Bentleigh
Secondary College

SENIOR SCHOOL HANDBOOK

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BENTLEIGH SECONDARY COLLEGE

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INTRODUCTION

This handbook contains important information about our Senior School curriculum comprising of Year 10 and the Victorian Certificate of Education (VCE/VCE VM). Students should use the handbook to make informed decisions about their senior school pathway to lead them toward their preferred career.

At Bentleigh Secondary College we offer a wide-range of senior school subjects and students are given an opportunity to select from many they may enjoy and succeed in.

We also offer:

- An adult style learning environment that enables student to achieve their best.
- Excellent facilities including;
  - State of the art STEAM teaching facilities.
  - Performing arts facilities.
  - Four court stadium and ovals.
  - A library and education resource centre.
  - A dedicated VCE study centre.
- Courses run based on student choice to ensure students are able to select a course of interest to them.

Support in the Senior school through:

- Careers and Pathways Coorindators.
- Head of Senior School.
- Heads of Year Level (HOYL).
- Student Wellbeing Counsellors.
- Course Counselling Interviews.

KEY CONTACTS

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ABOUT THE VCE

VCE

The Victorian Certificate of Education (VCE), administered by the Victorian Curriculum and Assessment Authority (VCAA), is the senior secondary qualification typically completed over Years 11 and 12, where students undertake studies made up of Units 1–4.

Units 1 and 2 are usually completed in Year 11 and are assessed by schools as Satisfactory or Not Satisfactory, while Units 3 and 4 are completed as a sequence in Year 12 and include School Assessed Coursework (SACs), School Assessed Tasks (SATs) in some subjects, and external examinations.

In VCE Unit 3 and 4 subjects, students receive a study score out of 50 based on their SACs, SATs (if applicable), and external exam, with scores moderated by VCAA to ensure fairness across schools. These study scores are then used by Victorian Tertiary Admissions Centre (VTAC) to calculate an ATAR, which ranks a student's overall performance compared to all other students and is primarily used for university entry.

Satisfactory completion of VCE

The minimum VCE requirement is satisfactory completion of 16 units that must include:

- Three units from the English group that must include Units 3 and 4.
- Three other Unit 3 and 4 sequences.

All learning outcomes in a unit must be satisfactory for the unit to be awarded an 'S'.

ATAR

The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's overall academic performance relative to other Year 12 students across Australia. It is calculated from VCE study scores and is widely used by universities for course admissions.

To be eligible for an ATAR both Units 3 & 4 of a study from the English group must be completed satisfactorily.

The ATAR is calculated by taking the:

- Scaled score from a Unit 3 and 4 English study group.
- Next best three scaled scores for Unit 3 and 4 sequences.
- 10% of any 5th scaled score for a Unit 3 and 4 sequence.
- 10% of any 6th scaled score for a Unit 3 and 4 sequence.

Please note: Unit 3 and 4 VET studies may contribute to the ATAR, either as a fully scored subject or as a 10% increment. Specific advice regarding VET study scores can be sought from the Senior School Team.

Study Score

A study score is a number between 0 and 50 that indicates how well you performed in a subject compared to other students in Victoria who studied the same subject in that year. To receive a study score, you must complete both Units 3 and 4 of the subject in the same year and complete all required graded assessments.

Choosing Your Subjects

In addition to the compulsory English units, you have flexibility when selecting your VCE subjects. It is important to choose subjects you enjoy and are likely to perform well in, while also considering any prerequisites required for university, TAFE, or future career pathways.

Subject Requirements at Bentleigh

At Bentleigh Secondary College, the following subject load is required:

- Year 11 students undertake **six** subjects.
- Year 12 students undertake **five** subjects.

Most students at Bentleigh Secondary College complete the VCE over two years:

- Year 11: Units 1 and 2
- Year 12: Units 3 and 4

Some students begin VCE early, starting Units 1 and 2 in Year 10. These students may complete up to six subjects across their VCE, all of which can contribute to their ATAR calculation, providing an advantage for their ATAR calculation.

Deakin Accelerate Program

Students who complete two Unit 3 and 4 subjects in Year 11 are strongly encouraged to apply for the Deakin Accelerate Program for Year 12, which provides the opportunity to undertake a first-year university subject while still at school. The program can also contribute to an ATAR as a 10% increment subject, potentially boosting a student's overall rank.

ABOUT THE VCE

VCE Vocational Major (VCE VM)

VCE VM studies contribute to a program that is designed to be completed over a minimum of 2 years. VCE VM studies are specific VCE applied learning studies that enable students to learn knowledge and skills in the context of 'real life' experiences. VCE VM studies can be tailored to the needs and interests of the student to enable them to focus on developing their skills and readiness for employment or further education and training.

VCE VM students are unscored and do not obtain study scores for subjects and consequently do not receive an ATAR.

Satisfactory completion of VCE VM

The minimum VCE VM requirement is satisfactory completion of 16 units that must include:

- 3 VCE VM Literacy units or 3 units from other English studies group (including a Unit 3 and 4 sequence).
- 3 other Unit 3 and 4 sequences as part of their program.
- 2 VCE VM Numeracy or other units from the mathematics studies group.
- 2 VCE VM Work Related Skills units.
- 2 VCE VM Personal Development Skills units.
- 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency (UoCs) to the total of 180 nominal hours drawn from multiple VET courses).

Students will receive the appellation of 'Vocational Major' on their VCE certificates upon satisfactorily completing the VCE VM program.

A VCE VM student will be awarded the VCE, without the VM appellation, if they meet the minimum requirements for satisfactory VCE completion, but not the minimum requirements for the satisfactory completion of the VCE VM appellation.

Vocational Education and Training (VET)

Vocational Education and Training (VET) provide students with nationally recognised qualifications and practical, hands-on training in real-world industry settings. These programs typically take place on Wednesday afternoons at local TAFE providers, allowing students to develop skills relevant to future employment pathways.

VET opportunities are available to all students across Year 10-12 and positions are subject to application and availability within the desired course.

Structured Workplace Learning

Structured Workplace Learning (SWL) is a key component of the VCE VM, providing students with valuable hands-on experience in a real workplace aligned to their career interests. Through SWL, students develop practical skills, build industry knowledge, and enhance their employability by applying classroom learning in authentic work settings.

At Bentleigh Secondary College, VCE VM students complete multiple SWL placements across Years 11 and 12. These experiences support students in making informed decisions about future pathways into further education, training, or employment. Together with their families, students are expected to source their own SWL placements in industries aligned to their interests, with support provided by VCE VM teachers and the Careers team where necessary.

VCE INFORMATION

Achieving an S

To be awarded a satisfactory completion (S) for a unit, students must demonstrate that they have met all learning outcomes required. This is determined through evidence of the knowledge and skills they show throughout the unit. Learning outcomes are typically demonstrated through the satisfactory completion of classwork and/or assessment tasks, although this may vary by study. Students will be provided with multiple opportunities and a range of evidence to demonstrate achievement.

Attendance is a relevant factor, as students must be present a minimum of 90% of scheduled classes to complete work and demonstrate outcomes. If attendance is inadequate, the teacher may be unable to verify achievement of outcomes.

VCAA examinations do not contribute to the determination of S/N results but do contribute to the student's final study score.

Unsatisfactory Completion of Outcomes (N Result)

A student will receive an N (Not Satisfactory) for a unit if they do not demonstrate the required knowledge and skills for one or more outcomes, as outlined in the study design. This decision is based on overall performance across classwork and assessment tasks, not a single result. An N may also be given if work is not submitted, cannot be authenticated, or if assessment rules are breached.

Redeeming an N Result

If a student receives an N for an outcome, they will be provided with at least two opportunities to redeem the outcome. This may include:

- Resubmitting the original task
- Completing a teacher-designed redemption task that differs from the original assessment
- Demonstrating satisfactory completion through authenticated coursework.

The purpose of redemption is to determine an S or N result only, and the original assessment score will remain unchanged and cannot be altered through the redemption process.

Unit result of J (Judged Not to Have Completed)

A unit result of J means the teacher is unable to make a judgement about a student's work due to significant issues such as non-submission, insufficient evidence, or inability to authenticate the work. As a result, the unit is not completed and no credit is awarded. For Units 3 and 4, no study score is given, which may impact completion of the VCE and eligibility for an ATAR. The J result is recorded on the VCAA database but is not reported on the student's Statement of Results.

Plagiarism and Cheating

If a student is found to have plagiarised work, they will receive a score of zero for the task and will be given the opportunity to resubmit work to demonstrate sufficient understanding of the course content to achieve a satisfactory (S) result.

Similarly, if a student breaches VCAA assessment rules (such as using a mobile phone, unauthorised notes, or communicating during an assessment), they will receive a score of zero and may be given the opportunity to re-sit the assessment for a satisfactory (S) outcome only.

Authentication Policy

To achieve satisfactory completion of a unit, students must submit work that is clearly their own. While appropriate reference to source material is permitted, all sources must be fully acknowledged. Students must not receive undue assistance; this is defined as assistance beyond the point at which the work can no longer be considered the student's own.

These requirements apply particularly to coursework completed over an extended period, noting that many assessment tasks are completed under supervised classroom conditions.

Authentication breaches

Schools are responsible for ensuring that all students comply with the assessment rules and authentication requirements set by the VCAA for school-based assessment. The following steps are to be taken by teachers in the event there is a potential breach of authentication:

1. Where a teacher believes that submitted work may not be the student's own, the matter will be referred to the relevant Head of Year Level.
2. The Head of Year Level will investigate in consultation with the teacher and student. The student will be provided with at least 24 hours' notice of a meeting to respond and demonstrate that the work is their own. Parents/carers to be notified of the concern.
3. A written report will be considered by a panel comprising the Head of Senior School, Head of Year Level and subject teacher.
4. Where a breach of authentication is substantiated, the panel will recommend an outcome to the Principal. Outcomes may include:

- reprimand the student
- permit the student, if practicable, to resubmit the schoolwork required for either:
  - assessment in the study or the course
  - satisfactory completion of the study or the course
- refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
- amend the student's school-based assessment results.

5. Following the Principal's decision, the Head of Senior School will notify the student and parent/carer in writing within 14 days, including advice on appeal rights in accordance with VCAA requirements.
6. Students may appeal the decision in writing within 14 days of receiving notification.

Appeals

Students have the right to appeal school decisions relating to non-satisfactory (N) results, authentication concerns, extensions, redemption opportunities, and any other breaches of school rules.

Appeals process

If a student wishes to appeal a decision by the school, the following steps will be taken:

1. The student informs the Head of Senior School in writing.
2. A formal interview will be held to discuss the concerns.
3. The interview panel will include:
   - The Head of Senior School
   - The Assistant Principal
   - The relevant teacher
4. The student can bring a support person (such as a parent or carer).
5. The Head of Senior school will record the meeting and send the final decision in writing to the student within 14 days of the meeting.

Attendance Policy

Students are expected to maintain a minimum 90% attendance rate for all scheduled classes.

Punctuality

Students are expected to arrive to all scheduled classes on time.

Absences

All student absences must be entered by a parent or carer via Compass. Students are expected to inform their teacher of their absence where possible and review the lesson plan to ensure they complete any work missed during their absence.

Approved absences

Some absences can be approved. These include:

- School-approved activities.
- Illness supported by a medical certificate.
- Circumstances beyond the student's control (such as bereavement)
- Family commitments (in special circumstances)

For an absence to be approved, students/parents/carers are required to contact the Head of Year Level to outline the reasons for absence and provide required documentation for approval.

Tracking attendance

Students and parents/carers are expected to monitor attendance via Compass and follow up with the relevant classroom teacher if they believe attendance records to not be accurate.

Absence during an assessment (SAC/SAT)

If a student is absent from a SAC or SAT, a valid medical certificate must be provided to the Head of Year Level to be eligible to complete the assessment and receive a score. Once a medical certificate is provided, the student and teacher will schedule a time for the SAC/SAT to be completed.

Where a valid medical certificate is not provided, the student may still complete the assessment to meet satisfactory completion requirements (S) but will not be eligible for a score that will contribute to the overall subject study score.

Students whose attendance falls below 90% of scheduled classes, particularly where absences are not approved, may be at risk of receiving an N for the unit.

VCE INFORMATION

Extension for Assessment Tasks Policy

Students are expected to submit all assessment tasks by the due date. Extensions are granted only in exceptional circumstances and in line with VCAA requirements.

Extensions may be approved for illness or injury (medical documentation required), significant personal circumstances, or approved school commitments. Extensions will not be granted for poor time management, competing deadlines, or avoidable issues.

How to apply for an extension:

1. The student or parent/carer must submit an extension application to the Head of Senior School, providing all relevant information and appropriate supporting documentation.
2. The application should be submitted prior to the due date, or as soon as practicable if advance notice is not possible.
3. The Head of Senior School will review the application and supporting evidence.
4. A decision will be made to approve or deny the extension.
5. If approved, a revised due date will be provided.

The school may apply conditions to ensure fairness. Extensions cannot be granted beyond the end of the academic year.

Special Exam Arrangements

Special Examination Arrangements (SEA) are part of the VCAA's Special Provisions process and allow for students who require it to receive additional support during their official VCAA end of year exams.

There are many factors that result in students and parents/carers pursuing the use of Special Exam Arrangements to help provide additional support. These can be based on mental health, health impairment or physical disability, specific learning disorders, language disorders, motor coordination disorders, hearing and/or vision impairments and personal circumstance situations.

Special Exam Arrangements are open to all students to apply, however there needs to be substantial school-based evidence and treating health professional evidence to support the application. Special Exam Arrangement decisions are made solely by VCAA.

Procedure for applying for Special Exam Arrangements

Step 1:

- School/student/parent identifies need for and trials special provisions (if possible prior to student enrolling in VCE Unit 3 and 4 studies)
- School discusses Special Examination Arrangements application process with student/parents.
- School refers to VCAA Special Provision Policy or contacts the VCAA for advice or assistance.

Step 2:

- School completes application with a particular emphasis on school-based evidence

Step 3:

- School submits application to VCAA by the closing date

Step 4

- VCAA assesses the application

Step 5

- School will receive a decision email listing the provisions approved or declined
- School communicates decision to student/parent

Step 6

- Schools may appeal the VCAA's decision
- Appeals must be submitted within 14 days of receipt of the VCAA decision

Further information regarding Special Exam Arrangements can be found on the VCAA website: *https://www.vcaa.vic.edu.au/administration/special-provision/special-examination-arrangements-vce-external-assessments*

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) Certificates are courses of study that are nationally recognised and accredited. VET enables students to gain industry oriented training in preparation for further learning or entry into the workforce (e.g. Certificate III in Music Industry). Most certificate programs run over two years and are made up of a number of Units of Competence.

A VET in Schools program is usually made up of VCE/VET Units that are delivered by an RTO at the student's school or another school within the Inner Melbourne Cluster..

CONTRIBUTION TO THE VCE

VET is fully incorporated into the VCE. Key features include:

- VET programs usually have a Unit 1 - 4 structure.
- VCE VET Units can contribute to a student's VCE. This includes up to two Unit 3 and 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived by calculating 10% of the lowest study score of the primary 4 subjects. However, in some instances there is nil contribution towards ATAR when units are at 1 & 2 level only.

SELECTING A VET STUDY

VET units contribute to the satisfactory completion of the VCE so long as there is no undue overlap between VET units and the VCE units to which they are linked. Where there is a lot of overlap, you will be able to do both studies, but only one will count towards the minimum 16 units you need to graduate. Despite this, your results in both studies will be shown on your Statement of Results.

If you are thinking about taking any combinations of VET and VCE studies, talk to the Careers and Pathways Coordinator about the credit arrangements. Each VET program may require you to have some Work Experience, which gives you a chance to learn more about the industry and the skills it requires. Successfully completing a VET certificate provides you with a nationally recognised certificate that can lead directly into employment and higher certificate level TAFE courses. VET courses can even provide you with credit for some Tertiary institutions. Students cannot enter a VET course at the Units 3 and 4 level.

ASSESSMENT IN VET

'Students receive an S for a Unit of Competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Students receive an S for a module if they have demonstrated achievement of all the learning outcomes as assessed by the RTO. Satisfactory completion of VCE VET Units is calculated automatically as students satisfactorily complete units of competency/modules. Most VCE VET programs consist of four VCE VET Units containing one Units 3 and 4 sequence.' – VCE and VCAL Administrative Handbook (VCAA)

The VET studies are assessed by the subject teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory result. If a student cannot demonstrate their competence in an area, then they can be re-assessed at a later time after further practice. Where possible, assessment should be a practical task or based on a practical task.

USI: UNIQUE STUDENT IDENTIFIER

All students doing a nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) at school (VET for secondary students). If students don't have a USI they will not receive their qualification or statement of attainment. In order to apply students must go to: **https://www.usi.gov.au/students/ create-your-usi**

Students will create an account and this will generate a 10 digit code. STUDENTS MUST SUBMIT THIS CODE TO THE VET COORDINATOR AND THEIR VET TEACHER.

The online application requires one identity document and takes only 5-10 minutes provided that you have the identity proof at hand.

A USI is then allocated on the spot on screen, and is also emailed to the student instantly. Students are strongly advised to record this code.

SCOPE OF THE YEAR 10 PROGRAM

All students in Year 10 will undertake a program that involves studies in the following areas of learning. This program leads students on to a full range of choices in the VCE and then to Tertiary study or employment. All subjects have 9 timetabled sessions per fortnight.

ENGLISH

All students will complete a Year 10 English program.

MATHEMATICS

All students will complete the Year 10 Mathematics program, preparing them for the most appropriate VCE Mathematics course(s). Students in Year 10 can undertake Foundation Mathematics Units 1/2.

SCIENCE

Advanced Science is not compulsory for Year 10 students, however it is highly recommended for students who intend to undertake Year 11 VCE Chemistry, Biology, or Physics, or a combination of these subjects.

LOTE

Year 10 students can elect to study a Language Other Than English (LOTE), with both French and Japanese offered. These subjects are designed to develop students' communication skills, cultural understanding and global awareness. LOTE studies are undertaken as full year subjects, allowing students to build their language proficiency in a structured and meaningful way over time.

A VCE STUDY OR VET

Year 10 students may elect to undertake a VCE or VET subject as part of their program. Students wishing to enrol in two VCE subjects, or a combination of one VCE and one VET subject, must seek approval from the Head of Senior School.

ELECTIVES

All students will be able to select from a range of electives: Arts, English, Health and PE, Humanities, LOTE, Science and Technology.

UNITS 1 AND 2 VCE STUDIES AVAILABLE FOR YEAR 10 STUDENTS

ARTS
Theatre Studies
Media
Music Performance
Art Making and Exhibiting
Visual Communication Design

HEALTH AND PE
Health and Human Development
Outdoor and Environmental Studies
Physical Education

HUMANITIES
Accounting
Business Management
Economics
History: Modern History
Legal Studies

LOTE
French
Japanese - Second Language

MATHEMATICS
General (on recommendation)
Methods (on recommendation)
Foundation

SCIENCE
Biology
Psychology

TECHNOLOGY
Food Studies
Product Design and Technology: Textiles
Product Design and Technology: Wood

VET
A range of VET subjects are offered to students by different VET Providers.

SAMPLE YEAR 10 PROGRAMS

YEAR 10 - SAMPLE 1

YEAR LONG SUBJECTS
English
Mathematics
LOTE or Advanced Science
VET

SEMESTER BASED ELECTIVES
Elective Semester 1
Elective Semester 2
Elective Semester 1
Elective Semester 2
Elective Semester 1
Elective Semester 2

YEAR 10 - SAMPLE 2

YEAR LONG SUBJECTS
English
Mathematics
LOTE or Advanced Science
Learning Leadership

SEMESTER BASED ELECTIVES
VCE Subject
Elective Semester 1
Elective Semester 2
Elective Semester 1
Elective Semester 2

YEAR 10 - SAMPLE 3

YEAR LONG SUBJECTS
English
Mathematics
LOTE
Advanced Science
Learning Leadership

SEMESTER BASED ELECTIVE
VCE Subject
Elective Semester 1
Elective Semester 2

ARTS

ARTS - YEAR 10

MEDIA

WHAT'S IT ALL ABOUT?

This subject introduces students to the senior Media curriculum and covers areas such as film production, film analysis and print media. Students will learn about media spin and bias in print and television news and apply this knowledge to creating their own newspaper front page. Students will create their own production (e.g. short film, podcast etc.). Students will carry out an in depth analysis of how production elements are used in a feature film.

WHAT WILL I LEARN?

Newspaper Front Page

- Media Bias
- Selecting or omitting facts to change a story
- Create your own print media front page

Film Narrative

- How camera, acting, mise-en-scene, editing, lighting and sound create meaning
- In depth analysis of one scene from a feature film

Media Production

- Pre-production skills and planning
- Production scheduling
- Construction
- Post production, editing and presentation

WHAT TYPE OF THINGS WILL I DO?

Analyse film production techniques, plan my own production, script writing, create print work.

WHAT CAN THIS LEAD TO?

Film/TV and print production, Advertising, Journalism, Marketing, Public Relations.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Media
Year 11	Media
Year 12	Media

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about Film, Journalism, Advertising, Media Production; and developing planning and organising skills, communication skills and leadership skills.

ARTS - YEAR 10

MUSIC

WHAT'S IT ALL ABOUT?

This subject focuses on building performance and musicianship skills. Students practice and present performances of group and solo music works using one or more instruments including voice and reflect on ways to improve their own approach to performance. They research and present the work of performers and/or composers. They develop skills in creating their own music through composing or improvising. Students study aural, theory and analysis concepts to develop their knowledge and appreciation of music. Students choose a research project to present.

WHAT WILL I LEARN?

Instrumental / Vocal Skills

- Solo Performance skills
- Group Performance strategies
- Performance experience

Music Language (Theory) And Aural Perception

- Theory
- Aural skills

Composing And Arranging Skills

- Composing on GarageBand / Logic Pro

WHAT TYPE OF THINGS WILL I DO?

Research, rehearse, analyse, compose and perform music.

WHAT CAN THIS LEAD TO?

Advertising/jingle writer, Arranger, Composer, Conductor, Entertainer, Musician (singer or instrumentalist), Music Director, Music Programmer/Sampler, Music Software Designer, Music Teacher, Music Therapist, Orchestra Musician, Sound Engineer.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Music VET Music Industry VET Music (Performance)
Year 11	Music VET Music Industry VET Music (Performance)
Year 12	Music VET Music Industry VET Music (Performance)

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Music listening/appreciation, Music Performance and musicianship, Music Technology, Online music research, Composing, arranging and recording.

INSTRUMENTAL MUSIC PROGRAM

Instrumental Music is generally a continuation of the Year 9 Instrumental Music Program, with participation in the Senior Concert Band, Senior Stage Band and other ensembles. Students who participate in the Instrumental Music Program attend weekly lessons that are held during class time, but times are alternated weekly to ensure students are not repeatedly missing the same class. To further develop their musical skills, students will participate in the Senior Concert Band and/or an ensemble such as the Stage Band, a Jazz ensemble, or a woodwind or brass ensemble.

Held before or after school or at lunchtime once a week, these rehearsals are an essential component of the program, as they provide the students with performance opportunities. Performance opportunities in Year 10 include an interstate or Victoria country performance tour, community events such as the annual Spring Concert.

Instrumental Music Application Forms are available online at the school website. For more information about instrumental music please contact Director of Music - Tim Rex (Tim.Rex@education.vic.gov.au).

PHOTOGRAPHY

WHAT'S IT ALL ABOUT?

This visual art subject will examine the practical and theoretical domains of photography. Students will learn how to use manual settings on Digital SLR cameras to increase their understanding of compositional techniques, depth of field and shutter speed. They will engage in the design process to develop their own folio and respond creatively to a number of prompts, including telling stories with images and creative portraiture. Students will manipulate images and create composites photographs using digital photo editing software. Students will study the history of photography, modern and contemporary photographers in various genres and photographers from different cultures to enhance their understanding and practical work.

WHAT WILL I LEARN?

Historical and Contemporary Photography

- How photography has changed across history
- Why artists choose film or digital
- What artists want to communicate through their work

Digital Photography

- Camera orientation
- Use of the manual settings on a digital SLR
- Elements and principles
- Lighting and composition

Digital and Analogue Manipulation

- Photoshop editing, manipulation and compositing
- Analogue techniques for altering an image

WHAT TYPE OF THINGS WILL I DO?

Take photographs: digitally develop images, use computers to change imagery, visit photographic exhibitions, analyse photographs from different time periods, create a visual diary to develop concepts and learn how to annotate them, research assignments, examine and discuss issues relating to the ethics of photography and image manipulation.

WHAT CAN THIS LEAD TO?

University and TAFE courses in: Fine Arts (Photography), Art department/Props film or theatre, Special effects, Suitable for VCE Access.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Photography
Year 11	Art Making and Exhibiting Media
Year 12	Art Making and Exhibiting Media

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Media/Film, Photography, New and old photography techniques, ICT, Art.

THEATRE STUDIES

WHAT'S IT ALL ABOUT?

Throughout the Semester, students work individually and collaboratively in various production roles to creatively and imaginatively interpret stories and scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. They examine ways that meaning can be constructed and conveyed through theatre performance. Students consider their audiences and in their interpretations incorporate knowledge and understanding of audience culture, demographic and sensibilities.

WHAT WILL I LEARN?

Performance Making

- About the role and steps of a director, costume designer, sound designer, lighting designer, set designer, props master, production manager, finance manager and actor
- Approaches to creatively and imaginatively interpreting stories scripts and working individually and collaboratively in a production team

Scripts and Production

- The nature and purpose of the three stages of the production process in the development of a creative and imaginative interpretation of a script.
- Following the complete production process, culminating in the performance of a script to an audience
- Techniques and processes regarding safe and ethical working practices associated with theatre production
- Strategies for documenting, analysing and evaluating contributions to the three stages of the production process

WHAT TYPE OF THINGS WILL I DO?

- Identify and describe aspects of the three stages of the production process.
- Explore the roles and responsibilities of a director, costume designer, sound designer, props master, stage manager and actor.
- Contribute effectively to the development of a creative and imaginative interpretation of a story or script for performance to an audience. Convey the contexts of selected stories or scripts.
- Contribute effectively to a minimum of two production roles in collaboration with others in the production team across the three stages of the production process.
- Apply theatre technologies to enhance realisation of production aims.
- Demonstrate techniques and processes regarding safe and ethical working practices associated with theatre production.
- Document, analyse and evaluate on-going contributions towards the realisation of production aims across the three stages of the production process.

WHAT CAN THIS LEAD TO?

For a full list of employability skills that are gained through this subject, please visit: https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/theatrestudies/advice-for-teachers/Pages/EmployabilitySkills.aspx

In summary however, you'll learn and gain confidence in the following areas: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Theatre Studies
Year 11	Theatre Studies
Year 12	Theatre Studies

WHY CHOOSE THIS SUBJECT?

If you're looking for something that will challenge you in a different way, provide you with a creative outlet, build your confidence and your creative voice then this is the subject that you want to do. As outlined above, you'll get to explore many different production roles and experience what it takes to create, develop and build a show from the ground up in both backstage and onstage roles.

ART

WHAT'S IT ALL ABOUT?

Students explore a variety of approached to art making. The subject focuses on developing their visual and analytical skills through a variety of mediums. Creative approaches to the subject matter are encouraged and students do not have to possess advanced artistic skills to benefit from the subject.

Students use a multitude of resources as their starting point for creating artworks. They trial artworks throughout the design process developing their skills and techniques using a variety of mediums. They develop their art skills whilst investigating given themes and topics. Students analyse and evaluate their own and others' artworks to produce informed written responses.

WHAT WILL I LEARN?

The Studio Arts Process

- How to creatively approach an idea
- Developing skills and techniques

Writing About Art

- How to analyse and describe an artwork
- Exploration of artists and movements
- How to plan and design original works
- How to use a variety of art processes such as painting, printmaking, collage and drawing
- How to interpret the meaning of artworks

WHAT TYPE OF THINGS WILL I DO?

Sketch ideas for original artworks, make final artworks, keep a visual diary, undertake creative thinking exercises, write reflective evaluations, look at and discuss art, trial different mediums.

WHAT CAN THIS LEAD TO?

Further study in the creative arts, Any course or career which requires creative thinking and problem solving skills, Fine Arts degrees and diplomas, Careers in Design, Art, Illustration.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Art
Year 11	Art Making and Exhibiting
Year 12	Art Making and Exhibiting

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in Drawing, Printmaking, Painting, Collage and Art Theory.

VISUAL COMMUNICATION DESIGN

WHAT'S IT ALL ABOUT?

Students will explore ideas, information and messages used in the various fields of design, including communication, environmental and industrial. Students will follow the design process to create a variety of visual communications that trial a range of media, methods, and materials. Over the semester they will develop a variety of freehand, technical, and illustrative drawings, as well as exploring the use of digital technologies and model making in design. Students will also analyse visual communications through research and the development of their own work.

WHAT WILL I LEARN?

The Double Diamond Design Process

- Manual drawing skills
- Digital drawing skills
- Model making

Analysing Design

- Visual analysis
- Observational and visualisation drawings
- Technical drawings
- Vector-based programs

WHAT TYPE OF THINGS WILL I DO?

Generate and refine ideas for visual solutions to design briefs, design and present finished visual communications appropriate to stated purpose and given audience.

WHAT CAN THIS LEAD TO?

Visual Communication Design provides pathways to training and tertiary study in design and design-related studies, including graphic design, industrial (product) design, interior design, architectural design and communication design, engineering disciplines such as mechanical, production and civil, areas of the construction industry requiring an understanding of technical drawings.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Visual Communication Design
Year 11	Visual Communication Design
Year 12	Visual Communication Design

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Illustration, Architecture, Graphic Design, Product Design, and the Design Process.

THEATRE STUDIES UNITS 1-4

WHAT'S IT ALL ABOUT?

In VCE Theatre Studies, you will explore scripts from ancient times to the present and create theatre productions for audiences. You engage practically and theoretically with scripts to understand theatre's evolution and its impact on cultures. You take on roles like actor, director, and designer, gaining appreciation for theatre practitioners' contributions. Throughout the course, you work both independently and collaboratively, creatively interpreting scripts and presenting productions. You will examine script contexts, language, and audience dynamics, experimenting with performance possibilities. You also study innovations in theatre production and analyse professional performances to enhance your own work. Ethical and responsible practices in theatre production are emphasized throughout the course.

WHAT WILL I LEARN?

UNIT 1:

- Explore pre-modern theatre styles and conventions
- Interpret scripts
- Analyse a play in performance

UNIT 2:

- Explore modern theatre styles and conventions
- Interpret scripts
- Analyse and evaluate a theatre production

UNIT 3:

- Stage theatre
- Interpret a script
- Analyse and evaluate theatre

UNIT 4:

- Research and present theatrical possibilities
- Interpret a monologue
- Analyse and evaluate a performance

WHAT TYPE OF THINGS WILL I DO?

- Learn play-making techniques and explore dramatic potential of stimulus material and use play-making techniques to develop an ensemble and solo performance
- Use expressive and performance skills to communicate within an ensemble and solo performance.
- Describe, analyse and evaluate play-making techniques used at different stages of the development of a devised ensemble and solo performance.
- Describe, analyse and evaluate a performance of an ensemble and solo work

WHAT CAN THIS LEAD TO?

Actor, Broadcast presenter, Community arts worker, Drama therapist, Scriptwriter, broadcasting/film/video/radio, Theatre director or Theatre stage manager to name a few.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Theatre Studies
Year 11	Theatre Studies
Year 12	Theatre Studies

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning. VCE Theatre Studies equips students with knowledge, skills and confidence to communicate as individuals and collaboratively in a broad range of social, cultural and work-related contexts.

MEDIA UNITS 1-4

WHAT'S IT ALL ABOUT?

VCE Media centres on the analysis and creation of media products and concepts. Students consider the cultural and technical production of media texts, from a variety of perspectives. They examine the effect of technologies on media production and distribution, audience reception to and participation in the media, and the intertwined relationship between the media and society. VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their written and aesthetic communication skills and technical knowledge.

WHAT WILL I LEARN?

UNIT 1:

- How media representations are constructed and consumed by audience
- How the media shapes our perception of reality
- How the Australian cultural landscape shapes its media products

UNIT 2:

- Understand narrative, style and genre
- Examine narrative in multiple Media forms
- Design and produce cinematic narratives
- Understand the influence of new media in society

UNIT 3:

- How to analyse two feature films
- How to discuss the ideologies present in media texts
- How to research and design a major media production

UNIT 4:

- How to produce a major media production
- How the media influences audiences
- How audiences influence the media
- How ethical and legal issues effects media production

WHAT TYPE OF THINGS WILL I DO?

Make Media products (film, posters, photographs, comic books), analyse films, examine Facebook, Twitter, use professional video editing software, use professional image editing software, scripting and storyboarding, view the media critically, evaluate the influence of media, evaluate reasons for media regulation.

WHAT CAN THIS LEAD TO?

Film and Television Production, Advertising, Scriptwriting, Journalism, Advertising, Graphic Design, Marketing and Public Relations, Media theory and criticism, Philosophy, Sociology, Politics, Professional Communications and Photography.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Media
Year 11	Media
Year 12	Media

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Film Production, Communications and Media Industries, Print design and production, Magazine production, Journalism, Advertising, Photography.

MUSIC UNITS 1-4

WHAT'S IT ALL ABOUT?

VCE Music is based on active engagement in all aspects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators and music makers. Students explore, reflect on and respond to the music they listen to, create and perform. They analyse and evaluate live and recorded performances, and learn to incorporate, adapt and interpret musical practices from diverse cultures, times and locations into their own learning about music as both a social and cultural practice. Students study and practise ways of effectively communicating and expressing musical ideas to an audience as performers and composers, and respond to musical works as an audience. The developed knowledge and skills provide a practical foundation for students to compose, arrange, interpret, reimagine, improvise, recreate and critique music in an informed manner.

WHAT WILL I LEARN?

UNIT 1:

- Performing solo and in groups
- Preparing for performances
- Analysing and responding to music
- Composing, arranging and improvising music
- Aural, analysis and theory skills

UNIT 2:

- Performing solo and in groups
- Preparing for performances
- Analysing and responding to music
- Composing, arranging and improvising music
- Aural, analysis and theory skills

UNIT 3:

- Students begin to prepare for end of year solo or group performance exam on chosen instrument
- Incorporation of Australian artists
- Aural, analysis and theory skills

UNIT 4:

- Students finalise end of year solo or group performance exam on chosen instrument
- Incorporation of Australian artists
- Refine aural, analysis and theory skills

WHAT TYPE OF THINGS WILL I DO?

- Develop performance techniques as a soloist and a member of an ensemble.
- Develop theory, aural, analysis and musicianship skills.
- Improvise, compose and arrange music.

WHAT CAN THIS LEAD TO?

Composer, Arranger, Conductor, Entertainer, Musician (Singer or instrumentalist) Advertising/Jingle Writer, Music Director, Music Programmer/Sampler, Music Software Designer, Music Teacher, Music Therapist, Orchestral Musician, Sound Engineer.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Music
Year 11	Music
Year 12	Music

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in: Performing live music, composing or arranging your own music and developing Aural/Theory skills.

ARTS - VCE

ART MAKING AND EXHIBITING UNITS 1-4

WHAT'S IT ALL ABOUT?

Students use inquiry learning to explore, develop and refine the use of materials, techniques, and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists. Visiting and viewing exhibitions and displays of artwork is a necessary part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students' own practice and encourages them to broaden and develop their own ideas and thinking around their own art making.

WHAT WILL I LEARN?

UNIT 1:

- Investigate the use of materials, techniques and processes in the historical development of specific art forms
- Progressively reflect, evaluate and document in their Visual Arts journal the use of materials, techniques and processes to develop at least one finished artwork
- Explore and discuss the contexts of a range of Australian artists and their artworks

UNIT 2:

- Identify and analyse the influence of contexts on the representation of subject matter and ideas to communicate meaning in artworks
- Demonstrate how aesthetic qualities contribute to style in experimental artworks
- Demonstrate a variety of materials and techniques to make at least one finished artwork in specific art forms

UNIT 3:

- Develop subject matter and ideas from the exploration of artistic influences, inspiration and personal experiences
- Make artworks in specific art forms based on influences, exploration, responses and reflection
- Research and discuss the characteristics of exhibitions

UNIT 4:

- Extend and resolve ideas explored in Unit 3 in at least one finished artwork
- Plan and document the display of at least one finished artwork in a specific art form in a specific space
- Investigate, identify and evaluate the methods used and considerations involved in the presentation, conservation and care of artworks while on display in an exhibition space

WHAT TYPE OF THINGS WILL I DO?

Experiment with and learn about a variety of materials and techniques associated with specific artforms, consider aesthetic qualities and how the art elements and principles can be used to achieve these, plan and create artworks, analyse artworks and investigate artists from different time periods and cultures, visit exhibitions to learn about curation and conservation, complete finished artworks ready for exhibition.

WHAT CAN THIS LEAD TO?

Artist Educator, Animator, Freelancer, Model-maker, Gallery Roles – Art Director, Conservator, Curator, Exhibition Designer, Educator, Marketing Officer, Artist, Designer, Commercial art – photography, illustration, careers which require problem solving and creative abilities.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Art
Year 11	Art Making and Exhibiting
Year 12	Art Making and Exhibiting

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Art, Aesthetics, Materials, Galleries, Ideas in art.

VISUAL COMMUNICATION DESIGN UNITS 1-4

WHAT'S IT ALL ABOUT?

The Visual Communication Design course examines the way visual language can be used to convey ideas and information in the fields of messages, objects, environments and interactive experiences. You will develop a critical understanding of visual communications and the ability to think creatively about design solutions. The course emphasises the importance of developing a variety of design thinking skills to visualise the design process. You will undertake a series of design projects set in different contexts and employ the Double Diamond design process to generate visual communications in response to the given design problems. You will have the opportunity to develop skills in a range of media, materials, and manual and digital methods of production through this course.

WHAT WILL I LEARN?

UNIT 1:

- Examine what makes something 'Good Design'
- Apply design elements and principles to create visual communications
- Identify design problems and use human-centered research methods to investigate them

UNIT 2:

- Create presentation drawings following technical drawing conventions
- Investigate culturally appropriate design practices
- Employ a design process to create visual communications in response to a brief

UNIT 3:

- Analyse existing visual communications
- Create new visual communications for specific contexts, purposes and audiences
- Understand how visual communications are designed and produced in industry
- Prepare a brief, undertake research and generate a range of ideas relevant to a brief

UNIT 4:

- Develop design concepts, select and refine them to satisfy a brief
- Produce final visual communication presentations
- Devise a pitch to communicate design thinking

WHAT TYPE OF THINGS WILL I DO?

Folios for design projects, technical drawing, computer aided visual communications, architectural drawings, use design elements & principles, visual analysis tasks, research and analysis.

WHAT CAN THIS LEAD TO?

Visual Communication Design provides pathways to training and tertiary study in design and design-related studies, including graphic design, industrial (product) and architectural design and communication design, Engineering disciplines such as mechanical, production and civil, areas of the construction industry requiring an understanding of graphic communication.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Visual Communication Design
Year 11	Visual Communication Design
Year 12	Visual Communication Design

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Illustration, Architecture, Product design, Graphic design, Design process.

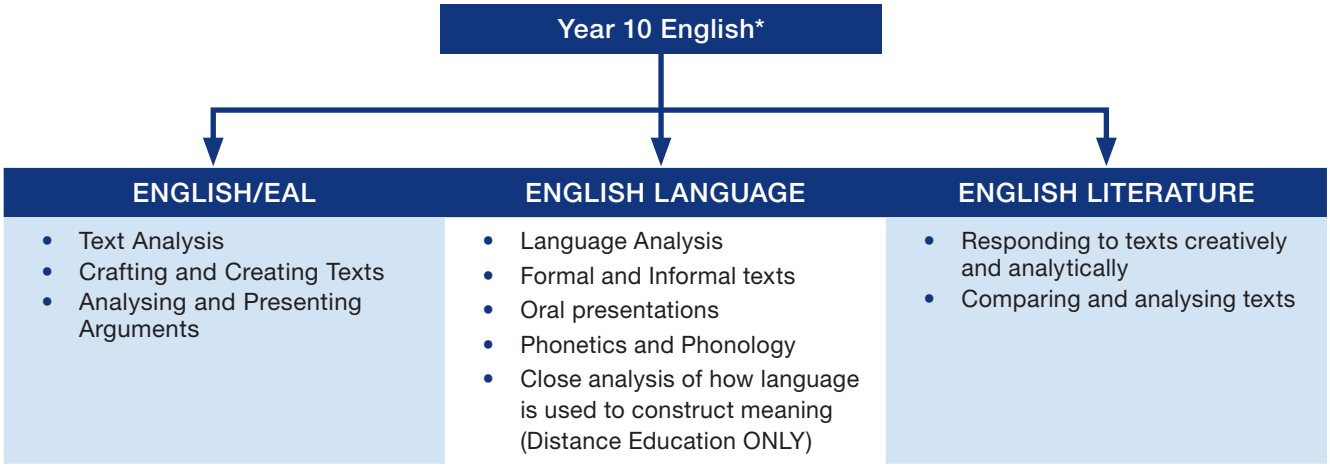
ENGLISH

ENGLISH

English is a compulsory subject. In VCE all students must complete 2 units of English at Year 11 and 2 units at Year 12.

The English subjects offered are:

- English (Units 1 & 2; Units 3 & 4)
- English Language (Units 1 & 2; Units 3 & 4) (can be undertaken via Distance Education)
- Literature (Units 1 & 2; Units 3 & 4)



Students are advised that Literature is a specialist subjects and should not be viewed as a 'soft option' in place of English. It is recommended that students should have achieved strong results for Year 10 English before considering Literature to compliment English.

Before making their decision, students are advised to find out about each course from the respective VCE Study Designs. Students who require further information or clarification should see their English teachers or the English leader.

SUBJECT SUMMARIES

ENGLISH: English focuses on text analysis, crafting and creating texts, as well as analysing and presenting arguments.

ENGLISH LANGUAGE: This subject is also recommended to strong English students who enjoy and excel at analysing language and its uses in depth. English Language is based on linguistics so takes an objective, analytical look at the nature and functions of language. There is a strong emphasis on Australian English with a range of both spoken and written texts studied at Year 11 and Year 12 to complement English. (Distance Education ONLY)

LITERATURE: Literature is recommended to strong English students who enjoy reading and analysing a range of texts in depth with specific focus on how authors create meaning through close analysis. There is also a strong emphasis on historical and cultural contexts, views and values, adaptations and endorsing or refuting differing perspectives. Students who undertake Literature in Units 1 & 2 must do English Units 1 & 2.

**Including Year 10 Literary English*

ENGLISH - YEAR 10

ENGLISH

WHAT'S IT ALL ABOUT?

English aims to develop critical understanding and competency in the use of the English language. It helps students explore a wide range of issues and ideas in the world and develop their ability to think critically and creatively. They will read, write and speak on a range of topics, films and texts. Students will be involved in a range of activities including oral presentations, class discussions, and analytical essays examining a range of media issues on social justice issues and texts. They will present their own points of view, analysing the way written text and visuals persuade their audiences. Students will also look at the creative techniques of published writers, analysing texts and the characters and themes within those texts.

WHAT WILL I LEARN?

Reading and Viewing

- How to analyse characters and themes
- How to write a text response essay

Writing

- The key elements of writing
- How to construct effective writing
- How to write a reflective response about the writing process

Oral Presentations

- How to research and understand current issues that affect society today
- How to construct and deliver a point of view orally

Analysing Argument

- How to analyse media texts
- How to identify the ways that authors use arguments and language to convince audiences

WHAT TYPE OF THINGS WILL I DO?

Read different texts; novels, short stories and poems. Engage in class discussions, watch films, listen to and analyse texts, participate in group work, learn how to analyse media texts, give oral presentations, write creative pieces and edit writing pieces.

WHAT CAN THIS LEAD TO?

Wide variety of University and TAFE courses, English acts as a foundation and support for all other subjects.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	English or Advanced English
Year 11	English Literature
Year 12	English Literature

WHY CHOOSE THIS SUBJECT?

This subject is compulsory and provides skills in writing, reading, analysing, and communication skills.

ADVANCED ENGLISH

WHAT'S IT ALL ABOUT?

Advanced English is a core-subject blend of Literature and mainstream English. The course runs for the whole school year and is designed as a 'taster' subject for students who are thinking about enrolling in VCE Literature in Years 11 and 12. While Advanced English hopes to promote VCE Literature to students, it also covers the facets of 'mainstream English' necessary for the VCE subject of English.

WHAT WILL I LEARN?

READING AND RESPONDING

- How to analyse characters and themes in a number of literary texts
- How to write a text response essay
- Identify text features and begin to develop skills in close analysis writing

WRITING TEXTS

- The key elements of creative writing
- How to construct a text with regard to structure, style and language

ORAL PRESENTATIONS

- How to research and understand the key issues presented in a text
- How to construct and deliver a point of view speech on an issue
- Explore how readers form connections to literary texts

ANALYSING ARGUMENT

- How to analyse media texts
- How to write an analysis essay
- How to identify the ways that authors create texts to convince audiences of their point of view

WHAT TYPE OF THINGS WILL I DO?

Engage in close study of a range of text types spanning from classical to modern times across cultures. Develop analytical and creative responses to texts and respond to literary criticism. Examine how texts can be adapted for reinterpretation by different audiences. Discuss different views on texts and present new-found knowledge to classmates.

WHAT CAN THIS LEAD TO?

Professional writing, editing, journalism, teaching and script writing.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced English
Year 11	English Literature
Year 12	English Literature

WHY CHOOSE THIS SUBJECT?

Choose this subject of you are interested in a future pathway in: Literature or English Language (Distance Education ONLY).

ENGLISH - VCE

ENGLISH/EAL UNITS 1-4

WHAT'S IT ALL ABOUT?

English aims to develop your critical understanding and use of the English language and to help you communicate in a wide range of social contexts. The focus of English is to critically read various texts (novels, films and media texts) to understand and explore potential meanings. You will also create a range of your own written and oral texts across varying genres and forms. You will learn to analyse arguments in the media, to present your own point of view persuasively and to listen actively to the views of others. EAL students will complete similar activities to students of mainstream English, but study fewer texts, and instead conduct an aural listening and comprehension task.

WHAT WILL I LEARN?

UNIT 1:

- Reading and viewing set texts
- Exploring vocabulary, text structures, language features and ideas
- How to craft a text for a specific context, audience and purpose
- How to describe authorial decisions made during the writing process

UNIT 2:

- Reading and viewing a set text, analysing the context, values, text structures and features used to construct meaning
- Analyse arguments and language in texts on a contemporary issue
- Present an oral point of view

UNIT 3:

- Examine and analyse structures, features and conventions used by authors to create meaning
- How to create a text for a specific context, purpose and audience
- How to describe authorial decisions made during the writing process
- Respond to an Aural text (EAL only)

UNIT 4:

- Examine and analyse structures, features and conventions used by authors to create meaning
- Oral presentation on a recent topical issue accompanied by a statement of intention
- Analyse arguments in texts

WHAT TYPE OF THINGS WILL I DO?

Debate an issue, study a range of texts, analyse spoken and written texts, listen and respond to others, oral presentations, examine a range of media, participate in class discussions and write text response essays.

WHAT CAN THIS LEAD TO?

Journalist, Editor, Publisher, Teacher, Screen Writer, Author and further study at University/TAFE.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	English
Year 11	English Literature English Language (Distance Education ONLY)
Year 12	English Literature English Language (Distance Education ONLY)

WHY CHOOSE THIS SUBJECT?

This subject is compulsory and provides skills in writing, reading, analysis, current issues and communication skills.

LITERATURE UNITS 1-4

WHAT'S IT ALL ABOUT?

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. We study a range of texts including poetry, plays, films, graphic texts and novels. VCE Literature looks at texts from different periods of time, and asks you to respond in a range of modes, including creative responses, to the ideas of those times. It gives you the tools to analyse and appreciate a wide range of literature, and introduces you to work that you may never otherwise have a chance to explore. If you already enjoy English, and you like reading and discussing your ideas, then Literature is for you.

WHAT WILL I LEARN?

UNIT 1:

- Examine a range of literary texts through close analysis
- Examine the differences between initial reading and more considered, secondary readings of texts
- Consider how texts reflect and sometimes criticise society and social groups
- To explore conventions common to a selected movement or genre

UNIT 2:

- Explore and reflect on the voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators
- Analyse and explore the representation of a specific time period and culture in a text
- Examine the ideas and concerns of individuals and groups in that context

UNIT 3:

- Analyse how meaning changes when the form of a text changes
- Analyse, interpret and evaluate ideas, views and values

UNIT 4:

- Respond creatively to a text
- Critically analyse texts
- Critically analyse features of a text

WHAT TYPE OF THINGS WILL I DO?

Read and respond to a variety of texts, including poetry, plays, films, graphic texts and novels. Respond to texts through oral presentations, discuss the texts and their ideas and concerns. Interpret and evaluate the views and values of a variety of texts. Write in a variety of modes, including creative and analytical responses.

WHAT CAN THIS LEAD TO?

Journalism, Professional writing, Publishing, Teaching, Script writing and further study at University/TAFE.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced English
Year 11	English Literature
Year 12	English Literature

WHY CHOOSE THIS SUBJECT?

Choose this subject of you are interested in a future pathway in Literature and the Classics.

HEALTH & PE

ADVANCED PE AND HEALTH

WHAT IS IT ALL ABOUT?

This elective is designed to gives students an opportunity to develop skills in Physical Education and Health and Human Development in preparation for VCE. Students will explore PE concepts such as body systems, fitness, training, energy systems and biomechanics. They will also look at Health concepts such as global and community health, physical and mental health from youth across the ages, respectful relationships and culture and identity. This subject is highly recommended for students who are planning to complete PE or Health and Human Development at VCE.

WHAT TYPE OF THINGS WILL I DO?

This subject is design to take the theory being studied in class and put it into practice. Students will collect data and analyse their experience participating in physical activity, learn about the human body and systems related to fitness, activity and exercise and develop their own training programs. Students will also look at health by undertaking case studies, conducting research and designing their own initiatives to positively influence health and wellbeing in our school and wider community.

WHAT CAN THIS LEAD TO?

Doctor, Paramedic, Physiotherapist, Fitness industry, Biomedical science, Sports coaching, Sports administration, Nursing, Sports psychologist, Biomechanist, Teacher, Social work, Dietician, Health promotion, Counsellor.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced PE and Health
Year 11	VCE Physical Education VCE Health and Human Development
Year 12	VCE Physical Education VCE Health and Human Development

WHY CHOOSE THIS SUBJECT?

If you are interested in a career in health, sport or fitness, this subject is designed for you. You will get a chance to learn about your body, how to improve your own health and fitness, as well as other factors that impact health across the community. This subject is designed as an introduction to VCE Physical Education and Health & Human Development.

HEALTH & PE - YEAR 10

ACTIVE LIFESTYLES

WHAT IS IT ALL ABOUT?

This subject is all about getting active and learning about how to maintain a healthy lifestyle. As well as sports, students will also have the opportunity to be involved in physical activities that promote health like yoga, meditation, Pilates and other active forms of recreation. Students will also explore nutrition, personal health, respectful relationships, mindfulness and wider issues for community and global health.

WHAT TYPE OF THINGS WILL I DO?

There will be both a practical and a theoretical component to this subject. The practical component will include getting active in both sport and recreational activities, and exploring some ways of keeping healthy that you might not have tried before like yoga, meditation, and Pilates. The theory components will include learning skills such as data analysis, research, collaboration, and presentation.

WHAT CAN THIS LEAD TO?

Nursing, Social work, Nutritionist, Dietician, Health promotion, Teaching, Counselling, Fitness Industry.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Active Lifestyles
Year 11	VCE Physical Education VCE Health and Human Development
Year 12	VCE Physical Education VCE Health and Human Development

WHY CHOOSE THIS SUBJECT?

Active Lifestyles is designed for students who want to enhance their own health and learn more about how to maintain health and wellbeing through their life. Consider this subject if you are interested in learning more about yourself, your body and the things you can do to positively impact your health.

HEALTH & PE - YEAR 10

SPORT SKILLS AND COACHING

WHAT IS IT ALL ABOUT?

In Year 10 Sports Coaching there will be a major focus on the development of coaching skills and leadership. Students engage in coaching, umpiring and participating in a variety of sporting activities. They develop an understanding of the many and various roles of the coach in catering for the needs of athletes; including the identification of skill error and modification of athletic movement. They examine individual and group tactics, rules and movement patterns employed in different sports to improve performance. Students obtain their general coaching accreditation.

WHAT WILL I LEARN?

Tactics, Strategies, Rules

- Tactics/strategies that are common to sport
- Rules of the sport with a large emphasis on coaching and umpiring

Coaching and Skills

- Students will be able to put into practice what they learn from the theory aspect during the practical coaching lessons with the Year 7 & 8 junior sporting program
- This subject will also assist students in obtaining a general coaching accreditation
- Types of coaching
- Principles of coaching
- Skill acquisition

WHAT TYPE OF THINGS WILL I DO?

Practical classes, theory classes, coach the Year 7's, coach students from the Southern Autistic school

WHAT CAN THIS LEAD TO?

Paramedic, Doctor, Nursing, Physiotherapist, PE teacher, Fitness industry, Sports coaching, Sports administration, Sports psychologist, Biomechanist, Sports Science.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Sport Skills and Coaching
Year 11	Physical Education
Year 12	Physical Education

WHY CHOOSE THIS SUBJECT?

If you are interested in working with younger students to help them gain sporting success and develop your own leadership skills and coaching knowledge.

VET SPORT AND RECREATION UNITS 1-4

WHAT IS IT ALL ABOUT?

VET Sport and Recreation is a full year VCE VET (Vocational Education and Training) subject allowing students to continue their Sports Academy program into Senior School. In VET Sport and Recreation Units 1 and 2, students complete a Certificate III that provides opportunities to experience working in the sport and recreation industry while building the competencies to boost employability. Students demonstrate competencies such as organising and running sport and recreation activities, maintaining equipment, and coaching and officiating sporting activities. Students also learn about work health and safety, hazard identification, risk assessment, and learn First Aid and CPR. The VET Sport & Recreation course consists of both theory and practical classes and gives students the opportunity to experience coaching and officiating through running events within and outside of school.

WHAT TYPE OF THINGS WILL I DO?

VET Sport and Recreation is designed as a practical subject where you demonstrate your knowledge by putting it into practice in the real world. Along with building your own practical skills in your chosen sport, you will be organising and running your own events, coaching and officiating, and building up employability skills by learning things like First Aid and risk management.

WHAT CAN THIS LEAD TO?

Recreation officer, activity operation officer, sport and recreation attendant, community activities officer, leisure services officer

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	VET Sport and Recreation Units 1-2
Year 11	VET Sport and Recreation Units 3-4
Year 12	Post-school training pathways

WHY CHOOSE THIS SUBJECT?

Not only does VET Sport and Recreation give you a chance to continue to develop your skills in your chosen sport, it gives you the opportunity to achieve both a scored assessment for your VCE or VCE VM, and a nationally recognise certificate that provides pathways into both the sport and recreation industry, and further education.

HEALTH & PE - VCE

HEALTH AND HUMAN DEVELOPMENT UNITS 1-4

WHAT IS IT ALL ABOUT?

Students learn how important health and wellbeing is to themselves and to families, communities, nations and the global society. Students develop health literacy as they connect their learning to their lives, communities and world. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

WHAT WILL I LEARN?

UNIT 1:

- Health perspectives & influences
- Nutrition during youth
- Youth health issues

UNIT 2:

- Developmental transitions
- Healthcare in Australia

UNIT 3:

- Understanding health & wellbeing
- Promoting health & wellbeing

UNIT 4:

- Health & wellbeing in a global context
- Health & the Sustainable Development Goals

WHAT TYPE OF THINGS WILL I DO?

Case studies, data analysis, investigation projects, multimedia presentations, debates, group work, discussion, written responses.

WHAT CAN THIS LEAD TO?

Nursing, Social work, Nutritionist, Dietician, Health promotion, Health & PE teacher, Counsellor, Midwifery and a healthier lifestyle.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced PE and Health
Year 11	Health and Human Development
Year 12	Health and Human Development

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in: Health and Wellbeing, Nutrition, Promotion of health, Global health, Development, Lifespan stages, Health issues, Global trends, Climate change.

PHYSICAL EDUCATION UNITS 1-4

WHAT IS IT ALL ABOUT?

VCE Physical Education involves using a combination of theory and practical experiences to explore how the body utilises different systems to create movement. This will include the musculoskeletal and cardiorespiratory systems as well as biomechanical and skill acquisition principles. Students will understand the role of these systems and principles in producing and refining movement, and investigate behavioural, psychological, environmental and sociocultural influences of physical activity.

WHAT WILL I LEARN?

UNIT 1:

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

UNIT 2:

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity & sport?

UNIT 3:

- How are movement skills improved?
- How does the body produce energy?

UNIT 4:

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?

WHAT TYPE OF THINGS WILL I DO?

Practical laboratory reports, data analysis, investigation projects, training programs, case studies, practical classes and structured questions.

WHAT CAN THIS LEAD TO?

Paramedic, Doctor, Nursing, Physiotherapist, PE teacher, Fitness industry, Sports coaching, Sports administration, Sports psychologist, Biomechanist, Sports Science.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced PE and Health Sport Skills and Coaching
Year 11	Physical Education
Year 12	Physical Education

WHY CHOOSE THIS SUBJECT?

If you have an interest in sport and would like an opportunity to delve deeper into how the body works, analyse and enhance your own performance through investigation of the bodies systems, then PE would be a great subject choice for you.

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1-4

WHAT'S IT ALL ABOUT?

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. VCE Outdoor and Environmental Studies aims to develop experiential relationships with, and knowledge of outdoor environments.

WHAT WILL I LEARN?

UNIT 1:

- Motivations for seeking outdoor experiences
- Types of outdoor environments
- Technology in the outdoors
- Influences on outdoor experiences
- Codes of Conduct in the Outdoors

UNIT 2:

- Characteristics of outdoor environments
- Understandings over the use of outdoor environments
- Scientific understanding of Outdoor Environments
- Impacts of Outdoor Environments

UNIT 3:

- Historical relationships with outdoor environments
- Environmental movements
- The media's response to outdoor experiences
- Social relationships with Outdoor Environments
- Social and political debates with Outdoor Environments

UNIT 4:

- Healthy outdoor environments
- Conflicts of interest between people using outdoor environments
- Management strategies for maintaining healthy outdoor environments
- Sustainable Outdoor Environments

WHAT TYPE OF THINGS WILL I DO?

Research assignments, case studies, presentations, bushwalking, skiing, rock climbing, surfing, snorkelling.

WHAT CAN THIS LEAD TO?

Outdoor Education teacher, Environmental Science, Ecology, Outdoor Activities Leader, Nature Resource Management, Nature-based tourism, environmental research and policy, education and agriculture.

POSSIBLE PATHWAY

Year	Courses Offered
Years 9	Advance Program (Duke of Edinburgh Award)
Year 10	Outdoor & Environmental Studies
Year 11	Outdoor & Environmental Studies

WHY CHOOSE THIS SUBJECT?

This subject allows students to blend their practical experiences throughout the course into their knowledge within the classroom to gain deeper understandings. Students should pick this subject if they are interested in learning about: Outdoor activities, environmental issues, conservation and outdoor environments.

HUMANITIES

GEOGRAPHY

WHAT'S IT ALL ABOUT?

This Geography unit is designed as a preparation for VCE Geography, focusing on the dynamic interactions between people, places, and the environment. Students will explore the impact of natural hazards and disasters, as well as global population trends and challenges. Through the analysis of real-world case studies, maps, and spatial data, students will develop critical thinking, research, and problem-solving skills applicable to environmental management, disaster response, and global development.

WHAT WILL I LEARN?

Hazards and Disasters

- Types of natural and human-induced hazards (e.g., bushfires, floods, earthquakes, oil spills)
- Factors influencing the severity and impact of disasters
- Strategies for disaster prevention, response, and recovery
- The role of spatial technologies (e.g., GIS mapping, remote sensing) in disaster management

Human Populations

- Global population distribution and key demographic trends
- Factors influencing population growth, decline, and movement
- Challenges associated with population change (e.g., ageing populations, migration, urbanisation)
- Strategies used by governments and organisations to manage population issues

WHAT TYPE OF THINGS WILL I DO?

The study of Geography will involve the following geographic skills and concepts:

Human Populations

- **Interpreting Maps and Data** – Analyse topographic maps, demographic data, and GIS mapping to examine patterns in population and hazards.
- **Fieldwork and Inquiry** – Investigate local case studies on urban population change, migration, and disaster preparedness.
- **Disaster and Population Planning** – Evaluate real-world case studies and propose strategies to manage environmental and demographic challenges.
- **Problem-Solving and Decision-Making** – Assess the effectiveness of policies related to disaster management and population sustainability.

WHAT CAN THIS LEAD TO?

Urban Planner, Environmental Scientist, Geospatial Analyst, Demographer, Emergency Management Officer, International Aid Worker, Government Policy Advisor, Migration Specialist.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Geography Elective
Year 11	VCE Geography
Year 12	VCE Geography

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in understanding the world's growing challenges, from natural disasters to shifting population trends. This elective is ideal for students considering **VCE Geography**, as it builds key knowledge and skills in **spatial analysis, fieldwork, and demographic studies**—essential for further study and careers in geography-related fields.

HUMANITIES - YEAR 10

MONEY, MONEY, MONEY

WHAT'S IT ALL ABOUT?

Money, Money, Money is a semester based elective that will provide students with the opportunity to develop their financial knowledge, understanding and skills. It focuses on markets, demand and supply, the establishment of small businesses, entrepreneurship, innovation, accounting and financial planning. Students will also examine the role of Australia in the global economy and the impacts global events have on financial markets and events domestically. Students will investigate financial goal setting and investment options in property and the share market.

WHAT WILL I LEARN?

This course is split up into three units of work; **Everyday Economics, 'A' is for Accounting** and **Be Business Ready**, which will allow you to develop knowledge and skills essential to establishing and managing a small business.

This elective will also act as an introduction to **VCE Accounting, VCE Business Management and VCE Economics** if you choose to undertake these subjects as part of your VCE.

Through completing **Money, Money, Money** you will develop financial skills and knowledge that will set you up for life and give you an edge in VCE Accounting, Business Management and VCE Economics.

The following table shows the topics that will be studied in each term:

Everyday Economics

- The Importance of Economics
- Relative Scarcity and Opportunity Cost
- Three Basis Economic Questions
- Economic Systems
- Markets, Demand and Supply
- Australia, Asia and the Global Economy

'A' is for Accounting

- The role and Rules of Accounting
- Sources of Finance (Internal and External)
- Saving, Investing and Return
- Budgeting
- Source Documents
- Single Entry Accounting and The Reports

Be Business Ready

- The Concept of Small Business and Types of Businesses
- Entrepreneurship, Innovation and the Changing Work Environment
- Decision Making and Planning
- The 7 P's of Marketing
- Create a Small Business

WHAT TYPE OF THINGS WILL I DO?

Share market game, analyse case studies, presentations, research tasks, plan a business

WHAT CAN THIS LEAD TO?

University and TAFE courses related to: Accounting, Finance, Banking, Economics, Business, Commerce.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Money, Money, Money
Year 11	Accounting Economics Business Management
Year 12	Accounting Economics Business Management

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Accounting, Money, Finance, Banking, Investment, Business, Economics.

RIGHTS AND RESPONSIBILITIES

WHAT'S IT ALL ABOUT?

In this Civics and Citizenship unit, students explore their place in a diverse global community. They will learn about Australia's legal and democratic processes and their rights before the law. Students will examine a range of challenges that Australians face in the global community and their impacts on local issues. They will evaluate a range of factors that influence their ability to be active and informed citizens in today's modern society.

WHAT WILL I LEARN?

The Legal System

- Court System
- Resolving disputes

Personal Rights

- Equality before the Law
- Right of Appeal
- International and Legal obligations

Citizenship

- Aspects of Citizenship
- Global responsibility

Democracy

- Challenges to democracy
- Influence of the media
- Global influence on identity

WHAT TYPE OF THINGS WILL I DO?

Analyse case studies, presentations, debates, visit Victorian courts, advocacy, democracy in action, mock trial, research tasks.

WHAT CAN THIS LEAD TO?

Criminologist, Legal Administrator, Court Personnel Officer, Solicitor, Police Officer, Diplomat, Immigration Officer, Primary or Secondary School Teacher, Journalist, Librarian.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Rights & Responsibilities
Year 11	Legal Studies
Year 12	Legal Studies

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Criminal Justice, Global events, International rights, Media influences, Citizenship.

HUMANITIES - YEAR 10

CONFLICT AND DICTATORSHIPS IN THE 20TH CENTURY

WHAT'S IT ALL ABOUT?

This history unit explores key global conflicts and dictatorships of the 20th century, examining power, control, and their social consequences. Students will investigate the causes of World War II, Australia's involvement, and the rise of authoritarian regimes like Stalin, Hitler, Mao, and Pol Pot. The course also covers the fight for rights and freedoms, particularly in Australia and the U.S., analysing the impact of leaders and grassroots movements. This subject develops critical thinking, political awareness, and historical analysis skills, preparing students for VCE History and beyond.

WHAT WILL I LEARN?

World War II and Australian Involvement

- Causes of World War II and Australia's role
- Significant events and turning points of the war
- Impact of war on different social groups

Dictatorships and Power in the 20th Century

- Ideologies: Fascism, Communism, and Capitalism
- Case studies: Stalin, Hitler, Mao, Pol Pot, Castro, Idi Amin, North Korea
- Methods of power and control: propaganda, repression, economic strategies
- Social consequences and historical comparisons

Rights and Freedoms Movements

- Australian and American civil rights movements
- Leadership from above and grassroots activism from below
- Change and continuity in rights and freedoms

WHAT TYPE OF THINGS WILL I DO?

The study of history will involve the following historical concepts and skills:

- **Chronology** – sequencing events and analysing patterns of change
- **Cause and Effect** – investigating the long-term causes and short-term triggers of conflicts
- **Historical Sources as Evidence** – evaluating primary and secondary sources
- **Historical Significance** – assessing the importance of events, individuals, and ideas
- **Comparisons and Perspectives** – identifying similarities and differences between dictatorships and democratic systems
- **Critical Thinking** – applying historical knowledge to contemporary political issues

WHAT CAN THIS LEAD TO?

This subject builds transferable skills applicable to careers in: Law, Politics, Journalism, International Relations, Teaching, Museum Curatorship, Archival and Heritage Management, Public Policy, Intelligence and Security Services

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Conflict and Dictatorships in the 20th Century
Year 11	History: Modern History
Year 12	History: Revolutions

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: the nature and impact of war, in particular World War II, and History. The study of history will also enable you to develop your research, analytical, teamwork and communication skills which can lead to a range of higher education or workplace destinations that interest you.

ACCOUNTING UNITS 1-4

WHAT'S IT ALL ABOUT?

VCE Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information. It plays an integral role in the successful operation and management of businesses.

WHAT WILL I LEARN?

Unit 1 begins with a small service business, allowing you to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 focus on trading businesses where you can build on and extend your accounting skills.

UNIT 1:

- The role of accounting
- Recording financial data and reporting accounting information for a service business

UNIT 2:

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

UNIT 3:

- Recording and analysing financial data
- Preparing and interpreting accounting reports

UNIT 4:

- Extension of recording and reporting
- Budgeting and decision-making

WHAT TYPE OF THINGS WILL I DO?

Recording financial data, reporting financial information, folio of exercises, stock market game, interpretation and analysis of financial indicators, business planning and decision-making.

WHAT CAN THIS LEAD TO?

University and TAFE courses related to: Accounting, Finance, Banking, Economics, Business, Commerce, International Trade, Business Administration.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Money, Money, Money
Year 11	Accounting
Year 12	Accounting

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Money, Finance, Saving for the future, Running your own business, Banking, Investment, Business, Economics.

BUSINESS MANAGEMENT UNITS 1-4

WHAT'S IT ALL ABOUT?

The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. A range of management theories is considered and compared with management in practice through contemporary case studies relevant to the curriculum content.

WHAT WILL I LEARN?

UNIT 1:

- The business idea
- Internal business environment and planning
- External business environment and planning

UNIT 2:

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

UNIT 3:

- Business foundations
- Human Resource Management
- Operations management

UNIT 4:

- Reviewing performance – the need for change
- Implementing change

WHAT TYPE OF THINGS WILL I DO?

Analyses of case studies, experience running your own schoolbased business, presentations, research assignments, guest speakers, determine key measurements of successful businesses, marketing campaigns.

WHAT CAN THIS LEAD TO?

University and TAFE courses related to wide range of business fields such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialization in areas such as marketing, public relations and event management.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Money, Money, Money
Year 11	Business Management
Year 12	Business Management

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Money, Finance, Running your own business, Marketing, Human Resource Management, Commerce, Economics.

ECONOMICS UNITS 1-4

WHAT'S IT ALL ABOUT?

The study of Economics focuses on decisions about how production occurs, how resources are allocated and how the proceeds of production are distributed. These are economic decisions, taken by individuals, groups, businesses and governments, which not only affect the wellbeing of particular nations and their people but also increasingly influence living standards regionally and globally. Students investigate economic activity in Australia and the factors that affect the achievement of the Australian Government's economic objectives which concentrates on budget/fiscal, monetary and microeconomic reform policies.

WHAT WILL I LEARN?

UNIT 1:

- Thinking like an economist
- Decision making in markets
- Behavioural economics

UNIT 2:

- Economic activity
- Applied economic analysis of local, national and international economic issues

UNIT 3:

- Microeconomics
- Domestic macroeconomics
- Australia and the international economy

UNIT 4:

- Aggregate demand policies and domestic economic stability
- Aggregate supply policies

WHAT TYPE OF THINGS WILL I DO?

Media analysis, data reports, presentations, visit immigration museum, federal budget analysis, apply economic models, investigate potential investment opportunities, applied economic exercises, research assignments.

WHAT CAN THIS LEAD TO?

University and TAFE courses in: Economics, Business, Commerce. Investments, Banking, Insurance, Financial Consultant, Accountant, Assets Management, Economist.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Money, Money, Money
Year 11	Economics
Year 12	Economics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Globalisation, Trade, Production, Government policy, Investments.

HISTORY UNITS 1-4

WHAT'S IT ALL ABOUT?

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created societies and cultures. Students will develop their understanding of historical events through a combination of written, oral and visual forms. It will also help develop their understanding of social, political, economic and cultural developments that have helped to shape the present. Students are encouraged to make links between contemporary and historical events.

WHAT WILL I LEARN?

UNIT 1:

- Change and conflict in the 19th and 20th centuries
- Significant events and motivating forces
- Social and cultural change

UNIT 2:

- The changing world order in the 19th and 20th centuries
- Causes, course and consequences of Cold War
- Challenge and change in social and political powers

UNIT 3:

- What is a revolution?
- What were the causes of the Russian Revolution?
- The extent of change brought to Russia as a consequence of the revolution

UNIT 4:

- What were the causes of the French Revolution?
- Did the new society change lives for better or for worse?
- How have historians interpreted the French Revolution?

WHAT TYPE OF THINGS WILL I DO?

Annotate maps, film reviews, research, essays, short reports, response to written texts, biographical studies, multimedia presentations, class discussions.

WHAT CAN THIS LEAD TO?

Universities and TAFE courses in Arts, Humanities, International Studies, Education. Suitable for Acceleration in Year 10 and 11.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Conflict and Dictatorships in the 20th Century
Year 11	History: Modern History
Year 12	History: Revolutions

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Historical events, People and movements, Politics, Power and resistance, Society and change.

LEGAL STUDIES UNITS 1-4

WHAT'S IT ALL ABOUT?

VCE Legal Studies examines Australia's justice system. Students learn about the rule of law, rights and responsibilities, law makers and law making bodies, criminal law and civil law, the court system, the jury system and consequences for breaches of civil and criminal law. Students explore reasons for law reform, rights protection, the Australian Constitution shaping the legal system and how individuals can change the law Students evaluate law making processes and reforms for an effective legal system.

WHAT WILL I LEARN?

UNIT 1:

- Legal foundations
- Proving guilt
- Sanctions

UNIT 2:

- Civil liabilities
- Remedies
- Human Rights

UNIT 3:

- The Victorian Criminal Justice System
- The Victorian Civil Justice System

UNIT 4:

- The people and the law-makers
- The people and reform

WHAT TYPE OF THINGS WILL I DO?

Apply knowledge of the Legal System, stimulus material, case studies, and skills, such as analysing and evaluating in research assignments, extended responses, presentations, debates, mock trials. Visit Parliament and the County / Supreme Courts.

WHAT CAN THIS LEAD TO?

University and TAFE courses in: Law, Criminology, Legal Administration. Court Personnel, Solicitor, Policing, Law Enforcement. Suitable for VCE Access.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Rights & Responsibilities
Year 11	Legal Studies
Year 12	Legal Studies

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Crime, Courts, Parliament, Dispute resolution, Justice.

LANGUAGES

LANGUAGES - YEAR 10

FRENCH

WHAT'S IT ALL ABOUT?

Year 10 French will provide students with a rewarding opportunity to put all of their prior French learning into practice and to enhance their understanding of the French language and French speaking cultures. Students will develop their listening, speaking, reading and writing skills in French by studying topics including Family & Friends, Interests & Hobbies, School Life, Money & Work, The Environment, Endangered Animals and Sustainability. In Year 10 French, students will study all of the key vocabulary and grammar to prepare them to confidently step into VCE French as well as providing an excellent foundation in French for general travel and work needs for later life. By studying Year 10 Languages, students will also become more informed global citizens by developing an understanding of cultures beyond their own. Languages has proven cognitive benefits, such as improved problem solving abilities, and clear literacy benefits due to the concentrated study of grammar and text type structures, which will enhance students' achievement in all subject areas.

WHAT WILL I LEARN?

Key skills: reading, writing, speaking, listening and viewing

- Students will learn to write in a variety of text types, such as letters, journals, articles, brochures and personal profiles
- Students will learn how to develop a broad vocabulary relevant to a wide range of practical uses in life
- Students will learn how to become confident speakers of French
- Students will learn techniques to improve their comprehension of written and spoken French in a range of contexts

WHAT TYPE OF THINGS WILL I DO?

Take part in class discussions, role-plays, oral presentations and debates, watch films in French, write letters, journals, brochures, articles and personal profiles, regular homework, revision and writing of grammar summaries, listen to French texts and music, take class notes to understand grammar, build vocabulary lists to consolidate understanding.

WHAT CAN THIS LEAD TO?

Students must complete French as an uninterrupted sequence, which acknowledges the cumulative nature of language learning.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	French
Year 11	French
Year 12	French

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: The French language, French culture, Your own language, Your own culture, Travel.

JAPANESE

WHAT'S IT ALL ABOUT?

Year 10 Japanese will provide students with a rewarding opportunity to put all their prior Japanese learning into practice and to enhance their understanding of the Japanese language and culture. Students will develop their listening, speaking, reading, and writing skills in Japanese by studying topics including Giving Directions, Eating Out, Part-Time Jobs, Sports, Manga and Media. In Year 10 Japanese, students will improve upon their vocabulary and grammar and begin to be able to independently form requests, statements, and questions in preparation for them to confidently step into VCE Japanese as well as providing a solid foundation for Japanese for travel purposes. By studying a language in Year 10, students will also become more informed global citizens by developing an understanding of cultures beyond their own. Languages has proven cognitive benefits, such as improved problem solving abilities and clear literacy benefits due to the concentrated study of grammar and text type structures, which will enhance students' achievement in all subject areas.

WHAT WILL I LEARN?

Key skills: reading, writing, speaking, listening and viewing

- Students ill learn to write in a number of text types such as letters, journals, and profiles.
- Students will learn how to develop a broad range of vocabulary relevant to a wide range of practical uses
- Students will become increasingly confident to speak Japanese
- Students will learn techniques to improve their comprehension of written and spoken Japanese in a range of contexts

WHAT TYPE OF THINGS WILL I DO?

Take part in class discussions, role-plays, oral presentations, order food in Japanese at a Japanese restaurant, watch films in Japanese, write letters, journals and profiles of people. Students will complete regular revision and writing of grammar summaries, listen to Japanese texts and music, take class notes to understand grammar and build vocabulary lists to consolidate understanding.

WHAT CAN THIS LEAD TO?

University and TAFE courses in Arts and Languages or as elective units. Interpreting/Translating, Work in Tourism, Travel or Hospitality in Australia and/or Japan.

Students must* complete Japanese as an uninterrupted sequence, which acknowledges the cumulative nature of language learning.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Japanese
Year 11	Japanese
Year 12	Japanese

*with potential exceptions for background speakers or students who undertake highly advanced Japanese learning outside of school.

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in:

- learning about: The Japanese language and culture, your own language and culture, travel.
- potential benefits for ATAR scores: Japanese historically receives 8 extra scaling points (ie. a raw score of 30 would get scaled up to 38).
- being eligible to participate in the Japanese Study Tour, where students spend two weeks travelling Japan, including a homestay at a Japanese students' home.

LANGUAGES - VCE

FRENCH UNITS 1-4

WHAT'S IT ALL ABOUT?

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language. The subject Study Design prescribed themes and topics include: Personal Identity and Lifestyles, Relationships, Aspirations, Education and Careers, The Francophone World, Historical Perspectives, French Cultural Perspectives, Global and Contemporary Society, Communication and Media, Technology and Science.

WHAT WILL I LEARN?

UNIT 1:

- Communicate with others in French in interpersonal, interpretive and presentational contexts

UNIT 2:

- Understand the relationship between language and culture
- Compare cultures and languages and enhance intercultural awareness

UNIT 3:

- Understand and appreciate the cultural contexts in which French is spoken
- Learn about language as a system and themselves as language learners

UNIT 4:

- Make connections between different languages, knowledge and ways of thinking
- Become part of multilingual communities by applying language learning to social and leisure activities, lifelong learning and the world of work

WHAT TYPE OF THINGS WILL I DO?

Write letters and emails, essay writing, speaking, role-play, presentation, listening, excursion to a French film, interview with a teacher.

WHAT CAN THIS LEAD TO?

University and TAFE courses in Arts and Language, Interpreter, Work in tourism, travel and hospitality, Government Administration, Diplomatic Services.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	French
Year 11	French
Year 12	French

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Language, Foreign cultures, Communication, International issues, Travel and Adventure.

JAPANESE UNITS 1-4

WHAT'S IT ALL ABOUT?

VCE Japanese focuses on students participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing, and viewing in Japanese in a range of contexts and develop cultural understanding in interpreting and creating language. The subject Study Design prescribed themes and topics include: Personal Identity and Lifestyles, Relationships, Aspirations, Education & Careers, The Japanese -speaking communities, Significant people, Living in a Japanese Community/Visiting Japan, Global and Contemporary Society, Communication and Media, The Influence of Technology.

WHAT WILL I LEARN?

UNIT 1:

- Reading, Listening, Writing, Speaking and Viewing in Japanese regarding Personal life, Schooling, Part-Time jobs and Travelling in Japan

UNIT 2:

- Reading, Listening, Writing, Speaking and Viewing in Japanese regarding Technology, Japanese Traditional Culture and Significant People

UNIT 3:

- Reading, Listening, Writing, Speaking and Viewing in Japanese regarding Life in Japan and Japan's Influence on the World

UNIT 4:

- Reading, Listening, Writing, Speaking and Viewing in Japanese regarding Future Plans, the Environment, the Changing World

WHAT TYPE OF THINGS WILL I DO?

Take part in class discussions, role-plays, oral presentations, write letters, journals, essays, reports, and other formats in writing styles such as Evaluative, Informative, Personal and Persuasive. Students will complete regular revision and writing of grammar summaries, listen to Japanese texts and music, take class notes to understand grammar, build vocabulary lists to consolidate understanding.

WHAT CAN THIS LEAD TO?

University and TAFE courses in Arts and Languages or as elective units. Interpreting/Translating, Work in Tourism, Travel or Hospitality in Australia and/or Japan.

Students must complete Japanese as an uninterrupted sequence, which acknowledges the cumulative nature of language learning.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Japanese
Year 11	Japanese
Year 12	Japanese

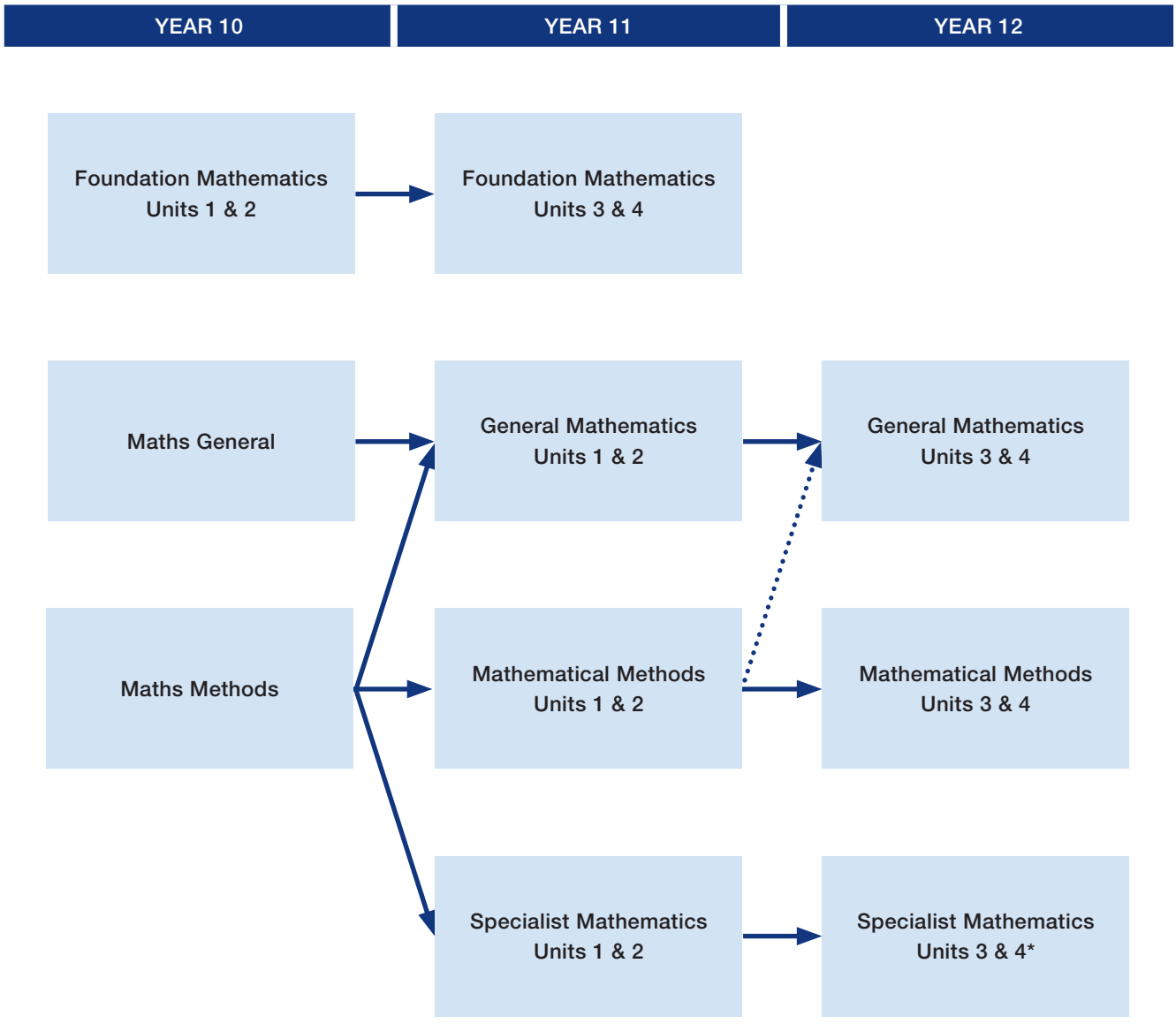
WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in:

- learning about: The Japanese language and culture, your own language and culture and travel.
- potential benefits for ATAR scores: Japanese historically receives 8 extra scaling points (ie. a raw score of 30 would get scaled up to 38).

MATHEMATICS

MATHEMATICS PATHWAYS



Requires additional work prior to the course

*Specialist Mathematics must be taken in conjuction with Mathematical Methods in both Year 11 and 12.

MATHEMATICS - YEAR 10

MATHS GENERAL

WHAT'S IT ALL ABOUT?

This subject will have a smaller algebra component and the classes will complete fewer topics than students studying Year 10 Maths Methods. It will be based on the skills required to study General Mathematics Units 1 and 2 in Year 11 and General Mathematics Units 3 and 4 in Year 12. A Computer Algebra System (CAS) calculator (TI-Nspire) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of the course involves tests, assignments, course work and handwritten summary book. This subject will not prepare students for Mathematical Methods Units 1-4.

WHAT WILL I LEARN?

SEMESTER 1:

- Linear (algebra and graphs)
- Measurement
- Statistics

SEMESTER 2:

- Financial Mathematics
- Matrices

WHAT TYPE OF THINGS WILL I DO?

Analyse graphical data, create graphical data, solve linear equations, examine the properties of linear graphs, use similarity to solve problems, examine financial maths involving interest.

WHAT CAN THIS LEAD TO?

General Mathematics Units 1 & 2, General Mathematics Units 3 & 4, Requirement for many tertiary courses, General employment, Apprenticeships.

POSSIBLE PATHWAY

Year	Course Sequence
Year 10	Maths General
Year 11	General Mathematics or Foundation Maths
Year 12	General Mathematics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Statistics, Solving equations, Measurement and Finance. If you are not considering studying Mathematical Methods in VCE.

MATHS METHODS

WHAT'S IT ALL ABOUT?

This subject will have a more extensive algebra component and the classes will complete more topics than students doing Year 10 Maths Standard. It will be based on the skills required to do Mathematical Methods in Year 11 and Year 12, and perhaps Specialist Mathematics in Year 11 and Year 12. A Computer Algebra System (CAS) calculator (TI-Nspire) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of the course involves tests (Common Assessment Tasks) and assignments, course work and making a hand written summary book.

WHAT WILL I LEARN?

SEMESTER 1:

- Algebraic manipulation and linear equations
- Linear graphs and their properties
- Quadratics
- Quadratics, algebra and graphs
- Indices and Surds

SEMESTER 2:

- Functions and Relations
- Probability
- Logarithms and Exponentials
- Circular Functions and Trigonometry

WHAT TYPE OF THINGS WILL I DO?

Solve a wide range of linear equations. Investigate the properties of linear graphs. Solve quadratic equations in a range of ways. Solve assorted problems using trigonometry and circular function. Determine the probabilities of events. Work with lots of different graph types.

WHAT CAN THIS LEAD TO?

Prerequisite for tertiary courses, VET, Apprenticeships.

POSSIBLE PATHWAY

Year	Course Sequence
Year 10	Maths Methods
Year 11	Any Mathematics in Year 11
Year 12	General Mathematics Mathematical Methods Specialist Mathematics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Linear equations and graphs, Probability, Trigonometry and circular functions, Quadratics and parabolas, CAS calculators.

MATHEMATICS - VCE

FOUNDATION MATHEMATICS UNITS 1-2

WHAT'S IT ALL ABOUT?

Foundation Mathematics Units 1 and 2 focuses on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

WHAT WILL I LEARN?

UNIT 1:

- Algebra, number and structure
- Data Analysis, Probability and Statistics

UNIT 2:

- Financial and Consumer mathematics
- Space and Measurement

WHAT TYPE OF THINGS WILL I DO?

Examine estimation, and the use and application of different forms of number and related calculations. Collection, present and analysis of gathered and provided. interpretate different forms of numbers and calculations. Understand time, and the use and application of the metric system.

WHAT CAN THIS LEAD TO?

Prerequisites for tertiary course, VET, Apprenticeships.

POSSIBLE PATHWAY

Year	Course Sequence
Year 9	Mathematics
Year 10	Foundation Mathematics
Year 11	Foundation Mathematics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in continuing mathematical development that relates to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

FOUNDATION MATHEMATICS UNITS 3-4

WHAT'S IT ALL ABOUT?

Foundation Mathematics Units 3 and 4 focuses on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. Students completing this course are expected to be able to apply techniques, routines and processes involving rational and real arithmetic and displays, algebra, algorithms, with and without the use of technology.

WHAT WILL I LEARN?

UNIT 1:

- Algebra, number and structure
- Data analysis, probability and statistics

UNIT 2:

- Discrete mathematics
- Space and measurement

WHAT TYPE OF THINGS WILL I DO?

Examine estimation, and the use and application of different forms of number and related calculations. Collection, present and analysis of gathered and provided. interpretate different forms of numbers and calculations. Understand time, and the use and application of the metric system.

WHAT CAN THIS LEAD TO?

Prerequisites for tertiary course, VET, Apprenticeships.

POSSIBLE PATHWAY

Year	Course Sequence
Year 9	Mathematics
Year 10	Foundation Mathematics
Year 11	Foundation Mathematics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in continuing mathematical development that relates to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

MATHEMATICS - VCE

GENERAL MATHEMATICS UNITS 1-2

WHAT'S IT ALL ABOUT?

General Mathematics Units 1 and 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for General Mathematics Units 3 and 4.
A Computer Algebra System (CAS) calculator (TI-Nspire) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 1 and 2 is by School Assessed Coursework (SAC), preparations of a handwritten summary book and completion of all set coursework.

WHAT WILL I LEARN?

UNIT 1:

- Representation and Interpretation of Univariate Data
- Number Patterns and Recursion
- Matrices and their applications

UNIT 2:

- Representation and Interpretation of Bivariate Data
- Networks and their applications
- Functional Relations and Graphs

WHAT TYPE OF THINGS WILL I DO?

Basic number calculations, financial arithmetic and its applications, plot, sketch and interpret graphs, display, summarise and interpret data, correlations and regression of data, applications of matrices, use of a Computer Algebra System (CAS) calculator.

WHAT CAN THIS LEAD TO?

Requirement for many tertiary courses, general employment, apprenticeships.

POSSIBLE PATHWAY

Year	Course Sequence
Year 10	Maths General Maths Methods
Year 11	General Mathematics
Year 12	General Mathematics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Uses of data, Interpreting graphs, Matrices, Business Mathematics, Problem solving and algebraic representation.

GENERAL MATHEMATICS UNITS 3-4

WHAT'S IT ALL ABOUT?

General Mathematics Units 3 & 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. A Computer Algebra System (CAS) calculator (TI-Nspire) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 3 & 4 is by School Assessed Coursework (SAC), preparations of a handwritten summary book and completion of all set coursework.

WHAT WILL I LEARN?

UNIT 3:

- Univariate Data
- Bivariate Data
- Regression & Time Series
- Recursion and financial modelling

UNIT 4:

- Matrices and their applications
- Networks and their applications

WHAT TYPE OF THINGS WILL I DO?

Use statistical techniques, model relationships between data, correlations and regression of data, investigate linear relationships, matrix representation and arithmetic, use of a Computer Algebra System (CAS) calculator.

WHAT CAN THIS LEAD TO?

Prerequisite for many tertiary courses, VET, apprenticeships.

POSSIBLE PATHWAY

Year	Course Sequence
Year 10	Maths General Maths Methods
Year 11	General Mathematics Mathematical Methods
Year 12	General Mathematics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Number computation and application, Uses of data, Interpreting graphs, Matrices, CAS calculators.

MATHEMATICS - VCE

MATHEMATICAL METHODS UNITS 1-2

WHAT'S IT ALL ABOUT?

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. Units 1 and 2 is designed as preparation for Mathematical Methods Units 3 and 4 and cover assumed knowledge and skills for those units. A Computer Algebra System (CAS) calculator (TI-Nspire) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 1 and 2 is by School Assessed Coursework (SAC), set work and making a summary book.

WHAT WILL I LEARN?

UNIT 1:

- Functions and graphs of polynomials and other power functions
- Relations, functions and transformations
- Random experiments, simulation and the rules of probability
- Rates of change

UNIT 2:

- Circular functions
- Exponential and logarithmic functions
- Combinatorics, addition and multiplication principles
- Differentiation and applications of differentiation
- Integration

WHAT CAN THIS LEAD TO?

Prerequisite for many tertiary courses, Science, Engineering, Economics, Physics, Actuarial studies, Maths modelling and research.

POSSIBLE PATHWAY

Year	Course Sequence
Year 10	Maths Methods (required)
Year 11	Mathematical Methods (required) General Mathematics (optional) Specialist Mathematics (optional)
Year 12	Mathematical Methods (required) General Mathematics (optional) Specialist Mathematics (optional)

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Mathematics, Sciences and Engineering.

MATHEMATICAL METHODS UNITS 3-4

WHAT'S IT ALL ABOUT?

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background information for further studies in science. A Computer Algebra System (CAS) calculator (TI-Nspire) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 3 and 4 is by School Assessed Coursework (SAC), set work and making a summary book.

WHAT WILL I LEARN?

UNIT 3:

- Functions and graphs of polynomials
- Review of the algebra of polynomials, functional notation, composition of functions
- Transformation of a range of functions
- Circular, exponential and logarithmic functions and their graphs
- Rates of change and derivatives of circular
- Exponential and logarithmic functions and polynomials

UNIT 4:

- Applications of differential and integral calculus
- Discrete and continuous random variables, binomial distributions, normal distributions
- Statistical inference

WHAT CAN THIS LEAD TO?

Prerequisite for many tertiary courses, Science, Engineering, Economics, Physics, Actuarial studies, Maths modelling and research.

POSSIBLE PATHWAY

Year	Course Sequence
Year 10	Maths Methods (required)
Year 11	Mathematical Methods (required) General Mathematics (optional) Specialist Mathematics (optional)
Year 12	Mathematical Methods (required) General Mathematics (optional) Specialist Mathematics (optional)

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Mathematics, Sciences and Engineering.

MATHEMATICS - VCE

SPECIALIST MATHEMATICS UNITS 1-2

WHAT'S IT ALL ABOUT?

Specialist Mathematics Units 1 and 2 comprise a combination of prescribed and selected topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 and 2, provide preparation for Specialist Mathematics Units 3 and 4. A Computer Algebra System (CAS) calculator (TI-Nspire) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 1 and 2 is by tests, analysis tasks and School Assessed Coursework (SAC).

WHAT WILL I LEARN?

UNIT 1:

- Circular and triangular geometry and proof
- Sets, sequences, series and proof
- Simulation, sampling and sampling distributions
- Transformations with trigonometry and matrices

UNIT 2:

- Coordinate geometry and rational graphs
- Matrices
- Vectors and geometric proof
- Functions, relations and graphs

WHAT TYPE OF THINGS WILL I DO?

Perform operations on complex numbers, apply geometry to applications and proofs, use matrices on assorted transformations and to solve simultaneous equations, sketch and interpret graphs, simulate events and calculate sample statistics, use vectors in proofs and to solve problems, solve a range of kinematics problems.

WHAT CAN THIS LEAD TO?

Engineering, Physics, Actuarial studies, Maths research and modelling, Data analysis.

POSSIBLE PATHWAY

Year	Course Sequence
Year 10	Maths Methods
Year 11	Mathematical Methods and Specialist Mathematics
Year 12	Mathematical Methods and Specialist Mathematics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Proof, Vectors, Kinematics, Matrices Conic sections. It is strongly recommended that you choose this subject if your intention is to pursue mathematics at university.

SPECIALIST MATHEMATICS UNITS 3-4

WHAT'S IT ALL ABOUT?

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4. The areas of study include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference. A Computer Algebra System (CAS) calculator (TI-Nspire) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 3 and 4 is by School Assessed Coursework (SAC).

WHAT WILL I LEARN?

UNIT 3:

- Logic and proof
- Rational functions and relations graphs
- Complex numbers
- Differential calculus and integrated calculus

UNIT 4:

- Differential equations
- Rectilinear motion
- Vector and vector calculus
- Statistics and sampling distribution

WHAT TYPE OF THINGS WILL I DO?

Sketch and interpret graphs, perform operations on complex numbers, apply geometry to applications, use vectors to solve problems, solve differential equations, solve a range of kinematics problems, problems involving Newton's laws of motion, use CAS calculator to assist with learning.

WHAT CAN THIS LEAD TO?

Engineering, Physics, Actuarial studies, Maths research and modelling, Data analysis.

POSSIBLE PATHWAY

Year	Course Sequence
Year 10	Maths Methods
Year 11	Mathematical Methods and Specialist Mathematics
Year 12	Mathematical Methods and Specialist Mathematics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Calculus, Applications of geometry, Vectors, Kinematics, Dynamics. It is strongly recommended you do this subject if you are interested in pursuing engineering or physics at university.

SCIENCE

SCIENCE - YEAR 10

ADVANCED SCIENCE

WHAT'S IT ALL ABOUT?

Students extend their knowledge of Biology, Chemistry and Physics whilst exploring how this knowledge applies to the world around them. They will examine a range of real life contexts in a topic-based course. Students will undertake both practical and theoretical work as they investigate scientific concepts. Course content includes: genetics, evolution, atomic structure and bonding, chemical reactions, energy transfer and transformation, forces and motion.

WHAT WILL I LEARN?

Chemistry:

- The structure of the atom
- Balancing and interpreting chemical equations
- Chemical bonding, focusing on ionic bonds
- Variables that effect reaction rates
- Mole unit

Biology:

- Cells, DNA and protein synthesis
- Genetics and patterns of inheritance
- Evolution and the evidence supporting it

Physics:

- Newton's laws
- Momentum
- Calculating the speed and acceleration of objects

Experimental Design:

- How to design fair experiments
- Presenting and analysing data effectively
- Developing valid conclusions

WHAT TYPE OF THINGS WILL I DO?

Practical work, investigation, project work, tests, interpreting graphs and data, quizzes, design experiments, conduct chemical reactions, examination.

WHAT CAN THIS LEAD TO?

University and TAFE courses in: Medicine, Pharmacy, Engineering, Physical Sciences, Biological Sciences, Nursing Veterinary Science, Agricultural Science. Teaching (Secondary/Primary), Research Sciences working in a laboratory, Specialised fields of science (eg Forensics).

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced Science
Year 11	Chemistry Physics Biology
Year 12	Chemistry Physics Biology

SCIENCE - YEAR 10

ASTRONOMY AND FLIGHT

WHAT'S IT ALL ABOUT?

Students will be given the opportunity to develop an understanding of how scientific theory has developed with respect to Astronomy. Students extend their knowledge of Chemistry and Physics whilst taking a journey from the creation of the universe, the formation of stars and galaxies to the formation of the Earth and its Moon. The unit includes astrophysics which involves understanding the physical processes by which stars and planets are formed.

WHAT WILL I LEARN?

Observation:

- A visit to the planetarium and observation nights

Chemistry:

- Stellar formation

Physics:

- Astronomy and basic astrophysics

Experimental Design:

- The function and operation of different types of telescopes used for observation

WHAT TYPE OF THINGS WILL I DO?

Practical work, excursion, tests, exam, develop your skills in problem solving.

WHAT CAN THIS LEAD TO?

Develop the skills necessary for further science study. Compliments, physics, chemistry and biology. Provide a motivational foundation for selection of university level study. Have an excellent understanding of processes regarding the formation and development of the Universe.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced Science Astronomy and Flight
Year 11	Physics Chemistry
Year 12	Physics Chemistry

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Astronomy, Astrophysics, Telescopes, Science in general, Problem solving skills.

FORENSICS

WHAT'S IT ALL ABOUT?

Students will explore the application of science in the context of Forensics. They will explore areas of Biology, Physics and Chemistry seeing how forensic scientists collect and interpret evidence that can be used in a court of law. This unit has a strong focus on practical techniques and interpretation of data.

WHAT WILL I LEARN?

Forensics Tool Kit:

- Experimental design (including the difference between random vs systematic errors)
- Hair and synthetic and natural fibres
- Fingerprint pattern analysis
- Basics of light and electron microscopes
- The Innocence Project
- Observational skills
- Classifying evidence

Physics:

- Speed, distance, displacement and velocity
- Blood spatter analysis
- Ballistics and projectile motion
- Trajectory: introduction to motion in two-dimensions

Biology:

- Blood evidence analysis
- Structure of DNA
- Polymerase chain reaction
- Restriction enzymes and gel electrophoresis
- DNA Profiling
- Mechanism, manner and cause
- Forensic anthropology
- Anthropometry
- Entomology
- Blood grouping
- Pollen and spore analysis

Chemistry:

- Histology staining techniques
- Latent fingerprint identification
- Drug identification and toxicology
- Detecting blood samples using luminol
- Chromatography applications
- Solubility tests

WHAT TYPE OF THINGS WILL I DO?

Use computers to research information, use mathematics to simulate the trajectory of bullets under different influences, work in groups to investigate scientific phenomena, carry out experiments, design investigations, observe characteristics of blood spatters and fingerprints, use microscopes to observe fibres and hairs, experimental investigation involving a hypothetical murder case.

WHAT CAN THIS LEAD TO?

Forensic Scientist, Police Officer, Medical Science, Science-based careers, Private investigator.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced Science Forensics
Year 11	Psychology Biology **Students must complete Advanced Science to undertake VCE Chemistry or Physics' and 'Students must complete Forensics or Advanced Science to undertake VCE Biology*
Year 12	Psychology Biology **Students must complete Advanced Science to undertake VCE Chemistry or Physics' and 'Students must complete Forensics or Advanced Science to undertake VCE Biology*

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: How scientific evidence is used in a court of law, Working with other professionals on how to solve complex problems, Presenting science based evidence that is completely unbiased.

SCIENCE - VCE

BIOLOGY UNITS 1-4

WHAT'S IT ALL ABOUT?

Biology is the study of living things, from the minute detail of single cells through to the complex relationships between organisms in ecosystems. In this subject you will investigate the composition, structure and function of cells. You will complete experiments to help you understand cellular processes such as photosynthesis, respiration and movement across membranes. To gain an understanding of genetics you will use microscopes to examine cell replication and use molecular tools for manipulating DNA. Body systems and their contribution to homeostasis will be explored through both practical and theory based work. You will also investigate how DNA expression affects an organism's chance of survival leading to evolution.

WHAT WILL I LEARN?

UNIT 1:

- Cellular structure, function and processes
- The cell cycle, and cell growth, death and differentiation
- Functioning and regulation of body systems
- Experimental design and data evaluation

UNIT 2:

- Asexual and sexual reproduction
- Explaining genetics and predicting inheritance
- Biodiversity, adaptations and relationships in ecosystems
- Analysing bioethical issues

UNIT 3:

- DNA, gene expression and proteins
- Biotechnology and DNA manipulation
- Enzymes, photosynthesis and cellular respiration
- Experimental design and data evaluation

UNIT 4:

- Pathogens and Immune responses
- Strategies for identifying and controlling disease
- Evolution: evidence and processes
- Human evolution

WHAT TYPE OF THINGS WILL I DO?

Design experiments, conduct experiments, write scientific reports, present and analyse data, use microscopes, perform dissections, learn biological theory, comprehend and apply concepts to new situations, use scientific terminology, practice tests and exams.

WHAT CAN THIS LEAD TO?

A career in health sciences such as medicine, physiotherapy, sports science or nursing. A career in research science such as microbiology, biochemistry, molecular genetics, medicine. A career in ecology monitoring environments. A career in specialised fields such as Forensics, Veterinary science, Marine science or Botany.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced Science Forensics **Students must complete Advanced Science or Forensics to undertake VCE Biology*
Year 11	Biology
Year 12	Biology

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Cells, Biochemistry, Genetics, Body Systems, Evolution.

CHEMISTRY UNITS 1-4

WHAT'S IT ALL ABOUT?

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of atoms. Students will learn about the history of Chemistry and the development of the periodic table. They will also investigate chemical reactions that take place by conducting practical activities on precipitation, acid-base reactions and redox reactions such as corrosion. Students will assume the role of an analytical Chemist and undertake qualitative and quantitative analysis on chemicals. They will also learn about different forms of renewable energy.

WHAT WILL I LEARN?

UNIT 1:

- Elements and the periodic table
- Structure and Bonding
- Quantities in Chemistry
- Nomenclature of organic compounds

UNIT 2:

- Acids and Bases
- Redox Reactions
- Chemical analysis using HPLC and AAS
- Stoichiometry
- Aquatic chemistry

UNIT 3:

- Obtaining energy from fuels
- Energy changes in reactions
- Using chemical reactions to provide energy
- Industrial Chemistry

UNIT 4:

- Organic naming and chemical pathways
- Qualitative and quantitative analysis
- Chemistry of food
- Metabolism of biomolecules
- Spectroscopy

WHAT TYPE OF THINGS WILL I DO?

Experiments, extended investigations, lab reports, analyse data, construct molecular models, analyse media articles, tests, examinations, group investigations.

WHAT CAN THIS LEAD TO?

A career in Health sciences such as Medicine, Pharmacy, Physiotherapy or Nursing. Careers in Engineering. A career in Research Science such as Biochemistry, Chemistry or Medical research. A career in applied Science such as Forensic science, Biotechnology or Nanotechnology.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced Science **Students must complete Advanced Science to undertake VCE Chemistry or Physics*
Year 11	Chemistry
Year 12	Chemistry

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Practical investigations, Reactions, Atomic Theory, Bonding, Electrochemistry, Biomolecules, analytical processes and how chemistry is all around us.

SCIENCE - VCE

PHYSICS UNITS 1-4

WHAT'S IT ALL ABOUT?

Physics is the study of the laws of nature that govern the behaviour of the universe, from the very smallest scales of sub-atomic particles to the very largest scales of cosmology. It applies these laws to the solution of practical problems and to the development of new technologies. Physics is an intellectually challenging and rewarding subject. Its study instructs a person in the process of critical thinking, how to pose questions and how to solve problems. Physics is at the heart of almost every facet of modern life. Physics provides training for a vast range of careers, where it is either employed directly, or where the skills developed can be applied in innovative ways in other fields. This versatility can lead to careers ranging from medicine to financial statistical analysis.

WHAT WILL I LEARN?

UNIT 1:

- Electromagnetic radiation
- Thermal energy
- Interaction of thermal energy and electromagnetic radiation
- Radiation from the nucleus
- Nuclear energy
- Electricity concepts
- Circuit electricity
- Electrical safety in the home

UNIT 2:

- Motion concepts
- Forces and motion
- Energy and motion
- Contemporary issues and applications of Physics society
- Design and conduct a scientific investigation

UNIT 3:

- Forces, motion and Special Relativity
- Electrical, magnetic and gravitational fields
- Electrical energy generation

UNIT 4:

- The nature of waves (such as sound and light)
- Light and matter
- Practical investigation (chosen at time of study)

WHAT TYPE OF THINGS WILL I DO?

Experiments, modelling, excursions, problem solving, report writing, critical thinking, using mathematical skills, tests.

WHAT CAN THIS LEAD TO?

Engineering/ Mining, Science/Environmental science/ Medicine, Technical trades (electronic technician, aircraft maintenance engineer). Research (PhD and postgraduate work).

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Advanced Science **Students must complete Advanced Science to undertake VCE Chemistry or Physics*
Year 11	Physics
Year 12	Physics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: The structure of the Universe, explaining the nature of forces, the motion of objects and understanding Einstein's special theory of relativity, understanding electrical devices and how they work, understanding how objects fly and basic aircraft design, and developing your experimental and problem-solving skills.

PSYCHOLOGY UNITS 1-4

WHAT'S IT ALL ABOUT?

VCE Psychology enables students to explore the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. Students will develop an understanding on the connection between the brain and behaviour through classical and contemporary research and the use of imaging technologies, models and theories. In addition, they will engage in a range of inquiry tasks that may be self-designed, develop key science skills (including those of problem solving and critical evaluation) and look at the links between theory, knowledge and practice.

WHAT WILL I LEARN?

UNIT 1:

- The complexity of psychological development
- Defining and supporting psychological development
- The role of the brain in mental processes and behaviour
- Brain plasticity and brain injury
- Student directed research investigation

UNIT 2:

- Social cognition
- Factors that influence individual and group behaviours
- Perception
- Distortions of perceptions
- Student directed research investigation

UNIT 3:

- Nervous system functioning
- Stress as an example of a psychological process
- Approaches to understanding learning
- The psychological process of memory

UNIT 4:

- The demand for sleep
- Importance of sleep to mental wellbeing
- Defining wellbeing
- Application of a bio psychosocial approach to explain specific phobias
- Maintenance of mental wellbeing
- Student directed research investigation

WHAT TYPE OF THINGS WILL I DO?

Folio of activities, visual and/or oral presentations, tests, practical activities, media responses, student directed research investigation, reporting conventions.

WHAT CAN THIS LEAD TO?

A career in the field of: Psychology, Health Sciences, Education, Counselling, Sociology.

POSSIBLE PATHWAY

Year	Courses Offered
Year 11	Psychology
Year 12	Psychology

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Developing your knowledge about self and others, How groups can influence individuals, The brain and how it influences behaviour, Development across the lifespan, Memory reliability and decline, How people learn, Mental health disorders, and Sleep (including sleep disorders).

TECHNOLOGY

TECHNOLOGY - YEAR 10

DESIGN AND TECHNOLOGY: FOOD

WHAT'S IT ALL ABOUT?

This semester long unit focusses on Eating for Health, the science behind cooking and Food Ethics and Sustainable practices in the food industry. Students investigate food related lifestyle diseases, the functions of ingredients in relation to a variety of recipes and how sustainable and ethical practices impact food production. Students will learn practical based skills throughout each area studied.

WHAT WILL I LEARN?

- Food Safety and Hygiene in the kitchen
- Australian Guide to Healthy Eating
- Nutrition basics
- Lifestyle Diseases
- Food Production skills
- The Design Process
- Functional Properties of food
- Sustainable food production
- Ethical food production
- Food Waste

WHAT TYPE OF THINGS WILL I DO?

Students will complete one practical lesson each week where they will learn to produce food in a safe and hygienic manner, develop culinary skills, investigate dietary related diseases, create a meal based on given constraints, investigate food waste.

WHAT CAN THIS LEAD TO?

Food Science and Technology, Nutrition and Health Studies, Childcare and Education, Community Services in Aged Care, Hospitality and Food Manufacturing/ Service Industries.

POSSIBLE PATHWAYS

Year	Courses Offered
Year 10	Design and Technology - Food
Year 11	Food Studies
Year 12	Food Studies

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Food, Cooking, Food Safety and Hygiene, Nutrition, Eating for Good Health, Sustainability.

TECHNOLOGY - YEAR 10

DESIGN AND TECHNOLOGY: TEXTILES

WHAT'S IT ALL ABOUT?

This semester long unit focuses on students designing and making a garment. Students complete a folio, based on the garment they create. At the completion of this unit, students will photograph their garment in a 'flat lay' fashion shoot. Students study care labelling for garments in Australia and create a care label for their garment. Students study the elements and principles of design and then analyse an Australian fashion designer's garment based on these elements and principles.

WHAT WILL I LEARN?

- Elements and Principles of Design
- Australian Fashion Designers
- Garment Production and Evaluation
- Care labelling
- Fashion Merchandising
- Using a sewing machine and overlocker safely
- Design Folio
- Natural and Synthetic Fibres
- Marketing

WHAT TYPE OF THINGS WILL I DO?

Investigate an Australian fashion designer, analyse garment: elements and principles of design, safely use a sewing machine and overlocker, complete a folio, use a commercial pattern, fashion drawing, purchase fabric, sew a garment, evaluate my garment, make a care label.

WHAT CAN THIS LEAD TO?

Textile Designer, Fashion Designer, Pattern Maker, Dressmaker / Tailor, Interior Designer.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Design and Technology - Textiles
Year 11	Product Design and Technology: Textiles
Year 12	Product Design and Technology: Textiles

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Design, Materials, Fashion, Garment construction, Folio.

DESIGN AND TECHNOLOGY: INNOVATORS

WHAT'S IT ALL ABOUT?

This subject explores innovative ideas and inventions that have changed the world. Students will be asked to investigate and identify a "real world" problem of their choice and propose a solution to address this issue. The students will go through the process of making an invention of their own. During the process, the students will consider the economic, environmental, and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future. The students will be given an opportunity to plan and manage their own project from conception to realisation. They will apply the 5 stages of the Design Thinking process to investigate ideas, generate, produce a prototype and evaluate their designs. The students will develop a sense of pride, satisfaction, and enjoyment from their ability to create innovative solutions.

WHAT WILL I LEARN?

- Develop knowledge and confidence to critically analyse and respond to design challenges.
- How to apply the Design Thinking process to create a workable solution
- How to define functional and non-functional requirements
- How to decompose a large problem into smaller manageable goals.

WHAT TYPE OF THINGS WILL I DO?

In this course, you will learn how the build a vehicle from a simple kit. You will learn how to design calculate, cut and build the base and the chassis for your battery-operated vehicle from the materials of your own choosing. You will investigate how gear works and assemble a gear box and as well as learning how to solder. You will also be working in a team to identify and decide on a "real world" issue of your own choice and propose a solution to address this issue. You will be provided with an opportunity to present and showcase your solution.

WHAT CAN THIS LEAD TO?

The Design Thinking skills gained from this course not only can be applied in a variety of courses but also useful for solving everyday problems as well as solving business problems in the future.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Technology - Innovators
Year 11	Product Design Wood Technology Applied Computing
Year 12	Product Design Wood Technology Applied Computing

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in design, construction, creativity, and teamwork. In this subject you will learn the skills that can be applied across a variety of industries.

TECHNOLOGY - YEAR 10

DESIGN AND TECHNOLOGY: WOOD

WHAT'S IT ALL ABOUT?

The Year 10 program aims to develop student understanding and involvement in designing and making products from recycled materials. They will create a sculptures predominantly using wood, incorporating some metals and plastic. Students will investigate material properties and uses as well as a range of construction techniques and associated equipment. Students will follow a design process to present their ideas for solutions. They will then plan and manufacture their products in the workshop. This course allows students to develop both design and practical skills and knowledge.

WHAT WILL I LEARN?

- To develop your understanding of the connections between Wood Technology, Environmental Science, Visual Art and Design and Mathematics (STEAM)
- How to select appropriate materials
- Work with Wood, Metal and Plastics
- Safely use equipment joining and finishing techniques
- Sustainability
- Apply the technology process to solve design problems
- Investigate and design a product
- Analyse and evaluate the product created

WHAT TYPE OF THINGS WILL I DO?

In Wood Technology year 10 you will use the design process to investigate and design a product/s and then construct it safely using wood, metal, and plastics. Students will evaluate their end product to see how well it met the end user needs.

WHAT CAN THIS LEAD TO?

Designer, Manufacturing, Carpentry, Architecture, Drafting, Building and Construction.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Design and Technology: Wood
Year 11	Product, Design & Technology Wood
Year 12	Product, Design & Technology Wood VET Certificate 2 in Building & Construction Pre apprenticeship. *Holmesglen TAFE* VET Certificate 2 in Construction Pathway. *Holmesglen TAFE* VET Certificate 2 in Furniture making. *Box Hill TAFE*

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in pursuing a career in Design, if you want to learn about Manufacturing, Problem solving, working with materials or you are interested in wood.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TECHNOLOGY - VCE

APPLIED COMPUTING UNITS 1-2

WHAT'S IT ALL ABOUT?

Students are introduced to the stages of the problem-solving methodology. They focus on how data can be structured within software tools such as databases or spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. Students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the Problem-Solving Methodology stages of analysis, design, development and evaluation to develop the solution.

WHAT WILL I LEARN?

UNIT 1:

- Identify and collect data in order to present findings as data visualisations
- Present work that includes database, spreadsheet and data visualisations solutions
- Use a programming language to create a working software solution to a client problem

UNIT 2:

- Work collaboratively to create an innovative solution in an area of interest
- Prepare, document and monitor project plans and engage in all areas of problem-solving
- Introduction to cyber security, students investigate networks and threats, vulnerabilities and risks to data and information
- Propose strategies to protect the data accessed using a network

WHAT TYPE OF THINGS WILL I DO?

Produce data visualisations, design a computer network, work in a team, write computer programs, describe computer networks and the data flow, solve a problem for a client, analyse large repository's of data, case study with structured questions and exams.

WHAT CAN THIS LEAD TO?

Further studies in ICT at TAFE or University, Subjects which require IT problem solving skills, Careers which require efficient use of IT and Project Management Skills.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Innovators (optional)
Year 11	Applied Computing
Year 12	Applied Computing: Data Analytics Applied Computing: Software Development

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Project Management, Software, Computer networks, Programming.

APPLIED COMPUTING: DATA ANALYTICS UNITS 3-4

WHAT'S IT ALL ABOUT?

Students apply the problem-solving methodology to identify or extract data through the use of software tools to create data visualisations or infographics. They develop an understanding of the analysis, design development and evaluation stages of the problem-solving methodology. Students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.

WHAT WILL I LEARN?

UNIT 3:

- Respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findings
- Propose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations

UNIT 4:

- Apply the problem-solving stages of development and evaluation to develop the preferred design prepared in Unit 3, and evaluate the solutions and project plan
- Investigate security practices of an organisation

WHAT TYPE OF THINGS WILL I DO?

Design and create a relational database or spreadsheet, investigate a topic of your choosing, gather large amounts of data, manipulate and interpret data to support a hypothesis, manage large projects, design and produce an infographic, investigate aspects of data security

WHAT CAN THIS LEAD TO?

Further studies in ICT at TAFE or University, Subjects which require IT problem solving skills, Careers which require data analysing techniques and Project Management Skills.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Innovators (optional)
Year 11	Applied Computing
Year 12	Applied Computing: Data Analytics

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Project Management, Data Manipulation Software, Computer networks, Data Analytics.

APPLIED COMPUTING: SOFTWARE DEVELOPMENT UNITS 3-4

WHAT'S IT ALL ABOUT?

Students apply the problem-solving methodology to develop working software modules using a programming language. They develop an understanding of the analysis, design development and evaluation stages of the problem-solving methodology. Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during development.

WHAT WILL I LEARN?

UNIT 3:

- Respond to teacher-provided solution requirements and designs and develop a set of working modules using a programming language
- Examine software requirements and software design tools
- Analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution

UNIT 4:

- Develop and evaluate the preferred design prepared in Unit 3 into a software solution
- Examine security practices of an organisation and risks to software and data during development and use of software solutions
- Evaluate current security practices and develop a risk management plan

WHAT TYPE OF THINGS WILL I DO?

Produce working modules using a computer programming language, find a real world need to solve with an information solution, analyse and design a solution to solve a real world problem, produce a working solution using a programming language, manage large projects, investigate threats to data and information on the internet.

WHAT CAN THIS LEAD TO?

Further studies in ICT at TAFE or University, Subjects which require IT problem solving skills, Careers which require efficient use of IT.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Innovators (optional)
Year 11	Applied Computing
Year 12	Applied Computing: Software Development

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Project Management, Software, Computer networks, Networking, Programming.

FOOD STUDIES UNITS 1-4

WHAT'S IT ALL ABOUT?

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental, and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

WHAT WILL I LEARN?

UNIT 1: Food Origins

- Food around the world
- Food in Australia

UNIT 2: Food Makers

- Food industries
- Food in the home

UNIT 3: Food in Daily Life

- The science of food
- Food choice, health and wellbeing

UNIT 4: Food Issues, Challenges and Futures

- Environment and ethics
- Navigating food information

WHAT TYPE OF THINGS WILL I DO?

Production work, designing and developing a solution in response to a design brief, practical assessments, short written reports, sensory analysis.

WHAT CAN THIS LEAD TO?

Food Science, Food Technology, Home Economist, Nutrition and Health Studies, Childcare, Education, Community Services, Aged Care, Hospitality, Food Policy Officer/Advisor, Food Manufacturing, Agriculture.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Food Studies
Year 11	Food Studies
Year 12	Food Studies

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: food, nutrition, food safety, design process, cooking.

PRODUCT DESIGN AND TECHNOLOGIES: TEXTILES UNITS 1-4

WHAT'S IT ALL ABOUT?

Designers play an important part in our daily lives. They determine the form and function of the products we use. Designers transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. Students develop the necessary skills to critically analyse existing products and to develop their own creative solutions. Students can select this study in textiles or resistant materials (wood).

WHAT WILL I LEARN?

UNIT 1:

- Analyse and redesign an existing product
- Producing and evaluating a redesigned product
- Investigate the sustainability of the original product

UNIT 2:

- Design as a team
- Producing and evaluating a collection of collaboratively designed products
- Investigate historical and cultural design movements, eg. Art Deco and Gothic

UNIT 3:

- The designer, client and/or end-user in product development
- Product development in industry

UNIT 4:

- Product Analysis and comparison
- Product Manufacture
- Product Evaluation

WHAT TYPE OF THINGS WILL I DO?

Develop design briefs for design problems, develop design folios in response to design briefs, investigate aspects of the fashion industry, investigate factors that affect fashion designers, develop products in response to design briefs, evaluate products and processes, investigate designs and their products, analyse products, carry out research and testing.

WHAT CAN THIS LEAD TO?

Fashion designer, Textile designer, Clothing production, Costume maker, Patternmaker, Fashion Merchandiser, Interior Designer.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Design and Technologies - Textiles
Year 11	Product Design and Technologies: Textiles
Year 12	Product Design and Technologies: Textiles

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Design, Manufacture, Solve design problems, Materials, Work as a designer/maker.

PRODUCT DESIGN AND TECHNOLOGIES: WOOD UNITS 1-4

WHAT'S IT ALL ABOUT?

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. Students can select this study in textiles or resistant materials (wood). Please note students cannot select both Product Design and Technology: Textiles or Wood.

WHAT WILL I LEARN?

UNIT 1:

- Analyse and redesign an existing product
- Producing and evaluating a redesigned product
- Investigate the sustainability of the original product

UNIT 2:

- Design as a team
- Producing and evaluating a collection of collaboratively designed products
- Investigate historical and cultural design movements, eg. Art Deco and Bauhaus

UNIT 3:

- The designer, client and/or end-user in product development
- Product development in industry

UNIT 4:

- Product Analysis and comparison
- Product Manufacture
- Product Evaluation

WHAT TYPE OF THINGS WILL I DO?

Develop design briefs for design problems, develop design folios in response to design briefs, investigate aspects of the manufacturing industry, investigate factors that affect fashion designers, develop products in response to design briefs, evaluate products and processes, investigate designs and their products, analyse products, carry out research and testing.

WHAT CAN THIS LEAD TO?

University and TAFE courses in design. Furniture design/ making, Architecture, Carpentry, Building Trades, Product Design, Product Engineering.

POSSIBLE PATHWAY

Year	Courses Offered
Year 10	Design and Technologies - Woodwork
Year 11	Product Design and Technologies: Wood
Year 12	Product Design and Technologies: Wood

WHY CHOOSE THIS SUBJECT?

Choose this subject if you are interested in learning about: Design, Manufacturing, Carpentry, Production, Teamwork.

VCE VOCATIONAL MAJOR (VCE VM)

LITERACY

Literacy empowers students to read, write, speak and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms and genres, including First Nations Peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

MATHEMATICS

VCE VM students are required to select either Foundation Mathematics or General Mathematics as part of their program. This choice should be guided by each student's strengths, learning preferences and future career or study goals, with Foundation Mathematics supporting pathways into employment and vocational training, and General Mathematics providing a broader base for further study or careers involving data and problem-solving.

Foundation Mathematics (Units 1–4)

Foundation Mathematics is designed to build confidence and capability in everyday and workplace maths, making it strongly aligned with the VCE VM pathway. The course focuses on practical numeracy skills such as financial literacy, measurement, data interpretation and problem-solving in real-life contexts, supporting students in employment, training and further education pathways. Satisfactory completion of each unit is awarded based on the satisfactory completion of authenticated coursework and School Assessed Coursework (SACs).

General Mathematics (Units 1-4)

General Mathematics offers a flexible pathway that supports a wide range of learners and real-world applications, making it a suitable option for VCE VM students. The course builds practical skills in areas such as data analysis, recursion and number patterns, with Units 1 and 2 providing foundational preparation for Units 3 and 4. Students use a CAS calculator to support their learning and problem-solving, and are assessed through the satisfactory completion of authenticated coursework, School Assessed Coursework (SACs) and the development of a handwritten summary book.

PERSONAL DEVELOPMENT SKILLS

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

WORK RELATED SKILLS

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

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