?

- Work effectively and sustainably in the Construction Industry
- Plan and organise work
- Carry out measurements and calculations
- Undertake a basic construction project
- Apply WHS requirements, policies, and procedures in the Construction Industry
- Use carpentry tools and equipment
- Handle carpentry materials
- Handle construction materials
- Prepare to work safely in the construction industry (CIC)
- Provide basic emergency life support
- Work safely at heights
- Use wall and floor tiling tools and equipment
- Apply basic levelling procedures

### WHAT TYPE OF WORK IS DONE?

- OH&S
- Observations
- Practical use of tools and equipment
- Use of advanced joints
- Construction of products
- Completion of a timber product
- Investigate different joining methods
- Investigate hand tools

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

This course may lead on to an apprenticeship in carpentry and when qualified, further employment opportunities as a registered building practitioner, building inspector, leading hand, sub-foreman, foreman and project manager.

On successful completion of the course you will be awarded a Statement of Attainment in Certificate II in Construction Pathways. As part of the Australian Qualifications Framework this program is nationally recognised.

# CERTIFICATE II IN COOKERY (SIT20421)

## WHY STUDY THIS SUBJECT?

Certificate II in Cookery provides a double certificate for students, i.e. Certificate II in Cookery, which is recognised nationally, as well as VCE Units. It provides the core units for students to gain employment in the hospitality industry or to continue their studies in hospitality orientated TAFE courses.

Certificate II in Cookery requires teamwork and develops interpersonal skills, particularly customer relations. This subject will prepare students to enter the industry with knowledge about the latest trends in the food industry. Many skills learned in this subject will transfer into various other industries.

Students are also required to purchase a hospitality uniform and their own individual knife kits. There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

## UNITS 1 and 2

### WHAT IS STUDIED?

Units 1 and 2 operate as a year long course.

- Prepare dishes using basic methods of cookery.
- Use food preparation equipment.
- Prepare and present simple dishes.
- Clean kitchen equipment and premises.
- Use hygienic practices for food safety.
- Participate in safe food handling practices.
- Participate in safe work practices.
- Receive, store and maintain stock.
- Prepare and present sandwiches.

### WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies

**In 2025 all VET Hospitality students will be required to complete an extended practical class once a week. The class will run from 1:45pm until 3:25pm. This will bring Sacred Heart into line with industry best practice. This class is compulsory and will run throughout the year. These classes will also allow the students to achieve the Structured Workplace Learning component of the course.**

# CERTIFICATE II IN COOKERY (SIT20421)

## UNITS 3 and 4

### WHAT IS STUDIED?

Units 3 and 4 operate as a year long course.

- Work effectively in a commercial kitchen.
- Prepare appetisers and salads.
- Prepare vegetable, fruit, eggs and farinaceous dishes.
- Prepare stocks, soups and sauces.

### WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case Studies
- Role plays
- Work placement
- Project/case work
- Group discussions
- Integrated studies
- Written reports
- Excursions
- End of year external examination

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Hospitality orientated careers in clubs/bars, hotels/motels, restaurants, casinos, resorts, hospitals, Defence Forces, catering establishments, tourism, airlines and cruises. This could be as a full time career or in a part time capacity, while continuing with other studies or full time employment.

# CERTIFICATE II IN HORTICULTURE

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>By studying this subject, students develop knowledge and skills to understand the many different activities involved in Horticulture. This area of study aims to provide students with hands-on experience in many aspects of local and commercial Horticulture. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.</p> <p>As part of the course requirements it is necessary that students wear personal protective equipment provided by the College.</p> <p>There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.</p>	
<p><b>UNIT 1 - 2</b> <b>WHAT IS STUDIED?</b></p> <p>The units selected for study from the Horticultural Training Package may vary due to seasonal variations or opportunities that develop. Units selected may include the following:</p> <ul style="list-style-type: none"> <li>• Occupational and health procedures</li> <li>• Environmental work practices</li> <li>• Effective work in the industry</li> <li>• Workplace communication</li> <li>• Application of chemicals under supervision</li> <li>• Plant recognition</li> <li>• Planting of trees and shrubs</li> <li>• Weed treatments</li> <li>• Construction of low-profile timber or modular retaining walls</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Students become involved in practical activities around the College grounds. Different garden areas will be maintained and established</li> <li>• Students are given the opportunity to undertake different propagation and maintenance activities</li> <li>• Students learn to use tools and equipment in accordance with occupational health and safety procedures</li> <li>• Safe at Work Test</li> <li>• Oral Test</li> <li>• Workcover Virtual Tests</li> <li>• Student Journal</li> <li>• Research Assignment</li> <li>• Site map</li> </ul>
<p><b>UNIT 3 - 4</b> <b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Observe and report on weather</li> <li>• Carry out natural area restoration works</li> <li>• Determine basic properties of soil / growing media</li> <li>• Lay drainage pipes</li> <li>• Maintain properties and structures</li> <li>• Tend nursery plants</li> <li>• Landscape construction work</li> <li>• Pruning techniques</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• The students carry out different practical activities in a variety of locations at the College and locally</li> <li>• Research Assignment – Climate Conditions</li> <li>• Research Assignment – Soil Properties and Types</li> <li>• Student Journal</li> <li>• Students plan, develop and implement a maintenance program for structures and plants</li> <li>• Written Assignment</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>This subject will prepare the students to work in the Horticulture industry or in any of the service industries associated with Horticulture.</p> <p>If employment is not the aim, the student will gain valuable knowledge and skills to assist them to establish and maintain gardens and or develop horticultural enterprises.</p> <p>If all four units are completed a TAFE Certificate is awarded for Certificate II in Horticulture. Further study can be undertaken at TAFE to the level of Advanced Diploma of Horticulture.</p>	

# CERTIFICATE II IN HOSPITALITY (SIT20322) FRONT OF HOUSE

## WHY STUDY THIS SUBJECT?

Hospitality provides a double certificate for students, i.e. Certificate II in Hospitality, which is recognised nationally, as well as VCE Units. It provides the core units for students to gain employment in the hospitality industry or to continue their studies in hospitality orientated TAFE courses.

Hospitality requires teamwork and develops interpersonal skills, particularly customer relations.

Students will learn skills that will be beneficial in other industries.  
This certificate will prepare students to work front of house in the hospitality industry.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

## UNITS 1 and 2

### WHAT IS STUDIED?

Units 1 and 2 operate as a year long course

- Work effectively with others.
- Source and use information on the hospitality industry.
- Use hospitality skills effectively.
- Interact with customers.
- Show social and cultural sensitivity.
- Participate in safe work practices.
- Use hygienic practices for food safety.
- Prepare and serve espresso coffee.
- Prepare and present sandwiches.

### WHAT TYPE OF WORK IS DONE?

- Written tests
- Observations
- Case studies
- Role plays
- Project/case work
- Group discussions
- Integrated studies

**In 2025 all VET Hospitality students will be required to complete an extended practical class once a week. The class will run from 1:45pm until 3:25pm. This will bring Sacred Heart into line with industry best practice. This class is compulsory and will run throughout the year. These classes will also allow the students to achieve the Structured Workplace Learning component of the course.**

# CERTIFICATE II IN HOSPITALITY (SIT20322) FRONT OF HOUSE

<p><b>UNITS 3 AND 4</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>Units 3 and 4 operate as a <u>year long course</u></p> <ul style="list-style-type: none"><li>• Process financial transactions.</li><li>• Clean and tidy bars.</li><li>• Prepare and serve non alcoholic beverages.</li><li>• Provide advice on food.</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Written tests</li><li>• Observations</li><li>• Case Studies</li><li>• Role plays</li><li>• Work placement</li><li>• Project/case work</li><li>• Group discussions</li><li>• Integrated studies</li><li>• Written reports</li><li>• Excursions</li><li>• End of year external examination</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Hospitality orientated careers in clubs/bars, hotels/motels, restaurants, casinos, resorts, hospitals, Defence Forces, catering establishments, tourism, airlines and cruises. This could be as a full time career or in a part time capacity, while continuing with other studies or full time employment.</p>	



# CERTIFICATE III IN SPORT, AQUATICS & RECREATION (Year 1 )

## WHY STUDY THIS SUBJECT?

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. This qualification also provides for multi skilled roles which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

There is an additional cost associated with each VET course undertaken. In 2025 the approximate amount payable will be \$450 for each VET course, and this amount is added to the family fee account prior to commencing the course.

## UNITS 1 & 2

### WHAT IS STUDIED?

- Provide first aid
- Organise personal work priorities and development
- Respond to emergency situations
- Sport Safety (participate in WHS and respond to emergency situations)
- Provide hire equipment for activities
- Maintain activity equipment
- Assist in conducting recreation settings
- Maintain sport, fitness and recreation industry skills
- Provide quality service
- Participate in conditioning for sport activities
- Continuously improve officiating skills and knowledge

### WHAT TYPE OF WORK IS DONE?

- Assignment work relating to actual workplace practices done in class time
- Practical exercises to reinforce theory lessons
- Communicating with clients and colleagues to determine and interpret their specific requirements; understanding verbal and written information on sport and recreation products and services; preparing accurate records of client details; completing maintenance records; empathising and negotiating acceptable solutions to client requests and complaints.
- Working as a skilled team member; understanding own role in supporting the operation of sport and recreation facilities and servicing client needs; acknowledging accountability to other team members and working collaboratively with other sport and recreation personnel.
- Collecting, analysing and recording information to provide efficient support for sport and recreation programs and facilities; setting work priorities and scheduling own daily work activities to meet deadlines; following organisation policies and procedures to guide own work; Interpreting program schedules and timetables to determine priority and sequence of own tasks.

# CERTIFICATE III IN SPORT, AQUATICS & RECREATION (Year 2)

<p><b>UNITS 3 &amp; 4</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"><li>• Participate in WHS hazard identification, risk assessment and risk control</li><li>• Educate user groups</li><li>• Conduct sport coaching sessions with foundation students</li><li>• Plan and conduct programs</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Assignment work relating to actual workplace practices done in class time</li><li>• Practical exercises to reinforce theory lessons</li><li>• Knowing the sources of new information on the sport and recreation industry; accessing professional development opportunities to regularly update own knowledge and skills; sharing information with colleagues; updating knowledge and skills to accommodate changes in equipment and operating procedures.</li><li>• Understanding the operating capability of computer systems and software that assist in selling, planning and delivering sport and recreation products and services; safely using and maintaining sport and recreation equipment according to manufacturer's specifications and organisation policies and procedures.</li><li>• Adjusting work procedures to differences in equipment and facilities and changes in work environment; implementing correct action and following established procedures on discovery of an actual or potential emergency, security or safety hazard; identifying and discussing a range of ideas to improve own and colleagues work practices.</li><li>• Understanding and complying with the legal and ethical responsibilities that apply to own role in the sport and recreation industry; seeking and reflecting on feedback on own performance; acting on feedback from colleagues and supervisors on areas for improvement.</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Gaining employment in Sport &amp; Recreation and any of the associated service industries. For students who are enthusiastic about physical fitness and sport. Studying the Certificate III in Sport and Recreation will build a solid background in the industry, ideal if considering a career such as a sports and recreation officer, fitness instructor, recreation officer or sporting coach.</p>	

# VCE STUDIES



# ACCOUNTING

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners.</p>	
<p><b>UNIT 1: ROLE OF ACCOUNTING IN SMALL BUSINESS:</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Area of Study 1: The role of accounting</b></p> <ul style="list-style-type: none"> <li>• The accounting elements: assets, liabilities, owner's equity, revenues and expenses</li> <li>• Current and non-current assets, and current and non-current liabilities</li> <li>• Price setting methods such as recommended retail price, mark-up and cost-volume-profit analysis</li> </ul> <p><b>Area of Study 2: Recording financial data and reporting accounting information for a service business</b></p> <ul style="list-style-type: none"> <li>• Accounting assumptions and qualitative characteristics</li> <li>• The purpose and use of special journals:             <ul style="list-style-type: none"> <li>○ Sales Journal</li> <li>○ Purchases Journal</li> <li>○ Cash Receipts Journal</li> <li>○ Cash Payments Journal</li> </ul> </li> <li>• Classified accounting reports for a service business: – Cash Flow Statement – Income Statement – Balance Sheet</li> <li>• Ethical considerations when recording and reporting transactions.</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Folio of exercises</li> <li>• Structured questions</li> <li>• Case study including use of ICT</li> <li>• Classroom presentation including use of ICT</li> <li>• End of Semester Examination</li> </ul>
<p><b>UNIT 2: ACCOUNTING AND DECISION MAKING FOR A TRADING BUSINESS</b></p> <p><b>Area of Study 1: Accounting for inventory</b></p> <ul style="list-style-type: none"> <li>• The purpose and use of inventory cards using the First-In, First-Out (FIFO) and Identified Cost methods for recording</li> </ul> <p><b>Area of Study 2: Accounting for and managing accounts receivable and accounts payable</b></p> <ul style="list-style-type: none"> <li>• Transactions involving accounts receivable and accounts payable records: – sales – purchases – returns, both sales and purchases – bad debts – cash and settlement discounts (GST to be excluded)</li> <li>• Reporting of accounts receivable and accounts payable in the Cash Flow Statement, Income Statement and Balance Sheet</li> <li>• Strategies for effective management of accounts payable and accounts receivable</li> <li>• Ethical considerations when dealing with accounts receivable and accounts payable.</li> </ul>	<p><b>Area of Study 3: Accounting for and managing non-current assets</b></p> <ul style="list-style-type: none"> <li>• Documents used by a business to record financial transactions</li> <li>• Indicators to measure business performance in relation to non-current assets</li> <li>• Valuation of a non-current asset</li> <li>• Straight-line method of depreciation</li> <li>• Reporting depreciation in the income statement and balance sheet</li> <li>• Strategies for effective non-current asset management, including the use of asset registers</li> <li>• Ethical considerations faced by business owners when purchasing and managing non-current assets.</li> </ul>

# ACCOUNTING

<p><b>UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Area of Study 1: Recording and analysing financial data</b></p> <ul style="list-style-type: none"> <li>Accounting assumptions and qualitative characteristics as applicable</li> <li>The accounting elements: assets, liabilities, owner's equity, revenues and expenses</li> <li>Classification of assets and liabilities into categories of current and non-current</li> <li>Double entry system</li> </ul> <p><b>Area of Study 2: Preparing and interpreting accounting reports</b></p> <ul style="list-style-type: none"> <li>Documents used by a business to record financial transactions</li> <li>The preparation of the Profit and Loss Summary account in the General Ledger with transfer of profit or loss to the Capital account in the General Journal and the General Ledger</li> <li>The recording of the transfer of drawings to the Capital account in the General Journal and General Ledger</li> </ul>	<p><b>Area of Study 2: Preparing and interpreting accounting reports (CONTD)</b></p> <ul style="list-style-type: none"> <li>Dealing with inventory (FIFO)</li> <li>Characteristics and use of classified accounting reports: – Cash Flow Statement – Income Statement – Balance Sheet</li> <li>The distinction between cash and profit</li> <li>Ethical considerations</li> </ul> <p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>Structured questions (manual and ICT-based)</li> <li>Folio of exercises (manual and ICT-based)</li> <li>Report (written, oral or ICT-based)</li> <li>End of Year Examination</li> </ul>
<p><b>UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Area of Study 1: Extension of recording and reporting documents used by a business to record financial transactions</b></p> <ul style="list-style-type: none"> <li>Indicators and other relevant information to measure business performance: financial and non-financial</li> <li>the purchase of non-current depreciable assets for cash and financed by a loan</li> <li>Methods of depreciation: straight-line and reducing balance the implications of alternative methods of depreciation on accounting reports</li> <li>The recording and reporting on the disposal of a non-current depreciable asset</li> <li>Ethical considerations in relation to business decision-making and the recording and reporting of financial information</li> </ul>	<p><b>Area of Study 2: Budgeting and decision-making</b></p> <ul style="list-style-type: none"> <li>Indicators and other relevant information to measure business performance: financial and non-financial</li> <li>The characteristics and use of classified budgeted accounting reports</li> <li>The use of variance reports and trends for Cash Flow Statements and Income Statements</li> <li>The distinction between cash and</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>VCE Accounting prepares students for a university or TAFE vocational study pathway to commerce, management and accounting, leading to careers in areas such as financial accounting, management accounting, forensic/ investigative accounting, taxation, environmental accounting, management and corporate or personal financial planning.</p>	

# APPLIED COMPUTING

## WHY STUDY THIS SUBJECT?

VCE Applied Computing facilitates student-centred learning that enables students to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology (ICT) skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

## UNIT 1 APPLIED COMPUTING - WHAT IS STUDIED?

### DATA ANALYSIS

**Data and Information:** qualitative and quantitative data, characteristics of data and information

- **Approaches to problem solving:** structural characteristics of spreadsheets and databases, design tools, formats and conventions
- **Interactions and impacts:** Australian Privacy Principles relating to the acquisition

### PROGRAMMING

**Digital systems:** functions and capabilities of key hardware and software components

**Data and information:** characteristics of data types, types of data structures

**Approaches to problem solving:** features of solution requirements, constraints and scope, design techniques

## UNIT 2 APPLIED COMPUTING - WHAT IS STUDIED?

### INNOVATIVE SOLUTIONS

**Digital systems:** components of digital systems, emerging trends, functions and capabilities

**Data and Information:** techniques for collecting data

**Approaches to problem solving:** techniques for documenting and developing solutions

**Interactions and impact:** goals and objectives, economic issues, impact, legislation, ethical issues

## NETWORK SECURITY

**Digital systems:** LANS, WANS, WPANS, network hardware and software components, wired, wireless and mobile communications technology, network security threats, risks and benefits of using networks

## WHAT ARE THE LEARNING ACTIVITIES

- Research project
- Practical use of software to produce information solutions.
- Reports
- End of Semester Examination

## SOFTWARE USED

- Database (Microsoft Access)
- Spreadsheet (Microsoft Excel)
- Python Programming language
- Presentation software
- Data visualization software
- Other online tools relevant to students' needs

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

### VCE

Students may choose to continue studying information technology in VCE by selecting Unit 1 & 2 VCE Applied Computing and Unit 3 & 4 Analytics in Years 11 and 12

### Career

Many jobs and careers are increasingly needing their staff to have IT skills and capabilities. There are many careers options to follow if students wish to specialise in Information Technology. These can include Project Manager, Business Analyst, Data Scientist, Network Manager, Website Designer, Cyber Security Analyst, Data Analyst, Hardware/Software Engineer, IT Consultant, Programmer, Database Administrator and Tech Support. For more detailed information: <https://mallory.com.au/information-technology-jobs-descriptions/>.

# APPLIED COMPUTING

<p><b>UNIT 3 - WHAT IS STUDIED?</b></p> <p><b>Data analytics</b></p> <p>In this area of study students access, select and extract authentic data from large repositories. They manipulate the data to present findings as data visualisations in response to teacher-provided solution requirements and designs. Students develop software solutions using database, spreadsheet and data visualisation software tools to undertake the problem-solving activities in the development stages of manipulation, validation and testing.</p> <p><b>Data analytics - analysis and design</b></p> <p>In this area of study students, individually, determine and propose a research question and collect and analyse data. Students prepare a project plan, taking into account all stages of the problem-solving methodology Students generate design ideas for creating their database and/or spreadsheet solutions and infographics or dynamic data visualisations to present findings, which could include annotations to indicate key functions and layouts.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Theory to explain concepts</li> <li>• Practical work on the computer using application software to solve information problems</li> <li>• Tests</li> <li>• Documentation of solutions</li> <li>• Reports</li> </ul> <p><b>SOFTWARE USED</b></p> <ul style="list-style-type: none"> <li>• Spreadsheets - Microsoft Excel</li> <li>• Databases – Microsoft Access</li> <li>• Data visualisation software</li> </ul>
<p><b>UNIT 4 – WHAT IS STUDIED?</b></p> <p><b>Data analytics: development and evaluation</b></p> <p>In this area of study students develop their designs into infographics or dynamic data visualisations that address a research topic or question by applying the problem-solving stages of development and evaluation. Students use software tools and functions of database and/or spreadsheet software and data visualisation software to support the types of data being manipulated to transform the designs into infographics or dynamic data visualisations.</p> <p><b>Cybersecurity: data and information security</b></p> <p>In this area of study students focus on data and information security and its importance to an organisation. Students investigate security strategies used by an organisation to manage the storage, communication and disposal of data and information in their networked environment.</p> <p>They examine the threats to this data and information, and evaluate the methods an organisation uses to protect their data and information. Students consider the consequences for an organisation that fails to protect their data and information. They recommend strategies to reduce the threats to data and information, taking into account the key legal requirements and any ethical issues faced by the organisation.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Theory to explain concepts</li> <li>• Practical work on the computer using application software to solve information problems</li> <li>• Tests</li> <li>• Documentation of solutions</li> <li>• Reports</li> <li>• End of year external examination</li> </ul> <p><b>SOFTWARE USED</b></p> <ul style="list-style-type: none"> <li>• Spreadsheets - Microsoft Excel or</li> <li>• Databases – Microsoft Access</li> <li>• Data visualisation software</li> </ul>

# ART (Creative Practice)

## WHY STUDY THIS SUBJECT?

Art appeals to students who:

- Wish to explore their own creativity and imagination
- Wish to build skills when creating artworks by exploring and refining a range of media
- Wish to develop their own Creative Practice
- Want to undertake '*experiential learning*' learning by experiencing
- Want to undertake '*inquiry learning*', an active process of exploration and experimentation where the end result is not known.
- Students who want to undertake '*project based learning*', beginning with a challenging question or problem and engaging in problem solving, decision making and reflection.
- Wish to explore artists from both contemporary and historical contexts by attending excursions to art galleries and reading and analysing art works
- Wish to work in a creative field after they leave school
- Need to compile a Folio for entry into Art or Design courses at a tertiary level
- Find exploring Art a personally enriching experience and have demonstrated some ability in this area

### UNIT 1: Interpreting artworks and *exploring* the Creative Practice

#### WHAT IS STUDIED?

- The practices of artists from different time periods and cultures.
- The use of personal opinions and points of view about artworks.
- The ways artists use visual language to communicate ideas and meaning in their artworks.
- Methods used to experiment with and explore materials, techniques and processes.
- Ways to develop personal visual responses by investigating the work of artists.
- How to record creative practice in a visual diary.
- How to reflect and evaluate visual responses.

#### WHAT TYPE OF WORK IS DONE?

Students are introduced to the work of at least 3 artists using the interpretive lenses to reflect and respond to them.

Students undertake experiential learning where they are guided through a number of making and responding experiences as lead by their teacher.

Students develop an art practice which explores and refines art techniques including, but not limited to drawing in pastels, oil sticks, charcoal, pencil, painting in gouache, printmaking techniques including linocuts, monoprints, ceramics and sculpture, found objects, ephemeral objects.

### UNIT 2: Interpreting artworks and *developing* the Creative Practice

#### WHAT IS STUDIED?

The purpose of art in different cultures and times

- The diverse approaches to making and presenting art in a contemporary context.
- How artworks can help us reflect on beliefs, values and traditions in different cultures.
- How to communicate issues and ideas in art using collaborative practices.
- How to use a variety of materials, techniques and processes in artmaking.

#### WHAT TYPE OF WORK IS DONE?

##### May include but not limited to

- Creative practice and collaboration
- Written response to artists work including oral presentations, annotated response or formal essays. Short answer responses supported by visual references.
- Presentation of at least one finished artwork.
- A critique of creative work where students evaluate their own, and others, creative work.

Students use Creative Practice to explore ideas and issues and present at least one finished artwork using **collaborative approaches**.

Students undertake **inquiry based learning** where they create artworks in an active process of exploration and experimentation.



# ART (Creative Practice)

<p><b>UNIT 3 and 4</b></p> <p><b>WHAT IS STUDIED IN UNIT 3</b></p> <p>In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work.</p> <p>They explore ideas and experiment with materials, techniques and processes using the Creative Practice.</p> <p>The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation.</p> <p>Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist.</p> <p>Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork.</p> <p>The finished artwork will contribute to the Body of Work developed over Units 3 and 4.</p> <p><b>WHAT IS STUDIED IN UNIT 4</b></p> <p>Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice.</p> <p>They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas.</p> <p>The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Students examine at least one artwork and the practice of an artist and produce at least one artwork to contribute to their body of work.</li> <li>• Students create artworks using a folio to document the creative practice - ideas, skills in using materials and techniques, of their own choosing.</li> <li>• Students document their use of creative practice and present a critique.</li> <li>• Students resolve and present a Body of Work using creative practice.</li> <li>• Students research at least one historical artist and one contemporary artist, comparing their work in the form of an essay/report.</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Artist, Art Conservator, Public Art Practitioner, Sculptor, Painter, Printmaker, Graphic Artist, Art Teacher, (Primary, Secondary, Tertiary) Graphic Artist, Occupational Therapist, Art Therapist, Interior Designer, Landscape Architect, Industrial Designer, Textile Designer, Recreation Officer, Architect, Photographer, Web Designer, Town Planner, Theatrical Costume Designer, Stage Set Designer, Fashion Designer, Display Artist, Cultural Heritage Officer, Conservator, Craftsperson, Cartoonist, Cartographer, Arts Administrator, Animator, Advertising Industry, Visual Merchandiser, Camera Operator (film television), Beauty Therapist, Arts and Cultural Planner, Florist, Glass Worker, Hairdresser, Chef, Museum Technician, Sign Writer, Screen Printer, Picture Framer, Silversmith, Jeweller, Art Therapist, Tattoo Artist, Desktop Publisher and Curator.</p> <p>Students undertake a creative practice, a methodical approach to art making which could also be applied to other industries such as Business, Science, Humanities.</p> <p><b>The artworks/folio developed in Art can contribute to entry processes for a variety of Art and Design courses including RMIT, Victorian College of the Arts, Swinburne, LaTrobe University, Monash University, TAFE Colleges and many privately owned Colleges.</b></p>	

# BIOLOGY

## WHY STUDY THIS SUBJECT?

Through studying Biology students develop an understanding of the diversity of life as it has evolved and changed over time, and consider how living organisms function and interact in the natural world. Living organisms are investigated together with the interactions they have with each other and the natural environments. Biology also includes learning more about the life processes within cells and in multicellular organisms. Students study Biology because:

- they are fascinated by the amazing world of living things and want to discover more about it
- they enjoy combining practical work and field work with theoretical knowledge
- it is a requirement for their further study choices

## UNIT 1: HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

### Area of Study 1 - How do cells function?

- Cellular structure and function
- The cell cycle and cell growth, death and differentiation

### Area of Study 2 - How do plant and animal systems function?

- Cells are specialised and organised in plants and animals
- Functioning systems
- Regulation of systems

### Area of Study 3 - Practical Investigation:

Students adapt or design and then conduct a scientific investigation related to function and/or regulation of cells or systems, and draw a conclusion based on evidence from generated primary data.

## WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

These activities will include:

- Case Study based on a media release
- Analysis of primary and secondary data
- Analytical and assessment tasks
- Student-led scientific investigation
- End of semester examination
- Online Tasks

## UNIT 2: HOW DOES INHERITANCE IMPACT ON DIVERSITY?

### Area of Study 1 - How is inheritance explained?

- From chromosomes to genomes
- Genotypes and phenotypes
- Patterns of inheritance

### Area of study 2 - How do inherited adaptations impact on diversity?

- Reproductive strategies
- Adaptations and diversity enhance survival of species within an ecosystem

### Area of study 3 - Investigation of an issue

Students identify, analyse and evaluate a bioethical issue in genetics, reproductive science or adaptations beneficial for survival.

## WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in the understanding the key ideas.

These activities may include:

- Practical work including a student designed practical investigation
- Research presentation on a theoretical aspect of the unit
- Data analysis and assessment tasks
- End of semester examination
- Online Tasks

# BIOLOGY

<p><b>UNIT 3: HOW DO CELLS MAINTAIN LIFE?</b></p> <p><b>Area of Study 1 - What is the role of nucleic acids and proteins in maintaining life?</b></p> <ul style="list-style-type: none"><li>• The relationship between nucleic acids and proteins</li><li>• DNA manipulation techniques and applications, including the use of CRISPR</li></ul> <p><b>Area of Study 2 - How are biochemical pathways regulated?</b></p> <ul style="list-style-type: none"><li>• Regulation of biochemical pathways in photosynthesis and cellular respiration</li><li>• Photosynthesis as an example of biochemical pathways</li><li>• Cellular respiration as an example of biochemical pathways</li><li>• Biotechnological applications of biochemical pathways</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <p>Theoretical knowledge and activities are combined to assist in understanding the key ideas.</p> <p>Activities will include:</p> <ul style="list-style-type: none"><li>• Practical investigations</li><li>• Written practical reports</li><li>• Summarising notes</li><li>• Presentations</li><li>• Online Tasks</li></ul>
<p><b>UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?</b></p> <p><b>Area of Study 1 - How do organisms respond to pathogens?</b></p> <ul style="list-style-type: none"><li>• Responding to antigens</li><li>• Acquiring immunity</li><li>• Disease challenges and strategies</li></ul> <p><b>Area of Study 2 - How are species related over time?</b></p> <ul style="list-style-type: none"><li>• Genetic changes in a population over time</li><li>• Changes in species over time</li><li>• Determining the relatedness of species</li><li>• Human change over time</li></ul> <p><b>Area of Study 3 - Practical Investigation</b></p> <p>Student-designed or adapted investigation within or across Unit 3 and 4. The investigation involves the generation of primary data relating to cellular processes and/or how life changes and responds to challenges.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <p>Theoretical knowledge and activities are combined to assist in understanding the key ideas.</p> <p>Activities will include:</p> <ul style="list-style-type: none"><li>• Practical activities</li><li>• Written reports</li><li>• Online tasks</li><li>• An excursion</li><li>• Response to a current issue</li><li>• End of year 2 ½ hour external examination</li><li>• A structured scientific poster according to the VCAA template</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Students who go on to work or study in related fields find this understanding a great benefit to them. Many tertiary courses also require Biology or another Science as a pre-requisite, while for others it is recommended. Studying Biology can lead to careers in the following fields: Agricultural Science, Biological Science, Biotechnology, Environmental Science, Forestry, Forensic Science, Genetics, Laboratory Technician, Medical Science, Medicine, Microbiology, Molecular Biology, Nanotechnology, Research Science, Teaching and Veterinary Science.</p>	

# BUSINESS MANAGEMENT

<b>WHY STUDY THIS SUBJECT?</b> <p>Business Management examines the ways in which people at various levels manage or contribute to the planning, operation and evaluation of a business. Studying Business Management will enable students to develop transferable skills such as planning, collaboration with team members and deep problem-solving skills. Students who study Business Management will be engage in a variety of practical tasks as well as theoretical components to prepare students to engage in the corporate business society.</p>	
<b>UNIT 1: PLANNING A BUSINESS</b>  <b>WHAT IS STUDIED?</b> <ul style="list-style-type: none"><li>• Explore the considerations to be made before a business can be established</li><li>• Entrepreneurship along with other conditions that contribute to the success of business ideas</li><li>• Internal business environment and planning</li><li>• External business environment and planning</li></ul>	<b>WHAT TYPE OF WORK IS DONE?</b> <ul style="list-style-type: none"><li>• Case studies and analysis of businesses</li><li>• Business planning</li><li>• Short-answer and extended-answer structured questions</li><li>• End of semester examination</li></ul>
<b>UNIT 2: ESTABLISHING A BUSINESS</b>  <b>WHAT IS STUDIED?</b> <ul style="list-style-type: none"><li>• Legal requirements involved in setting up a business, including financial record keeping</li><li>• Planning and establishing appropriate financial control systems, supplier relationships and establishing effective policies and procedures</li><li>• Investigate the essential features of effective marketing</li><li>• Consider the best way to meet the needs of the business in terms of staffing and financial record keeping</li></ul>	<b>WHAT TYPE OF WORK IS DONE?</b> <ul style="list-style-type: none"><li>• Case studies and analysis of businesses</li><li>• Short-answer and extended-answer structured questions</li><li>• End of semester examination</li></ul>

# BUSINESS MANAGEMENT

<p><b>UNIT 3: MANAGING A BUSINESS</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"><li>• Key characteristics of businesses and their stakeholders</li><li>• Potential conflicts between businesses and stakeholders</li><li>• Management styles and skills and corporate culture</li><li>• Motivation and training in managing employees</li><li>• Workplace relations and dispute resolution</li><li>• Operations management – propose and evaluate strategies to improve the efficiency and effectiveness of business operations.</li><li>• Global considerations in operations management</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Contemporary Australian and global business case studies</li><li>• Short-answer and extended-answer structured questions</li><li>• An essay</li><li>• Media analysis</li></ul>
<p><b>UNIT 4: TRANSFORMING A BUSINESS</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"><li>• Reviewing business performance and the need for change</li><li>• The use of key performance indicators in evaluating and implementing change</li><li>• The role of leadership in change management</li><li>• The use of change management models in implementing change in business</li><li>• Corporate and social responsibility when implementing change</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Contemporary business case study to evaluate change management practice against theory</li><li>• Short-answer and extended-answer structured questions</li><li>• An essay</li><li>• Media analysis</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <ul style="list-style-type: none"><li>• Further studies in business, human resource management, commerce, operations/manufacturing management, supply chain management and related fields at a university or TAFE</li><li>• Develops an awareness and understanding of how businesses function and are managed, a valuable insight in almost all fields of employment</li></ul>	

# CHEMISTRY

## WHY STUDY THIS SUBJECT?

Chemistry is a key science in investigating and explaining the workings of our universe through understanding the properties and the interactions of substances that make up matter. Students will have the opportunity to:

### Investigate and inquire scientifically

- Plan, design and conduct investigations
- Analyse data
- Evaluate procedures and reliability of data

### Apply chemical understandings

- Make connections between concepts and apply understandings to familiar and new contexts
- Analyse issues and implications of new technologies

### Communicate chemical information and understandings

- Use appropriate chemical terminology, representations and conventions, graphing conventions and units of measurement
- Discuss relevant chemical information, concepts and models and the connections between them

## UNIT 1: HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

### WHAT IS STUDIED?

#### Area of Study 1 - How do the chemical structures of materials explain their properties and reactions?

- Elements and the periodic table
- Covalent substances
- Reactions of metals and ionic compounds
- Separation and identification of mixtures

#### Area of Study 2 - How are materials quantified and classified?

- Quantifying atoms and compounds
- Families of organic compounds
- Polymers and society

### WHAT TYPE OF WORK IS DONE?

- Practical activities
- Practical reports
- Library / internet research
- Extended experimental investigation
- Analysis of data
- A modelling or simulation activity
- A media analysis/response
- Presenting chemical information using written, oral, visual or multimedia formats
- End of semester examination

## UNIT 2: HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

### WHAT IS STUDIED?

#### Area of Study 1 - How do chemicals interact with water?

- Water as a unique chemical
- Acid-base (proton transfer) reactions
- Redox (electron transfer) reactions

#### Area of Study 2 - How are chemicals measured and analysed?

- Measuring solubility and concentration
- Analysis for acids, bases and salts
- Measuring gases

#### Area of Study 3 - How do quantitative scientific investigations develop our understanding of chemical reactions?

Students design and undertake a practical investigation

### WHAT TYPE OF WORK IS DONE?

- Practical activities
- Summary report of selected practical investigations
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues Critique of an experimental design, chemical process or apparatus
- Analysis of data
- Presenting chemical information using written, oral visual or multimedia formats
- End of semester examination

# CHEMISTRY

<p><b>UNIT 3: HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE CHEMICAL PROCESSES?</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Area of Study 1 - What are the current and future options for supplying energy?</b></p> <ul style="list-style-type: none"><li>• Carbon-based fuels</li><li>• Measuring changes in chemical reactions</li><li>• Galvanic cells and fuel cells as sources of energy</li></ul> <p><b>Area of Study 2 - How can the rate and yield of chemical reactions be optimised?</b></p> <ul style="list-style-type: none"><li>• rates of chemical reactions</li><li>• extent of chemical reactions</li><li>• production of chemicals by electrolysis</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• comparison and evaluation of chemical concepts</li><li>• Library / internet research</li><li>• Presenting chemical information using written, oral, visual or multimedia formats</li><li>• Practical experiments and reports</li><li>• problem-solving, including calculations, using chemistry concepts and skills applied to real-world contexts</li><li>• Analysis and interpretation of data</li></ul>
<p><b>UNIT 4: HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Area of Study 1 - How are organic compounds categorised and synthesised?</b></p> <ul style="list-style-type: none"><li>• Structure, nomenclature and properties of organic compounds</li><li>• reactions of organic compounds</li></ul> <p><b>Area of Study 2 - How are organic compounds analysed and used?</b></p> <ul style="list-style-type: none"><li>• Laboratory analysis of organic compounds</li><li>• Metabolism of food in the human body</li><li>• Instrumental analysis of organic compounds</li><li>• Medicinal chemistry</li></ul> <p><b>Area of Study 3 - How is scientific inquiry used to investigate the sustainable production of energy and/or materials?</b></p> <ul style="list-style-type: none"><li>• Investigation design</li><li>• Scientific evidence</li><li>• Science communication</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Analysis and interpretation of data</li><li>• Modelling organic chemicals</li><li>• Comparison and evaluation of findings from at least two practical activities</li><li>• Calculations</li><li>• Problem-solving applied to real-world contexts</li><li>• Practical reports</li><li>• Presenting chemical information through a structured scientific poster</li><li>• End of year external examination</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Careers and tertiary courses in the following areas: Agricultural Science, Applied Chemistry, Biological Science, Biotechnology, Dental Science, Engineering, Environmental Science, Forensic Science, Industrial Chemistry, Laboratory Technician, Materials Science, Medical Science, Medicine, Microbiology, Nanotechnology, Nursing, Pharmacy, Research Science, Teaching, Waste Management /Pollution Control and Wine Making.</p>	

# DRAMA

<b>2025</b>	<b>Unit 3&amp;4 Drama Unit 1&amp;2 Theatre Studies</b>	<p><b>Year 11 Students could choose to take Theatre Studies, or extend and undertake Drama as a Unit 3&amp;4 Subject</b>  <i>Year 11 students may wish to undertake 2 performing Arts subjects, with permission from Arts LAL</i>  <b>Year 12 students could only undertake Unit 3&amp;4 Drama</b></p>
<b>2026</b>	<b>Unit 3&amp;4 Theatre Studies Unit 1&amp;2 Drama</b>	<p>Year 11 Students could choose to take Drama, or accelerate and undertake Theatre Studies as a Unit 3&amp;4 Subject  <i>Year 11 students may wish to undertake 2 performing arts subjects, with permission from Arts LAL</i>            Year 12 students could only undertake Unit 3&amp;4 Theatre Studies</p>

## WHY STUDY THIS SUBJECT?

Drama offers opportunities for:

- Creative expression and development of acting and performance skills
- Developing skills in creating theatre performances from a student's own ideas
- Development of group and independent working skills
- Building confidence to perform in a public forum
- Challenges for personal development
- Refinement of thinking and analytical skills

## UNIT 1: INTRODUCING PERFORMANCE STYLES AND CONTEMPORARY DRAMA PRACTICES

### WHAT IS STUDIED?

- Study performance styles from a range of social, historical, contemporary and cultural contexts.
- Examine the traditions of storytelling and devise performances telling stories that go beyond representations of reality.
- How to create and present solo and ensemble devised performances
- How to record and document play making techniques in the development of performance work  
Analyse and evaluate the presentation of ideas, stories, characters in a professional work

### WHAT TYPE OF WORK IS DONE?

- Use transformation to create and sustain character/s/time/place
- Explore how dramatic elements and expressive skills enhance performance work
- Practical workshops in play-making techniques and applying production areas relevant to the selected performance styles
- Research subject matter, record and document the production process
- Reflect on, analyse and evaluate own and group performance work
- View, discuss and present analytical responses to amateur or professional theatre.
- Perform devised solo and ensemble drama work

## UNIT 2: CONTEMPORARY DRAMA PRACTICES AND AUSTRALIAN IDENTITY

### WHAT IS STUDIED?

- How are aspects of Australian identity evident in contemporary drama practice?
- How to analyse a professional play
- How to use, create and present solo and/or ensemble devised performances from Australian source stimulus
- How can dramatic play works reflect cultural attitudes and perspectives?
- How to document the developmental process
- How to develop the expressive skills of voice, movement, facial expression and gesture.

### WHAT TYPE OF WORK IS DONE?

- Workshop styles and conventions and explore how stagecraft elements enhance performance
- Interpreting Australian stimuli (stories, art, icons) to develop performance work
- Learn and use the language of drama
- Research subject matter and document the production process
- Evaluate individual and group performances
- Present a devised performance to an audience
- Respond to a performance of an Australian play/or a work reflecting the Australian identity
- Examine contemporary drama practices, the work of Aboriginal and Torres Strait Islander artists, sustainability, and ethical material sourcing.



# DRAMA

<p><b>UNIT 3: DEvised ENSEMBLE PERFORMANCE</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• How the collaborative process is used by a group in ensemble production</li> <li>• How to use stimulus material to create character/s and effectively apply stagecraft elements, lights, music, costume and props</li> <li>• How to evaluate and analyse the processes, techniques and skills in the development and performance of the Ensemble</li> <li>• How to use appropriate dramatic language to analyse and evaluate a drama performance.</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Development and production of a major Ensemble Performance that goes beyond a representation of real life as it is lived.</li> <li>• Record the developmental processes of the Drama Ensemble Performance</li> <li>• Devise, create and perform an Ensemble piece to an audience</li> <li>• Document and evaluate the production process, play-making techniques and performance skills.</li> <li>• Evaluate individual and group performances</li> <li>• View a professional theatre production and write an analytical response</li> <li>• Examine contemporary drama practices, the work of Aboriginal and Torres Strait Islander artists, sustainability and ethical material sourcing</li> </ul>
<p><b>UNIT 4: SOLO PERFORMANCE</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• How to identify the dramatic potential in selected stimulus material</li> <li>• How to use developmental techniques to produce a 'short' and an 'extended' Solo Performance</li> <li>• How to develop a script to guide a Solo Performance</li> <li>• How to apply prescribed styles, conventions, stagecraft and dramatic elements, application of symbol and transformation of character, time and place to scripts and improvisations.</li> <li>• How to apply non-naturalistic styles to enhance the meaning and form of Solo Performance.</li> <li>• How to present character/s in Solo Performance</li> <li>• How to identify, describe and explain the techniques used in live performances</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Workshops to develop a short 2 minute mini-solo' &amp; extended 7 minute Solo Performance</li> <li>• Research and preparation of material for a Solo Performance of up to 7 minutes duration, performed to external examiners</li> <li>• Draft and edit an original script</li> <li>• Document the processes, techniques and skills of the Solo Performance task</li> <li>• Focused experimentation and commitment to the rehearsal process</li> <li>• Attend professional workshops to prepare for the solo &amp; written exams</li> <li>• School Assessed Coursework</li> <li>• End of year external examination</li> <li>• End of year external examinations: Written and Practical</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <ul style="list-style-type: none"> <li>• The confidence, commitment to group collaboration, independent working habits, research and analytical skills developed in Drama are a foundation for any vocational or further study aspirations.</li> <li>• The important thing to understand about studying VCE Drama is that it opens up an incredible future in many different facets of the workforce.</li> <li>• Studying Drama can lead to success in the Arts industry, but skills such as confidence in public speaking; personal organisation and independence are transferable, so the possibilities are endless.</li> </ul>	

# ECONOMICS

<p><b>WHY STUDY THIS SUBJECT</b></p> <p>Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis, and collectively as a society, to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.</p>	
<p><b>UNIT 1: ECONOMIC DECISION MAKING</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>UNIT 1 - The Behaviour of Consumers and Businesses</b></p> <p><b>AoS1 – Thinking like an economist</b></p> <ul style="list-style-type: none"> <li>• Introductory concepts, including: relative scarcity, economic decision making, opportunity cost, resources</li> <li>• Business: profit maximisation, evolution and changing goals including sustainability, genders, technology and innovation</li> </ul> <p><b>AoS2 – Decision making in markets</b></p> <ul style="list-style-type: none"> <li>• Market competition</li> <li>• Law of Supply and Demand</li> <li>• Monopolies</li> </ul> <p><b>AoS3 - Behavioural Economics</b></p> <ul style="list-style-type: none"> <li>• Key insights of behavioural economics, including bounded rationality, bounded willpower and bounded self-interest</li> <li>• The differences between traditional economics and behavioural economics</li> <li>• The effectiveness of strategies used by government to influence consumer behaviours</li> </ul>	<p><b>WHAT TYPE OF WORK IS / CAN BE DONE?</b></p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Structured questions and analysis</li> <li>• Report of an investigation or an inquiry</li> <li>• A blog of media commentaries using print or electronic materials</li> <li>• A presentation (oral, multimedia, visual)</li> <li>• A web page</li> <li>• End of Semester Examination</li> </ul>
<p><b>UNIT 2: ECONOMIC ISSUES AND LIVING STANDARDS</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>AoS1: Economic Activity</b></p> <ul style="list-style-type: none"> <li>• The purpose of economic activity</li> <li>• the meaning of material and non-material living standards</li> <li>• The meaning and measurement of economic growth using real Gross Domestic Product (GDP)</li> <li>• The meaning of both long-term economic prosperity and environmental sustainability</li> </ul>	<p><b>AoS2: Applied Economic Analysis of Local, National and International Economic Issues</b></p> <ul style="list-style-type: none"> <li>• The definition of the selected economic issue, including relevant measures and statistical indicators</li> <li>• the reasons the issue is of importance to the economy at a local, national and international level</li> <li>• the economic factors influencing the extent of the selected economic issue</li> <li>• the different perspectives of households (consumers and workers), business, government and other relevant economic agents regarding the selected economic issue</li> <li>• the economic responses undertaken by relevant economic agents at a local, national and international level, to address the economic issue, including government policies</li> </ul>

# ECONOMICS

<p><b>UNIT 3: AUSTRALIA'S LIVING STANDARDS</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>AoS1: An introduction to microeconomics: the market system, resource allocation and government intervention</b></p> <ul style="list-style-type: none"> <li>• Relative scarcity: needs, wants, resources and opportunity cost</li> <li>• The nature of, and conditions for, a perfectly competitive market</li> <li>• The law of demand and the demand curve including movements along, and shifts of, the demand curve</li> </ul> <p><b>AoS 2: Domestic Macroeconomic Goals</b></p> <ul style="list-style-type: none"> <li>• The difference between material and non-material living standards and factors that may affect living standards</li> <li>• The five-sector circular flow model of income</li> <li>• The business cycle and its causes</li> <li>• The meaning and importance of aggregate demand and the factors that may affect the level of aggregate demand in the economy</li> </ul>	<p><b>AoS3: Australia and the International Economy</b></p> <ul style="list-style-type: none"> <li>• The relationship between trade and living standards</li> <li>• the terms of trade, its meaning and measurement and the factors that may affect the terms of trade</li> <li>• The balance of payments and its components</li> <li>• Australia's current account balance</li> <li>• the composition and cause of net foreign debt and net foreign equities</li> <li>• The exchange rate, its meaning and measurement and the factors affecting its value</li> </ul>
<p><b>UNIT 4 – MANAGING THE ECONOMY</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>AoS 1: Aggregate demand policies and domestic economic stability</b></p> <ul style="list-style-type: none"> <li>• Monetary policy</li> <li>• The role of the RBA with respect to monetary policy as outlined in its charter</li> <li>• Conventional monetary policy (cash rate target) and how it affects interest rates</li> <li>• Budgetary policy</li> <li>• Sources of government revenue including direct and indirect taxation, revenue from government businesses and the sale of government assets</li> <li>• Types of government expenses including government current and capital expenditure and transfer payments</li> <li>• The budget outcome: balanced, deficit or surplus</li> </ul> <p><b>AoS2: Aggregate supply policies</b></p> <ul style="list-style-type: none"> <li>• the use of aggregate supply policies to complement aggregate demand policies in promoting non-inflationary economic growth over time</li> <li>• the operation of aggregate supply policies in improving supply-side conditions through their impact on the quantity and quality of the factors of production, the costs of production and productivity, and the effect on Australia's international competitiveness, productive capacity and aggregate supply</li> <li>• how one of the following budgetary policies is designed to affect aggregate supply</li> </ul>	<p><b>WHAT TYPE OF WORK IS / CAN BE DONE?</b></p> <p>Suitable tasks for assessment may be selected from the following:</p> <ul style="list-style-type: none"> <li>• An analysis of written, visual and statistical evidence</li> <li>• A folio of applied economic exercises</li> <li>• Problem-solving tasks</li> <li>• A blog of media commentaries using print or electronic materials</li> <li>• A report of an investigation or an inquiry</li> <li>• Case studies</li> <li>• End of semester examination</li> </ul> <p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Further study in the field of Economics can lead to a broad range of career opportunities such as stockbroking, insurance, business analysis, banking and finance, journalism and public policy.</p>

# ENGLISH

## WHY STUDY THIS SUBJECT?

English is a compulsory component of a VCE course. There are three choices in meeting this requirement. English is the most popular option. The other options are English Language and English Literature. Students may study as many of these subjects as they wish.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators, and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

## UNIT 1

### WHAT IS STUDIED?

- 1. Reading and Exploring Texts**  
Students explore how meaning is created in a text
- 2. CrAFTING Texts**  
Students focus on the construction of texts

### WHAT TYPE OF WORK IS DONE?

- Note taking
- Reading and viewing
- Writing essays
- Creative responses
- Oral presentations
- Class and group discussions
- End of semester examination

## UNIT 2

### WHAT IS STUDIED?

- 1. Reading and Exploring Texts**  
Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes
- 2. Exploring Argument**  
Students build on their understanding of argument and the use of persuasive language in texts that attempt to influence an audience

### WHAT TYPE OF WORK IS DONE?

- Note taking
- Reading and viewing
- Writing essays
- Comparing texts
- Oral presentations
- Class and group discussions
- End of semester examination

# ENGLISH

<p><b>UNIT 3</b></p> <p><b>WHAT IS STUDIED?</b></p> <ol style="list-style-type: none"><li><b>1. Reading and responding to texts</b> Students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.</li><li><b>2. Creating texts</b> Students read and engage imaginatively and critically with mentor texts and effective and cohesive writing within identified contexts.</li></ol>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Reading, viewing and note taking</li><li>• Class and group discussion activities</li><li>• Analytical essays</li><li>• Creative Responses</li><li>• Trail examination</li></ul>
<p><b>UNIT 4</b></p> <p><b>WHAT IS STUDIED?</b></p> <ol style="list-style-type: none"><li><b>1. Reading and responding to texts</b> Students critically analyse texts.</li><li><b>2. Analysing argument</b> Students build their understanding of both the analysis and construction of texts that attempt to present an argument.</li></ol>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Preparing and delivering an oral presentation</li><li>• Class and group discussion activities</li><li>• Text response</li><li>• Preparation and revision for the final examination</li><li>• End of year external examination</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>The English/Literature/English Language result must be included in students ATAR Score. English is crucial to the development of communication skills that will be used both in professional and private pursuits throughout life.</p>	

# ENGLISH LANGUAGE

## WHY STUDY THIS SUBJECT?

VCE English Language is an advanced English subject which explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. English Language builds on students' previous learning about the conventions and codes used by speakers and writers of English. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change.

Students studying English Language examine how uses and interpretations of language are nuanced and complex, rather than a series of fixed conventions. Students explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion. The study of English Language enables students to understand the structures, features and discourses of written and spoken texts through the systematic and objective deconstruction of language in use.

English Language is one of three ways students can satisfy the compulsory English component of a VCE course at Sacred Heart College. This is an advanced subject, therefore work habits on recent reports will be taken into consideration when applying.

## UNIT 1 - Language and Communication

### WHAT IS STUDIED?

- 1. The nature and functions of language**  
This provides students with an understanding of the nature of language and how it can be used for a variety of functions.
- 2. Language acquisition**  
Focuses on the developmental stages of language acquisition, both first and additional language learning, and how children and people learn to use the conventions of language.

### WHAT TYPE OF WORK IS DONE?

- Compiling a folio and/or reports
- Case Studies
- Analysis of spoken and written texts
- Oral presentations
- Learning metalanguage
- Essay Writing

## UNIT 2 - Language Change

### WHAT IS STUDIED?

- 1. English across time**  
Students study the changes that have occurred in English over time.
- 2. Englishes in contact**  
Students study the effects of globalization on English, and the impact on the development and decline of languages as a result of contact with English.

### WHAT TYPE OF WORK IS DONE?

- Compiling a folio and/or reports
- Case Studies
- Analysis of spoken and written texts
- Oral presentations
- Learning metalanguage
- Essay writing

# ENGLISH LANGUAGE

<p><b>UNIT 3 - Language variation and purpose</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>The focus of this unit is language in its social setting</b></p> <ol style="list-style-type: none"><li><b>1. Informality</b> Students consider the features and functions of informal language in written, spoken and electronic interactions, understanding that the situational and cultural context of an exchange determines the language used.</li><li><b>2. Formality</b> Students consider the way situational and cultural context determines whether people use formal language and in which mode they choose to communicate. For example; how language is altered to suit occasions, the concept of politeness and the role of politeness markers</li></ol>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Learning metalanguage</li><li>• Written reports of investigations</li><li>• Folios</li><li>• Tests</li><li>• Multimedia reports</li><li>• Essays</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>• Essays, short answer tests and analytical commentaries</li></ul>
<p><b>UNIT 4 - Language variation and identity</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>The focus of this unit is on their contexts</b></p> <ol style="list-style-type: none"><li><b>1. Language variation in Australian society</b> This area of study enables students to examine the range of language varieties that exist in contemporary Australian society and the contributions these varieties make to a construction of shared national identity.</li><li><b>2. Individual and group identities</b> This area of study focuses on the role of language in reflecting and constructing individual and group identities.</li></ol>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Learn the ground rules of successful conversation</li><li>• Study a range of written genres</li><li>• Learn meta language</li></ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"><li>• Essays, short answer tests and analytical commentaries</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Any field in which attention is paid explicitly to language, such as Communications, Speech and Reading Therapy, Pre-school and Primary Education, English Teaching, Psychology, Cognitive Science, Computer Science and Philosophy. English language results must be included in students' ATAR score if they have studied this subject instead of English or Literature.</p>	

# ENVIRONMENTAL SCIENCE

## WHY STUDY THIS SUBJECT?

Environmental Science is an interdisciplinary 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. The study explores the relationships between the atmosphere, biosphere, hydrosphere and lithosphere and investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts.

Students will:

- explore the challenges that past and current human interactions with the environment presents for the future.
- develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.
- use scientific and cognitive skills to analyse contemporary issues related to environmental science.

## UNIT 1: HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

### Area of Study 1 - How are Earth's systems organised and connected?

- The movement of energy and nutrients across Earth's four interrelated systems
- How dynamic interactions among biotic and abiotic components contribute to their capacity to support life and sustain ecological integrity

### Area of Study 2 - How do Earth's systems change over time?

- How changes occurring at various time and spatial scales influence Earth's characteristics and interrelated systems with respect to a regional environmental challenge.

### Area of Study 3 - How do scientific investigations develop understanding of how Earth's systems support life?

Students design and conduct a practical investigation into the monitoring of ecosystems

## WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in understanding the key ideas.

These activities will include:

- Exploration and discussion
- Practical investigation and report
- Analytical and assessment tasks
- End of semester examination

## UNIT 2: WHAT AFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

### Area of Study 1 - How can we manage pollution to sustain Earth's systems?

- How the chemical and physical characteristics of pollutants impact on Earth's four systems
- Explore a range of options for management strategies.

### Area of Study 2 - How can we manage food and water security to sustain Earth's systems?

- Compare the advantages and limitations of different agricultural systems for achieving regional and global food security.

### Area of Study 3 - How do scientific endeavours contribute to minimising human impacts on Earth's systems?

- Students investigate and explain how science can be applied to address the impacts of natural and human activities.

## WHAT TYPE OF WORK IS DONE?

Theoretical knowledge and activities are combined to assist in the understanding the key ideas.

These activities may include:

- Practical work including a student designed practical investigation
- Research presentation on a theoretical aspect of the unit
- Data analysis and assessment tasks
- End of semester examination



# ENVIRONMENTAL SCIENCE

<p><b>UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?</b></p> <p><b>Area of Study 1 - Why is maintaining biodiversity worth a sustained effort?</b></p> <ul style="list-style-type: none"><li>• Explain the importance of Earth's biodiversity and how it has changed over time</li><li>• Analyse the threats to biodiversity</li><li>• Evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.</li></ul> <p><b>Area of Study 2 - When is development sustainable?</b></p> <ul style="list-style-type: none"><li>• Explain how sustainability principles relate to environmental management</li><li>• Analyse how stakeholder perspectives can influence environmental decision-making</li><li>• Evaluate the effectiveness of environmental management strategies in a selected case study</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <p>Theoretical knowledge and activities are combined to assist in understanding the key ideas.</p> <ul style="list-style-type: none"><li>• Activities will include:</li><li>• Practical investigations</li><li>• Written practical reports</li><li>• Summarising notes</li><li>• Presentations</li></ul>
<p><b>UNIT 4: HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?</b></p> <p><b>Area of Study 1 - How can we respond to climate change?</b></p> <ul style="list-style-type: none"><li>• Analyse the major factors that affect Earth's climate</li><li>• Explain how past and future climate variability can be measured and modelled</li><li>• Evaluate options for managing climate change</li></ul> <p><b>Area of Study 2 - What might be a more sustainable mix of energy sources?</b></p> <ul style="list-style-type: none"><li>• Compare the advantages and disadvantages of using a range of energy sources</li><li>• value the suitability and impacts of their use in terms of upholding sustainability principles</li></ul> <p><b>Area of Study 3 - How is scientific inquiry used to investigate contemporary environmental challenges?</b></p> <p>Students design and conduct a scientific investigation related to biodiversity, environmental management, climate change and/or energy use, and present an aim, methodology and method, results, discussion and a conclusion in a scientific poster.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <p>Theoretical knowledge and activities are combined to assist in understanding the key ideas.</p> <p>Activities will include:</p> <ul style="list-style-type: none"><li>• Practical activities</li><li>• Written reports</li><li>• Online tasks</li><li>• An excursion</li><li>• Response to a current issue</li><li>• End of year 2 ½ hour external examination</li><li>• A structured scientific poster according to the VCAA template</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>VCE Environmental Science provides for continuing study pathways within the field and leads to a range of careers. Diverse areas of employment range from design, including landscape or building architecture, engineering and urban planning, environmental consultancy and advocacy, which may involve employment in air, water and/or soil quality monitoring and control, agriculture, construction, mining and property management and water quality engineering. Environmental scientists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, geology and oceanography.</p>	

# EXTENDED INVESTIGATION

*(Note: This is a Unit 3 and 4 VCE Subject)*

## WHY STUDY THIS SUBJECT?

The VCE Extended Investigation subject enables students to develop, refine and extend knowledge and skills in independent research, and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student, or it may be completely independent of any other study in the student's VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to an educated non-specialist audience.

Students would study this subject if they wish to:

- explore a chosen area of investigation in depth
- develop as independent, critical and reflective learners
- develop research project management knowledge and skills
- develop skills in written and oral presentation of research findings

## WHAT IS STUDIED?

- Designing a research question
- Planning and undertaking research in response to the research question
- Techniques and methods to support critical thinking skills
- How to write a report that presents and evaluates the results of the extended investigation
- How to critically evaluate their research process, and defend research findings

## WHAT TYPE OF WORK IS DONE?

- Select and evaluate literature, and other resources where available, to inform an investigation
- Organise and critically analyse ideas and information
- Explain and justify selected research methods
- Use conventions of academic report writing
- Use key research concepts and terms

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

A key focus of Extended Investigation is to develop critical thinking and analytical skills, essential to support success and achievement in VCE, further tertiary study and professional employment.



# FOOD STUDIES

## WHY STUDY THIS SUBJECT?

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 explore food from a range of different perspectives. They study past and present eating patterns, Australian and global food production systems, and the physical and social functions and roles of food. Students will research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food and critically evaluate information, marketing messages and new trends.

They will look at Australia's varied and abundant food supply, and how food and cooking have become prominent in digital media and publishing. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products that may harm their health. This study examines the background to this abundance and explores reasons for our food choices.

It is designed to build the capacities of students to make informed food choices. Students develop their understanding of food, while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns.

### UNIT 1: Food Origins.

- The origins of food including hunter-gatherer food systems and early agriculture food systems.
- The development of food systems, food cultures and distinctive cuisines.
- Patterns in global spread of food production and the growth of trade in food commodities.
- Indigenous Australian food practices including the ingredients, flavours, tools and natural resources.
- Migration to Australia and influences on Australian Food tastes and consumption.
- Contemporary Australian Food.

### UNIT 2: Food Makers

- The Australian food system.
- Australian food industry trends and issues.
- Australian primary production including agriculture, horticulture and major food growing regions.
- Food processing and manufacturing industries in Australia.
- Developing new food products using design briefs.
- Food safety in industry, including food labelling.
- Evaluate food products using sensory analysis, dietary analysis and nutritional analysis.
- Planning and managing meals including resources such as time, money, health and sustainability.
- Designing and adapting recipes including meeting food preferences, medical, cultural and ethical restrictions.
- The principles of heat transfer.
- The functional properties of food.

### WHAT TYPE OF WORK IS DONE?

- Practical cooking
- Sensory analysis
- Comparative food testing
- Dietary and nutritional analysis
- Product analysis
- Creating and responding to design briefs
- Scientific experiments
- Case studies
- Film reviews
- Research assignments
- Excursions / incursions
- Guest speakers
- Group work
- Structured questions
- Short answer questions
- Multimedia tasks

# FOOD STUDIES

## UNIT 3: Food in Daily Life.

- Appetite, satiety, and the sensory appreciation of food.
- Digestion – how foods are digested and absorbed by the body.
- The role of the gut microbiota.
- The Australian Dietary Guidelines and the Australian Guide to Healthy Eating, with particular focus on the ways in which food selection can assist in the prevention of obesity and related lifestyle diseases.
- Biological reasons for differences in dietary requirements, considering factors including age, sex, pregnancy and lactation, and activity levels.
- Food allergies and intolerances.
- Current Australian eating patterns and trends in food purchasing and consumption.
- How social factors influence food intake such as income, education, location, accommodation, culture and available time.
- The social and emotional role of food in expressing personal identity and connectiveness.
- The role of food influencing mental health.
- The role of the media shaping food information.
- Personal and social behaviours encourage overconsumption of food.
- Political influences on food systems.
- Developing healthy diets in children.

## WHAT TYPE OF WORK IS DONE?

- Practical cooking
- Cooking demonstrations
- Sensory analysis
- Food sampling
- Dietary and nutritional analysis
- Product analysis
- Responding to design briefs
- Scientific experiments
- Case study analysis
- Media analysis
- Research Inquiry
- Excursions / incursions
- Guest speakers
- Group work
- Structured questions
- Short answer questions
- Multimedia tasks

## UNIT 4: Food Issues, Challenges and Futures

- Using evidence-based research to assess food fads, trends and diets.
- Becoming an informed food consumer – how to assess the validity of food information and food claims made by food companies.
- Food standards relating to food labelling and food advertisements.
- Practical ways to apply healthy eating and maintain a healthy weight.
- Global food security – challenges of feeding the world.
- Ethical concerns of Australian food consumers.
- Environmental sustainability of Australia's primary food production systems.
- Environmental effects of food processing and manufacturing, retail and consumption in Australia.

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

Students who study Food Studies could enrol in a Bachelor Degree or higher education in nutrition, health promotion, dietetics, nursing, Food Technology, environmental health, winemaking or consumer science.

The completion of this subject can also lead to studies in hospitality, primary production or catering.

Possible career paths may include nutrition, health, hospitality, food sustainability, food marketing, health inspector, food quality control, food historian, food microbiology, recipe tester, new food product development, food scientist, food technology teacher, health promotion, food critic, environmental health officer, caterer.

# FRENCH

## WHY STUDY THIS SUBJECT?

French is one of the ten most spoken languages in the world. The study of French enables students to:

- Use French to communicate with others
- Understand and appreciate the cultural contexts in which French is used
- Understand our own culture through the study of other cultures
- Make a connection between French and English and other languages
- Learn more about English grammar
- Apply French to daily work, further studies, training or leisure

## UNIT 1:

### WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Year 10 French.

The three prescribed themes connected to Unit 1 are:

- The individual
- The French-speaking communities
- The world around us

Topics include:

- Family and friends
- Sports, leisure activities and health
- School life

### WHAT TYPE OF WORK IS DONE?

- Listening and categorising, summarising and interpreting information
- Wider reading of French texts and comprehension activities
- Writing in a range of text types using appropriate conventions
- Researching cultural topics
- Developing speaking confidence, using personal opinions
- Cultural exchange and conversation activities with French visitors
- Memorisation for role-plays and presentations

## UNIT 2:

### WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Unit 1 French.

The three prescribed themes connected to Unit 1 are:

- The individual
- The French-speaking communities
- The world around us

Topics include:

- Travelling
- Arts, culture and entertainment
- French customs and traditions

### WHAT TYPE OF WORK IS DONE?

- Listening and categorising, summarising and interpreting information
- Wider reading of French texts and comprehension activities
- Writing in a range of text types using appropriate conventions
- Researching cultural topics
- Developing speaking confidence, using personal opinions
- Cultural exchange and conversation activities with French visitors
- Memorisation for role-plays and presentations

# FRENCH

<p><b>UNIT 3:</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>Pre-requisite: Satisfactory completion of Unit 2 French.</p> <p>The three prescribed themes connected to Unit 1 are:</p> <ul style="list-style-type: none"><li>• The individual</li><li>• The French-speaking communities</li><li>• The world around us</li></ul> <p>Topics include:</p> <ul style="list-style-type: none"><li>• My future</li><li>• Youth issues and subcultures</li><li>• Second World War</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Grammatical structures – tenses and other grammar</li><li>• Listening and categorising, summarising and interpreting information</li><li>• Conversing in a variety of contexts</li><li>• Wider reading of French text and comprehension activities</li><li>• Writing in a range of text types, using appropriate conventions</li><li>• Researching cultural topics, using a variety of texts and media</li><li>• Developing confidence in speaking, using personal opinions</li><li>• Preparation for VCE exam</li></ul>
<p><b>UNIT 4:</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>Pre-requisite: Satisfactory completion of Unit 3 French.</p> <p>The three prescribed themes connected to Unit 1 are:</p> <ul style="list-style-type: none"><li>• The individual</li><li>• The French-speaking communities</li><li>• The world around us</li></ul> <p>Topics include:</p> <ul style="list-style-type: none"><li>• Roles and relationships in society</li><li>• Environment and sustainability</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Sustained practice and revision for listening, reading, speaking and writing in preparation for the final examination</li><li>• Constructing a major writing piece, using the correct text type, length and conventions</li><li>• Practising personal conversation topics</li><li>• End of year external examinations – written and oral</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>The ability to communicate in French, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. Students can also work as an English Assistant in French speaking countries.</p> <p>Language studies can be pursued in university Arts courses or as a diploma.</p>	

# GEOGRAPHY

<b>WHY STUDY THIS SUBJECT?</b> <p>The study of Geography allows 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?</p> <p>You should study VCE Geography if you are:</p> <ul style="list-style-type: none"><li>• Interested in the world's natural and human environments</li><li>• Wanting to be a good global citizen and develop an improved understanding of how to manage the use of the world's resources to enable sustainability</li><li>• Wishing to increase your knowledge of the world and the major events that occur within it</li><li>• Thinking of a career in these areas.</li></ul>	
<b>UNIT 1: HAZARDS AND DISASTERS</b> <b>WHAT IS STUDIED?</b> <p>This unit investigates how people have responded to specific types of hazards and disasters. Hazards include a wide range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease.</p> <p>Students examine hazards and hazard events and analyse the impacts of hazard events. They study at least two specific hazards at different scales. They explore the nature and effectiveness of specific measures such as prediction and warning programs, community preparedness and land use planning, as well as actions taken after hazards become harmful and destructive disasters.</p>	<b>WHAT TYPE OF WORK IS DONE?</b> <ul style="list-style-type: none"><li>• Fieldwork Excursion</li><li>• Fieldwork Report – Disaster Impacts</li><li>• Interpret and analyse maps, diagrams and other geographical information.</li><li>• Examine case studies at local, national and global scales.</li><li>• Collect, sort and process primary and secondary data.</li><li>• End of semester examination.</li></ul>
<b>UNIT 2: TOURISM: ISSUES AND CHALLENGES</b> <b>WHAT IS STUDIED?</b> <p>In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism.</p> <p>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. They explore the environmental, economic, social and cultural impacts of different types of tourism, and the issues and challenges that these create for people and the environment.</p>	<b>WHAT TYPE OF WORK IS DONE?</b> <ul style="list-style-type: none"><li>• Fieldwork Excursion</li><li>• Fieldwork Report – Tourism Sustainability</li><li>• Interpret and analyse maps, diagrams and other geographical information.</li><li>• Examine case studies at local, national and global scales.</li><li>• Collect, sort and process primary and secondary data.</li><li>• End of semester examination.</li></ul>



# GEOGRAPHY

<p><b>UNIT 3: CHANGING THE LAND</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>This unit focuses on two investigations of geographical change: change to land cover and change to land use</p> <p>Students investigate two major processes that are changing land cover in many regions of the world:</p> <ul style="list-style-type: none"> <li>• Deforestation, and</li> <li>• Melting glaciers and ice sheets.</li> </ul> <p>Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes, and responses to these changes at different scales.</p> <p>At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Interpretation and analysis of maps, data and other geographic information</li> <li>• Collect, sort, process and represent primary and secondary data through fieldwork</li> <li>• Examination of case studies at local, national and global scales</li> <li>• Use of GIS and GNSS technologies (GPS &amp; Google Earth) to view and associate data.</li> <li>• School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score:             <ul style="list-style-type: none"> <li>○ Outcome 1 – Analysis of geographic data and a case study</li> <li>○ Outcome 2 – Fieldwork report and structured questions</li> </ul> </li> </ul>
<p><b>UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.</p> <p>Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Analysis of population dynamics on a global scale.</li> <li>• Analysis of significant population issues and challenges in selected locations and evaluation of responses.</li> <li>• School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score:             <ul style="list-style-type: none"> <li>○ Outcome 1: Analysis of geographic data and research report</li> <li>○ Outcome 2: Case Studies</li> </ul> </li> <li>• End-of-year examination which contributes 50 per cent to the study score</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Careers and tertiary courses in the following areas: Arts, Social Sciences, Climatology, Conservation, Disaster Management, Earth Sciences, Emergency Services, Urban and Town Planning, Environmental Management, Engineering, International Development, Geographical Information Systems (GIS), Outdoor Education, Natural Resource Management, Teaching, Park and Research Management, International Affairs, Geology, Oceanography, Tourism and Ecotourism, Recreation and Surveying.</p>	

# HEALTH AND HUMAN DEVELOPMENT

## WHY STUDY THIS SUBJECT?

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organisation's definition and interpretations of health and wellbeing.

Students examine health and wellbeing, and human development as dynamic concepts, subject to a complex interplay of biological, sociocultural and environmental factors, many of which can be modified by healthcare and other interventions.

Students consider Australian and Global contexts as they investigate variations in health status between populations and nations. They look at the Australian Healthcare system and research what is being done to address inequalities in health and development outcomes.

They examine and evaluate the work of global organisations such as the United Nations and the World Health Organisation, as well as non-government organisations and the Australian government's overseas aid program.

This study presents concepts of health and wellbeing, and human development, from a range of perspectives: individual and collective; local, national and global; and across time and lifespan.

Students develop health literacy as they connect their learning to their lives, communities and world.

## UNIT 1 – Understanding Health and Wellbeing

### WHAT IS STUDIED?

Health perspectives and influences

- Various definitions of health and wellbeing, including physical, social, emotional, mental and spiritual dimensions
- Indicators used to measure the health status of Australians, including incidence and prevalence of health conditions.

Health and Nutrition

- The function and food sources of major nutrients
- The use of food selection models to promote healthy eating among youth
- The consequences of nutritional imbalance

Youth Health and Wellbeing

- Government and Non-Government programs relating to youth health and wellbeing
- Community values and expectations that influence the development and implementation of programs
- Key features of one health and wellbeing focus relating to Australia's youth

### WHAT TYPE OF WORK IS DONE?

- Collect and analyse data
- Group work
- Research assignments
- Minor oral presentations
- Case studies
- Multimedia presentations
- Assessment tasks
- Short written reports
- Structured questions
- End of semester examination
- Incursions

## UNIT 2 – Managing Health and Development

### WHAT IS STUDIED?

Developmental transitions

- Overview of the human lifespan
- Definitions and characteristics of development, including physical, social, emotional and intellectual.
- The role of parents, carers and/or family environment in determining the optimal development of children through understanding of; fertilisation and the stages of prenatal development, risk and protective factors relating to prenatal development, the impact of early life experiences on future health and development

Health Care in Australia

- Key aspects of Australia's health system such as Medicare, the Pharmaceutical Benefits Scheme and Private Health Insurance
- Rights and Responsibilities associated with accessing health services

# HEALTH AND HUMAN DEVELOPMENT

<p><b>UNIT 3 – Australia’s health in a globalised world</b></p> <p><b>WHAT IS STUDIED?</b>          Understanding Health and Wellbeing</p> <ul style="list-style-type: none"> <li>• Concepts of health and wellbeing</li> <li>• Benefits of optimal health and wellbeing and its importance as a resource individually, nationally and globally</li> <li>• Pre-requisites for health as determined by the WHO including peace, shelter, education, food, income, a stable eco-system, sustainable resources, social justice and equity</li> </ul> <p>Promoting health and wellbeing</p> <ul style="list-style-type: none"> <li>• Improvements in Australia’s health status since 1990 and reasons for these improvements</li> <li>• Australia’s health system including Medicare, the Pharmaceutical Benefits scheme and the National Disability Insurance scheme</li> <li>• The role of health promotion</li> <li>• Initiatives introduced to bring about improvements in Indigenous Health and wellbeing</li> <li>• Initiatives to promote healthy eating in Australia</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Collect and analyse data</li> <li>• Group work</li> <li>• Research assignments</li> <li>• Minor oral presentations</li> <li>• Case studies</li> <li>• Multimedia presentations</li> <li>• Assessment tasks</li> <li>• Short written reports</li> <li>• Structured questions</li> <li>• Incursions</li> <li>• End of year external examination</li> </ul>
<p><b>UNIT 4 – Health and Human Development in a global context</b></p> <p><b>WHAT IS STUDIED?</b>          Health and wellbeing in a global context</p> <ul style="list-style-type: none"> <li>• Characteristics of high, middle and low income countries</li> <li>• Similarities and differences in health status among high, middle and low income countries</li> <li>• The concepts and dimensions of sustainability</li> <li>• The concept of Human Development</li> </ul> <p>Health and the Sustainable Development Goals</p> <ul style="list-style-type: none"> <li>• Rationale and objectives of the UN’s SDG’s</li> <li>• Key features of SDG 3 ‘Ensure healthy lives and promote wellbeing for all at all ages’</li> <li>• The relationship between SDG 3 and SDGs 1,2,4,5,6 and 13</li> <li>• Priorities and work of the WHO</li> <li>• The purpose and characteristics of different types of aid (Bilateral, Multilateral, Emergency, Non-Government)</li> <li>• Features of Australia’s aid program including its priority areas and the type of partnerships involved</li> <li>• The role of non-government organisations</li> </ul>	
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <ul style="list-style-type: none"> <li>• Primary and secondary teaching</li> <li>• Nursing</li> <li>• Childcare</li> <li>• Physical Education</li> <li>• Social work/ counselling</li> <li>• Future parenting skills</li> <li>• Health Promotion and Development</li> <li>• Psychology</li> </ul>	

# MODERN HISTORY (UNITS 1 & 2)

## WHY STUDY THIS SUBJECT?

History is the study of the human story. History explores the 'big issues' such as – War, Peace, Freedom, Human Rights, Justice, Democracy, Dictatorship and Nationalism to name a few.

In studying History, students investigate 'Yesterday' (*Then*, the past) to help explain 'Today' (*Now*, the present), in order to shape 'Tomorrow' (*Later*, the Future).

History is explored through major events, ideas, individuals, groups, movements, societies and civilisations, as well as various social, political, economic, cultural, environmental and technological forces and conditions that have shaped humanity.

## WHAT IS STUDIED?

### VCE Modern History: Unit 1 (Change and conflict)

#### Area of Study 1: Ideology and conflict

Students focus on the consequences of World War I and causes of World War II. The study is contextualised by exploring the rise of Adolf Hitler and the Nazi Party to power in Germany (1918-1933).

#### Area of Study 2: Social and Cultural change

Students focus on social life and cultural expression. The study is contextualised by looking at Adolf Hitler and the Nazi Party's consolidation of power in Germany and Europe, and their eventual demise (1933-1945).

### VCE Modern History: Unit 2 (The changing world order)

#### Area of Study 1: The Cold War

Students focus on the causes and consequences of the Cold War, a 50-year conflict that divided the world into two competing camps led by the US and Russia.

#### Area of Study 2: Challenge and change

Students select from a range of themes to explore the end of the 20<sup>th</sup> and beginning of the 21<sup>st</sup> centuries. Themes include: Independence, Terrorism, Conflicts, Social and Political Movements.

## WHAT TYPE OF WORK IS DONE?

- Classroom discussions and debates
- Undertaking independent and small group historical inquiries/investigations
- Working with and analysing primary historical sources and artefacts (e.g. political cartoons, propaganda posters, song lyrics, buildings, key documents)
- Working with and analysing historical interpretations
- Extended response and essay writing
- Reading and note-taking.

# HISTORY: REVOLUTIONS (UNITS 3 & 4)

<p><b>WHAT IS STUDIED?</b></p> <p><b>Unit 3: The French Revolution</b></p> <p><b>Area of Study 1: Causes of revolution</b></p> <p>Students focus on the long-term causes and short-term triggers of the French Revolution (1774-1789).</p> <p><b>Area of Study 2: Consequences of revolution</b></p> <p>Students focus on the consequences of the French Revolution (1789-1795) and evaluate the extent to which the consequences brought about change to French society. Students also analyse the significant challenges that confronted the new regime after the initial outbreak of revolution and whether the revolution fulfilled or betrayed its original aims.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <p>The following four assessment tasks will be completed over Units 3 and 4:</p> <ol style="list-style-type: none"> <li>i. a historical inquiry</li> <li>ii. evaluation of historical sources</li> <li>iii. extended responses</li> <li>iv. an essay.</li> </ol> <ul style="list-style-type: none"> <li>• School-assessed Coursework for Unit 3 will contribute 25 per cent to the study score.</li> <li>• School-assessed Coursework for Unit 4 will contribute 25 per cent to the study score.</li> <li>• The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 50 per cent to the study score.</li> </ul>
<p><b>Unit 4: The Russian Revolution</b></p> <p><b>Area of Study 1: Causes of revolution</b></p> <p>Students focus on the long-term causes and short-term triggers of the Russian Revolution (1896-1917).</p> <p><b>Area of Study 2: Consequences of revolution</b></p> <p>Students focus on the consequences of the Russian Revolution (1917-1927) and evaluate the extent to which the consequences brought about change to Russian society. Students also analyse the significant challenges that confronted the new regime after the initial outbreak of revolution and whether the revolution fulfilled or betrayed its original aims.</p>	
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Successful completion is highly regarded by corporate employers, Federal and State Public Services, careers in Law, Journalism, Information Services, Film Companies, Advertising, Local Councils, Businesses (local and overseas), Human Resources, Public Relations, Education and the Arts, Welfare and Foreign Aid providers.</p>	

# JAPANESE

## WHY STUDY THIS SUBJECT?

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. The bond between our two countries helps to nurture closer economic, trade and cultural ties.

The study of Japanese enables students to:

- Use Japanese to communicate with others
- Understand and appreciate the cultural contexts in which Japanese is used
- Understand our own culture through the study of other cultures
- Make connections between Japanese and English and other languages
- Apply Japanese to daily work, further study, training or leisure
- Make and appreciate Japanese cuisine

## UNIT 1

### WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Year 10 Japanese

The three prescribed themes connected to Unit 1 are:

- The Individual
- The Japanese Speaking Communities
- The World Around Us

Topics Include:

- Personal identity and life styles
- Relationships and Japanese speaking communities
- School life
- Living in a Japanese Society/Visiting Japan

### WHAT TYPE OF WORK IS DONE?

- Cultural exchange and conversation activities with Japanese visitors
- Text and workbook chapters
- Listening and categorising, summarising and interpreting information
- Memorisation for role-plays and presentations
- Wider reading of Japanese text and comprehension activities
- Writing in a range of text types
- Research on cultural topics
- Conversation practice
- Consolidating and advancing knowledge of the kanji script through regular kanji quizzes

## UNIT 2

### WHAT IS STUDIED?

Pre-requisite: Satisfactory completion of Japanese Unit 1

The three prescribed themes connected to Unit 2 are:

- The Individual
- The Japanese Speaking Communities
- The World Around Us

Topics Include:

- Communication and Media
- Aspirations, education and careers
- Japanese Culture

### WHAT TYPE OF WORK IS DONE?

- Participation in Japanese excursions, workshops and interactive cultural activities.
- Text and workbook chapters
- Listening and categorising, summarising and interpreting information
- Memorisation for role-plays and presentations
- Wider reading of Japanese text and comprehension activities
- Writing in a range of text types
- Research on cultural topics using texts and the Internet
- Conversation practice
- Consolidating and advancing knowledge of the kanji script through regular kanji quizzes

# JAPANESE

<p><b>UNIT 3</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>Pre-requisite: Satisfactory completion of Japanese Unit 2</p> <p>The three prescribed themes connected to Unit 3 are:</p> <ul style="list-style-type: none"> <li>• The Individual</li> <li>• The Japanese speaking communities</li> <li>• The World Around Us</li> </ul> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• The influence of technology on the workforce</li> <li>• Significant people</li> <li>• Living in Japan</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Wider reading and viewing of Japanese text and video as comprehension activities</li> <li>• Text and workbook chapters</li> <li>• Listening and categorising, summarising and interpreting information</li> <li>• Writing in a range of text types</li> <li>• Research on cultural topics using texts and the Internet</li> <li>• Associated grammar studies</li> <li>• Conversation in the context of an interview</li> <li>• Conversation practice</li> <li>• Consolidating and advancing knowledge of the kanji script through regular kanji quizzes</li> </ul>
<p><b>UNIT 4</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>Pre-requisite: Satisfactory completion of Japanese Unit 3</p> <p>The three prescribed themes connected to unit 4 are:</p> <ul style="list-style-type: none"> <li>• The Individual</li> <li>• The Japanese speaking communities</li> <li>• The World Around Us</li> </ul> <p>Topics Include:</p> <ul style="list-style-type: none"> <li>• Global and contemporary society <ul style="list-style-type: none"> <li>- Caring for the environment</li> <li>- Gift giving</li> </ul> </li> <li>• Personal identity and lifestyles</li> <li>• Japanese traditional and modern culture</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Practise constructing a major writing piece in the correct style, length and use of conventions.</li> <li>• Sustained practice and revision of listening, reading, speaking and writing tasks in preparation for the final examination</li> <li>• End of year external examinations - written and oral</li> <li>• Consolidating and advancing knowledge of the kanji script through regular kanji quizzes</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education. Many students work in Japan as English language assistants.</p> <p>Language studies can be pursued in university Arts courses, Hospitality courses or as a Diploma.</p>	

# LEGAL STUDIES

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p><i>Legal Studies Informs:</i> Students investigate the structure of government, the legal process and their legal rights and obligations</p> <p><i>Legal Studies Develops Skills:</i> Students identify legal problems and analyse ways they can be resolved. Students research evidence, evaluate arguments and formulate reasoned conclusions orally and in writing</p> <p><i>Legal Studies Establishes Links:</i> Students draw on their knowledge of other areas of study and apply it to a legal context</p> <p><i>Legal Studies Provides Opportunity:</i> Students have the chance to gain a brief insight into the legal and related professions which may lead to further study or work.</p>	
<p><b>UNIT 1: The presumption of innocence</b></p> <p><b>WHAT IS STUDIED?</b>  <b>Legal Foundations:</b></p> <ul style="list-style-type: none"> <li>• The role of the legal system in achieving social cohesion</li> <li>• The principles of justice</li> <li>• Characteristics of an effective law</li> <li>• An overview of the roles of the parliament</li> <li>• Sources of law</li> <li>• The Victorian court hierarchy</li> <li>• Types of law</li> </ul> <p><b>Proving guilt:</b></p> <ul style="list-style-type: none"> <li>• Purpose of criminal law</li> <li>• Presumption of innocence</li> <li>• Key criminal law concepts</li> <li>• Crimes against the person and against property</li> <li>• Types of offences</li> <li>• Participants in crime</li> <li>• A detailed study of two areas of criminal law</li> </ul>	<p><b>Sanctions</b></p> <ul style="list-style-type: none"> <li>• The principles of justice</li> <li>• Institutions that enforce criminal law</li> <li>• The role and criminal jurisdictions of the Victorian courts</li> <li>• The role of the jury in a criminal trial</li> <li>• The difficulties faced by different groups in the criminal justice system</li> <li>• The types and purposes of sanctions</li> <li>• Alternative approaches to sentencing, such as the use of the Drug Court, Koori Courts and diversion programs</li> <li>• sentencing practices in one other Australian jurisdiction.</li> </ul> <p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Note taking</li> <li>• Summarising</li> <li>• Textbook work</li> <li>• Videos and DVDs</li> <li>• Analysis and interpretation</li> <li>• Assessment tasks including case studies and tests</li> <li>• End of semester examination</li> </ul>
<p><b>UNIT 2: Wrongs and rights</b></p> <p><b>WHAT IS STUDIED?</b>  <b>Civil liability:</b></p> <ul style="list-style-type: none"> <li>• The purposes and types of civil law</li> <li>• Key concepts of civil law</li> <li>• Possible plaintiffs and defendants to a civil dispute</li> <li>• A detailed study of two areas of civil law</li> </ul> <p><b>Remedies:</b></p> <ul style="list-style-type: none"> <li>• The principles of justice</li> <li>• Methods used to resolve a civil dispute</li> <li>• Institutions that resolve civil disputes</li> <li>• The role and civil jurisdictions of the Victorian courts</li> <li>• The role of the jury in a civil trial</li> <li>• The difficulties faced by different groups in the civil justice system</li> <li>• The purposes and types of remedies</li> </ul>	<p><b>Human Rights:</b></p> <ul style="list-style-type: none"> <li>• The meaning and development of human rights</li> <li>• An overview of the ways in which human rights are protected in Australia</li> <li>• A detailed case study of one human rights issue in Australia</li> </ul> <p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Note taking</li> <li>• Summarising</li> <li>• Textbook work</li> <li>• Videos and DVDs</li> <li>• Analysis, interpretation and synthesis</li> <li>• Assessment tasks including case studies and tests</li> <li>• End of semester examination</li> </ul>



# LEGAL STUDIES

<p><b>UNIT 3: Rights and Justice</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Victorian Criminal Justice System:</b></p> <ul style="list-style-type: none"> <li>• The distinction between summary offences and indictable offences</li> <li>• key principles of the criminal justice system</li> <li>• The rights of an accused</li> <li>• The rights of victims</li> <li>• The principles of justice</li> <li>• The role of Victoria Legal Aid and Victorian community legal centres</li> <li>• The purposes and appropriateness of plea negotiations</li> <li>• The reasons for the Victorian court hierarchy</li> <li>• The roles of key personnel in a criminal case</li> <li>• The need for legal practitioners in a criminal case</li> <li>• The impact of costs, time and cultural differences</li> <li>• The purposes and types of sanctions</li> <li>• Factors considered in sentencing</li> </ul>	<p><b>Victorian Civil Justice System:</b></p> <ul style="list-style-type: none"> <li>• Key principles in the Victorian civil justice system</li> <li>• Factors to consider before initiating a civil claim</li> <li>• The principles of justice</li> <li>• The purposes and appropriateness of methods used to resolve civil disputes</li> <li>• The reasons for the Victorian court hierarchy in determining civil disputes</li> <li>• The roles of key personnel in a civil dispute</li> <li>• The need for legal practitioners in a civil dispute</li> <li>• The use of class actions to resolve civil disputes</li> <li>• The purposes and appropriateness of institutions used to resolve disputes</li> <li>• The impact of costs and time</li> <li>• Damages and injunctions</li> </ul>
<p><b>UNIT 4: The People, the law and reform</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>The people and the law makers</b></p> <ul style="list-style-type: none"> <li>• The roles of the Crown and the Houses of Parliament</li> <li>• The law-making powers of the state and Commonwealth parliaments</li> <li>• The significance of section 109 of the Australian Constitution</li> <li>• One High Court case which has had an impact on state and Commonwealth law-making powers</li> <li>• Factors that affect the ability of parliament to make law</li> <li>• The means by which the Australian Constitution acts as a check on parliament in law-making</li> <li>• The reasons for, and effects of, statutory interpretation</li> <li>• Features of the doctrine of precedent</li> <li>• Factors that affect the ability of courts to make law</li> <li>• Features of the relationship between courts and parliament in law-making</li> </ul>	<p><b>The people and reform</b></p> <ul style="list-style-type: none"> <li>• Reasons for law reform</li> <li>• The means by which individuals or groups can influence law reform</li> <li>• The role of the media, including social media, in law reform</li> <li>• The role of the Victorian Law Reform Commission</li> <li>• One recent Victorian Law Reform Commission inquiry</li> <li>• The role of Royal Commissions or parliamentary committees in law reform</li> <li>• One recent Royal Commission inquiry</li> <li>• Reasons for constitutional reform</li> <li>• The requirements for a referendum</li> <li>• Factors affecting the success of a referendum</li> <li>• The significance of the 1967 referendum about First Nations people and the 2023 referendum about an Aboriginal and Torres Strait Islander Voice</li> </ul> <p><b>WHAT TYPE OF WORK IS DONE? – Unit 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>• Note taking</li> <li>• Summarising</li> <li>• Text book work</li> <li>• Videos and DVDs</li> <li>• Analysis, interpretation and synthesis</li> <li>• Case studies</li> <li>• School Assessed Coursework</li> <li>• End of year external examination Term 4</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Further Study: TAFE paralegal courses and general Social Science / Arts courses          University courses: Law and general Social Science / Arts courses          Work: Legal Secretary, Law Clerks and Legal Office Managers          Professions: Barrister and Solicitor</p>	

# LITERATURE

## WHY STUDY THIS SUBJECT?

This subject is for students who enjoy reading and analysing texts (including films). It is another option for meeting the compulsory English requirement in the VCE.

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures, and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely, and to establish and articulate their views through creative and analytical responses. These are qualities valued by tertiary educational institutions and prospective employers in many walks of life.

Other employability skills this subject develops are: planning and organisation, managing resources, written communication, problem solving, initiative and enterprise, self-management, working with others and in teams. Literature is one of three ways students can satisfy the compulsory English component of a VCE course at Sacred Heart College. (This is an advanced subject, therefore work habits on recent reports will be taken into consideration when applying).

## UNIT 1

### WHAT IS STUDIED?

- Reading practices
- Exploration of literary movements and genres

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students analyse features and conventions to help them develop increasingly discriminating responses to a range of literary forms and styles. 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. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

### WHAT TYPE OF WORK IS DONE?

Typical assessment tasks are:

- Journal entries
- Essay
- Debate
- Close analysis of selected passages
- An original piece of writing responding to a text
- Oral or written review
- Multimedia presentation
- Performance and commentary

## UNIT 2

### WHAT IS STUDIED?

- Voices of Country
- The text in its context

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras establish connections between them. Students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors and creators.

### WHAT TYPE OF WORK IS DONE?

Typical assessment tasks are:

- Journal entries
- Essay
- Debate
- Close analysis of selected passages
- An original piece of writing responding to a text
- Oral or written review
- Multimedia presentation
- Performance and commentary

# LITERATURE

<p><b>UNIT 3</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"><li>• Adaptations and transformations</li><li>• Developing interpretations</li></ul> <p>In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.</p> <p>Students develop their skills in communicating ideas in both written and oral forms.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Essays: analytical, creative and comparative</li><li>• Class discussion</li><li>• Oral Presentation</li><li>• Reading and viewing</li><li>• Research</li></ul>
<p><b>UNIT 4</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"><li>• Creating responses to texts</li><li>• Close analysis of texts</li></ul> <p>In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Essays: analytical, creative and comparative.</li><li>• Class discussion</li><li>• Oral Presentation</li><li>• Reading and viewing</li><li>• Research</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Literature results must be included in a student's ATAR score if they have studied this subject instead of English or English Language.</p>	

# GENERAL MATHEMATICS

## WHY STUDY THIS SUBJECT?

General Mathematics provides courses of study for a diverse group of students. Students select Mathematics if:

- They need it for their career pathway
- They have an interest in practical Mathematics
- They wish to extend their knowledge of Mathematics
- It is a pre-requisite/preferred subject for tertiary courses

Satisfactory completion of General Mathematics Units 1 and 2 leads to General Mathematics Units 3 and 4. It is a pre-requisite for some tertiary courses.

### Pre-requisites

A good level of achievement in Year 10 Standard Mathematics and use of the TI-*n*spire (CAS) calculator or satisfactory completion of Year 10 Advanced Mathematics.

## UNIT 1

### WHAT IS STUDIED?

- Investigating & comparing data distributions
- Recursion & financial mathematics
- Linear functions, graphs equations & models
- Matrices

### WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examination

## UNIT 2

### WHAT IS STUDIED?

- Investigating relationships between two numerical variables
- Graphs & networks
- Variation
- Space, measurement & applications of trigonometry

### WHAT TYPE OF WORK IS DONE?

- Bookwork – set exercises
- Homework
- Mathematical investigation
- Tests
- Application tasks
- Summary and review notes
- End of semester examination

# GENERAL MATHEMATICS

<p><b>UNIT 3</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Data Analysis (AOS 1) <ul style="list-style-type: none"> <li>○ Investigating data distributions</li> <li>○ Investigating &amp; modelling linear associations</li> <li>○ Investigating &amp; modelling time series data</li> </ul> </li> <li>• Discrete Mathematics (AOS 2) <ul style="list-style-type: none"> <li>○ Recursion and financial modelling</li> <li>○ Depreciation of assets</li> <li>○ Compound interest investments &amp; loans</li> <li>○ Reducing balance loans</li> <li>○ Annuities &amp; perpetuities</li> <li>○ Compound interest investment with periodic &amp; equal additions to the principal.</li> </ul> </li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Bookwork – set exercises</li> <li>• Homework</li> <li>• Topic tests</li> <li>• Data analysis application task</li> <li>• Financial problem-solving task</li> </ul>
<p><b>UNIT 4</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Discrete Mathematics (AOS 3) <ul style="list-style-type: none"> <li>○ Matrices</li> <li>○ Matrices &amp; their applications</li> <li>○ Transition matrices</li> </ul> </li> <li>• Discrete Mathematics (AOS 4) <ul style="list-style-type: none"> <li>○ Networks &amp; decision mathematics</li> <li>○ Graphs &amp; networks</li> <li>○ Exploring &amp; travelling problems</li> <li>○ Trees &amp; minimum connector problems</li> <li>○ Flow problems</li> <li>○ Shortest path problems</li> <li>○ Matching problems</li> <li>○ Scheduling problems &amp; critical path analysis</li> </ul> </li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Bookwork – set exercises</li> <li>• Homework</li> <li>• Topic tests</li> <li>• Matrices problem-solving task</li> <li>• Graphs &amp; networks problem-solving task</li> </ul> <p>For Unit 3 &amp;4 two end of year examinations are completed, worth 60% of the final result. Each are worth 30%. School assessed coursework is worth 40% of the final result. Both examinations are technology active &amp; allow access to a summary book</p> <ul style="list-style-type: none"> <li>○ Exam 1 is made up of multiple choice questions</li> <li>○ Exam 1 is made up of short answer and extended response questions</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>General Mathematics Units 3 and 4 extend the mathematical concepts covered in General Mathematics Units 1 and 2.</p> <p>It is a pre-requisite subject for a number of Education and Nursing courses and is a preferred subject for some other courses.</p>	

# MATHEMATICAL METHODS

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>Mathematical Methods is the study of functions and their modelling applications in relation to other disciplines. Students would study Mathematical Methods if they:</p> <ul style="list-style-type: none"> <li>• are good at Mathematics, particularly algebra</li> <li>• enjoy Mathematics</li> <li>• wish to extend their mathematical knowledge</li> <li>• need it for their career pathway</li> <li>• wish to keep their options open</li> <li>• need it as a pre-requisite for Mathematical Methods 3/4 and Specialist Mathematics 3/4</li> <li>• need it as a pre-requisite/preferred study for tertiary courses</li> </ul> <p><b>Pre-requisites</b> A good level of achievement in Year 10 Advanced Mathematics, and competent use of the TI – Nspire (CAS) calculator</p>	
<p><b>UNIT 1</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Polynomial functions and graphs</li> <li>• Algebra</li> <li>• Rates of change and calculus</li> <li>• Probability and statistics</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Bookwork – set exercises</li> <li>• Homework – set sheets</li> <li>• Assignments</li> <li>• Investigation</li> <li>• Application tasks</li> <li>• Tests</li> <li>• End of semester examinations <ul style="list-style-type: none"> <li>○ Exam 1: Technology and summary book free</li> <li>○ Exam 2: Technology active with summary book</li> </ul> </li> </ul>
<p><b>UNIT 2</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Exponential, logarithmic and trigonometric functions and graphs</li> <li>• Algebra</li> <li>• Calculus – derivatives and anti- derivatives</li> <li>• Probability and statistics</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Bookwork – set exercises</li> <li>• Homework – set sheets</li> <li>• Assignments</li> <li>• Investigation</li> <li>• Application tasks</li> <li>• Tests</li> <li>• End of semester examinations <ul style="list-style-type: none"> <li>○ Exam 1: Technology and summary book free</li> <li>○ Exam 2: Technology active with summary book</li> </ul> </li> </ul>

# MATHEMATICAL METHODS

<p><b>UNIT 3</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Polynomial functions</li> <li>• Inverse functions</li> <li>• Graphs</li> <li>• Transformations</li> <li>• Circular (trigonometric) functions</li> <li>• Exponential and logarithmic functions</li> <li>• Calculus – differentiation</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Bookwork – set exercises</li> <li>• Homework</li> <li>• Application task</li> <li>• Topic tests</li> <li>• Revision exam questions</li> </ul>
<p><b>UNIT 4</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Calculus – integration</li> <li>• Algebra</li> <li>• Discrete random variables</li> <li>• Continuous random variables</li> <li>• Statistical inference</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Bookwork – set exercises</li> <li>• Homework</li> <li>• Two modelling or problem-solving tasks</li> <li>• Topic tests</li> <li>• Revision exam questions</li> </ul> <p>For Unit 3 &amp; 4 two end of year examinations are completed, worth 60% of the final result. School assessed coursework is worth 40% of the final result.</p> <ul style="list-style-type: none"> <li>○ Exam 1: Technology and summary book free. The exam is made up of short answer questions</li> <li>○ Exam 2: Technology active with summary book. The exam is made up of multiple choice and extended response questions</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Mathematical Methods is a pre-requisite / preferred course of study for many tertiary courses including Physical and Biological Science, Engineering, Architecture, Computer Science, Accounting, Medicine, Nursing and many others.</p>	

# SPECIALIST MATHEMATICS

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>Specialist Mathematics extends the work studied in Mathematical Methods. Students would study Specialist Mathematics if they:</p> <ul style="list-style-type: none"> <li>• enjoy Mathematics and its practical application to Science and Engineering.</li> <li>• wish to extend their mathematical knowledge.</li> <li>• need it for their career pathway.</li> <li>• need it as a pre-requisite / preferred subject for tertiary courses.</li> </ul> <p><b>Pre-requisites</b> A good level of achievement in Year 10 Advanced Mathematics and competent use of the TI – Nspire (CAS) calculator</p>	
<p><b>UNIT 1</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>Specialist mathematics extends the concepts of Mathematical Methods and prepares students for Specialist Mathematics Units 3 and 4. The following areas are studied:</p> <ul style="list-style-type: none"> <li>• Number systems and recursion</li> <li>• Logic and proof</li> <li>• Graph theory</li> <li>• Combinatorics</li> <li>• Matrices</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Bookwork – set exercises</li> <li>• Homework</li> <li>• Mathematical investigation</li> <li>• Tests</li> <li>• Application tasks</li> <li>• Summary and review notes</li> <li>• End of semester examinations</li> </ul> <p>Exam1: Technology and summary book free</p> <p>Exam 2: Technology active with summary book</p>
<p><b>UNIT 2</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>Specialist Mathematics extends concepts of Mathematical Methods and prepares students for Specialist Mathematics Units 3 and 4. The following areas are studied:</p> <ul style="list-style-type: none"> <li>• Trigonometry</li> <li>• Transformations</li> <li>• Statistics - sampling and sample distributions</li> <li>• Complex numbers</li> <li>• Vectors in the plane</li> <li>• Functions and graphs</li> <li>• Calculus</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Bookwork – set exercises</li> <li>• Homework</li> <li>• Mathematical investigation</li> <li>• Tests</li> <li>• Application tasks</li> <li>• Summary and review notes</li> <li>• End of semester examinations</li> </ul> <p>Exam 1: Technology and summary book free</p> <p>Exam 2: Technology active with summary book</p>



# SPECIALIST MATHEMATICS

<p><b>UNIT 3</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>Specialist Mathematics extends the concepts of Mathematical Methods in the following areas:</p> <ul style="list-style-type: none"><li>• Logic and proof</li><li>• Functions and graphs</li><li>• Complex numbers</li><li>• Calculus (differentiation, integration and differential equations)</li><li>• Vectors in 2 and 3 dimensions</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Bookwork – set exercises</li><li>• Homework</li><li>• Application task</li><li>• Topic tests</li><li>• Revision exam questions</li></ul>
<p><b>UNIT 4</b></p> <p><b>WHAT IS STUDIED?</b></p> <p>Specialist Mathematics extends the concepts of Mathematical Methods in the following areas:</p> <ul style="list-style-type: none"><li>• Kinematics</li><li>• Further calculus</li><li>• Vector functions</li><li>• Vector calculus</li><li>• Probability and statistics</li><li>• Hypothesis testing</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Bookwork – set exercises</li><li>• Homework</li><li>• Two modelling or problem-solving tasks</li><li>• Topic tests</li><li>• Revision exam questions</li></ul> <p>For Unit 3 &amp; 4 two end of year examinations are completed, worth 60% of the final result. School assessed coursework is worth 40% of the final result.</p> <ul style="list-style-type: none"><li>○ Exam 1: Technology and summary book free. The exam is made up of short answer questions</li><li>○ Exam 2: Technology active with summary book. The exam is made up of multiple choice and extended response questions</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Specialist Mathematics is a pre-requisite / preferred subject for tertiary courses in the Physical Sciences, Engineering and some Computer Science courses.</p>	

# MEDIA

## WHY STUDY THIS SUBJECT?

Media appeals to students who:

- Are interested in exploring a media career and study pathways, e.g. filmmaking, photography, journalism,
- Enjoy developing skills in media production and analysis of different media forms.
- Enjoy exploring a range of creative technologies.
- Are interested in analysing media representations of reality and communication theory.
- Enjoy creating media products in different forms including video, photography and publishing.

## UNIT 1

### WHAT IS STUDIED?

- **Media representations**  
How do we see ourselves and our world in media products?  
How do we 'read' media products from different periods of time, locations and contexts, to gain understanding of the world and the role of the audience
- **Media forms in production**  
How can we manipulate codes and conventions to create representations?
- **Australian stories**  
How are Australian stories structured in fictional and non-fictional media narratives?  
  
Australian media is built on stories that reflect our local, national and global cultural histories  
The perspectives of Aboriginal and Torres Strait Islander people are an important element in the Australian media landscape.

### WHAT TYPE OF WORK IS DONE?

- Film, audio, photography and print Production
- Practical and theoretical exploration of different media forms and representations
- Investigation of Australian stories in media including cultural histories and influences

## UNIT 2

### WHAT IS STUDIED?

- **Narrative, style and genre**  
How do media creators develop their style?  
How do narratives construct realities and meaning for audiences?
- **Narratives in production**  
How can we use the production process to create our own media narratives?
- **Media and change**  
What is the impact of new media technologies on us as individuals and as a society?

### WHAT TYPE OF WORK IS DONE?

- Analysis of styles, creators, structure and values of different media forms
- Design and production of narrative products in media form of choice (e.g. photography, film etc)
- Explore development of media technologies
- End of semester examination

# MEDIA

<p><b>UNIT 3</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Narratives and their contexts</b></p> <ul style="list-style-type: none"> <li>• How does the context of a narrative influence its construction and audience readings?</li> <li>• Students study narrative film, analysing how codes, conventions and context contributes to the narrative.</li> </ul> <p><b>Research, development and experimentation</b></p> <ul style="list-style-type: none"> <li>• How are ideas, research, investigation and experimentation used in the development of media products?</li> <li>• A range of technical and practical skills are explored in the media form of the student's choice, e.g. camera operation, editing, sound, lighting, special effects etc.</li> </ul> <p><b>Pre-production planning</b></p> <ul style="list-style-type: none"> <li>• How do students refine their ideas and concepts to create media products?</li> <li>• Students produce a detailed 'pre-production plan' for their individual Media Production. This production is generally a video of 5 – 10 minutes in length, but may be another media form (e.g. photography, animation, website, radio, video game, etc.), according to the student's interest and expertise.</li> <li>• All decisions for this production are made and documented in this Pre-Production Plan.</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Viewing and analysing how codes, conventions and context contributes to the narrative films</li> <li>• Create a 5-10 minute video essay: analysing its codes and narrative conventions, how a narrative film was constructed, how audiences consume and read the films, consume and the context in which it was produced.</li> <li>• Written short answer question SAC: analysing codes and narrative conventions, construction and the contexts of the film.</li> <li>• Technical exercises exploring and demonstrating specific skills chosen by the student</li> <li>• Personal research and study including films, textbook, visits and online.</li> <li>• Preparation of a Production Design for the Unit 4 Media Production</li> <li>• Class presentations and discussion</li> <li>• Excursion to Top Screen, ACMI Federation Square.</li> </ul>
<p><b>UNIT 4</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Media Production:</b></p> <ul style="list-style-type: none"> <li>• How do students realise their intention through their media productions?</li> <li>• Students produce, refine, resolve and distribute the product (e.g. video) they planned in Unit 3.</li> </ul> <p><b>Agency and Control in and of the Media</b></p> <ul style="list-style-type: none"> <li>• Who holds the power and influence – the media or audiences?</li> <li>• Examination of the changing relationship between and the media and audiences, how media is used by globalised media institutions, governments and individuals.</li> <li>• Exploring theories explaining how the media affects those who experience it. Major communication theories are examined in relation to various media texts and current issues.</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Individually producing a media product of choice based on the Unit 3 Pre-Production Plan.</li> <li>• Investigating the notion of media influence through research and communication theories applied to media products and audience</li> <li>• Personal research and study including news, textbook, films and online.</li> <li>• School Assessed Coursework</li> <li>• End of year external examination</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p><b>Personal skills:</b> Media helps students develop the ability to be more critically aware of the media and to consider the source and intent of media senders and products. Students learn and develop an ongoing range of practical, artistic and theoretical skills. It also encourages further appreciation of media texts such as art, communication and representations of reality.</p> <p><b>Career Pathways:</b> Completion of VCE Media can be the gateway to a huge range of careers and further education options. It is an excellent pre-requisite for many related tertiary courses and career opportunities. The personal major media product produced during the year is an important folio piece to accompany applications for a variety of further study and occupation applications.</p>	

# MUSIC (Contemporary Performance)

## WHY STUDY THIS SUBJECT?

Music (Contemporary Performance) appeals to students who:

- Like to sing or play one (or more) musical instruments
- Enjoy performing and playing as part of a group
- Require this subject as a pre-requisite for a career choice
- Seek a change from other academic subjects
- Wish to improve their skills in performance, and reading music

**Instrumental lessons are essential for students who undertake this subject. It is recommended that students attempting Units 3/4 should be able to play their instrument at a proficient standard.**

## UNITS 1 & 2

### WHAT IS STUDIED?

- Solo Performance
- Technical work and sight reading
- Performance enhancing strategies
- Group Performance
- Aural Skills
- Analysis and response to various music elements
- Music notation and the language of music composition

### WHAT TYPE OF WORK IS DONE?

- 10 minute solo performance recital on a chosen instrument
- Test – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how they are used.
- Practical test on the study/technical work and sight reading
- Short written report that demonstrates understanding of musical organisation within a composition.

## UNIT 3 & 4

### WHAT IS STUDIED?

- Studying other performers, analysing their approach to interpretation and how personal 'voice' can be developed through reimagining existing works. Eg. How do 'cover versions' of songs add something unique to the original?
- Identifying expressive/stylistic challenges in works being prepared for live performance and refining strategies to enhance technical and other skills.
- Responding to a wide range of music by a variety of performers in contemporary styles.
- The study of music concepts such as scales, harmony and rhythms that relate to contemporary music.
- Music notation, improvisation and the language of music
- Aural Skills – recognise and transcribe intervals, scales, modes, melodies, rhythms, chords and chord progressions

### WHAT TYPE OF WORK IS DONE?

- Solo and Group performance
- Test – recognition of scales, intervals, chords; transcription of rhythms and melody, music notation conventions; description of instrumentation and how it is used.
- Practical test on the study/technical work and sight reading
- Aural skills practice exercises
- Analysis exercises
- Performance Examination (20min)
- Written/Aural Examination (60min)

## WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Music courses in many universities and TAFE institutes
- Professional performer / musician / orchestra
- Music teacher in schools (primary or secondary)
- Instrumental teachers
- Background for arts administration
- Music Theatre / Opera stage production
- Television/Film music
- Computer music
- Editing, sound engineer, producer



# OUTDOOR AND ENVIRONMENTAL STUDIES

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>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.</p> <p><i>* Note that there will be a cost associated with the camps in this subject.</i></p>	
<p><b>UNIT 1: Connections with outdoor environments</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Our place in outdoor environments:</b></p> <p>Students consider a range of contemporary uses and meanings of the term 'nature' and examine a variety of outdoor environments.</p> <p><b>Exploring outdoor environments:</b></p> <p>Students understand how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences.</p> <p><b>Safe and sustainable participation in outdoor experiences:</b></p> <p>This area of study focuses on planning and participating in outdoor experiences. Students will develop key skills such as navigation, first aid, minimal impact strategies and basic camping skills.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <p><b>UNITS 1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>• Practical investigative experiences such as multi-day camps and field trips</li> <li>• Research and analysis</li> <li>• Investigation and experiential learning</li> <li>• Practical reports in non-text format such as multimedia and annotated visual display</li> <li>• First aid scenarios</li> <li>• Short reports of outdoor experiences</li> <li>• Written responses</li> <li>• Short answer tests</li> <li>• End of semester examination</li> </ul>
<p><b>UNIT 2: Discovering outdoor environments</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Understanding outdoor environments:</b></p> <p>This area of study introduces students to a range of understandings of outdoor environments, including those visited during practical outdoor experiences locally and afar. Students investigate different types of outdoor environments from several perspectives, and how these environments are managed.</p> <p><b>Observing impacts on outdoor environments:</b></p> <p>Although environmental impacts include both natural and human-induced changes on components of the environment, the focus in this area of study is on the observation of impacts of humans, both positive and negative.</p> <p><b>Independent participation in outdoor environments:</b></p> <p>In this area of study students will analyse one outdoor environment explored during practical experiences. They will further develop their understanding of the chosen outdoor environment and analyse how this environment is impacted upon by human user groups. Within this unit students will plan for, and participate in, their own peer led outdoor experience.</p>	

# OUTDOOR AND ENVIRONMENTAL STUDIES

<p><b>UNIT 3: Relationships with outdoor environments</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Changing human relationships with outdoor environments</b></p> <p>Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous peoples' cultural experiences, through to the influence of several major historical environmental events and issues following European colonisation.</p> <p><b>Relationships with Australian environments in the past decade:</b></p> <p>In this area of study students examine conflicting values of human use and relationships with outdoor environments in the past decade. The dynamic nature of relationships between humans and outdoor environments are considered, as well as the social, cultural, economic and political factors that influence these relationships.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b> <b>UNITS 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>• Practical investigative experiences such as multi-day camps, field trips</li> <li>• Research and analysis</li> <li>• Investigation and experiential learning</li> <li>• Practical reports in non-text format such as multimedia, annotated visual display</li> <li>• Written reports</li> <li>• Analysis of data</li> <li>• Short essays</li> <li>• Short answer tests</li> <li>• Journals</li> </ul>
<p><b>UNIT 4: Sustainable outdoor environments</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>The importance of healthy outdoor environments:</b></p> <p>Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential threats to a range of outdoor environments and the subsequent impacts, as well as proposing improved solutions for environmental sustainability.</p> <p><b>The future of outdoor environments:</b></p> <p>Students examine a range of land management practices in different environments and investigate local and individual actions to sustain outdoor environments, now and into the future. They investigate current Acts and conventions and propose improvements to these for greater conservation benefits.</p> <p><b>Investigating outdoor environments:</b></p> <p>To achieve this outcome students undertake an independent investigation, collecting and evaluating information gathered during at least two different visited outdoor environments across both Units 3 and 4.</p>	
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• Environmental Engineering</li> <li>• Eco-Tourism</li> <li>• Adventure Tourism</li> <li>• Outdoor Education</li> <li>• Environmental Management – Parks Victoria, Conservation Organizations</li> <li>• Wilderness Therapy</li> <li>• Remote Area First Aid</li> <li>• An Improved local, national and world environment</li> </ul>	

# PHILOSOPHY

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>Philosophy explores themes and debates within metaphysics, epistemology (philosophy of knowledge) and value theory, as well as techniques of reasoning and argument drawn from formal and informal logic. It investigates human nature through questions about the relationship between body and mind, and personal identity, leading to an examination of the good life. Students study Philosophy because:</p> <ul style="list-style-type: none"> <li>• They are curious about the fundamental nature of the world they live in</li> <li>• They want to improve their thinking ability.</li> </ul>	
<p><b>WHAT IS STUDIED?</b>  <b>Unit 1: Existence, knowledge and reasoning</b></p> <p><b>Area of Study 1 - Metaphysics</b>  Two or more of the following topics</p> <ul style="list-style-type: none"> <li>• On the material mind</li> <li>• On the existence and nature of God</li> <li>• On materialism and idealism</li> <li>• On free will and determinism</li> <li>• On time</li> </ul> <p><b>Area of Study 2 - Epistemology</b>  • On knowledge</p> <p>One or more of the following</p> <ul style="list-style-type: none"> <li>• On the possibility of a priori knowledge</li> <li>• On science</li> <li>• On objectivity</li> <li>• On the possibility of a priori knowledge</li> </ul> <p><b>Area of Study 3 - Introduction to philosophical inquiry</b>  The activity of thinking philosophically is explicitly taught and practiced throughout the course.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• In class discussions</li> <li>• Dialogues</li> <li>• Argument mapping</li> <li>• Short answer responses</li> <li>• Essay</li> </ul>
<p><b>UNIT 2: Questions of value</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><b>Area of Study 1 - Ethics and moral philosophy</b>  two of the following themes</p> <ul style="list-style-type: none"> <li>• On the foundations of morality</li> <li>• On moral psychology</li> <li>• On right and wrong</li> </ul> <p><b>Area of study 2 - Further problems in value theory</b>  At least two of the following themes</p> <ul style="list-style-type: none"> <li>• On rights and justice.</li> <li>• On liberty and anarchy</li> <li>• On aesthetic value</li> <li>• On the interpretation of artworks</li> </ul> <p><b>Area of study 3 - Techniques of philosophical inquiry</b>  Students examine and apply a range of reasoning techniques and consider the role of other factors involved in philosophical thinking such as emotion.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• In class discussions</li> <li>• Argument mapping</li> <li>• Text Analysis</li> <li>• Written Analysis</li> <li>• Short answer responses</li> <li>• Essay</li> <li>• Research task</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <ul style="list-style-type: none"> <li>• Further study at university</li> <li>• Careers that involve conceptual analysis, strategic thinking, insightful questioning and carefully reasoned arguments.</li> <li>• A reflective and prosperous life</li> </ul>	





# PHYSICAL EDUCATION

<p><b>WHY STUDY THIS SUBJECT?</b></p> <ul style="list-style-type: none"> <li>• Develop greater knowledge of how the musculoskeletal and cardiorespiratory systems are structured and function.</li> <li>• Gain a greater understanding of the physiological changes and responses that occur during physical activity.</li> <li>• Develop a better understanding of physical activity, sport and society from a participatory perspective.</li> <li>• Better understand how physical activity impacts on your quality of life.</li> </ul>	
<p><b>UNIT 1: THE HUMAN BODY IN MOTION</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• How the musculoskeletal and cardiorespiratory systems work together to produce movement.</li> <li>• The relationship between the body systems and physical activity, sport and exercise and how the systems adapt and adjust to the demands of the activity.</li> <li>• How the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity</li> <li>• The social, cultural and environmental influences on movement.</li> <li>• The implications of the use of legal and illegal practices to improve performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.</li> <li>• Strategies to minimise the risk of illness and injury to each system.</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Practical lab reports</li> <li>• Case study analysis</li> <li>• Data analysis</li> <li>• Reflective folio of participation in practical activities</li> <li>• Visual presentations</li> <li>• Multimedia presentations</li> <li>• Oral presentations</li> <li>• Written reports</li> <li>• Structured questions</li> <li>• End of semester examination</li> </ul>
<p><b>UNIT 2: PHYSICAL ACTIVITY, SPORT AND SOCIETY</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Types of physical activity and the role that participation in physical activity and sedentary behaviour play in the health and wellbeing of different population groups.</li> <li>• How physical activity varies across the lifespan and how much is required for health benefits.</li> <li>• The range of factors that influence and facilitate participation in regular physical activity.</li> <li>• How physical activity can be extended in various communities, social, cultural and environmental contexts.</li> <li>• Individual and population-based consequences of physical inactivity and sedentary behaviour.</li> <li>• The social-ecological model and/or Youth Physical Activity Promotion Model and how these are used to critique a range of individual - and settings - based strategies that are effective in promoting participation in some form of regular physical activity.</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Written plan and reflective folio of a program to increase physical activity and/or reduce sedentary behaviour</li> <li>• Visual presentations</li> <li>• Multimedia presentations</li> <li>• Oral presentations</li> <li>• Written reports</li> <li>• End of semester examination</li> </ul>

# PHYSICAL EDUCATION

<p><b>WHY STUDY THIS SUBJECT?</b></p> <ul style="list-style-type: none"> <li>• To be able to analyse movement and improve movement and skill efficiency.</li> <li>• To develop understanding of how the body produces energy and responds to exercise.</li> <li>• To know how to train correctly and understand the elements involved in an effective training program.</li> <li>• To know how to implement an effective training program to improve fitness.</li> </ul>	
<p><b>UNIT 3: MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Characteristics of skills and stages of learning</li> <li>• How to improve skill</li> <li>• Kinetic and kinematic concepts of human movement</li> <li>• Biomechanical principles of equilibrium</li> <li>• Food, fuels and energy systems</li> <li>• Acute responses to exercise</li> <li>• Oxygen uptake, oxygen deficit and excess post oxygen consumption</li> <li>• Muscular fatigue mechanisms</li> <li>• Strategies used to delay fatigue and promote recovery</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Practical lab reports</li> <li>• Case study analysis</li> <li>• Data analysis</li> <li>• Reflective folio of participation in practical activities</li> <li>• Visual presentations</li> <li>• Multimedia presentations</li> <li>• Oral presentations</li> <li>• Written reports</li> <li>• Structured questions</li> <li>• End of semester examination</li> </ul>
<p><b>UNIT 4: TRAINING TO IMPROVE PERFORMANCE</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Fitness definitions and components</li> <li>• Data collection and activity analysis in sports</li> <li>• Assessment of fitness</li> <li>• Fitness training principles and methods</li> <li>• Training program design: planning, implementation and evaluation</li> <li>• Chronic adaptations to training to the cardiovascular, respiratory and muscular systems.</li> <li>• Psychological strategies to enhance performance and recovery</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Reflective folio of participation in practical activities</li> <li>• Visual presentations</li> <li>• Multimedia presentations</li> <li>• Oral presentations</li> <li>• Written reports</li> <li>• Laboratory reports</li> <li>• Structured questions</li> <li>• Case study analysis</li> <li>• Data analysis</li> <li>• Fitness testing, VO<sub>2</sub> max test and lecture at Exercise Research Australia</li> <li>• Practice exams</li> <li>• End of year external examination</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <ul style="list-style-type: none"> <li>• Physiotherapy</li> <li>• Massage Therapy</li> <li>• Professional Sports Training Course</li> <li>• Human Movement Science Course</li> <li>• Physical Education Teacher</li> <li>• Personal Training Course</li> <li>• Paramedic Course</li> <li>• Chiropractic Course</li> <li>• Osteopath Course</li> <li>• A lifelong reservoir of knowledge to help keep you fit and healthy</li> </ul>	

# PHYSICS

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>Physics involves the study of the physical world around us. Students would study Physics if they:</p> <ul style="list-style-type: none"> <li>• Enjoyed doing Physics topics in junior Science</li> <li>• Did well in Physics topics in junior Science</li> <li>• Are interested in how we explain the physical world around us</li> <li>• Have reasonably good mathematical skills</li> <li>• Need Physics as a prerequisite for tertiary courses</li> </ul> <p><b>Pre-requisites</b></p> <p>Satisfactory completion of Year 10 Science and Mathematics</p>	
<p><b>UNIT 1 How is energy useful to society?</b></p> <p><b>WHAT IS STUDIED?</b>  <i>Area of Study 1</i>  <b>How are light and heat explained?</b></p> <ul style="list-style-type: none"> <li>• Electromagnetic radiation</li> <li>• Thermal energy</li> <li>• Interaction of thermal energy and electromagnetic radiation</li> </ul> <p><i>Area of Study 2</i>  <b>How is energy from the nucleus utilised?</b></p> <ul style="list-style-type: none"> <li>• Radiation from the nucleus</li> <li>• Nuclear energy</li> </ul> <p><i>Area of Study 3</i>  <b>How can electricity be used to transfer energy?</b></p> <ul style="list-style-type: none"> <li>• Concepts used to model electricity</li> <li>• Circuit electricity</li> <li>• Using electricity</li> <li>• Electrical safety in the home</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Annotated logbook of practical activities</li> <li>• An analysis and evaluation of generated primary and/or collated secondary data</li> <li>• A modelling of simulation activities</li> <li>• Explanations of selected physics devices, designs or innovations</li> <li>• A report of a selected physics phenomenon</li> <li>• A media analysis/response</li> <li>• Problem-solving involving physics concepts and/or skills</li> <li>• An analysis, including calculations, of physics concepts applied to real-world contexts</li> <li>• Explanations of a physics phenomenon or concept</li> <li>• Experiments</li> <li>• Tests</li> </ul>
<p><b>UNIT 2 How does physics help us to understand the world?</b></p> <p><b>WHAT IS STUDIED?</b>  <i>Area of Study 1</i>  <b>How is motion understood?</b></p> <ul style="list-style-type: none"> <li>• Concepts used to model motion</li> <li>• Forces and motion</li> <li>• Energy and motion</li> <li>• Equilibrium</li> <li>• Applications of motion</li> </ul> <p><i>Area of Study 2</i>  <b>Option Study: e.g. How do particle accelerators work?</b></p> <p><i>Area of Study 3</i>  <b>How do physicists investigate questions?</b></p> <ul style="list-style-type: none"> <li>• Investigation design</li> <li>• Scientific evidence</li> <li>• Science communication</li> </ul> <p>Students design, undertake and report on a practical investigation.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Annotated logbook of practical activities</li> <li>• An analysis and evaluation of generated primary and/or collated secondary data</li> <li>• A modelling of simulation activities</li> <li>• Explanations of selected physics devices, designs or innovations</li> <li>• A report of a selected physics phenomenon</li> <li>• A media analysis/response</li> <li>• Problem-solving involving physics concepts and/or skills</li> <li>• An analysis, including calculations, of physics concepts applied to real-world contexts</li> <li>• Explanations of a physics phenomenon or concept</li> <li>• A scientific poster</li> <li>• Experiments</li> <li>• Tests</li> </ul>

# PHYSICS

<p><b>UNIT 3 - How do fields explain motion and electricity?</b> <b>WHAT IS STUDIED?</b></p> <p>Area of Study 1 <b>How do Physicists explain motion in two dimensions?</b></p> <ul style="list-style-type: none"> <li>• Newton's Laws of motion</li> <li>• Relationship between force, energy and mass</li> </ul> <p>Area of Study 2 <b>How do things move without contact?</b></p> <ul style="list-style-type: none"> <li>• Fields and interactions</li> <li>• Effects of fields</li> <li>• Application of field concepts</li> </ul> <p>Area of Study 3 <b>How are fields used in electricity generation?</b></p> <ul style="list-style-type: none"> <li>• Generation of electricity</li> <li>• Transmission of electricity</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Application of physics concepts to explain a model, theory, device, design or innovation</li> <li>• Analysis and evaluation of primary and/or secondary data, including data plotting, identified assumptions or data limitations, and conclusions</li> <li>• Problem-solving, applying physics concepts and skills to real-world contexts</li> <li>• Experiments</li> <li>• Tests</li> </ul>
<p><b>UNIT 4 - How have creative ideas and investigation revolutionised thinking in physics?</b> <b>WHAT IS STUDIED?</b></p> <p>Area of Study 1 <b>How has understanding about the physical world changed?</b></p> <ul style="list-style-type: none"> <li>• Light as a wave</li> <li>• Light as a particle</li> <li>• Matter as particle or waves</li> <li>• Similarities between light and matter</li> <li>• Einstein's special theory of relativity</li> <li>• Relationship between energy and mass</li> </ul> <p>Area of Study 2 <b>How is scientific inquiry used to investigate fields, motion or light?</b></p> <ul style="list-style-type: none"> <li>• Investigation design</li> <li>• Scientific evidence</li> <li>• Science communication</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Comparison and evaluation of two explanations of a physics phenomenon or concept.</li> <li>• Communication of the design, analysis and findings of a student-designed and student-conducted scientific investigation through a structured scientific poster and logbook entries.</li> <li>• Experiments</li> <li>• Tests</li> <li>• End of year external examination</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>Physics is the basis of most of the sciences. It underpins studies of all other sciences including Chemistry and Biology. Physics would be an asset to students interested in undertaking tertiary study in the Science, Computer Science or Engineering fields.</p> <p>Currently in Australia there is an undersupply of science graduates. Graduates of Physics degrees have a higher full employment rate than the national average, and have average salaries in the top ten to twenty per cent of the workforce for their age group.</p>	

# PSYCHOLOGY

## WHY STUDY THIS SUBJECT?

- Psychology develops student skills and understanding of the human mind and behaviour
- Students will develop strong analytical skills, and the ability to evaluate the worth of a variety of theories in each area of this scientific study
- A comprehensive coverage of research methods, including the ethical considerations of psychological studies
- Psychology is an extremely relevant subject – the vast majority of the course content will be very familiar to the student simply from their own everyday life
- The choice of future career paths can be broadened with the inclusion of a science subject
- Psychology is an accessible subject; rewarding students who display a breadth of skills as opposed to a specific and exceptional skill in one area.

## UNIT 1 – How are behaviour and mental processes shaped?

### WHAT IS STUDIED?

#### Area of Study 1

#### What influences psychological development?

- Biopsychosocial model of psychological development
- The process of psychological development

#### Area of Study 2

#### How does the brain function?

- Role of the brain in mental processes and behaviour
- Neuroplasticity and brain trauma and disease

#### Area of Study 3

#### How does contemporary psychology conduct and validate psychological research?

Students investigate how science is used to explore and validate contemporary psychological research questions. Making connections between the research of others and their own learning enables students to explore and compare responses to contemporary psychological concepts, as well as engage in the analysis and evaluation of methodologies, methods and conclusions of research studies

### WHAT TYPE OF WORK IS DONE?

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- A response to an investigation into contemporary psychological research and how science can be used to explore and validate psychological research questions

## UNIT 2 – How do internal and external factors influence behaviour and mental processes?

### WHAT IS STUDIED?

#### Area of Study 1

#### How are people influenced to behave in particular ways?

- Social cognition
- Social influences on behaviour

#### Area of Study 2

#### What influences a person's perception of the world?

- Role of perception in the processing and interpretation of sensory information Distortions of perception
- Distortions of perception

#### Area of Study 3

#### How do scientific investigations develop understanding of influences on perception and behaviour?

The student should be able to adapt or design, and then conduct a scientific investigation related to internal and external influences on perception and/or behaviour and draw an evidence-based conclusion from generated primary data.

### WHAT TYPE OF WORK IS DONE?

- Analysis and evaluation of an experiment or case study
- A data analysis of generated primary and/or collated secondary data
- Reflective annotations of a logbook of practical activities
- Media analysis of one or more contemporary media texts
- A literature review
- Response to a psychological issue or ethical dilemma
- A modelling or simulation activity
- Problem-solving involving psychological concepts, skills and/or issues
- A report of a scientific investigation, including the generation, analysis and evaluation of primary data.
- Report of a student-adapted or student-designed scientific investigation

# PSYCHOLOGY

## UNIT 3 – How does experience affect behaviour and mental processes?

### WHAT IS STUDIED?

#### Area of Study 1

#### How does the nervous system enable psychological functioning?

- Nervous system functioning
- Stress as an example of a psychobiological process

#### Area of Study 2

#### How do people learn and remember?

- Approaches to understand learning
- The psychobiological process of memory

### WHAT TYPE OF WORK IS DONE?

For each outcome, one task selected from:

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- analysis and comparison of two or more contemporary media texts

## UNIT 4 – How is mental wellbeing supported and maintained?

### WHAT IS STUDIED?

#### Area of Study 1

#### How does sleep affect mental processes and behaviour?

- The demand for sleep
- The importance of sleep to wellbeing
- Effects of sleep deprivation and sleep hygiene

#### Area of Study 2

#### What influences mental wellbeing?

- Defining mental wellbeing
- Application of a biopsychosocial approach to explain specific phobia
- Maintenance of mental health

#### Area of Study 3

#### How is scientific inquiry used to investigate mental processes and psychological functioning?

Students undertake a student-designed scientific investigation in either Unit 3 or Unit 4, or across both Units 3 and 4. The investigation involves the generation of primary data relating to mental processes and psychological functioning. The investigation draws on knowledge and related key science skills developed across Units 3 and 4 and is undertaken by students in the laboratory and/or the field.

### WHAT TYPE OF WORK IS DONE?

For each outcome, one task selected from:

- analysis and evaluation of at least one psychological case study, experiment, model or simulation
- analysis and evaluation of generated primary and/or collated secondary data
- comparison and evaluation of psychological concepts, methodologies and methods, and findings from three student practical activities
- analysis and comparison of two or more contemporary media texts

### WHAT DOES STUDYING THIS SUBJECT LEAD TO?

- Various careers in the field of Psychology, including Clinical, Forensic, and Sports Psychology
- Various careers in the Medical field, such as Nursing, Health, Occupational Therapy, Neuropsychology and Psychiatry
- Counselling and Community Psychology
- Tertiary courses include Science, Arts etc.
- Education, Teaching, Academic Psychology
- Psychological research

# RELIGIONS EDUCATION

<p><b>OVERVIEW OF SUBJECT</b></p> <ul style="list-style-type: none"> <li>• Enrich each student’s understanding of the history, tradition and rituals of the Catholic Religion.</li> <li>• Enrich each student’s understanding of the history, tradition and rituals of other Religious Traditions.</li> <li>• Foster each student’s understanding of their personal and social responsibilities as they grow into adulthood.</li> <li>• To support each student in the development of their spiritual identity and the formation of their faith.</li> <li>• To equip each student with the knowledge and understanding to navigate a multi-religious society.</li> </ul>	
<p><b>WHAT IS STUDIED?</b></p> <p><b>Year 11</b></p> <p><b>Unit 1 – Who am I? What am I called to be?</b> Students explore Christ’s vision of a just society. They are provided with the opportunity to understand and reflect on their personal journey and call to service.</p> <p><b>Unit 2 – Who is our neighbour?</b> Students explore the concept of ‘Imago Dei’, being made in the image and likeness of God, and what this means in practice.</p> <p><b>Unit 3 – Truth and Beauty</b> Students explore different types of truth, compare and contrast Jesus with other religions, whilst reflecting on what Jesus means for themselves and the world.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Research and report writing</li> <li>• Comparison and evaluation</li> <li>• Class discussions</li> <li>• Dialogue</li> <li>• Analysis of religious texts</li> <li>• Visual displays</li> <li>• Note taking</li> <li>• Film text responses</li> </ul> <p>As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, and the Year 11 Retreat.</p>
<p><b>WHAT IS STUDIED?</b></p> <p><b>Year 12</b></p> <p><b>Unit 1 – Unit Name: Mindful or Mind full?</b> In this unit students will explore ways to deepen and nurture their relationship with God using mindfulness and meditative techniques.</p> <p><b>Unit 2 – Are Feelings the Only Guide to Morality?</b> Students will consider their own morality and that of others. They will consider the factors that influence morality and how it influences their decision-making.</p> <p><b>Unit 3 – Everyday Courage</b> Students will briefly study the Mercy Value of Courage and the Kingdom of God before embarking on a project-based task where students choose an option to join an elective class to work on a project that helps people in our local community.</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Comparison and evaluation</li> <li>• Class discussions</li> <li>• Dialogue</li> <li>• Analysis of religious texts</li> <li>• Visual displays</li> <li>• Film text responses</li> </ul> <p>As part of their Religious Education program, all students will also take part in class prayer, Year Level liturgies, and the Year 12 Retreat</p>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>This study fosters an appreciation of the complexity of societies where multiple worldviews coexist and develops skills in research and analysis, helping students to become informed citizens and preparing them for the global world.</p>	



# TEXTS AND TRADITIONS

<p><b>UNIT 3: TEXTS AND THE EARLY TRADITION</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><i>The background of the tradition</i></p> <ul style="list-style-type: none"> <li>students explore the social, cultural, religious and political conditions of the society out of which the Christian tradition emerged</li> </ul> <p><i>Audience, purposes and literary aspects of Luke's Gospel</i></p> <ul style="list-style-type: none"> <li>students explore the implied audience, purposes and the literary structure of Luke's Gospel</li> </ul> <p><i>Interpreting texts</i> students learn to apply exegetical methods to develop an interpretation of the passages for special study</p>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>The focus of Units 3 and 4 is centred on exploring the Gospel according to Luke.</li> </ul> <p>Students study this Gospel in its original social, cultural, religious, political and historical settings, as well as investigating the impact the Christian Gospels have had throughout history and are having on the world today. Different methods of interpretation are taken into account throughout this study. Students also investigate Luke's Gospel as a work of literature and consider how others have understood and interpreted this text.</p> <p>In conducting this work, students will develop their capacity to research, compare, evaluate and analyse texts. They will learn how to conduct an exegesis and develop the skills to engage in biblical hermeneutics.</p>
<p><b>UNIT 4: Texts and their teaching</b></p> <p><b>WHAT IS STUDIED?</b></p> <p><i>Interpreting texts</i></p> <ul style="list-style-type: none"> <li>students refine their exegetical skills and consider the social, cultural, religious and political concerns present in Luke's Gospel</li> </ul> <p><i>Religious themes and their teaching purpose</i></p> <ul style="list-style-type: none"> <li>students investigate how the themes in Luke's Gospel work together to create a text as a means of instructing the original audience</li> </ul> <p><i>Themes in the later tradition and the later use of scripture</i></p> <ul style="list-style-type: none"> <li>students analyse and evaluate how a textual theme has been interpreted within the religious tradition at a later stage of history and explore how the text is used to justify the interpretation.</li> </ul>	
<p><b>What does studying this subject lead to?</b></p> <p>Texts and Traditions encourages independent and critical thinking in students that will assist them in fields that require research, analysis and interpretation of written texts.</p> <p>Studying Texts and Traditions offers students an opportunity to engage in the discipline of theology, and to embark on a detailed reading of the Gospel according to Luke.</p>	

# THEATRE STUDIES

2025	Unit 3&4 Drama Unit 1&2 Theatre Studies	Year 11 Students could choose to take Theatre Studies, or extend and undertake Drama as a Unit 3&4 Subject <i>Year 11 students may wish to undertake 2 performing Arts subjects, with permission from Arts LAL</i> Year 12 students could only undertake Unit 3&4 Drama
2026	Unit 3&4 Theatre Studies Unit 1&2 Drama	Year 11 Students could choose to take Drama, or accelerate and undertake Theatre Studies as a Unit 3&4 Subject <i>Year 11 students may wish to undertake 2 performing arts subjects, with permission from Arts LAL</i> Year 12 students could only undertake Unit 3&4 Theatre Studies

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>Theatre Studies offers opportunities for:</p> <ul style="list-style-type: none"> <li>• Creative expression and developing acting skills</li> <li>• Learning about the skills required in costume, make-up, props, set, lighting and sound design.</li> <li>• Development of group and independent working skills</li> <li>• Enhancement of analytical, evaluative and critical thinking skills</li> <li>• Refinement of problem-solving, collaborative and communication skills</li> <li>• Development of an appreciation of theatre and its significance as an art form</li> <li>• Creative and imaginative experimentation with the possibilities of theatrical design</li> </ul>	
<p><b>UNIT 1: HISTORY OF THEATRE STYLES AND CONVENTIONS PRE-1945</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• What are the features of theatre styles and scripts from from pre-1945? eg. Ancient Greek and Ancient Roman, Commedia dell'Arte, Elizabethan, Restoration comedy, Naturalism/Realism, Noh, Bunraku and Kabuki</li> <li>• Creatively interpret scripts from the pre-modern era in production roles, eg. actor, director, designer, costume, make-up, props, set, lighting, sound.</li> <li>• Attend a live theatre production and analyse the performance of a script and how the production roles are utilised.</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Practical workshops in interpreting scripts through application of acting, direction.</li> <li>• Practical workshops applying production roles to script work, eg. costume, hair and make-up, props, set, lighting and sound design.</li> <li>• Analysis of how amateur or professional theatre companies interpret playscripts through production roles.</li> <li>• Oral/visual/multimedia reports and/or presentations and structured questions</li> <li>• View and respond to a professional theatre performance</li> <li>• Describe how the context of a scripts can influence a play production</li> </ul>
<p><b>UNIT 2: CONTEMPORARY THEATRE STYLES AND MOVEMENTS</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Examine contemporary theatre practice from 1945 to the present day, exploring scripts from either two distinct theatre styles or a theatre movement, with one Australian play.</li> <li>• What are the features of theatre styles and scripts from 1945 to today? eg. Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim and Immersive/Interactive theatre.</li> <li>• Creatively interpret scripts from the 1945 to the present day in production roles. eg. actor, director, costume, make-up, props, set, lighting, sound.</li> <li>• Attend a live theatre production and analyse the performance of a script and how the production roles are utilised.</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Develop expertise in production roles. eg. actor, director, designer, costume, make-up, props, set, lighting, sound.</li> <li>• Workshop conventions of specific contemporary theatre styles</li> <li>• Research subject matter and document the production process of playscripts</li> <li>• Outline characteristics of specific contemporary theatre movements</li> <li>• View and respond to a professional theatre performance</li> <li>• Apply elements of theatre composition</li> <li>• Conduct dramaturgical research on</li> <li>• Examine contemporary theatre practices, safe and ethical work practices, inclusivity, and sustainability - placing importance on cultural diversity and contemporary issues.</li> </ul>

# THEATRE STUDIES

<p><b>UNIT 3: PRODUCING THEATRE</b></p> <ul style="list-style-type: none"><li>• Students develop an ‘interpretation’ of a script through the three stages of the theatre production process: planning, development and presentation.</li><li>• They specialise in two production roles, working collaboratively, to imaginatively realise the production of a script.</li><li>• Production roles include actor, director, designer, costume, make-up, props, set, lighting, sound.</li><li>• Analysis of the ways production roles can be used to interpret script excerpts.</li><li>• Students attend a performance and analyse and evaluate the interpretation of the script in the performance.</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Production of a major Play Performance</li><li>• Record the development of two chosen production roles for the play in a folio</li><li>• View a professional theatre production and analyse and evaluate the ways the areas of production were used to interpret the script</li></ul>
<p><b>UNIT 4: PRESENTING AN INTERPRETATION</b></p> <ul style="list-style-type: none"><li>• In this unit students study a scene and an associated monologue.</li><li>• They initially develop an interpretation of the prescribed scene.</li><li>• This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process.</li><li>• Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene.</li><li>• To realise their interpretation, they work in production roles as an actor and director, or as a designer.</li><li>• For the exam, students working as actor/director perform the monologue in character and designers present their stagecraft choices to the assessors.</li></ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"><li>• Research and preparation of an imaginative interpretation of a monologue - as actor/director or designer of up to 7 minutes duration, presented to external examiners.</li><li>• Students document the processes, techniques and skills used in the ‘stagecraft exam’ task</li><li>• Attend professional workshops to prepare for the stagecraft and written examinations</li><li>• View a second professional theatre production and analyse and evaluate the ways the script was interpreted</li><li>• End of year external examination</li></ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>The confidence, commitment to group collaboration, independent working habits, research and analytical skills developed in Theatre Studies are a foundation for any vocational or further study aspirations.</p> <p>Theatre Studies is also an excellent pathway for students who love working in theatre, but don’t necessarily like acting. The important thing to understand about studying VCE Theatre Studies is that it opens up opportunities for an incredible future in many different facets of the workforce, eg. acting, directing, make-up artist, costume/props/set/lighting sound designer.</p> <p>Success can be had in the Arts industry through studying Theatre Studies, but skills such as confidence in public speaking; personal organisation and independence are so transferable, the possibilities are endless.</p>	

# VISUAL COMMUNICATION DESIGN

<p><b>WHY STUDY THIS SUBJECT?</b></p> <p>There are not many VCE studies which challenge both sides of the brain as effectively as Visual Communication Design. This study allows students to develop creative, critical and reflective thinking (design thinking), and to gain confidence using drawing and digital design technologies to visualise thinking. Visual Communication Design examines the way visual language can convey ideas, information and messages. The Visual Communication Design study encourages students to create and communicate through visual means to shape the everyday quality of life for individuals, communities and societies. Students will employ the design process to generate and develop creative innovative solutions and refine presentations for a wide range of design problems. Students will develop skills using a variety of manual drawing and digital methods to develop and refine presentations.</p>	
<p><b>UNIT 1: FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Understanding human-centred design and research methods to identify a communication need.</li> <li>• Create visual language for a business or brand using the design process</li> <li>• Develop a sustainable object considering influences and factors of design</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Use freehand drawings for observational, visualisation and presentation</li> <li>• Apply two- and three-dimensional drawing to represent the form and structure of objects</li> <li>• Select and apply media, materials and techniques to draw and render forms</li> <li>• Apply convergent and divergent thinking strategies to generate alternative ideas</li> <li>• Apply appropriate drawing methods to make visible ideas and concepts</li> <li>• Apply design elements and principles and Gestalt principles of visual perception to generate and develop design options</li> <li>• Use Photoshop and Illustrator to refine concept designs</li> <li>• Practical design folio of tasks using the design process</li> <li>• Using human-centred research methods to identify and reframe design problems</li> <li>• Explore circular design and sustainable design practices</li> <li>• Write design briefs and participate in critiques</li> </ul>
<p><b>UNIT 2: DESIGN CONTEXTS AND CONNECTIONS</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Present an environmental design solution that draws inspiration from context and a chosen style</li> <li>• Apply culturally appropriate design practices with an understanding of a designer's legal and ethical responsibilities when designing personal iconography</li> <li>• Apply the VCD design process to design an interface for a digital product environment or service.</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Apply drawing methods suitable for presentation drawings: Environmental design (architectural, interior or landscape design).</li> <li>• Analysing the work and practices of Aboriginal and Torres Strait Islander designers</li> <li>• Develop an understanding of the ethical and legal responsibilities of a designer (ownership, intellectual property)</li> <li>• Document interaction designs in the form of a brief</li> <li>• Identify and research interactive devices, services and systems</li> <li>• Application of the VCD design process relevant to user-experience and interaction design projects</li> </ul>

# VISUAL COMMUNICATION DESIGN

<p><b>UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications</li> <li>• Describe how visual communications are designed and produced in the design industry and explain factors that influence these practices</li> <li>• Apply design thinking skills in preparing a brief, undertaking research and generating a range of ideas relevant to the brief</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Design Analysis</li> <li>• Create three visual communications for different contexts, purpose and audiences</li> <li>• Include 2 and 3 dimensional presentation drawing and digital methods</li> <li>• Annotate visual communications or prepare a written or oral report that explains the connections between each of their visual communications and existing communications</li> <li>• Prepare a report or answer structured questions</li> <li>• Prepare a brief and developmental folio of work relevant to the brief</li> </ul>
<p><b>UNIT 4: DELIVERING DESIGN SOLUTIONS</b></p> <p><b>WHAT IS STUDIED?</b></p> <ul style="list-style-type: none"> <li>• Develop distinctly different design concepts for each need. Select and refine for each need a concept that satisfies each of the requirements of the brief</li> <li>• Produce final visual communication presentations that satisfy the requirements of the brief</li> <li>• Devise a pitch to present and explain their visual communications to an audience and evaluate the visual communications against the brief</li> </ul>	<p><b>WHAT TYPE OF WORK IS DONE?</b></p> <ul style="list-style-type: none"> <li>• Students prepare a folio of conceptual developments for each need</li> <li>• Students prepare two distinct separate presentation formats as detailed in the brief developed in Unit 3</li> <li>• Students devise a pitch to present and explain their visual communications to the client, either an oral report, a written task or annotated visual report evaluating the visual communications against the brief</li> </ul>
<p><b>WHAT DOES STUDYING THIS SUBJECT LEAD TO?</b></p> <p>The study of Visual Communication Design can provide a career pathway to design and design and art related studies, including Graphic Design, Digital and Web Design, Advertising, Print Publication/Book illustration, Typographic Design, Package/Surface Design, Logo Design, Brand Identity, Architecture, Spatial Design, Collaborative Design, Game Design, Environmental Design, Landscape Architecture, Product Design, Object Design, Engineering, Draftsperson, VX Designer and Web Interface Design.</p>	

# NOTES

**CAREER**

**INFORMATION**

**FOR YOUNG PEOPLE**

### Useful Websites

[www.shckynetoncareers.com](http://www.shckynetoncareers.com) Sacred Heart College Career Tools Website

<http://www.apprenticeships.gov.au> Australian Apprenticeships combine paid work with structured training to give people nationally recognised industry qualifications

[www.gooduniguide.com.au](http://www.gooduniguide.com.au) Find courses and places to study

[www.vtac.edu.au](http://www.vtac.edu.au) Victorian Tertiary Admissions Centre

[www.yourcareer.gov.au/schoolleaver](http://www.yourcareer.gov.au/schoolleaver) School leavers support

#### **Sacred Heart College Careers Department:**

**Karina Wheeler** - Careers Coordinator

**Kristina Delaney** - Professional Careers Practitioner and Year 10 Work Experience Coordinator

**Lucy King** - Careers Information Assistant

