



**Caulfield**  
grammar school

## Academic Handbook 2024



**Whealers Hill Campus  
Senior School – Years 10 to 12**

# Our Purpose, Vision and Values.

## Our Purpose.

To enable quality learning everyday in every experience for every learner for life.

## Our Vision.

We aim to be a leading internationally recognised co-educational school, fostering responsible global citizens.

## Our Values.

We are one school inspired by our Anglican tradition and are committed to modelling our values for all learners. We celebrate these five values, which guide our decisions, philosophies and behaviour.

PURSUING *Excellence*



INSPIRING *Creativity*



THRIVING *Together*



EMBRACING *Diversity*



LIVING *Wholeheartedly*



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# Learning in our Senior School

## Senior School at Caulfield Grammar School

The Senior Years at Caulfield Grammar School are clearly focused on engaging and challenging students in their own individual and tailored course of study, while having a clear view of where each student is headed in terms of the post-secondary learning journey.

The structure for Years 10, 11 and 12 is designed to provide scope for the potential of each individual student to be realised through a challenging program of study which offers substantial breadth to cater for individual interests and, where appropriate, advancement to cater for individual learning needs. The studies chosen reflect this along with the careers program, community service, education outdoors, personal development, leadership opportunities and the diverse range of sporting, music and theatre experiences.

Year 10 students are able to include in their course of study a range of VCE Units suited to their interests and abilities. This means, in effect, that the VCE is spread over three years rather than two, enabling students to tailor their own individual learning journeys for these three critical senior years.

### Acceleration

Caulfield Grammar School acknowledges the benefits of students being motivated and challenged in their academic studies. To this end, acceleration at Year 10 into a Unit 1/2 subject (Year 11) and at Year 11 into a Unit 3/4 subject (Year 12) is available for suitably qualified students. Selection for acceleration is confirmed after consultation between the Head of House, Learning Area Leader, students and parents. It must be emphasised that criteria have been established to determine a student's suitability for acceleration.

These include performance in the particular subject under consideration as well as general performance in all subjects at that year level, especially English (Y10)/ Language and Literature (Y9).

### Year 10

Year 10 students at Caulfield Grammar are able to include in their course of study a range of VCE units suited to their interests and abilities. This means in effect that the VCE is spread over three years rather than two, enabling students to tailor their own individual learning journeys for these three critical Senior Years. It also means that students in Year 10 can sample a wider range of academic and additional learning programs that Caulfield Grammar offers. It will also allow a more comprehensive induction into VCE Units 3 and 4 which determine student's ATAR scores and therefore their pathway to tertiary studies and employment.

**Please note that not all our Year 10 students accelerate into a VCE Unit 1 and 2 subject. For a significant number of our students their best pathway is to complete a straight Year 10 course prior to undertaking the VCE. Students who fit any of the following categories are best placed completing a traditional Year 10 program;**

- i. need further consolidation in subject content and/or skills**
- ii. need assistance with organisation**
- iii. need further development of academic maturity (engagement in class, motivation, homework, study skills)**

It must be emphasized that these criteria have been established to determine a student's suitability for selection of VCE units. Please refer to the notes under 'Acceleration' later on this page. It is stressed that, at the Year 10 level, selections made are not binding in terms of future VCE choices or possible career paths. Students wishing to undertake a VCE unit at 1/2 level should complete the application form attached to the course selection documentation.

Year 10 students are able to choose particular pathways in the key areas of English, Mathematics, Science, and the Humanities from a wide range of entry level subjects and VCE level subjects. While all Year 10 students study these essential areas in order to extend their breadth of expertise there is considerable scope for choice based on their interests and ability.

To complement the core subject areas there is an extensive range of electives which enable Year 10 students to further explore their interests and express their talents. Again these electives are largely, but not exclusively, made up of VCE units.

Elective studies enable Year 10 students to explore the richness of languages, the visual and performing arts, business and commerce, VET, or further options in the sciences, humanities, mathematics and english learning areas. Most of the options here are at VCE level which are designed to engage and challenge our students and enable them to really explore their known or potential talents at a stage in their development when they are seeking challenges.

## VCE at Caulfield Grammar School

VCAA (Victorian Curriculum Assessment Authority) has set down requirements for students to complete their VCE certificate. When selecting a two year course, most students will do at least 22 units over two years (Years 11 and 12). To graduate with the VCE, a student must satisfactorily complete 16 units. Students may do extra or fewer units and take more time to complete them.

Students must include 4 units of English within their 22 units and satisfactorily complete three of them. In addition, students must complete at least three sequences of Level 3/4 Units.

### Unit 1/2 subjects – Current Year 9 Student

- Performance at a high level in the subject they wish to study or related subject(s) – Attainment of an MYP Criterion Achievement level > 24
- Language and Literature (English) – Attainment of an MYP Criterion Achievement level > 24
- High level performance in all other subjects – Average MYP Criterion Achievement level > 24 across all subjects
- Learning Behaviours – (engagement in class, self motivation and high level of organisational skills)

In addition, students who receive an average MYP Criterion Achievement level > 28 across all subjects may be invited by the Head of Teaching and Learning (Year 10-12) to undertake two Unit 1/2 subjects.

The MYP Criterion Achievement level is the total of the four criteria in a subject, with each criterion being score out of a maximum of 8.

### Unit 3/4 – Current Year 10 Student

- Performance in the subject you wish to study or related subject(s) B+
- Language proficiency (English) B+
- Performance in all other subjects B+
- Learning Behaviours (self motivation and high level of organization)

### Higher Education, VCE Studies - University Extension

For the student who has been accelerated in certain subjects prior to Year 12, Caulfield Grammar School, in conjunction with various tertiary institutions, offers the possibility of studying one or more 1st Year University subjects during Year 12, where applicable. Most subjects have prerequisites and need school verification that the student is in the top 2% of the state in that subject area. Selection for acceleration is confirmed after consultation between the Head of House, Learning Area Leader, Head of Teaching and Learning, students and parents.

## VCE (Baccalaureate)

Caulfield Grammar School acknowledges that each student is an individual and appreciates the differences that are unique to individuals. Each student is valued for his or her own particular qualities and the aim of the School is to develop each individual's potential. To ensure this development, Caulfield Grammar School utilises:

## Year 10-12 – The Broader CGS Program

### Community Life

Community Life is a dedicated 45-minute period, scheduled each day within the Learning Program, where students participate together in a selection of planned curriculum activities that promote wellbeing through coordinated community connection and supportive relationships.

The Community Life curriculum has been carefully designed and offers purposeful learning experiences that support students to develop a positive sense of self and belonging, whilst promoting meaningful values-based relationships.

The House system, with Community Life Mentors at each year level, is integral to the structure of Community Life and our Pastoral Care Program. To ensure

that students feel seen heard and valued, students will be grouped by House and will have their Community Life Mentor lead them through various offerings in this time, to further develop working relationship and strengthen the pastoral program. Assistant Heads of House will support transitions from year 9 into year 10 and work alongside Heads of House and Community Life Mentors to support student growth and learning. In addition, full time Counsellors are available to students as a support to help them through their adolescent years.

As a key driver of our school wide approach to supporting 'well whole beings,' Community Life provides learners with access to a wide range of life experiences and transferable skills which will enable all members of our community to pursue their passions and customise their broad and balanced curriculum.

Activities such as Assembly, Sport, House Activities, and Religion & Ethics are scheduled during Community Life periods.

Curriculum offerings include:

- Thrive (Social and Emotional Learning) (Year 7-12)
- Flexible Academic Time (Year 10-12)
- Recreational Physical Activity Program (Year 10-12)
- Caulfield Connection (Year 11-12)

## Learning Strategies Services

The Learning Strategies Department assists teachers to cater for the learning needs of individual students. Opportunities for remediation and support are provided so that students can maximize their potential in the academic environment. Assistance may be given in small group settings or in a one-on-one situation with teachers who are experienced in the field. Communication between teachers, students and parents plays an important role in the success of these programs.

## Education Outdoors Program

The Education Outdoors Program exposes students to a range of challenging situations which promote the development of resilience, self-esteem and awareness of self, others and the environment. In Year 7, students spend five days at Yarra Junction and in Year 8, a further eleven days. In Year 9, students participate in a four week Expedition to the Northern Territory. In Year 10, students undertake a six-day odyssey journey at one of five remote locations across the state and in Years 10 and 11 many students elect to return to Yarra Junction as Student Leaders.

## Community Service Program

The Community Service Program in Years 10-12 promotes the concept of the student as an individual within a community beyond Caulfield Grammar School. The aims of this program are centred firmly within the notion of accepting responsibility for others in need. It is through such a program that the students develop a sense of achievement and independence, a sense of purpose and an acknowledgment of situations far more difficult than their own. Students are expected to accept responsibility for the organisation of their placements and the development of their roles within the placement situation. Year 10 students participate in a compulsory Community Service program which promotes student independence by providing them with an educational opportunity that links them with their wider community. This program promotes community awareness and challenges students to be caring and interdependent within a disadvantaged community.

## Work Experience

Undertaking Work Experience from Year 10 while at Caulfield Grammar School offers many valuable outcomes for our students. It aims to improve the intellectual, social and vocational development of students in order to assist with their transition from school to the working life of the community. Work Experience also allows students to gain assistance in making career choices, increases their understanding of employment opportunities, gain first-hand experience of the impact of change in the world of work, and an appreciation of the concept of lifelong learning. At Year 10, one week of work experience is recommended to be undertaken during the April, June or September holiday periods. In addition, senior students in Years 11 and 12 are also encouraged to consider further work experience placements during the term holidays.

## Careers Education

The Careers Counsellors at Caulfield Grammar School provide a counselling service for Years 10-12. One on One appointments are conducted yearly for Year 10, on an as required basis for Year 11 and twice at a minimum for Year 12 students. During these appointments, counsellors work with students and their families on an individualised career development plan related to student interests, aptitude and personality. Course options, prerequisites and alternative pathways are also discussed. Information sessions are regularly conducted to acquaint students with the various courses offered by tertiary and further education institutions, both within Victoria and Australia. Should students have a keen interest in studying overseas, guidance and support is also provided in relation to international tertiary options and applications.

Whilst students are encouraged to take personal responsibility for their own career development, they also participate in a Careers Program during their 'Future Focus' sessions. Furthermore, Year 10 students complete the Morrisby Profile, a comprehensive careers assessment and participate in Virtual Work Experience and Off-campus Emersion Programs, to actively explore many careers and post-school opportunities awaiting them. The findings and interests discovered through participating in these activities form the basis of an initial careers discussion that is then built upon throughout Years 11 and 12. This results in the student having an idea of what their early future might hold for them once they leave school. Counsellors also aim for students to be well-equipped with the relevant skills in order to manage their own career upon graduating from school and feel empowered to cope with the many career and life decisions that lie ahead given the rapid changing nature of work.

## VETis (Vocational Education and Training in Schools)

### What is VETis?

Vocational Education and Training in Schools (VETis) is a program where schools are able to offer senior secondary students VET qualifications as part of their senior secondary certificate. Many of the VET Qualifications approved by the VCAA can contribute to the student's ATAR score.

### FEATURES OF VET

- It is a two-year program combining general VCE studies and accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification; e.g. Certificate II in Hospitality and the Victorian Certificate of Education (VCE) at the same time.
- Students can receive credit towards further VET study.
- It is one of several vocationally-oriented school programs designed to meet the needs of industry.
- It helps to make school leavers more 'job-ready', providing them with broad vocational skills and a high standard of general education.

### Benefits for students undertaking VET programs:

- Broadens VCE options.
- Upon successful completion of the program, students are awarded a nationally-accredited Vocational Training Certificate.
- Multiplies post-school opportunities.
- Matches student interests and career directions through the provision of strong pathways.
- VET qualification articulates directly into further education and training at both TAFE and selected universities through documented pathway agreements.
- Provides the opportunity to 'trial' a career. Helps students explore possible areas of interest which can lead to further study and work choices.
- Allows students to develop strong links with industry and local community employers; i.e., students may be offered part-time/casual work.
- Provides preparation for the workforce:
  - (i) Capacity for co-operation, teamwork and leadership skill development.
  - (ii) Capacity to make decisions and solve problems.
  - (iii) Gain knowledge of employer's expectations and real working conditions.
  - (iv) Gain confidence and improve communication and interpersonal skills through learning in an adult environment.
  - (v) Able to demonstrate specific skills and competencies related to the VET in Schools program they are undertaking.
  - (vi) Assists in the transition from school to work.
  - (vii) Access to a range of different technologies related to the type and place of work.

### HOW DOES VET WORK?

- Students choose a VET course as they would any VCE subject
- VET courses are delivered via Caulfield Grammar's Registered Training Organisation (RTO) or an external RTO
- For VET courses offered internally via the CGS RTO, the classes are scheduled as part of the timetable
- For VET courses undertaken via external RTO providers (i.e. TAFE college):
  - (i) The course is delivered in modules of twenty to forty hours.
  - (ii) The course is delivered one afternoon per week over a two-year period.
  - (iii) Students must arrange their own transport to and from the classes.
  - (iv) External VET courses are undertaken in addition to the normal CGS course load. Please note that when students attend an external course, they miss normal CGS timetabled onsite classes, and will need to catch up on missed class work.
- All units must be completed to achieve the qualification.

External VET courses are varied, and can cater for student interests (e.g. fashion, building and construction, tourism, acting). Students can speak to the CGS Careers Department to discuss possible options. An example may be:

- **Certificate II in Hospitality**

**Course Aims:** This certificate aims to provide students with a general overview of the hospitality industry and the potential career paths within it. It provides training, skill development and opportunity for students to become competent in areas such as table service and meal preparation.

**Awards:** Certificate II in Hospitality and VCE Units 1-4.

**Future Pathways:** Certificate IV in Hospitality Bachelor of Applied Science – Hospitality Management.

**\*Please note that for International Students on a CAAW letter, these students may study a VET subject that Caulfield Grammar School offers and receive credit towards their VCE. At the completion of the course, they can only receive a Statement of Attainment rather than the full Qualification, due to their Visa stipulations.**

## Contact Staff for Information and Advice

Various staff within the school are available to give advice on subject selection, study skills, and on general progress in the various subjects which you, as a student, undertake. It is important that you are aware of which member of staff is responsible and has the most up-to-date information for the various aspects of your education. The first point of contact on most issues is the relevant Head of House:

Head of Senior School	Dr J Hjorth
Head of Teaching and Learning	Mr D Mason
Deputy Head of Senior School	Mrs B Harrington
VCE Coordinator	Ms E Be
Head of Careers	Mrs I Nissen

House	Heads of House Senior School	Middle School
Holmes	Mr R Llewellyn	Mr S Dosser
Langley	Mr S Makin	Ms V Parfett
Lumsden	Mrs A Matassa	Mr D Quinlan
Shaw	Mrs D Chapple	Mrs F Holt
Skarbek	Mrs M Smith	Ms H Hussein
Wilmshire	Mr J Hunter	Mrs N Mathieson

Heads of House can assist with counselling on issues with regard to:

- Subject Selection
- Managing Workload
- Personal Concerns
- General Goal Setting
- Course Changes

Specific subject information, in addition to that which is contained in this book, can be obtained from the relevant Learning Area Leader.

Learning Area	Learning Area Leaders Senior School	Middle School
Chinese	Mr K Zou	
Commerce	Ms S Lim	
Design and Technology	Mr M Plummer	
English/EAL	Ms I Pollard	Mrs N White
German	Mrs A Karian	
Health & Physical Education	Ms L Hickmott	
Humanities	Mr B Blackburn	Ms J Cornelius
Mathematics	Mr S Hannah	Mr C McCarty
Music	Mr D Summerton	
Science	Ms K Angland	Ms J Staunton
Theatre	Ms E Mellington	
Visual Arts	Ms I Koulouris	Mr K Noonan

Any concerns that you may have in regard to entering or changing courses and how that might affect tertiary entrance or VCE eligibility should be directed to the Head of Teaching & Learning, Senior School, Mr D Mason. Special arrangements for examinations, transfers to and from other schools, interrupted study status, examination timetables, absence during examinations, relevant dates for enrolling and withdrawing from subjects, studying subjects outside the School or any other matter which may be affected by VCAA (Victorian Curriculum & Assessment Authority) should be addressed to the Head of Teaching and Learning, Senior School, Mr D Mason.

For matters relating to Careers Counselling and VTAC (Tertiary Entrance) enquiries, please make contact with Mrs Ilana Nissen, Head of Careers.

## Subject Selection Process

Every opportunity is taken to provide students with as wide a choice of subjects as possible and time is given for students to gain advice from a number of sources.

### For students entering Year 10, the following steps will be taken:

1. Academic Handbooks will be available on-line from mid-June.
2. Prior to starting course selection process, families should access information on CaulfieldLife outlining:

- the academic learning program for the coming year
- the subject selection process
- VCE Assessment
- Subject Acceleration criteria
- Co-curricular program

This enables both students and parents to be fully informed about the nature of the Year 10 program. Academic Handbooks and subject selection forms/online database link will be issued prior to this and these will need to be completed by Wednesday 9 August 2023. The subject selection forms are required so that timetabling can begin for 2024. Students should make realistic selections based upon the advice they have been given as well as realistic expectations of their interests in a career. There will be opportunities for students to change their selections later in the year, but these will be limited by timetabling constraints, i.e. certain subject combinations may not be available after this date.

3. Middle School Heads of House will conduct interviews with students to assist in formulating realistic courses for 2024 at the beginning of Term 3.

4. After discussion with the relevant Learning Area Leader and the Head of House, Year 10 students 2024 may be able to select a subject from the Year 11 Units 1 and 2 offerings.

### For students entering Year 11, the following steps will be taken:

1. Academic Handbooks will be available on-line from mid-June.
2. Prior to starting course selection process, families should access information on CaulfieldLife outlining:

- the academic learning program for the coming year
- the subject selection process
- VCE Assessment
- Subject Acceleration criteria
- Co-curricular program

3. Subject selection will need to be completed by Wednesday 9 August 2023. The subject selection forms are required so that timetabling can begin for 2024. Students should make realistic selections based upon the advice they have been given as well as realistic expectations of their interests in a career. There will be opportunities for students to change their selections later in the year, but these will be limited by timetabling constraints, i.e. certain subject combinations may not be available after this date.

4. Senior School Heads of House and the Head of Careers will conduct interviews with students to assist them in formulating realistic courses for 2023.

### For students entering Year 12 the following steps will be taken:

1. Interviews are conducted for parents who require extra information about their child's progress in any particular subject area.
2. Academic Handbooks and subject selection forms will be available before the end of Term Two and these will need to be completed by Wednesday 9 August 2022. The subject selection forms are required so that timetabling can begin for 2023. Students should make realistic selections based upon the advice they have been given as well as realistic expectations of their interests in a career. There will be opportunities for students to change their selections later in the year, but these will be limited by timetabling constraints, i.e. certain subject combinations may not be available after this date.
3. Senior School Heads of House and the Head of Careers will conduct interviews with students to assist them in formulating realistic courses for 2024.
4. All Year 12 students are required to undertake 5 Unit 3/4 subjects.

## Course Selection Fair

Subject specific information will also be provided by Learning Area leaders in the form of a Subject Selection Fair on Wednesday 14 June from 3:00pm - 5:30pm.

Details regarding this event will be communicated through CaulfieldLife.

## **Final Course Decisions for 2024**

Final decisions about student courses (including acceleration) are made at the Course Confirmation Conference in November, when each student's choices are checked against their performance across the whole year.

Please note that final availability of subjects is conditional upon sufficient student demand and the cap on class sizes.

# Summary of Courses 2024

Learning Area	Year 10 Entry Level	VCE Units 1 and 2	VCE Units 3 and 4
<b>Chinese</b>	Chinese Chinese (Heritage)	Chinese Second Language Chinese Second Language Advanced Chinese First Language Chinese Language, Culture and Society	Chinese Second Language Chinese Second Language Advanced Chinese First Language Chinese Language, Culture and Society
<b>Commerce</b>	Commerce (S)	Accounting Business Management Economics Legal Studies	Accounting Business Management Economics Legal Studies
<b>English</b>	<b>English</b> Creative Writing (S) English Language (S)	<b>English</b> English Literature English Language Foundation English (Yr 10 students)	<b>English</b> English Literature English Language
<b>English as an Additional Language (EAL)</b>	<b>English as an Additional Language (EAL)</b>	<b>English as an Additional Language (EAL)</b>	<b>English as an Additional Language (EAL)</b>
<b>German</b>	German	German	German
<b>Health and Physical Education</b>	<b>Physical Education (Rec.)</b> Applied Human Movement (S)	Health and Human Development Physical Education	Health and Human Development Physical Education Outdoor and Environmental Studies
<b>Hospitality</b>		Hospitality – Operations (VET)	Hospitality – Operations (VET)
<b>Humanities</b>	Global Politics (S) <b>History: Australia and the Modern World</b> Geography – Environmental and Human Wellbeing (S) History: Civil Rights and Freedoms Conspiracies throughout History (S)	Geography Modern History Australian and Global Politics	Geography History: Revolutions Global Politics
<b>Design and Technology</b>	Computer Science (S) Design Engineering (S)	Applied Computing Product Design and Technology	Algorithmics Software Development Systems Engineering
<b>Mathematics</b>	<b>Mathematics 10 Standard</b> <b>Mathematics 10 Advanced</b> <b>Mathematics 10A Enrichment and Northern Hemisphere</b> <b>Mathematical Methods</b> <b>Foundation Mathematics</b>	Mathematics – General Mathematics – Methods Mathematics – Specialist	Mathematics – General Mathematics – Methods Mathematics – Specialist
<b>Music</b>	Music (S)	Music VCE VET Music – Cert. III (two year course)	Music VCE VET Music – Cert. III
<b>Science</b>	<b>Science Extension</b> <b>Science</b> <b>Science in Action</b> <b>Psychology (S)</b>	Biology Chemistry Physics Psychology	Biology Chemistry Physics Psychology
<b>Theatre</b>	Dance (S) Theatre Studies – Performance (S) Theatre Studies – Production (S)	Dance Theatre Studies	Dance Theatre Studies
<b>Visual Arts</b>	Art: Painting and Drawing Art: 3D Sculpture Visual Communication Design: Architecture Visual Communication Design: Graphics Media: Film Media: Animation & Interactive Media Photography: In the field Photography: Studio & Editing Fashion	Art: Creative Practice Visual Communication Design Media Art: Making & Exhibiting Creative Digital Media	Art: Creative Practice Visual Communication Design Media Art: Making & Exhibiting Creative Digital Media

**Core Studies (Bold)** Elective Studies (S) Semester Subject



# VCAA Rules for VCE Subject Selection

VCAA (Victorian Curriculum Assessment Authority) has set down requirements for students to complete their VCE certificate. When selecting a two-year course, most students will do at least 22 units over two years (Years 11 and 12). To graduate with the VCE, a student must satisfactorily complete 16 units. Students may do extra or fewer units and take more time to complete them.

Students must include 4 units of an English within their 22 units and satisfactorily complete three of them.

## Arts / Humanities

Accounting  
 Art: Creative Practice  
 Business Management  
 Chinese Second Language  
 Chinese Second Language Advanced  
 Chinese First Language  
 Chinese – Language, Culture and Society  
 Dance  
 Economics  
 English  
 EAL  
 English Language  
 Foundation English  
 Geography  
 German  
 Global Politics  
 Health & Human Development  
 History: Modern History  
 Making and Exhibiting: Photography  
 Modern History (Revolutions)  
 Legal Studies  
 Literature  
 Media  
 Music  
 Outdoor and Environmental Studies  
 Physical Education  
 Theatre Studies  
 Visual Communication Design

## Mathematics / Science / Technology

Algorithmics (HESS)  
 Applied Computing  
 Applied Computing – Software Development  
 Biology  
 Chemistry  
 Foundation Mathematics  
 General Mathematics  
 Mathematical Methods  
 Physics  
 Product Design and Technology  
 Psychology  
 Specialist Mathematics  
 Systems Engineering

## A full Program of 24 Units

(NOTE: A Normal Program will consist of 22 units).

The idea is to select a program that is appropriate to a student's interests and aspirations for tertiary study, training and employment.

1	ENGLISH				
2	AN ENGLISH				
3	AN ENGLISH				
4	AN ENGLISH				
<b>Must include at least three sequences of Level 3 &amp; 4 Units</b>					

Students can begin most studies at unit level 1, 2 or 3.

**It is possible (and sometimes desirable) to do one unit 3 and 4 level unit in the first year (Year 11).**

Students can undertake a maximum of 3 subjects from the same subject groupings (e.g. Mathematics, Sciences). However, it is important to note that when the ATAR is calculated, a maximum of 2 subjects from the same subject grouping can be included within the top 4 aggregate study scores. A third subject from the same subject grouping will be placed in either the 5th or 6th position, contributing 10% of its study score to the total aggregate score.

Each year, a supplement detailing University pre-requisites for two years hence (ie. 2026), appears in 'The Age' and 'Herald-Sun'. In Year 10 students need to use this document to assist in their course selection.

## Victorian School of Languages

Languages other than English may be studied either by correspondence (Distance Education) or attendance at suburban centres out of school hours. Subjects which students have undertaken in the past include Indonesian, French, Vietnamese, Japanese, Italian and Russian.

## Higher Education Extension VCE Studies

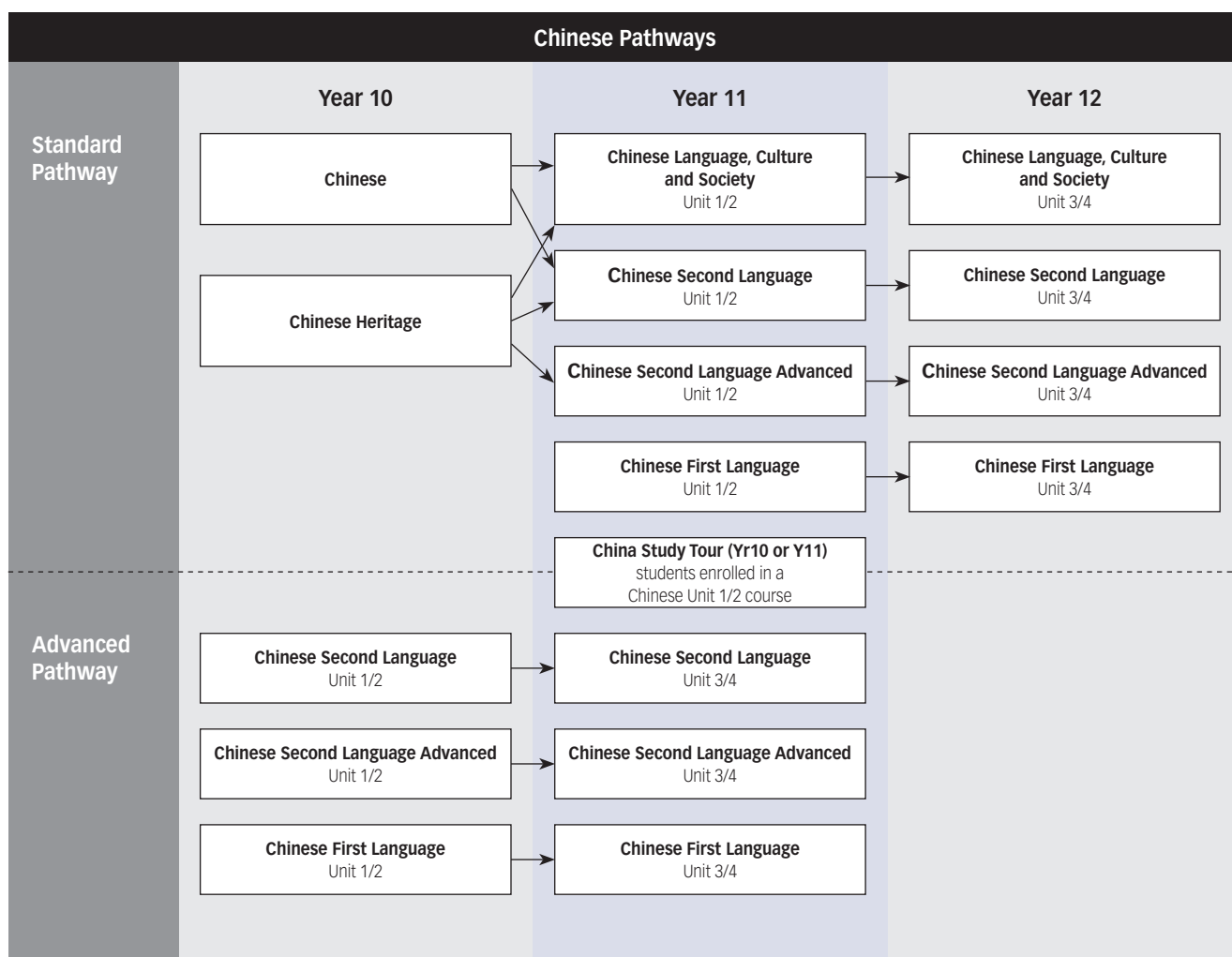
Some students are able to take first year Higher VCE Education Studies drawn from first year university and TAFE courses as part of their Year 12 year. Able students are encouraged to do this. Most subjects have prerequisites and will require school endorsement.

# INFORMATION ON STUDIES 2024

# Chinese (Mandarin)

## Rationale

Caulfield Grammar School sees the study of Chinese as an integral part of the School's curriculum. Mandarin Chinese is the main language of the world's most populous country, China, and it is also widely spoken in Taiwan, Singapore, Malaysia and present in a number of other countries in Asia. The study of Chinese recognises the enormous growth of the economies of the Chinese speaking world and helps to prepare students for future careers in an ever-developing global community. The study of Chinese language is a challenging and rewarding opportunity for all students who are strongly encourage to study a language in addition to English to VCE Level.



## Year 10 Chinese

### Areas of Study

This course is designed to let students further build on their skills with more emphasis on developing their character recognition and production. They work on being able to sustain conversation and to produce written piece with increased sophistication.

### Skills

- Listening
- Speaking
- Reading
- Writing

### Assessment Tasks

- Reading Tasks
- Listening Tasks
- Oral Tasks
- Writing Tasks
- Examinations

## Chinese (Heritage)

### Rationale

This course is designed to extend and challenge students who have been taking accelerated Chinese courses or have Chinese heritage with one or both parents who can speak a Chinese dialect or Mandarin. Students will work with a variety of language materials suited to their level to broaden their general knowledge of Chinese and to extend their Chinese skills in both spoken and written forms.

### Areas of Study

At this year level the students are studying in areas relating to themselves such as family tree, grandparents and having a pet or knowledge of China, including geography, cuisine and other cultural facts.

### Skills

- Reading
- Writing
- Speaking
- Listening

### Assessment Tasks

- Reading Tasks
- Listening Tasks
- Oral Tasks
- Writing Tasks
- Examinations

## VCE Units 1 and 2

### Chinese Second Language/Chinese Second Language Advanced

#### Areas of Study

There are three prescribed themes, each with a number of prescribed topics and suggested sub-topics:

- Interpersonal communication
- Interpretive communication
- Presentational communication

#### Unit 1

##### Outcome 1

On completion of this unit the student should be able to exchange meaning in a spoken interaction in Chinese.

##### Outcome 2

On completion of this unit the student should be able to interpret information from two texts on the same subtopic presented in Chinese and respond in writing in Chinese and in English.

##### Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in writing in Chinese on the selected subtopic and for a specific audience and purpose.

#### Unit 2

##### Outcome 1

On completion of this unit the student should be able to respond in writing in Chinese to spoken, written or visual texts presented in Chinese.

##### Outcome 2

On completion of this unit the student should be able to analyse and use information from written, spoken or visual texts to produce an extended written response in Chinese.

##### Outcome 3

On completion of this unit the student should be able to explain information, ideas and concepts orally in Chinese to a specific audience about an aspect of culture within communities where Chinese is spoken.

#### Assessment Tasks

- Oral tasks
- Responses to spoken, written and viewed texts
- Writing tasks
- Examinations

### Chinese Language, Culture and Society

#### Areas of Study

- Family and education in China
- Myths, legends and art of China
- Listening and speaking in Chinese
- Reading and writing in Chinese

#### Unit 1

##### Outcome 1

On completion of this unit the student should be able to discuss and analyse, in English, research about key aspects of Chinese family relationships and the education system in modern China.

##### Outcome 2

On completion of this unit the student should be able to establish and maintain a simple spoken exchange in Chinese related to personal experience of schooling and family life in a Chinese-speaking community.

##### Outcome 3

On completion of this unit the student should be able to read and comprehend simple texts in Chinese and create a simple piece of writing in Chinese.

#### Unit 2

##### Outcome 1

On completion of this unit the student should be able to research selected examples of Chinese mythology and legends, and art, and produce a written report in English.

##### Outcome 2

On completion of this unit the student should be able to establish and maintain a basic spoken exchange in Chinese related to planning travel in China.

##### Outcome 3

On completion of this unit the student should be able to read and comprehend simple written texts in Chinese and create a simple text in Chinese about the geography of China.

#### Assessment Tasks

- Writing reports in English
- Listening and speaking in Chinese tasks
- Reading and writing in Chinese tasks
- Examinations

### Chinese First Language

#### Areas of Study

There are three prescribed themes, each with a number of prescribed topics and suggested sub-topics:

- Interpersonal communication
- Interpretive communication
- Presentational communication

#### Unit 1

##### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or a concern.

##### Outcome 2

On completion of this unit the student should be able to interpret and reorganise information and ideas from two texts on the same subtopic selected from a combination of spoken, viewed or written texts.

##### Outcome 3

On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

#### Unit 2

##### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue.

##### Outcome 2

On completion of this unit the student should be able to produce a spoken or written response to two texts on the same subtopic, selected from a combination of spoken, viewed or written texts.

##### Outcome 3

On completion of this unit the student should be able to produce a personal or informative spoken or written response to a fictional text.

#### Assessment Tasks

- Oral tasks
- Responses to spoken, written and viewed texts
- Writing tasks
- Examinations

## VCE Units 3 and 4

### Chinese Language, Culture and Society

#### Areas of Study

There are prescribed texts and topics for Units 3 and 4. Students are expected to be familiar with these texts and topics:

- Chinese culture and philosophy
- Modern China
- Listening and speaking in Chinese
- Reading and writing in Chinese

#### Unit 3

##### Outcome 1

On completion of this unit the student should be able to discuss in English the significance and influence of two Chinese philosophies and Guanxi in contemporary Chinese culture.

##### Outcome 2

On completion of this unit the student should be able to understand and use information from a spoken text related to an aspect of leisure and lifestyle in Chinese-speaking communities and present this information in spoken Chinese.

##### Outcome 3

On completion of this unit the student should be able to read and comprehend written texts in Chinese about aspects of life in a Chinese-speaking community and write a report in Chinese.

## Unit 4

### Outcome 1

On completion of this unit the student should be able to investigate contemporary Chinese social and cultural values in English and produce a written report in English.

### Outcome 2

On completion of this unit the student should be able to establish and maintain a spoken exchange in Chinese about an employment-related issue experienced by young people in Chinese-speaking communities.

### Outcome 3

On completion of this unit the student should be able to read and comprehend written texts in Chinese about the world of work in China and produce a written text in Chinese.

### Assessment Tasks

- Writing reports in English
- Listening and speaking in Chinese tasks
- Reading and Writing in Chinese tasks

### Assessment

School-assessed coursework for Units 3 and 4 will contribute 50% to the final assessment.

The end-of-year examinations are:

- An oral examination – 15%
- A written examination – 35%

## Chinese Second Language/Chinese Second Language Advanced

### Areas of Study

There are three prescribed themes, each with a number of prescribed topics and suggested sub-topics:

- Interpersonal communication
- Interpretive communication
- Presentational communication

## Unit 3

### Outcome 1

On completion of this unit the student should be able to participate in a spoken exchange in Chinese to resolve a personal issue.

### Outcome 2

On completion of this unit the student should be able to interpret information from texts and write responses in Chinese.

### Outcome 3

On completion of this unit the student should be able to express ideas in a personal, informative or imaginative piece of writing in Chinese.

## Unit 4

### Outcome 1

On completion of this unit the student should be able to share information, ideas and opinions in a spoken exchange in Chinese.

### Outcome 2

On completion of this unit the student should be able to analyse information from written, spoken and viewed texts for use in a written response in Chinese.

### Outcome 3

On completion of this unit the student should be able to present information, concepts and ideas in evaluative or persuasive writing on an issue in Chinese.

### Assessment Tasks

- Oral tasks
- Responses to written, spoken and viewed texts
- Writing tasks

### Assessment

School-assessed coursework for Units 3 and 4 will contribute 50% to the final assessment.

The end-of-year examinations are:

- An oral examination – 12.5%
- A written examination – 37.5%

## Chinese First Language

### Areas of Study

There are three prescribed themes, each with a number of prescribed topics and suggested sub-topics:

- Interpersonal communication
- Interpretive communication
- Presentational communication

## Unit 3

### Outcome 1

On completion of this unit the student should be able to present and exchange information, opinions and experiences and respond to questions.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken and viewed texts.

### Outcome 3

On completion of this unit the student should be able to express ideas through the production of original imaginative written texts.

## Unit 4

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written and viewed texts.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken, viewed and written texts which reflect aspects of language and culture through the extended study of Literature and the Arts which is drawn from one of the prescribed topics under the Theme Tradition and Change in Chinese-speaking Communities.

### Outcome 3

On completion of this unit the student should be able to exchange information, ideas and opinions, in response to spoken, viewed and written texts which reflect aspects of language and culture through the extended study of Literature and the Arts which is drawn from one of the prescribed topics under the Theme Tradition and Change in Chinese-speaking Communities.

### Assessment Tasks

- Oral tasks
- Responses to spoken/ written and viewed texts
- Writing tasks

### Assessment

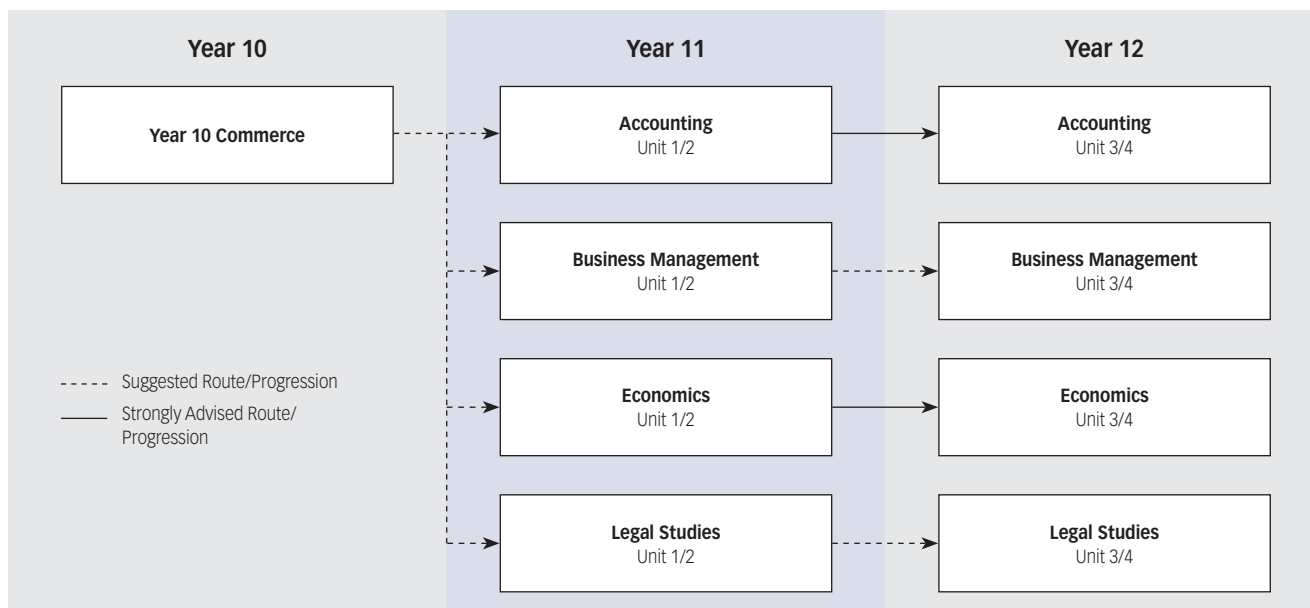
School-assessed coursework for Units 3 and 4 will contribute 50% to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations which will contribute 50% to the final assessment.

The end-of-year examinations are:

- An oral examination – 10%
- A written examination – 40%

# Commerce



## Year 10 Commerce

### Rationale

We are surrounded by the world of commerce. Every day we are affected by the law, government, businesses that provide goods and services, our finances and the state of the economy. Having an understanding of commerce empowers students as it provides them with valuable skills and knowledge that can help them navigate the complexities of our modern world.

This course provides students with the opportunity to learn concepts covered in Accounting, Business Management, Economics and Legal Studies. It is designed to enhance a student's ability to make informed choices about subject selection in Year 11.

### Areas of Study

- Legal Studies.** An introduction to the legal system with a focus on a criminal law case study and a civil law case study.
- Economics.** A study of how society makes choices about the best use of resources; how markets work e.g. the share market and the music industry.
- Business Management.** The process of establishing, running and evaluating a small business including running a market day stall.
- Accounting.** An introduction to the accounting system, i.e. how accounting data is converted into useful accounting information to assist with evaluation of business performance.

### Major Activities

- An investigation into a famous Australian murder case.
- Participation in a role-play at the Old Melbourne Magistrates Court.
- Trading in shares in the Australian Stock Exchange Sharemarket Game.
- Investigation into how demand and supply affect prices in individual markets.
- Running a small business for Market Day.

### Assessment Tasks

- Assignments
- Tests
- Examination (contributes 40% to the final grade).

### Possible Academic Pathways

- VCE Accounting
- VCE Business Management
- VCE Economics
- VCE Legal Studies

### If you enjoy:

- Investigating real world topics
- Discovering new business ideas
- Learning transferable life skills
- Exploring how businesses operate
- Debating about legal issues

## Accounting

### Rationale

Financial information plays a vital role in business affairs. The study of accounting focuses on the process of recording financial transactions and providing financial information to managers for decision-making.

## Unit 1 – Role of accounting in business

### Areas of Study

- Role of Accounting.** Students will learn about the resources required to establish and operate a business, and select and use accounting reports to discuss the success or otherwise of the business.
- Recording financial data and reporting accounting information for a service business.** Students will learn to record and report financial transactions and information for a service business, and suggest and apply financial and non-financial indicators to assist in the decision-making process for the business.

### Major Activities

- Setting up a recording system for a service business
- Reporting information
- Decision-making
- Using Excel spreadsheets to prepare information.

### Assessment Tasks

- Folio of book-keeping exercises
- Tests
- Case studies
- Assignments
- Examination (contributes 50% to the final grade).

## Unit 2 – Accounting and decision making for a trading business

### Areas of Study

- Accounting for inventory.** Students will learn how to record and report inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.
- Accounting for and managing accounts receivable and accounts payable.** Students will learn how to record and report for accounts receivable and accounts payable, and analyse and discuss the effect of

### If you enjoy:

- Learning the language of business
- Developing a logical system for recording & interpreting financial information
- Working with numbers
- Solving problems

relevant decisions on the performance of the business including influence of ethical considerations.

- Accounting for and managing non-current assets.** Students will develop an understanding of the accounting process for non-current assets and issues that can arise when determining a valuation for a non-current asset. Students will learn to calculate depreciation and undertake the recording and reporting of depreciation.

#### Major Activities

- Apply theoretical knowledge to simulated situations
- Use ICT, including spreadsheets to record financial transactions and model outcomes
- Analyse the impact of financial decisions on a business
- Discuss ethical considerations faced by business owners.

#### Assessment Tasks

- Folio of Exercises
- Tests
- Case studies
- Examination (contributes 50% to the final grade).

#### Future pathways:

- An advisor in a professional services firm
- An accountant in a business
- A manager in a business organisation
- A business owner
- A financial planner
- A financial analyst
- An investment analyst

## Unit 3 – Financial accounting for a trading business

#### Areas of Study

- Recording and analysing financial data.** Students focus on identifying and recording financial data for a business. They will learn how to use double entry accounting to record data and generate accounting information in the form of financial reports and graphical representations. The information is used to assist the owner in making informed decisions about the operation of the business. Students will also consider strategies to improve the performance of the business, taking into account ethical considerations relevant to the owner.
- Preparing and interpreting accounting reports.** Students will learn how to record transactions and prepare, interpret and analyse accounting reports for a trading business.

#### Major Activities

- Manual recording and reporting
- ICT recording and reporting
- Applying accounting theory to business situations
- Discuss ethical considerations in relation to the recording and reporting of accounting information.

#### Assessment Tasks

Unit 3 class-based assessment contributes 25% to the final score. ICT activities such as using spreadsheet contribute 30% to Unit 3 class based assessment.

- Recording financial data using double entry system – practical and theory
- Prepare, interpret and analyse accounting reports – practical and theory

#### If you enjoy:

- Learning the language of business
- Seeing how a financial system works
- Solving problems
- Working with numbers and interpreting information
- Discussing the reliability of business reports

## Unit 4 – Recording, reporting, budgeting and decision making

#### Areas of Study

- Extension of recording and reporting.** An extension of the recording and reporting processes from Unit 3 with a focus on balance day adjustments and the alternative methods of depreciation for depreciable non-current assets.
- Budgeting and decision-making.** Students prepare budgeted accounting reports and analyse financial and non-financial information for a small business. Students evaluate this information and suggest strategies to the owner on how to improve the performance of the business.

#### Major Activities

- A more detailed approach to recording and reporting for trading businesses
- Preparation and linking of budgeted financial statements using spreadsheets
- Financial analysis and decision-making based on financial and non-financial performance measures
- Preparation for the Unit 3 & 4 Examination.

#### Future pathways:

- An advisor in a professional services firm
- An accountant in a business
- A manager in a business or organisation
- A business owner
- A financial planner
- A financial analyst
- An investment analyst

#### Assessment Tasks

Unit 4 class-based assessment contributes 25% to the final score. ICT activities such as using spreadsheet contribute 30% to Unit 3 class based assessment.

- Recording financial data and balance day adjustments – practical and theory
- Prepare budgeted accounting reports and analyse alternative strategies – practical and theory.

## Business Management

#### Rationale

*In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.*

## Unit 1 – Planning a business

#### Areas of Study

- The Business Idea.** Students will examine how and why business ideas are created and developed, and explain the methods by which a culture of business innovation and entrepreneurship may be fostered in a nation.
- Internal Business Environment and Planning.** Students explore the factors within the internal business environment and consider how planning decisions involving these factors may affect the ultimate success of a business, with success being measured by the extent to which business objectives are met within a specific timeframe.
- External Business Environment and Planning.** Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

#### Major Activities

- Develop a small business plan
- Interview with small business operator(s)
- Virtual town planning
- On-line simulation activities.

#### Assessment Tasks

- Small Business Report
- Direct Contact Interview
- Case Study
- Business Plan Project
- Homework & Classwork
- Examination (Contributes 50% to the final assessment).

## Unit 2 – Establishing a business

#### Areas of Study

- Legal requirements and financial considerations.** Students are introduced to the legal requirements and financial considerations that are vital to establishing a business. They also consider the implications for the business if these requirements are not met.
- Marketing a business.** Students develop their understanding that marketing encompasses a wide range of management practices, from identifying the needs of the target market and establishing a brand presence, through to considerations on price, product features and packaging, promotion, place, people, physical evidence and processes. They also consider effective public relations strategies and the benefits and costs these can bring to a business.
- Staffing a business.** Students consider staffing requirements that will meet the needs of a business and contribute to productivity and achievement of business objectives. They research the processes undertaken by the business in relation to the recruitment, selection and induction of staff. Students consider the opportunities that the skills and capabilities of staff can offer a business, the legal obligations that must be addressed in relation to staff, and the relationship between employers and employees within a business.

#### Possible Career Paths:

Here are some of the professions where a Business Management/ Studies qualification may be useful...

- Advertising
- Commercial Property
- Broker
- Logistics
- Marketing executive
- Human resources
- Public relations officer
- Management consultant
- System analyst
- Financial controller
- Business manager etc...

### Major Activities

- Communications presentation and self-evaluation
- Develop a marketing and public relations plan
- Case studies
- On-line simulation activities
- Media analysis.

### Assessment Tasks

- Presentation
- Business research report
- Case study analysis
- Homework & Classwork
- Examination (Contributes 50% to the final assessment).

## Unit 3 – Managing a business

### Areas of Study

1. **Business foundations.** The area of study introduces to the key characteristics of businesses and their stakeholders. Students investigate potential conflicts between and the different demands of stakeholders on a business. They examine a range of management styles and management skills that may be used when managing a business and apply these to contemporary business case studies.
2. **Operations Management.** Students examine operations management and consider the best and most responsible use of available resources for the production of a quality final good or service in a competitive, global environment.

### Major Activities

- On-line investigation of a particular business organisation
- Production process practical class experiments
- Applying concepts to practical representation
- Applying management theories to business situations and case studies
- Media analysis.

### Assessment Tasks

The level of achievement for Units 3 and 4 are assessed by an end of year examination, which contribute 50%. School Assessed Coursework (SAC) for Unit 3 will contribute 25% to the final assessment. The SACs will take the form of a case study, structured questions and media analysis.

### If you enjoy:

- Discussing major issues in business society
- Applying concepts to “real world” practical case studies and excursions
- Role plays
- Simulation activities and games
- Discussing and debating on ethical and social responsible issues relating to business decisions

## Unit 4 – Transforming a business

### Areas of Study

1. **Reviewing performance – the need for change.** In this area of study students develop their understanding of the need for businesses to constantly adapt to change. Students will investigate the ways a business can search for new business opportunities as a source of future business growth and consider current forces for change on a business. They apply Lewin’s Force Field Analysis theory to contemporary case studies and consider approaches to strategic management, using Porter’s (1985) Generic Strategies.
2. **Implementing change.** In this area of study students explore how businesses respond to evaluation data. It is important for managers to know where they want a business to be positioned for the future before implementing a variety of strategies to bring about the desired change. Students consider the importance of leadership in change management, how leaders can inspire change and the effect change can have on the stakeholders in a business. Using a contemporary business case study from the past four years, students evaluate business practice against theory, considering how corporate social responsibility can be incorporated into the change process.

### Major Activities

- On-line investigation of a particular business organisation
- Applying concepts to practical representation
- Applying management theories to business situations and case studies
- Media analysis.

### Assessment Tasks

The level of achievement for Units 3 and 4 are assessed by an end of year

### Possible Career Paths:

- Here are some of the professions where a Business Management/ Studies qualification may be useful...
- Commercial Property
  - Broker
  - Logistics
  - Marketing executive
  - Human resources
  - Public relations officer
  - Management consultant
  - System analyst
  - Financial controller
  - Business manager
  - Teacher etc...

examination, which contribute 50%. School Assessed Coursework (SAC) for Unit 4 will contribute 25% to the final assessment. The SACs will take the form of a case study, structured questions and media analysis.

## Economics

### Rationale

*Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics as a social science enables students to gain valuable insight into the economic problems that they may face on an individual basis and collectively as a society to meet the needs and wants of citizens, and may therefore assist them in making more informed and responsible decisions.*

### If you enjoy:

- Gaining an understanding of the world around you
- Watching, understanding and then analysing news events
- Discussion of major issues in society
- Learning how to make wise decisions for your own life and for others
- Seeing connections and relationships between information

## Unit 1 – Economic decision-making

### Areas of Study

1. **Thinking like an economist.** Every country is essentially faced with the same economic problem. How are resources going to be allocated to meet the needs and wants of its people? Students investigate the key economic questions of what and how much to produce, how to produce and who gets to enjoy the benefits of what is produced. They consider the reasons why people might respond differently to incentives and how this can affect living standards. Students are introduced to some of the tools that economists have developed to help them solve economic problems and apply them to contemporary economic issues.
2. **Decision-making in markets.** Markets are essentially places where goods and services are bought and sold. Businesses and consumers engage in mutually beneficial transactions within the market with minimal government intervention. Students will investigate the role of relative prices and other non-price factors in the allocation of resources in a market-based economy via case studies of markets. Examples of markets that could be investigated include the property, online, health, sport and share markets.
3. **Behavioural economics.** By studying behavioural economics students therefore gain an insight into the ideas and experiments of behavioural economists. They will develop an understanding of how the insights of behavioural economics complement the traditional economic understanding of the behaviour of economic agents. Students will also investigate how the observations of behavioural economists have been used to inform policy planning and implementation by government and producers/business.

### Major Activities

- Play the ASX Share Market Game
- Class debates
- Economic experiments investigating the role of incentives
- Economic guest speakers
- Visit to Monash University’s Behavioural Economics Laboratory.

### Assessment Tasks

- A student selected market investigation task
- Structured questions
- Case Study
- Homework & Classwork
- Examination (Contributes 50% to the final assessment).

## Unit 2 – Economic issues and living standards

### Areas of Study

1. **Economic activity.** In this area of study students consider the meaning and importance of economic activity and the factors that affect economic activity. They investigate how economic growth is the outcome of economic activity and how economic growth is measured, and evaluate the effects of changes in the levels of economic activity on both material and non-material living standards. Economic growth is generally thought to promote improvements in living standards as it is associated with increased incomes and literacy rates and improved health outcomes. Students evaluate the effects of an ever-growing economy on material and non-material living standards, and consider the costs and benefits of economic growth in terms of material and non-material living standards. They also consider alternative methods of measuring living standards, beyond economic growth.
2. **Applied economic analysis of local, national and international economic issues.** Students undertake an applied economic analysis by investigating two contemporary economic issues from a local, national and international perspective through an economic lens. Students investigate two of the four following current economic issues: the changing labour market;



the economics of international trade; the distribution of income and wealth; and economics and environmental sustainability.

#### Major Activities

- Guest speaker
- Case studies
- Class debates
- On-line simulation activities
- Media analysis.

#### Assessment Tasks

- Presentation
- Structured questions
- An inquiry into a global economic issue
- Homework & Classwork
- Examination (Contributes 50% to the final assessment).

### Unit 3

#### Major Activities

- Class discussions / debates
- Online presentations and investigations
- Case studies
- Media analysis.

#### Assessment Tasks

The level of achievement for Units 3 and 4 are assessed by an end of year examination, which contribute 50%. School Assessed Coursework (SAC) for Unit 3 will contribute 25% to the final assessment. The SACs will take the form of a folio of applied economic exercises, structured questions and media analysis.

### Unit 3 – Australia’s living standards

#### Areas of Study

1. **An introduction to microeconomics: the market system, resource allocation and government intervention.** Students consider the effects of decisions made by consumers and businesses on what goods and services are produced, the quantities in which they are produced, the way they are produced and to whom they are distributed. Students investigate the key factors that affect the level of demand and supply in markets and how these might lead to changing prices, as well as the movement of land, labour and capital resources to those areas of production that generate the most value for society. Students use models to make predictions and consider the role of markets in achieving economic efficiency. They discuss instances where the market fails to allocate resources efficiently and evaluate whether government intervention leads to a more efficient allocation of resources in terms of maximising society’s living standards.
2. **Domestic macroeconomic goals.** Students investigate Australia’s domestic macroeconomic goals supporting living standards, including strong and sustainable economic growth, full employment and low and stable inflation (price stability). Using the five-sector circular flow model of the macroeconomy, students consider the role of key economic agents and examine the factors that affect the business cycle. Students examine how each of the goals is measured and the potential consequences associated with the level of achievement of each goal. Students identify and analyse contemporary aggregate demand and aggregate supply factors that may have influenced the level of achievement of domestic macroeconomic goals over the past two years and consider how the level of achievement of the goals may affect living standards.
3. **Australia and the international economy.** Students examine the reasons for international trade, such as the exchange of goods and services and the movement of savings and investment capital, and how these transactions might affect living standards. Students describe how international transactions are recorded. Students analyse the effects of movements in the exchange rate, the terms of trade and changes in international competitiveness on the achievement of the domestic macroeconomic goals and living standards.

#### Major Activities

- Class discussions / debates
- Online presentations and investigations
- Case studies
- Media analysis.

#### Assessment Tasks

The level of achievement for Units 3 and 4 are assessed by an end of year examination, which contribute 50%. School Assessed Coursework (SAC) for Unit

#### Possible Career Paths:

- Economist
- Business Executive
- Financial and investment advisor
- Stock broker
- Journalist
- Public servant
- Government advisor
- Small business owner
- Teacher

#### If you enjoy:

- Gaining an understanding of the world around you
- Watching, understanding and then analysing news events
- Discussion of major issues in society
- Learning how to make wise decisions for your own life and for others
- Seeing connections and relationships between information

3 will contribute 25% to the final assessment. The SACs will take the form of a folio of applied economic exercises, structured questions and media analysis.

### Unit 4 – Managing the economy

#### Areas of Study

1. **Aggregate demand policies and domestic economic stability.** In this area of study students examine how the RBA and the Australian Government can utilise monetary and budgetary policy respectively to affect the level of aggregate demand in the economy. Students discuss the operation of aggregate demand policies, and analyse how current aggregate demand policy settings are intended to effect the achievement of the domestic macroeconomic goals and influence living standards. Students analyse the relative strengths and weaknesses of the policies in influencing the domestic macroeconomic goals and living standards.
2. **Aggregate supply policies.** In this area of study students examine the role of aggregate supply policies in creating a stronger macroeconomic environment so that the domestic macroeconomic goals can be more easily achieved. They investigate the different approaches that policymakers may take to promote efficiency through productivity growth, reductions in the costs of production, and improvements in the quality and quantity of the factors of production. Students analyse how these policies may affect aggregate supply and Australia’s international competitiveness and draw conclusions about the effects of these policies on the domestic macroeconomic goals and living standards.

#### Major Activities

- Classroom discussion / debates
- Online presentations and investigations
- Federal Budget Analysis
- Reserve Bank Board meeting analysis
- Media analysis.

#### Assessment Tasks

The level of achievement for Units 3 and 4 are assessed by an end of year examination, which contribute 50%. School Assessed Coursework (SAC) for Unit 4 will contribute 25% to the final assessment. The SACs will take the form of a folio of applied economic exercises, structured questions and a folio of media commentaries.

### Legal Studies

#### Rationale

*In contemporary Australian society there is a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers.*

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

#### If you enjoy:

- Following current issues and recent case studies
- Discussing controversial and complex issues
- Discussing, interpreting and analysing legal cases and the impact they have on society
- Problem solving and the application of logical thinking
- Clear structure in your learning processes and assessment tasks
- Knowing your rights and empowering yourself

### Unit 1 – Presumption of Innocence

#### Rationale

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

*In this unit, students develop an understanding of legal foundations, such as the different types and sources of law, the characteristics of an effective law, and*

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

**Possible Career Paths:**

- Law
- Criminology
- Criminal Justice and Administration
- Local Government
- Politics
- Police Force
- Federal Police

**Areas of Study**

1. **Legal foundations.** Students explore the role of individuals, laws and the legal system in achieving social cohesion and protecting the rights of individuals. Students consider the characteristics of an effective law, and sources and types of law. They examine the relationship between parliament and the courts in law-making, and the reasons for a court hierarchy in Victoria, they also develop an understanding of the principles of justice.
2. **Proving guilt.** Students develop an understanding of the purposes of and key concepts in criminal law, as well as the types of crime. They also investigate two criminal offences in detail. For each offence, students consider actual and/or hypothetical scenarios in which an accused has been charged with the offence, use legal reasoning to determine possible culpability and explain the impact of the offence on individuals and society..
3. **Sanctions.** Students investigate key concepts in the determination of a criminal case, including the institutions that enforce criminal law, the purposes and types of sanctions, and alternative approaches to sentencing such as the Drug Court, Koori Courts and diversion programs. Students compare approaches to sentencing in Victoria to one other Australian jurisdiction. Through an investigation of criminal cases from the past four years, students apply their knowledge to discuss the effectiveness of sanctions and the ability of the Victorian criminal justice system to achieve the principles of justice.

**Major Activities**

- Court visits to one or more of the Magistrates', Supreme or County Courts.
- Possible extension activities including participating in the Bond University High School Mooting competition.

**Assessment Task**

- Folio of exercises
- Case studies
- Tests
- Homework & Classwork
- Examination (Contributes 50% to the final assessment)

**Unit 2 – Wrongs and Rights**

**Rationale**

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

**Areas of Study**

1. **Civil Liability.** Students develop an understanding of key concepts in civil law and investigate two areas of civil law in detail. Possible areas of civil law could include negligence, defamation, nuisance, trespass and contracts. For each area of civil law, students consider actual and/or hypothetical scenarios giving rise to a civil claim, apply legal reasoning to determine possible liability for a breach of civil law and explain the impact of a breach of civil law on the parties.
2. **Remedies.** Students develop an appreciation of how civil disputes are resolved, including the methods and institutions available to resolve disputes, and the purposes and types of remedies. Through an investigation of civil cases from the past four years, students apply their knowledge to discuss the effectiveness of remedies and the ability of the civil justice system to achieve the principles of justice.

3. **Human Rights.** Students examine the ways in which human rights are protected in Australia and consider possible reforms to the protection of human rights. Students investigate one human rights issue in Australia, such as in relation to the right to vote, the right to freedom of religion, or the rights of First Nations peoples.

**Major Activities**

- Court visits to one or more of the Magistrates', Supreme or County Courts.
- Extension reading of complex cases in small groups.

**Assessment Task**

- Folio of exercises
- Case studies
- Tests
- Homework & Classwork
- Examination (Contributes 50% to the final assessment)

**Unit 3 – Rights and Justice**

**Rationale**

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

**Areas of Study**

1. **The Victorian criminal justice system.** Students explore the criminal justice system, key personnel, and the use of plea negotiations to determine a criminal case. Students investigate the rights of the accused and of victims, and explore the purposes and types of sanctions and sentencing considerations. They consider the impact of time, costs and cultural differences on the ability of the criminal justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the criminal justice system to actual and/or hypothetical scenarios.
2. **The Victorian civil justice system.** Students consider the factors relevant to commencing a civil claim, examine the institutions and methods used to resolve a civil dispute and explore the purposes and types of remedies. Students consider the impact of time and costs on the ability of the civil justice system to achieve the principles of justice. Students synthesise and apply legal principles and information relevant to the civil justice system to actual and/or hypothetical scenarios.

**Major Activities**

- Extension activities include investigation into significant criminal and cases.
- Possible extension activities including participating in the Bond University High School Mooting competition

**Assessment Task**

The level of achievement for Units 3 and 4 are assessed by an end of year examination, which contribute 50%. School Assessed Coursework (SAC) for Unit 3 will contribute 25% to the final assessment. The SACs will take the form of a case study, structured questions and folio of exercises.

**Unit 4 – The people, the Law, and Reform**

**Rationale**

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

**Possible Career Paths:**

- Law
- Criminology
- Criminal Justice and Administration
- Local Government
- Politics
- Police Force
- Federal Police

Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

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#### **Areas of Study**

1. **The people and the lawmakers.** Students examine the ways in which the Australian Constitution acts as a check on parliament in law-making, and factors that affect the ability of parliament and courts to make law. They explore the relationship between parliament and courts in law-making and consider the capacity of both institutions to make law.
2. **The people and reform.** Students investigate the need for law reform and the means by which individuals and groups can influence change in the law. Students draw on examples of individuals, groups and the media influencing law reform, as well as examples from the past four years of inquiries of law reform bodies. Students examine the relationship between the Australian people and the Australian Constitution, the reasons for and processes of constitutional reform, the successful 1967 referendum and calls for future constitutional reform, such as that articulated by the 2017 Uluru Statement from the Heart.

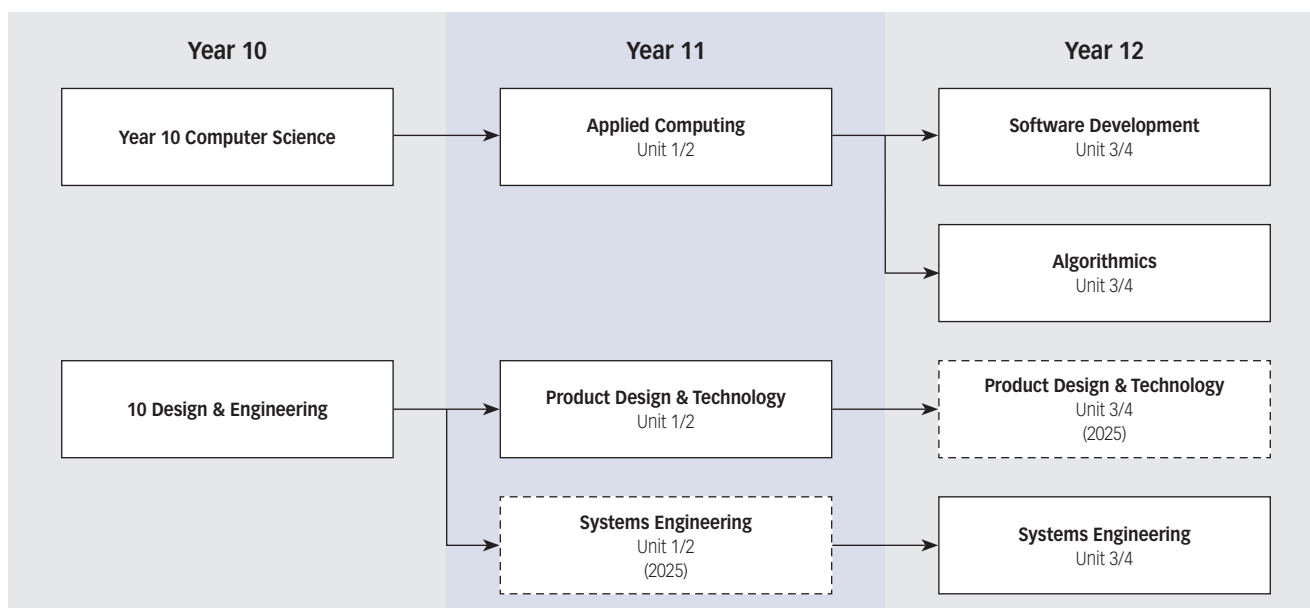
#### **Major Activities**

- Extension activities include investigation into the Victorian Law Reform Commission.
- On-line into significant High Court Cases and their impact on the Constitution and other forms of legislation

#### **Assessment Task**

The level of achievement for Units 3 and 4 are assessed by an end of year examination, which contribute 50%. School Assessed Coursework (SAC) for Unit 4 will contribute 25% to the final assessment. The SACs will take the form of a case study, structured questions and folio of exercises.

# Design and Technology



## Year 10 – Computer Science

### Rationale

Technology is an integral and ubiquitous part of modern society. This elective aims to build on students' technical literacy, knowledge and practical skills. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. The Computer Science course has been designed to provide practical opportunities for students to explore the capacity of digital systems to systematically and innovatively transform input data into digital solutions through the application of computational, design and systems thinking. A high level of computer literacy will be an essential life skill and this course aims to prepare students regardless of where their studies take them.

### If you enjoy:

- Solving problems
- Being analytical
- Communicating
- Technology
- Being creative

The course covers three main areas of study:

- Digital Systems:** Students investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems.
- Data and Information:** Students develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, then analyse and visualise this data to create valuable information.
- Creating Digital Solutions:** Students define and decompose real-world problems to identify needs. Students design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics.

Students will have the opportunity to engage with a number of digital platforms and programming environments including:

- HTML & CSS
- SQL
- Python

## Year 10 – Design & Engineering

### Rationale

This course is designed to further develop student's understanding of the disciplines of design and engineering introduced in MYP Design. The principles of design thinking and the practical application of engineering theory will

be explored and applied. Students will engage with problem-solving activities that acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, these areas of study have a global perspective, with opportunities to understand the complex interdependencies involved in the development of designed and engineered solutions. Sustainability will be a significant theme throughout the course.

Students identify the steps involved in planning the production of designed and engineered projects. They develop detailed project management plans incorporating elements such as sequenced time, cost, and action plans to manage a range of design contexts. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining high standards and management procedures to ensure success.

They learn to transfer theoretical knowledge to practical activities across a range of projects.

The course covers two main areas of study:

- Design:** Product design, materials technology, design process and computer aided design.
- Engineering:** Engineering principles and practice, mechanics, electronics, and programming.

### Assessment Tasks

Assessment will focus on work produced during the course of study which will form an integral part of the regular teaching and learning program.

Assessment will involve the following tasks:

- **Practical and Theory Tasks** – Students will engage in a wide variety of practical and theoretical learning activities. These will provide opportunities to develop their fabrication skills, understanding of engineering theory and design thinking.
- **Major Project** – Students will design, engineering and fabricate a solution to a real-world problem. A design and engineering folio will accompany the solution which will be the major assessment task for the course. Students have the choice of a product design focus, an engineering (electronic or mechanical) focus or an integrated solution.

### If you enjoy:

- Solving problems
- Technology
- Being creative
- Practical, hands-on learning
- Teamwork

## VCE Units 1 & 2 – Applied Computing

### Rationale

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

The Unit 1 and 2 Applied Computing course serves as an introduction to the Applied Computing course at VCE level, covering aspects of the Data Analytics and Software Development courses at Unit 3 and 4 levels. Students are exposed to Information Technology concepts and tools that provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, games development, software engineering and telecommunications, and other careers relating to digital technologies.

### Unit 1 – Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions.

- **Data Analysis** – Students examine the features of different design tools to represent the functionality and appearance of software solutions. They interpret given designs and create database, spreadsheet and data visualisations solutions using the data collected.
- **Programming** – Students apply methods and techniques for creating a working software solution using a range of processing features and data structures. They apply testing and debugging techniques to ensure the software solution works as intended.

### Unit 2 – Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment.

- **Innovative solutions** – Students work collaboratively to develop an innovative solution to an identified need or opportunity. They apply all stages of the problem-solving methodology to investigate the use of digital devices and emerging technologies and their applications.
- **Network security** – Students investigate how networks enable data and information to be exchanged locally and globally. Students examine the hardware and software components and procedures required to connect and maintain wired, wireless and mobile communications technology.

### Assessment

- 2 Outcomes per semester
- Examination each semester.

## VCE Units 1 & 2 – Product Design & Technology

### Rationale

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

VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial design, product design, manufacturing, and entrepreneurship. VCE Product Design and Technologies offers students a unique focus on creativity through the development and production of innovative and ethical products.

### Unit 1 – Design Practices

This unit focuses on the work of designers across relevant specialisations in product design. Students explore how designers collaborate and work in teams; they consider the processes that designers use to conduct research and the techniques they employ to generate ideas and design products. In doing this, they practise using their critical, creative and speculative thinking strategies. In their practical work, students explore and test materials, tools and processes available to them in order to work technologically, and they practise safe skill development when creating an innovative product.

- **Developing and conceptualising designs** – On completion of this unit the student should be able to apply design thinking strategies to research, critique and communicate a response to a need or opportunity, and work collaboratively and in teams to develop and propose graphical product

concepts that address a design brief. This gives them the opportunity to demonstrate design thinking that incorporates critical, creative, and speculative thinking.

- **Generating, designing and producing** – On completion of this unit the student should be able to work collaboratively and in teams to trial and test, evaluate and use materials, tools and processes to determine their chosen product concept and produce a product through implementing a scheduled production plan, as well as reflect on and make suggestions for future improvements when working collaboratively and as a team.

### Unit 2 – Positive impacts for end users

Designers should look outward, both locally and globally, to research the diverse needs of end users. They should explore how inclusive product design solutions can support belonging, access, usability and equity. In this unit, students specifically examine social and/or physical influences on design. They formulate a profile of an end user(s), research and explore the specific needs or opportunities of the end user(s) and make an inclusive product that has a positive impact on belonging, access, usability and/or equity.

- **Opportunities for positive impacts for end users** – On completion of this unit the student should be able to design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.
- **Designing for positive impacts for end users** – On completion of this unit the student should be able to design and make an inclusive product that responds to a need or opportunity of an end user(s) that addresses positive impacts in relation to belonging, access, usability and/or equity.
- **Cultural influences on design** – On completion of this unit the student should be able to research and discuss how designers and end users are influenced by culture.

### Assessment

The two compulsory assessment tasks for both Unit 1 & 2 are:

- multimodal record of evidence of research, development and conceptualisation of products.
- practical work: demonstration of graphical and physical product concepts including prototyping and making final proof of concept along with the finished product.
- Examination each semester.

## VCE Units 3 & 4 – Systems Engineering

### Rationale

CE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems.

VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathways.

The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

### Unit 3 – Integrated and controlled systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how

they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system.

- **Integrated and controlled systems design** – On completion of this unit the student should be able to investigate, analyse and apply concepts and principles, and use components to design, plan and commence production of an integrated and controlled mechanical and electrotechnological system using the systems engineering process.
- **Clean energy technologies** – On completion of this unit the student should be able to discuss the advantages and disadvantages of renewable and non-renewable energy sources, and analyse and evaluate the technology used to harness, generate and store non-renewable and renewable energy.

## Unit 4 – Systems control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system.

- **Producing and evaluating integrated and controlled systems** – On completion of this unit the student should be able to finalise production, test and diagnose a mechanical and electrotechnological integrated and controlled system using the systems engineering process, and manage, document and evaluate the system and the process, as well as their use of it.
- **New and emerging technologies** – On completion of this unit the student should be able to evaluate a range of new or emerging systems engineering technologies and analyse the likely impacts of a selected technology.

### Assessment

- 2 school assess coursework tasks 20%.
- Major project (SAT) 50%
- End of year Examination contributing to 40.

## VCE Unit 3 & 4 – Software Development

### Units 3 – Software Development

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

- **Software Development (Programming)** – Students examine the features and purposes of different design tools to accurately interpret the requirements and designs for developing working software modules.
- **Software Development (Analysis and Design)** – Students construct the framework for the development of a software solution that meets a student-identified need or opportunity. This is the first part of the School-assessed Task (SAT), involving analysis and design, with the second part undertaken in Unit 4, Area of Study 1.

### Unit 4 – Software Development

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

- **Software Development (Development and Evaluation)** – Students develop the design they prepared in Unit 3, Area of Study 2, into a software solution that meets an identified need or opportunity by applying the problem-solving stages of development and evaluation.
- **Cyber Security (Software Security)** – Students focus on the security risks to software and data during the software development process and throughout the use of the software solution by an organisation.

### Assessment

- 2 Outcomes per semester.
- End of year Examination contributing to 50% of the total result for the subject.

## VCE Unit 3 & 4 – Algorithmics (HESS)

### Rationale

*This study investigates algorithmics, which provides a structured framework for solving real-world, practical problems with computational methods. Algorithmics is fundamental to computer science and software engineering and is essential for understanding the technical underpinnings of the information society. Beyond its use in computing, algorithmics provides a general discipline of rational thought by virtue of the methodical way it approaches problem-solving. VCE Algorithmics (HESS) provides the foundation for studying computer science and software engineering at tertiary level and some universities may offer accelerated pathways to students who have completed the study. The study also provides a conceptual framework for structured and analytical problem-solving in STEM (Science, Technology, Engineering and Mathematics) and other disciplines that benefit from formal reasoning.*

## Units 3 – Algorithmic problem-solving

This unit focuses on how algorithms are used for solving complex problems. Algorithms are systematic problem-solving procedures that exist independently of computers. The study of algorithms lies at the heart of computer science and provides the formal foundation for computer programming. Algorithmic problem-solving is a technique that can be applied very broadly in addressing a wide range of complex practical problems.

- **Data modelling with abstract data types** – On completion of this unit the student should be able to define and explain the representation of information using abstract data types, and devise formal representations for modelling various kinds of real-world information problems using appropriate abstract data types.
- **Algorithm design** – On completion of this unit the student should be able to define and explain algorithmic design principles, design algorithms to solve information problems using basic algorithm design patterns, and implement the algorithms.
- **Applied algorithms** – On completion of this unit the student should be able to design suitable solutions for real-world problems that require the integration of algorithms and data types, including the communication of solutions and their justification.

### Unit 4 – Principles of algorithmics

This unit focuses on the performance of algorithms and the scope and limitations of algorithms. Students develop the knowledge and skills to identify the resources that an algorithm needs to function efficiently and effectively. In Area of Study 1, students study the efficiency of algorithms and techniques for the formal analysis of algorithms and apply these techniques to an algorithm they designed in Unit 3 Area of Study 3. In Area of Study 2, students learn about a variety of more sophisticated algorithm design patterns and apply their knowledge of these to construct an improved solution for the problem solved in Unit 3 Area of Study 3. In Area of Study 3, students learn about modern data-driven computation and the existence of hard limits of computability, such as problems for which solutions cannot be computed by any computational machinery.

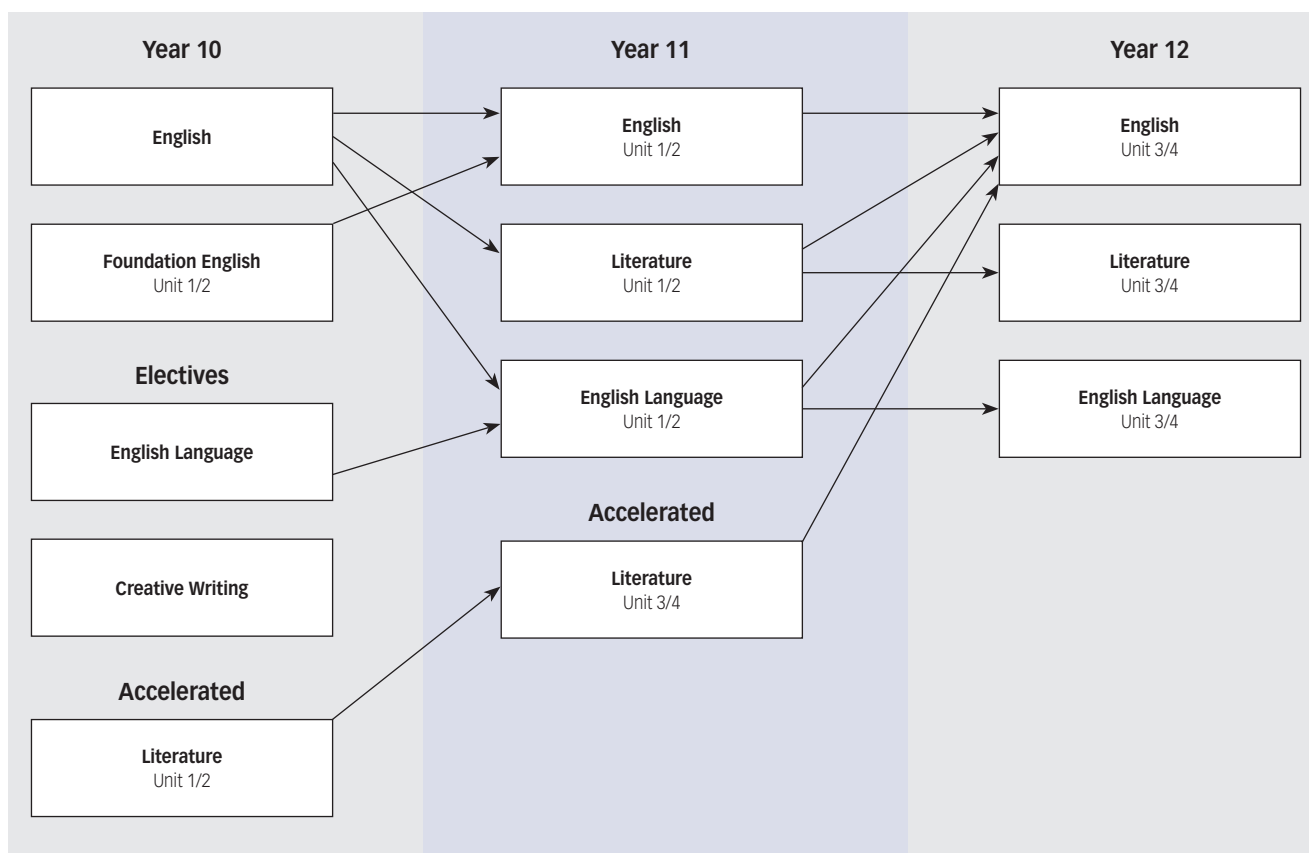
- **Formal algorithm analysis** – On completion of this unit the student should be able to establish the efficiency of simple algorithms and explain soft limits of computability.
- **Advanced algorithm design** – On completion of this unit the student should be able to solve a variety of information problems using algorithm design patterns and explain how heuristics can address the intractability of problems.
- **Computer science, past and present** – On completion of this unit the student should be able to explain the historical context for the emergence of computer science as a field and discuss modern machine learning techniques and the philosophical issues they raise.

### Assessment

Percentage contributions to the study score in VCE Algorithmics (HESS) are as follows:

- Units 3 and 4 School-assessed Coursework: 20%
- Units 3 and 4 School-assessed Task: 20%
- End-of-year examination: 60%.

# English



## Year 10 English

**This course has been written to comply with the requirements of the Australian Curriculum.**

### Rationale

To effectively participate in Australian society, an individual needs to be able to make language choices that are effective for different contexts, audiences and purposes. The study of English aims to develop students' critical understanding and control of language conventions in order for them to express themselves clearly and purposefully in a range of spoken and written forms. The study develops a critical awareness of how others use language to position them as readers, listeners and viewers to adopt particular viewpoints and ways of seeing the world.

**Reading and Viewing Text:** Students read and critically consider the content and conventions of a wide range of texts, including plays, short stories and novels, film and media, and essays. Students are encouraged to develop individual interpretations of texts, with the opportunity to respond analytically and creatively.

**Writing Text:** Students write for a range of audiences and purpose in a variety of forms. In addition to developing control of the language conventions required for accurate and clear expression, writing is considered as a means for encouraging understanding and exploring thinking about ideas and issues.

**Speaking and Listening:** Students develop their ability to communicate orally for a range of purposes and contexts. This includes speaking and listening effectively in small groups, as well as preparing and presenting more formal oral presentations.

### Skills

- Analysis/Interpretation
- Essay planning and writing
- Note Taking and Annotation
- Group Discussions
- Expression and Language Conventions

### Assessment Tasks

- Responding to Texts
- Creating Texts
- Argument Analysis
- Examination

## Creative Writing

### Year 10 Elective

#### Rationale

This subject is designed for students who enjoy writing and want to enhance their creative writing skills. The course will focus on students developing their own writing interests, and will encourage writing within a variety of genres, types and purposes. The course will examine drafting and editing as part of the creative process.

**Writing for genre and style:** this unit will focus using reading as a basis for exploring writing. Students will read a variety of samples of fiction and non-fiction to identify stylistic and genres choices made by authors that they can use in their own work.

**Writing Practices:** this unit will focus on editing and refining practices, whereby students can examine linguistic choices in their work.

**Responding to stimulus material:** this unit will allow students to explore ideas/issues as a stimulus for creative writing.

#### Skills

- Analysis/Interpretation
- Group Discussions
- Written expression
- Using feedback and editing

### Assessment Tasks

- Creative writing Genre piece
- Responding to author concerns
- Non-fiction, poetry/screenplay writing
- Examination

## Year 10 English Language

### Year 10 Elective

#### Rationale

The study of English Language enables students to develop and refine their skills in reading, writing, listening to and speaking English. Here, students read widely to develop analytical skills and understanding of linguistics. They study a range of texts, including publications and public commentary about language in print and multimodal form. Students also observe and discuss modern language in use, as well as consider a range of written and spoken text. This course offers an introduction to English Language for the first time, which is a pathway they may wish to continue to pursue in their VCE studies.

#### Skills

- Comprehension and interpretation
- Analysis and commentary
- Using evidence to support a viewpoint
- Developing ideas and arguments
- Writing style
- Oral/aural skills

#### Assessment Tasks

- Interpretation of text
- Creative Response to text
- Examination

## Year 10 Foundation English

**This course is for students who need additional time/assistance to strengthen literacy skills for their studies in VCE English. The most likely pathway is for students to complete Foundation English before proceeding to VCE English Units 1-4.**

#### Rationale

The course will integrate speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of oral and written language and to improve their skills in comprehending and responding to texts. The course will parallel the Year 10 English course in many respects, but will be a modified version of it in order to provide time to focus on particular aspects of literacy.

#### Skills

- Comprehension
- Writing for a Purpose
- Expression and Language Conventions
- Group Discussions
- Note Taking and Annotation

#### Assessment Tasks

- Summaries of Short Texts
- Folio of Writing
- Responding to Text
- Examination

## VCE English Courses: Pathways

### Course Selection

All Year 10 students, other than those completing Foundation English, will complete the Year 10 English course.

Year 11 students can opt to take more than one English course option. Students who study more than one English in Year 11 benefit from how the courses consolidate one another even though they each have their own specific range of skills and knowledge.

Only two of the three courses available at Unit 3 and 4 level may be used as part of the four primary subjects from which an ATAR score is calculated; if a student has chosen a third English course it will count as the student's fifth or sixth subject.

## VCE English

### Rationale

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

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

This study will build on the learning established through English in Years 7-10 in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

### Unit 1 English

#### Areas of Study

- Reading and responding to texts
- Crafting texts

#### Skills

- Inference of meaning in texts
- Exploring ideas, concerns and tensions presented in a text
- Engage in discussion
- Review and edit writing
- Develop ideas in writing and discussion
- Develop and employ writing processes, including planning

#### Assessment Tasks

1. Personal response to text
2. Analytical response to text
3. Creative response to a text
4. Examination

### Unit 2 English

#### Areas of Study

- Reading and exploring texts
- Exploring Argument

#### Skills

- Inference of meaning in texts
- Exploring ideas, concerns and tensions presented in a text
- Engaging in discussion and debate
- Review and edit writing
- Use feedback and drafting processes to improve writing
- Refine a point of view for Oral Presentation
- Develop and employ writing processes, including planning

#### Assessment Tasks

1. Analytical response to a set text
2. Analytical response to a persuasive text
3. An Oral Presentation constructing a point of view on an issue
4. Examination

### Unit 3 English

#### Areas of Study

- Reading and responding to texts
- Creating texts

#### Skills

- Applying reading and viewing strategies to a text
- Reading and engaging with texts for meaning
- Plan, edit and construct analytical writing
- Listen to a spoken text for the wider study of a text
- Generate and use ideas, and discuss, develop and extend ideas
- Experiment with and extend vocabulary for effective and cohesive writing
- Plan, create, draft, refine and complete individual writing

#### Assessment Tasks

1. Analytical response to the first selected text
2. Creative response to the second selected text
3. Analytical response comparing argument and persuasive language in a range of texts



## Unit 4 English

### Areas of Study

- Reading and responding to texts
- Analysing argument

### Skills

- Applying reading and viewing strategies to a text
- Reading and engaging with texts for meaning
- Plan, construct and edit analytical writing
- Apply the conventions of discussion and debate
- Demonstrate understanding of purpose, context and audience
- Apply the key structures and features of spoken text
- Use appropriate conventions of syntax, punctuation and grammar

### Assessment Tasks

1. Analytical response comparing two selected texts
2. Oral response constructing a sustained and reasoned point of view on an issue

**Course work in Unit 3 is 25%; in Unit 4 is 25%.**  
**End of year Examination is 50%**

## VCE English Language

### Rationale

Among the many means of communication used by people, language occupies a unique and central place. Language serves many purposes: to inform others, to make inquiries, to carry out transactions, to establish and maintain relationships, to express and affirm individual and group identity, to preserve knowledge and traditions and as a means of pleasure. This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It integrates a systematic exploration of the nature of English with development of skills in description and analysis of a diverse range of English texts, including spoken and written varieties.

## Unit 1 English Language

### Rationale

This unit looks at the nature and functions of language itself, the way language is organised, the informative and expressive functions of language, signs and gestures and how children acquire language.

### Areas of Study

- Nature and function of language
- Language acquisition

### Skills

- Interpretation of linguistic concepts and theories
- Identifying and analysing metalanguage
- Critical reading and analysis of a range of spoken/written texts
- Oral presentation skills
- Research

### Assessment Tasks

1. Grammar Test
2. Nature and function of language Essay
3. Language Acquisition
4. Examination

## Unit 2 English Language

### Rationale

This unit explores how English has changed over the centuries and how it is changing today. Particular attention is paid to Australian English.

### Areas of Study

- English across time
- English in context

### Skills

- Interpretation of linguistic concepts and theories about language change
- Identifying and analysing metalanguage
- Critical reading and analysis of a range of spoken/written texts
- Oral presentation
- Research

### Assessment Tasks

1. Grammar Test

2. English Over Time Research
3. Global English Essay
4. Examination

## Unit 3 English Language

### Rationale

The focus of this unit is language in its social setting and considers language variation and social purpose. It analyses the purpose of language: to communicate information, ideas, attitudes, prejudices and ideological stances. Language is explored as an instrument of action; a means of identifying and defining group membership; it reflects society and often defines nations.

### Areas of Study

- Informal language
- Formal language

### Skills

- Define key concepts as they relate to a given text
- Analyse the effect of context on language choices
- Critical reading and analysis of a range of spoken/written texts
- Evaluate features of language in the public domain

### Assessment Tasks

1. Identify and analyse distinctive features of informal language in written and spoken texts.
2. Identify and analyse distinctive features of formal language in written and spoken texts.

## Unit 4 English Language

### Rationale

Through the exploration of texts this unit focuses on the social uses of language and its variations. The inter-relationships between words, sentences and text are examined to discover how they construct their message.

### Areas of Study

- Language variation in Australian society
- Individual and group identities

### Skills

- Analysis of the nature, features and functions of informal and formal texts
- Use key concepts and metalanguage appropriately
- Analysis of the effects of contexts on language choices
- Knowledge and development of metalanguage
- Define linguistic concepts as they relate to language
- Oral/Aural Skills

### Assessment Tasks

1. Investigate and analyse varieties of Australian English and attitudes towards them.
2. Analyse how people's choice of language reflects and constructs their identities.

**Course work in Unit 3 is 25%; in Unit 4 is 25%.**  
**End of year Examination is 50%.**

## VCE English Literature

### Rationale

The study of literature develops critical and analytical skills in across a range of literary texts. It shares with English a general focus on language and writing skills and comprises texts which are complex and diverse. Students will develop their critical literary voice and analyse the features of a range of literary texts, aiming to strengthen their skills in both interpretation, pattern finding and writing.

## Unit 1 English Literature

### Rationale

In this unit students consider how language, structure and stylistic choices are used in different literary forms, movements or genres. Students closely examine the literary forms, features and language of texts and begin to identify and explore textual details, including language features, and genre, identifying and examining attributes, patterns and similarities that locate each text within that grouping.

### Areas of Study

- Reading practices
- The text in its content

### Skills

- Develop and produce close analysis written and/or oral responses to texts
- Discuss how the literary forms, features and language of texts contribute to meaning
- Discuss how their own views, values and contexts influence their readings of texts
- Analyse and reflect on the ideas and concerns raised by texts typical of a movement or genre
- Develop and produce analytical and creative written and/or oral responses to a text

### Assessment Tasks

1. Passage analysis reflecting on text excerpt
2. Creative response to a text
3. Oral presentation on responding to a text

## Unit 2 English Literature

### Rationale

*In this unit students explore the voices, perspectives and knowledge of Aboriginal and Torres Strait Islander authors. They will also focus on the historical, social and cultural context of texts and reflect on representations of a specific time period and/or culture.*

### Areas of Study

- Voices of Country
- The Text in its Context

### Skills

- The significance and interconnectedness of place, culture and identity in Aboriginal and Torres Strait Islander texts
- Aboriginal and Torres Strait Islander concepts of storytelling, text and language
- Develop critical and analytical responses to a text by examining how the literary form, features and language are used in the text to reveal the specific period and/or culture represented in the text
- Explore how a text enables an understanding of a specific time period and/or culture

### Assessment Task

Analyse and respond critically to two texts.

## Unit 3 English Literature

### Rationale

*In this unit students focus on how the form of a text contributes to its meaning. By exploring an adaptation, students also consider how creators of adaptations may emphasise or minimise viewpoints, assumptions and ideas present in the original text. Students will also explore the different ways we can read and understand a text, developing their own interpretations.*

### Areas of Study

- Adaptations and Transformations
- Developing Interpretations

### Skills

- The way in which literary form impacts meaning
- Exploring/analysing viewpoints embedded in texts
- Comparison of form and meaning across texts
- Developing analytical writing
- Identifying historical and social contexts
- Interpreting texts using evidence

### Assessment Tasks

1. Written interpretation of a text using a key passage
2. An analysis of how textual form influences meaning
3. An oral presentation on the change in form of a text

## Unit 4 English Literature

### Rationale

*In this unit students focus on the imaginative techniques used for creating and recreating a literary work. Students will also scrutinise language, style, concerns and construction of texts and consider literary forms, features and language, and the views and values of the text.*

### Areas of Study

- Creative Responses to Texts
- Close Analysis of Texts

### Skills

- Discuss and construction of text
- Analysis and commentary on literary forms
- Interpretation and reflection on language choices
- Develop and produce creative responses to texts
- Analysis of key passages in texts
- Explore the conventions of presentation, debate and discussion

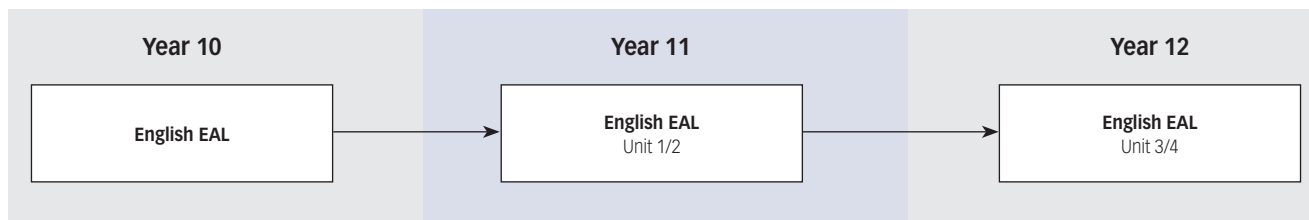
### Assessment Tasks

1. An original piece of writing based on the original text.
2. Close analysis of a passage, including reflections on connections between creative response and original text.
3. Close analysis of a passage, including reflections on connections between creative response and original text.

**Course work in Unit 3 is 25%; in Unit 4 is 25%.**

**End of year Examination is 50%.**

# English as an Additional Language (EAL)



## Rationale

To communicate in Australian society, individuals need to make language choices suitable for different contexts, audiences and purposes. English as an Additional Language aims to improve students' language skills to clearly and effectively express their ideas and opinions in both spoken and written forms. The study develops awareness of how argument is used to position the audience and teaches students to critically compare and evaluate texts. Students are also given the opportunity to use these skills in the construction of a range of their own texts and explain their choices made in the development of these pieces. An emphasis on the comprehension of spoken texts and non-verbal communication is also addressed.

This course is designed for students who speak English as an Additional language. Students who wish to take this subject must be from a non-English speaking country and have had non-English instruction in their education. Conditions and requirements from the VCAA (Victorian Curriculum and Assessment Authority) must be satisfied to qualify for this subject. Details are available from the Head of Teaching and Learning, Years 10-12.

## Year 10 EAL

This course has been for students from overseas who satisfy conditions laid down by the VCAA.

### Skills

- Analysis/Interpretation
- Writing for a purpose
- Oral and Aural skills
- Expression and language skills

### Assessment Tasks

- Responding to Texts
- Creating Texts
- Listening and Responding
- Language Analysis
- Examination

## VCE EAL: Unit 1

### Areas of Study

- Reading and Exploring Texts
- Crafting Texts

### Skills

- Inference of meaning in texts
- Exploring ideas, concerns and tensions presented in a text
- Engage in discussion
- Review and edit writing
- Develop ideas in writing and discussion
- Develop and employ writing processes, including planning

### Assessment Tasks

1. Personal/analytical response to text.
2. Creative response to a text.
3. Examination.

## Unit 2

### Areas of Study

- Reading and Exploring Texts
- Exploring Argument

### Skills

- Inference of meaning in texts
- Exploring ideas, concerns and tensions presented in a text
- Engage in discussion
- Review and edit writing
- Use feedback to improve writing
- Refine a point of view for Oral Presentation
- Develop and employ writing processes, including planning

### Assessment Tasks

1. Analytical response to a set text.
2. Analytical response to a persuasive text.
3. An Oral Presentation constructing a point of view on an issue.
4. Examination.

## Unit 3

### Areas of Study

- Reading and responding to texts
- Creating texts

### Skills

- Applying reading and viewing strategies to a text
- Reading and engaging with texts for meaning
- Plan, edit and construct analytical writing
- Listen to a spoken text for the wider study of a text
- Generate and use ideas, and discuss, develop and extend ideas
- Experiment with and extend vocabulary for effective and cohesive writing
- Plan, create, draft, refine and complete individual writing

### Assessment Tasks

1. An analytical response to text in written form.
2. Comprehension of an audio/audio visual text focused on historical, cultural and/or social values in the set text.
3. Two written texts constructed in consideration of audience, purpose and context.
4. A set of annotations reflecting on writing processes.

## Unit 4

### Areas of Study

- Reading and Responding to texts
- Analysing Argument

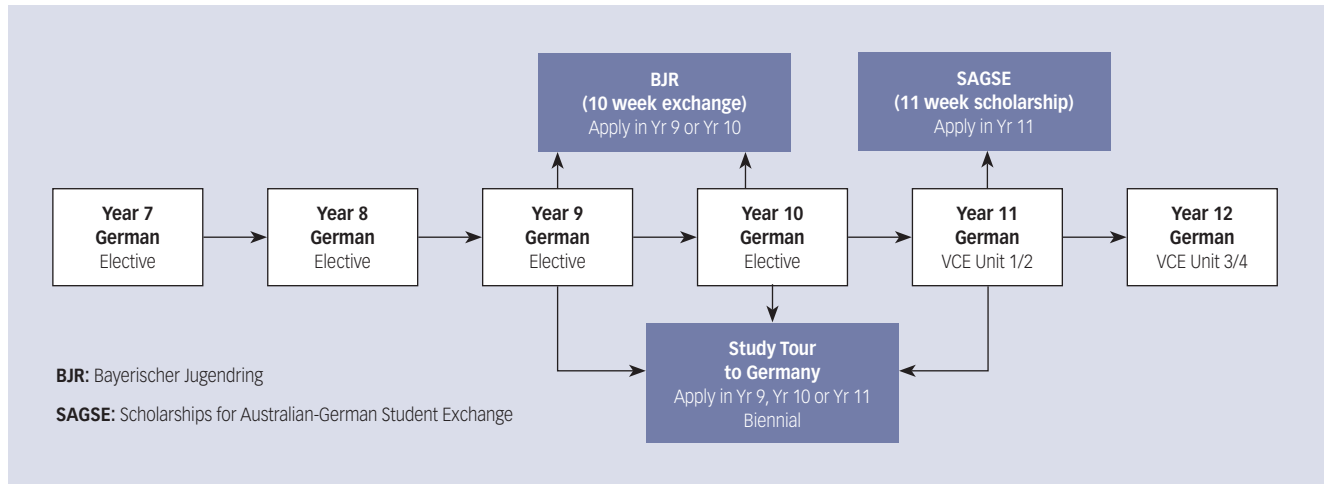
### Skills

- Applying reading and viewing strategies to a text
- Reading and engaging with texts for meaning
- Planning and constructing analytical writing
- Exploring the impact of language, ideas, values and text dynamics
- Demonstrate understanding of purpose, context and audience
- Apply the key structures and features of spoken text

**Assessment Tasks**

1. An analytical response to a text in written form
2. An analytical response to argument in written form
3. A point of view oral presentation

# German



## Rationale

Studying a language other than English contributes to the overall education of students not only in developing communication skills, but also in enhancing cross-cultural understanding, cognitive development, literacy and general knowledge. Learning German provides access to the culture of European communities within the wider Australian community and beyond.

The study of German develops students' ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology.

Due to the similarities between German and English, studying German also enhances the development of English language and literacy skills.

VCE students of German have the opportunity to practise their German communication skills with a German language assistant on a weekly basis during their private study time. The ability to communicate in German can, in conjunction with other skills, widen employment opportunities in a range of areas.

Careful consideration should be given to the high level of scaling often applied to study scores of languages (other than English). This scaling increase can often positively impact a student's overall ATAR and assist with gaining entry into some tertiary courses.

## Year 10

At Year 10, students build upon the skills already developed in preparation for VCE. Topics covered include: careers, hobbies, transportation and teenage activities. Students are expected to be able to communicate in German using increasingly sophisticated language.

### Skills

- Listening
- Speaking
- Reading
- Writing

### Assessment Tasks

- Oral Work
- Written Work
- Tests
- Examinations

## VCE German

There are three prescribed themes for VCE Units 1 – 4:

- The Individual
- The German-Speaking Communities
- The world around us

It is recommended that Units 1 and 2 be undertaken in preparation for Units 3 and 4.

## Unit 1

### Outcome 1

- Establish and maintain an informal, personal, spoken interaction in German.

### Outcome 2

- Present information, concepts and ideas in writing in German for a specific audience.

### Outcome 3

- Interpret information from two texts on the same subtopic and respond in writing in German and in English.

### Assessment Tasks

- Oral Performance
- Written Responses
- Tests
- Examination

## Unit 2

### Outcome 1

- Respond in writing in German to spoken, written or visual texts.

### Outcome 2

- Analyse and use information from written, spoken or visual texts to produce an extended written response in German.

### Outcome 3

- Explain information, ideas and concepts orally in German about an aspect of culture within communities where German is spoken.

### Assessment Tasks

- Oral Performance
- Written Responses
- Tests
- Examination

## Unit 3

For this Unit, students are required to demonstrate achievement of three Outcomes:

### Outcome 1

- Participate in a spoken exchange in German to resolve a personal issue.

### Outcome 2

- Interpret information from texts and write responses in German.

### Outcome 3

- Express ideas in a personal, informative or imaginative piece of writing in German.

**Assessment Tasks**

- Oral Performance
- Personal/Imaginative Writing
- Listening and Responding
- Written Responses

**Unit 4**

For this Unit, students are required to demonstrate achievement of two Outcomes:

**Outcome 1**

- Share information, ideas and opinions in a spoken exchange in German.

**Outcome 2**

- Analyse information from written, spoken and viewed texts for use in a written response in German.

**Outcome 3**

- Present information, concepts and ideas in evaluative or persuasive writing on an issue in German.

**Assessment**

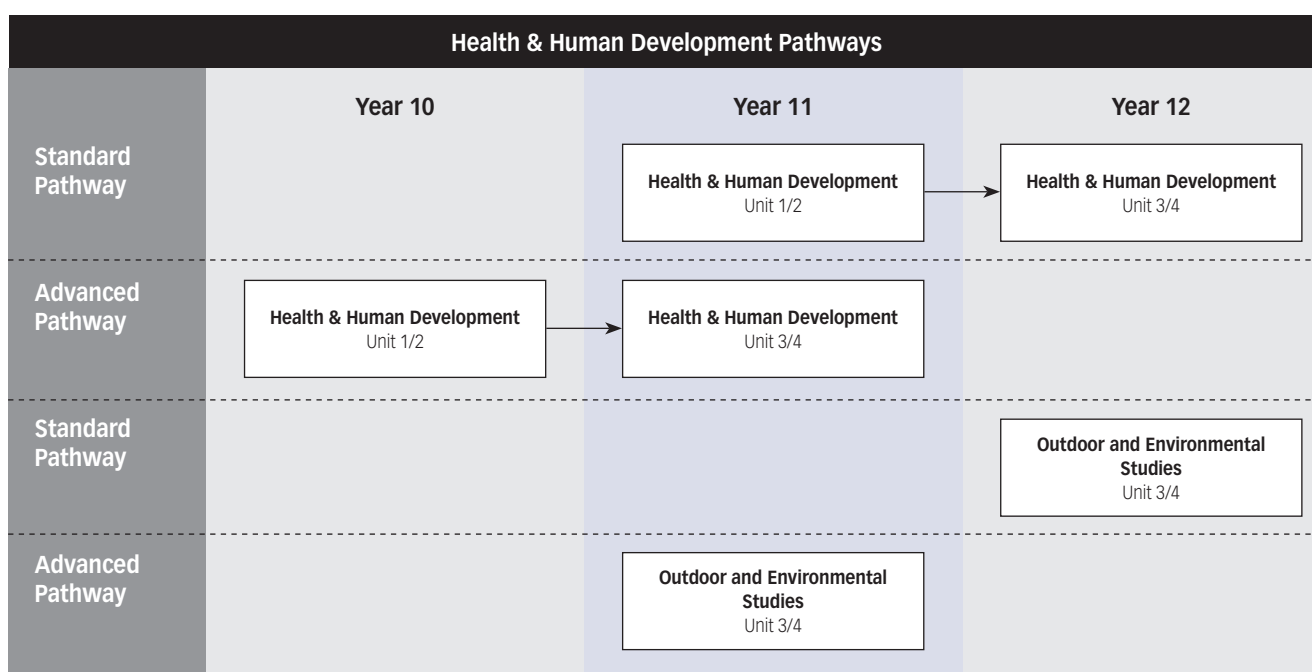
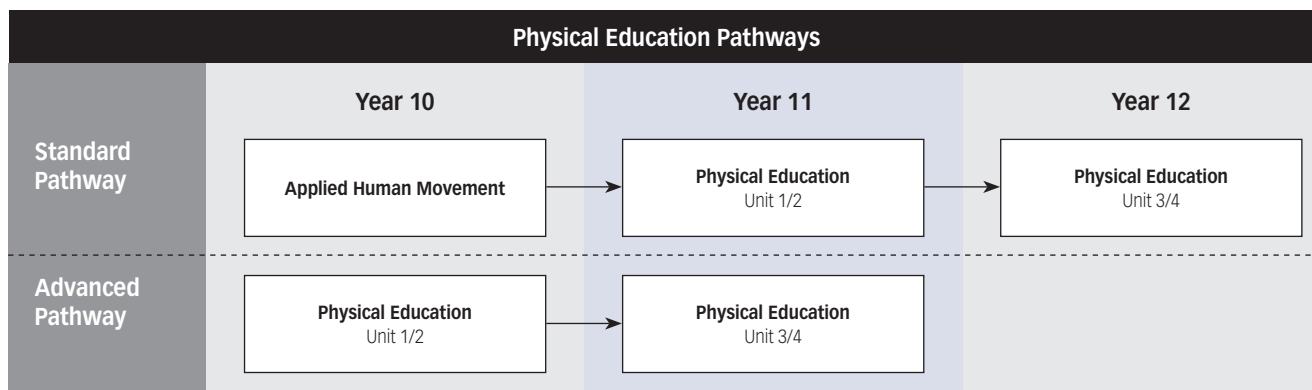
School-Assessed Coursework for Units 3 and 4 will contribute 50% to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations which will contribute 50% to the final assessment.

The end-of-year examinations are:

- An oral examination consisting of two sections:
  - (i) General conversation
  - (ii) Discussion of a sub-topic taken as a detailed study in Unit 3 or 4
- A written examination consisting of three sections:
  - (i) Listening and responding
  - (ii) Reading and responding
  - (iii) Writing in German

# Health and Physical Education



## Year 10 Physical Education

### Core Units

Students will complete a five-week program of each Core sport:

- Golf/ Archery
- Team Games
- Fitness
- Table Tennis
- Self-Defence (females)

### Electives

Students will choose electives from the following list and complete three. Each elective is a five-week program.

- Basketballs
- Badminton
- Gaelic Football
- European Handball
- Futsal
- Mixed Netball
- Resistance Training
- Rock Climbing
- Self-Defence (males)
- Volleyball
- Tennis
- Touch Rugby
- Yoga

### Assessment

Each activity undertaken in both the Core and Elective units will be assessed using the following criteria:

- Performance of Skills
- Application and Attitude

## Year 10 Applied Human Movement

### Rationale

Students examine the world of Fitness: its composition, athlete assessment and elite training programs designed to improve fitness. In order to achieve this students will be required through a variety of practical and theoretical learning activities: critically analyse match statistics, apply physiological training principles and evaluate performance enhancing practices such as nutrition, hydration and recovery strategies.

### Aims

This study is designed to enable students to:

- Identify and understand the concept of fitness and the factors that account for individual differences in fitness levels.
- List and perform exercises designed to explore the assessment of fitness.
- Perform and analyse a games analysis to determine major fitness components in sporting events.

- Summarise accurately information relating to training principles and methods.
- Explain how chronic adaptations to training lead to an improvement in performance.
- Identify and apply appropriate training methods to enhance fitness.
- Evaluate a range of nutritional and physiological strategies that potentially enhance performance.

#### Areas of Study

- Fitness Components and factors them
- Assessment of Fitness
- Games Analysis
- Training Methods
- Chronic Training Adaptations
- Enhancements to training.

#### Assessment

The work requirements provide the framework within which the areas of study are to be explored and the outcomes of the course achieved.

- Tests
- Case study analysis
- Major project
- Structured questions
- Semester examination
- Practical reports.

## VCE Physical Education

### Units 1-4

#### Rationale

*VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.*

*This study also equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers. As well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.*

#### Aims

This study enables students to:

- Use practical activities to underpin contemporary theoretical understanding of the influences on participation and performance in physical activity, sport and exercise.
- Develop an understanding of the anatomical, biomechanical, physiological and skill acquisition principles, and of behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity across the lifespan.
- Engage in physical activity and movement experiences to determine and analyse how the body systems work together to produce and refine movement.
- Critically evaluate changes in participation from a social-ecological perspective and performance in physical activity, sport and exercise through monitoring, testing and measuring of key parameters.

#### Structure

The study is made up of four units:

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Physical activity participation and physiological performance

Unit 4: Enhancing performance

Each unit contains between two and four Areas of Study.

#### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

### Unit 1 – The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

#### Areas of Study

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

### Unit 2 – Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied.

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity

#### Areas of Study

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

### Unit 3 – Movement skills and energy for physical activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

#### Areas of Study

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



## Unit 4 – Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

### Areas of Study

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

### Assessment

#### Satisfactory Completion

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

#### Levels of Achievement

##### Units 1 and 2

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

##### Units 3 and 4

The student's level of achievement for Unit 3 and 4 will be determined by school-assessed coursework and an end-of-year examination.

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

- Unit 3 School-assessed Coursework: 25%
- Unit 4 School-assessed Coursework: 25%
- End-of-year examination: 50%

## Health and Human Development

### VCE Units 1-4

#### Rationale

*VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.*

*VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.*

*VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.*

#### Aims

This study enables students to:

- Understand the complex nature of health and wellbeing, and human development.
- Develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions, and biological, sociocultural and environmental factors.
- Examine how health and wellbeing may be influenced across the lifespan by the conditions into which people are born, grow, live, work and age.
- Develop health literacy to evaluate health information and take appropriate and positive action to support health and wellbeing and manage risks.

- Develop understanding of the Australian healthcare system and the political and social values that underpin it.
- Apply social justice principles to identify health and wellbeing inequities and analyse health and wellbeing interventions
- Apply the objectives of the United Nations' Sustainable Development Goals to evaluate the effectiveness of health and wellbeing initiatives and programs.
- Propose and implement action to positively influence health and wellbeing, and human development, outcomes at individual, local, national and/or global levels.

## Unit 1 – The health and development of Australia's youth

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

Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### Areas of Study

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

## Unit 2 – Managing health and development

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

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### Areas of Study

- Developmental transitions
- Health care in Australia

## Unit 3 – Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO).

They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### Areas of Study

- Understanding health and wellbeing
- Promoting health and wellbeing

## Unit 4 – Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic

conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development.

They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

#### **Areas of Study**

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

## **Outdoor and Environmental Studies**

#### **Rationale**

*VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. To do this, students will undertake some excursions both during the day and overnight to explore theoretical concepts in real world situations.*

#### **Aims**

This study enables students to:

- Develop experiential relationships with, and knowledge of, outdoor environments.
- Develop an understanding of the ecological, historical, economic and social factors that have affected and will continue to affect outdoor environments over time.
- Develop skills, knowledge and behaviours that promote safe and sustainable interaction with outdoor environments.

### **Unit 3 – Relationships with outdoor environments**

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of a range of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

Students consider a number of factors that influence relationships with outdoor environments. Students are involved in three experiences in outdoor environments, including in Surf Coast Victoria, Grampians and Alpine National Parks. Through these practical experiences students are able to make comparisons between and to reflect upon outdoor environments and the impacts of different groups interactions. Students to develop theoretical knowledge and skills about specific natural environments.

### **Unit 4 – Sustainable outdoor relationships**

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current policies, act and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Students engage in one or more related experiences in outdoor environments. They learn and apply the practical skills and knowledge required to sustain healthy outdoor environments, and evaluate the strategies and actions they employ. Through these practical experiences at the Grampians and snowfields, students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop and apply theoretical knowledge about sustaining and managing outdoor environments.

#### **Assessment**

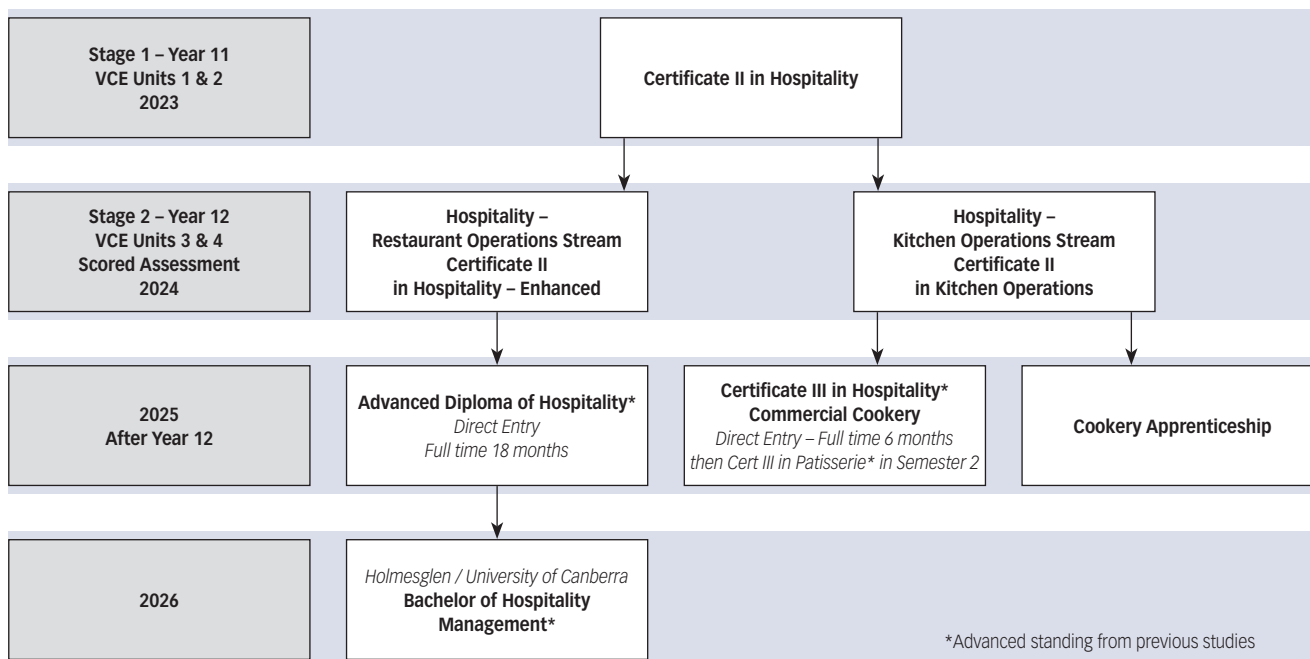
##### **Units 3 and 4**

The student's level of achievement for Unit 3 and 4 will be determined by school-assessed coursework and an end-of-year examination.

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

- Journal 10%
- School-assessed coursework 40%
- End-of-year examination 50%

# Hospitality



## Rationale

The Hospitality VET in the VCE program is designed to provide students with an introduction to various components of the Hospitality industry and equip them with vocational training that will lead to employment. Students may use skills learned during this study to gain employment and/or continue into higher levels of Hospitality training with advanced standing, including the Holmesglen Bachelor program.

## Areas of Study

The program includes nationally accredited units from the Certificate III in Catering Operations which are aligned to the VCE subject equivalents of Units 1 to 4. The full program is designed for delivery over two years with an exit point available at the end of the first year. In the second year students may choose a stream of Hospitality (Restaurant Operations) or Kitchen Operations as their VCE 3/4 unit. (Students may also choose both streams as separate units.)

## Stage 1

### VCE Units 1 and 2

#### Certificate II in Hospitality

- Work effectively with others
- Prepare and present simple dishes
- Source and use information on the hospitality industry
- Use hygienic practices for food safety
- Maintain the quality of perishable items
- Participate in safe work practices
- Provide responsible service of alcohol
- Use hospitality skills effectively
- Interact with customers
- Provide service to customers
- Show social and cultural sensitivity
- Use food preparation equipment
- Clean kitchen premises and equipment

## Stage 2

### VCE Units 3 and 4 – Both streams are Scored Assessment

#### RESTAURANT OPERATIONS STREAM Enhanced Certificate II in Hospitality

- Hospitality Stream
- Prepare and serve non-alcoholic beverages
- Prepare and serve espresso coffee
- Serve food and beverage
- Provide advice on food
- Process financial transactions

## KITCHEN OPERATIONS STREAM

### Certificate II in Kitchen Operations

- Prepare appetisers and salads
- Produce stocks, soups and sauces
- Produce vegetable, fruit, egg and farinaceous dishes
- Use cookery skills effectively
- Prepare poultry dishes

#### Assessment tasks

1. **Practical Demonstration.** Assessment of practical skills in a commercial kitchen and restaurant environment is undertaken in all practical classes. A final practical demonstration test is conducted during the final cookery lesson/s.
2. **Assignments/Class work/Homework.** A variety of in-class assignments and workbooks to be completed during class time will develop knowledge and skills. Sufficient time is available in class to complete most assignments.
3. **Topic Tests.** Knowledge and skills related to each topic will be evaluated under test conditions.

#### Uniform and Texts

##### Stage 1

- Restaurant uniform (Holmesglen will lend the uniform required for kitchen classes.)
- Holmesglen workbooks

**Uniform and Materials fees are approximately \$150**

##### Stage 2 – Restaurant Operations Stream

- Restaurant uniform (same uniform as Stage 1)
- Didasko Interactive online Learning Resources
- Minor restaurant equipment

**Materials fees are approximately \$50**

or

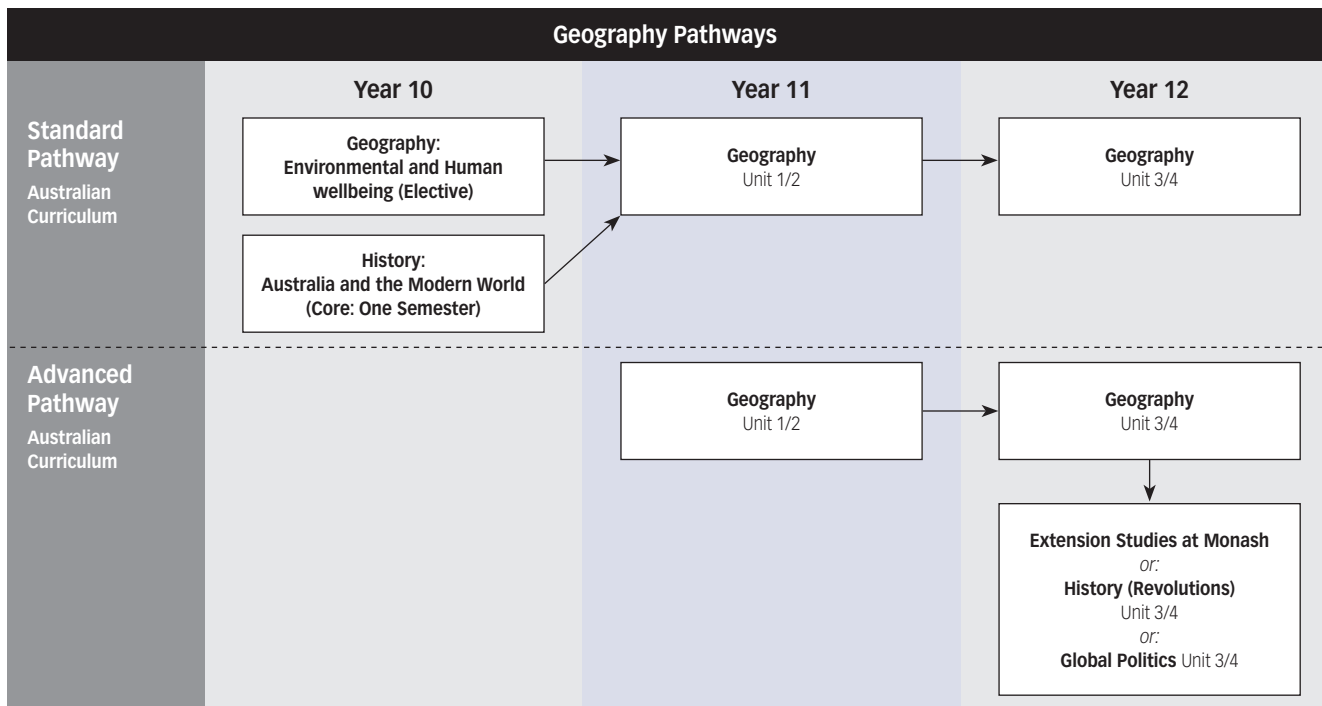
##### Stage 2 – Kitchen Operations

- Cookery uniforms
- Basic knife kit
- Didasko Interactive online Learning Resources

**Uniform, Materials and Equipment fees are approximately \$250**

**\* International students on CAAW, please refer to page 5 on VET requirements based on Visa conditions.**

# Humanities



## Geography

### Rationale

Geography enables students to examine natural and human phenomena, how and why they change, their introductions and their patterns they form across the Earth's surface. In doing so, they develop a better understanding of their own place and its spaces and those in other parts of the world. These spatial perspectives, when integrated with historical, economic, ecological and cultural perspectives, deepen understanding of places, environments and human interactions with these.

Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images.

### Year 10 – Environmental and Human wellbeing (Elective)

This course focuses on two major themes. The study of environmental wellbeing considers the environmental functions that support life, and the major challenges to their sustainability. The impact of humans to natural systems is a key consideration. The study of human wellbeing investigates global, national, and local differences in human wellbeing between places. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences in wellbeing. Students will consider the current size of the human population, and ask the question 'how many is too many?'

#### Assessment Tasks

- Case studies
- Data interpretation tasks
- Fieldwork report
- A class presentation
- Examination

### Unit 1 – Hazards and Disasters

This course is the recommended course for Years 10 and 11 students. It would be highly recommended to undertake this Unit 1 Geography in conjunction with Unit 2 Geography. This subject is an extension course for Year 10 students who would not undertake the Year 10 course History: Australia and the Modern World. By undertaking this subject, it would assist these Year 10 students in advancement for Year 12 Geography course and their ATAR scores. For current Year 9 students wishing to undertake an acceleration Year 11 Geography in Year 10, please refer to the Acceleration criteria on page 4.

#### If you enjoy:

- Mapping using IT and GIS (Geographic Information Systems)
- Investigating Melbourne inner suburbs as an urban planner.
- Real Estate.
- Environmental Science.
- Town Planning.

In this unit students undertake an overview of hazards before investigating three contrasting types of hazards and the response to them by people.

Hazards include wide range of situations including those within local areas, such as fast moving traffic or coastal erosion, to regional and global hazards such as earthquakes and infectious diseases. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events. Ecological hazards will be selected for investigation. Fieldwork activities for Unit 1 will include the volcanic geological formation at the Organ Pipes National Park and the Western Volcanic Plain.

#### Key Topics

1. Technological hazards
2. Biological hazards
3. Geological hazards
4. Hydro-meteorological hazards

#### Assessment Tasks

- Fieldwork report
- Examination
- Case Studies
- A folio of exercises
- Examination

### Unit 2 – Tourism: Issues and Challenges

In this unit students investigate the characteristics of tourism, with emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments.

The study of tourism at local, regional and global scales emphasis the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Fieldwork for the urban study will focus on the Royal Botanic Gardens as a tourist destination. Analysis of land-use change, tourism, and sustainability will direct students in the development of proposals for future management in the region.

#### Key Topics

1. The growth and impacts of the tourism industry
2. Tourism in Australia
3. Ecotourism

### Assessment Tasks

- Fieldwork report
- Case studies
- Examination

## Unit 3 and 4 – Geography

It is recommended for students undertaking this subject to have completed and developed geographical skills in the Year 11 Geography course. Students may undertake this course without the Year 11 Geography course but consultation would need to be undertaken with the Humanities Learning Area Leader. The current Year 10 students entering Year 11 and undertaking Extension Year 12 Geography would need to have a B+ in English or an B+ in History or Geography at Year 10 level. By undertaking this extension subject, Year 11 students would have stronger opportunities for their overall ATAR score.

## Unit 3 – Changing the Land

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

At a local scale, students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of the change, the reasons for change and the impacts of change.

**Students undertake fieldwork and produce a fieldwork report.**

### Key Topics

1. Deforestation
2. Melting glaciers and ice sheets

### Assessment Tasks

- Structured questions
- Fieldwork Report
- Analysis of geographic data
- Examination

## Unit 4 – Human Population: trends and issues

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

In this unit, students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

1. Human population – trends and issues
2. Population dynamics – global and national
3. Population issues and challenges regional and national.

### Assessment Tasks

- Analysis of geographical data
- Structured questions
- Examination

## History

### Rationale

*The study of History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups and events, ideas and movements. Though studying History, students explore continuity and change: the world is not as it always has been, and it will be subject to change in the future and is relevant to contemporary issues.*

*The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.*

## Year 10 – Australia and the Modern World (Core Study for one semester)

This course has been written to comply with the requirements of the Australian Curriculum for History. This Year 10 History course studies the period since the end of World War I through to the present day has seen Australia emerge as an entity in its own right, rather than being viewed as an extension of Great Britain. Australia's signing of the Treaty of Versailles was the first significant indication of its new and separate stance from Great Britain.

After the excitement of the 'Roaring Twenties', the inter-war years saw the Great Depression cause a massive disruption to the world economy. Not long after that, the outbreak of World War II between the allied powers and the Axis powers would lead to the death of 60 million people.

This course provides a framework for developing students' geographical and historical skills by inquiry questions, evaluation of sources such as maps, written and visual documents, statistics for biases and reliability, presenting arguments and reflecting on historical and geographical changes in relation to corporate world. The key inquiry questions at this year level are:

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

**Content for Australia and the Modern World includes:**

- The interwar years between World War One and World War Two in Europe. This would include The Treaty of Versailles, hyperinflation, The Great Depression of 1930s, Hitler's leadership (Munich Putsch, Mein Kampf, Brown shirts, SS, Hitler youth formation of policies and Jewish Holocaust).
- The greater impact of World War Two on Australia. This would include Japanese expansion across Asia, bombing of Pearl Harbour, fall of Singapore and Australia's response - the Home front.
- The migration of social and cultural groups. This would include the migration of Vietnamese people due to the Vietnam War. A brief study of the Vietnam War as part of the Cold War.

**Excursions:** Jewish Holocaust Museum

### Assessment Tasks

- Extended Response
- Visual Document Analysis
- Examination
- Class activities

## Year 10 – History: Civil Rights and Freedoms (Elective)

The 20th century was a century of social change. World war and continuing industrialisation, in particular, highlighted the inequalities that existed around the world. The Holocaust was such an extreme example of discrimination and persecution that the horror of this event prompted many individuals around the world to stand up and demand freedom and equal rights for all. The Universal Declaration of Human Rights was adopted.

In Australia, an Aboriginal rights movement emerged from the 1930s and celebrated major victories in the 1960s, as Aboriginal people achieved equal citizenship and were entitled to vote in federal elections for the first time. This milestone coincided with similar achievements for African Americans who were leaders in the fights against racism. The fights for rights and freedoms for these groups was shared by other marginalized people throughout this period.

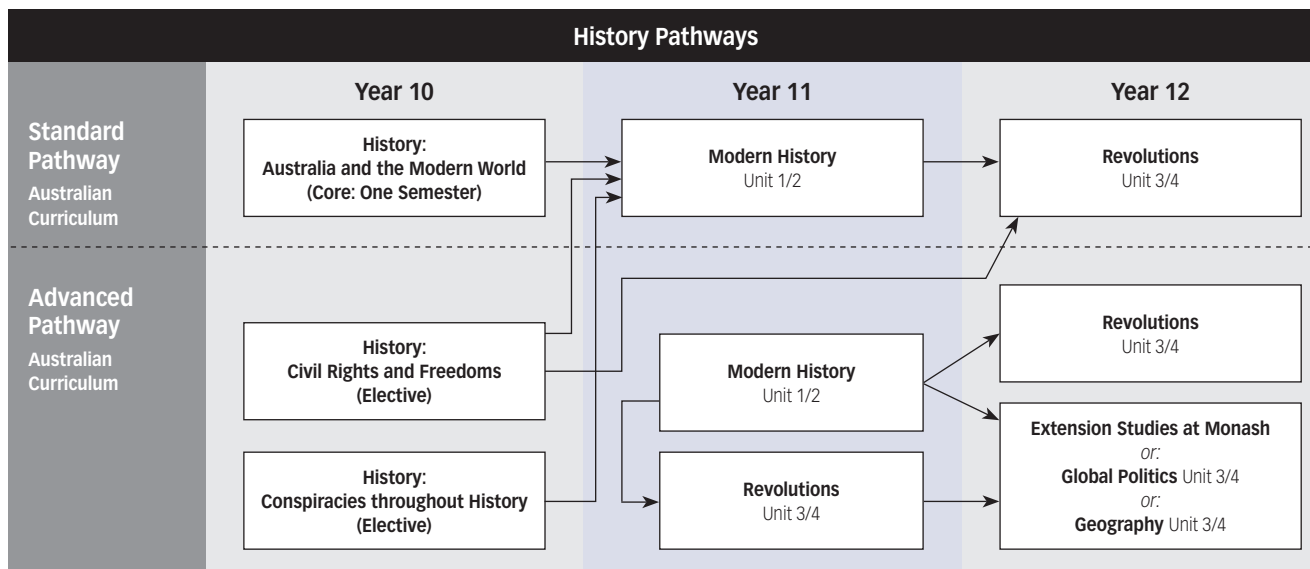
**Content for History: Civil Rights and Freedoms includes:**

- The migration of social and cultural groups. This would include the migration of Vietnamese people due to the Vietnam War. A brief study of the Vietnam War as part of the Cold War.
- The study of movements for rights and freedoms based on systemic racism in both Australia and the USA.
- South Africa: Anti-Apartheid (1948-1995).
- UK: Woman's Right to vote (1897-1928).
- USA: LGBTQIA+ Community (1915-2020).

### If you enjoy:

- *Learning how Adolf Hitler gained power in Germany*
- *Exploring the issue of why the Jewish Holocaust occurred*
- *Understanding the personal stories and experiences of Holocaust survivors by visiting the Jewish Holocaust Museum*
- *Researching the Vietnam War and the study of human movement*
- *Understanding economic, political and environmental changes relating to key events*
- *Reviewing films and understanding how they relate to key events*

## History Pathways



### Assessment Tasks

- A historical inquiry
- An essay
- Examination

## Year 10 – History: Conspiracies throughout History (Elective)

The 20th century was a century of conspiracy theories. This elective will look at a number of conspiracies including who assassinated John F. Kennedy and whether or not Adolf Hitler survived World War II. Students will complete a structured investigation, using primary and secondary sources, along with Historian perspectives of the event to draw conclusions about what happened. Students will also have an opportunity to select an area of interest to complete their own individual investigation.

### Assessment Tasks

- Historical inquiries
- Examination

## Modern History

### Unit 1 – Change and Conflict

This course is the recommended course for Year 11 students or Year 10 students approved for Extension studies. This subject is completed in conjunction with Unit 2: Modern History: The Changing World Order. By undertaking this subject, it would assist these Year 10 students in advancement for Year 12 History courses and their ATAR scores. For current Year 9 students wishing to undertake an accelerated Year 11 History Course in Year 10, please refer to Acceleration criteria on Page 4.

In this unit of study students investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. They explore the events, ideologies and movements after World War One, which could include socialism and communism in Russia and Japan's militarism and anti-Western views. Students will also have the opportunity to focus on the social and cultural expression in 1920s and 1930s. For example, in Germany, the emergence of cabaret culture and the culture of Nazi propaganda, whilst in the USA, there was the prohibition of alcohol, race segregation, music and fashion.

### Assessment Tasks

- A historical inquiry
- An analysis of primary and secondary sources
- An analysis of historical interpretations
- An essay
- An Examination

### Unit 2 – The Changing World Order

This course is the recommended course for Year 11 students or Year 10 students approved for Extension studies. This subject is completed in conjunction with Unit 1: Modern History: Change and Conflict. By undertaking this subject, it would assist these Year 10 students in advancement for Year 12 History courses and their ATAR scores. For current Year 9 students entering Year 10 and

#### If you enjoy:

- Discussion and discourse
- Having choice in your areas of investigation
- Asking questions about the causes and consequences of change
- Comparing the links between historical themes and today
- Exploring the cultural life of societies

undertaking an acceleration Year 11 History, please refer the Acceleration criteria on page 4.

In this unit of study students undertake an in-depth study of the causes and consequences of the Cold War. This could include British, USA and Russian views at WWII peace talks, Churchill's Iron Curtain speech, the Truman Doctrine, Berlin Wall, Cuban Missile Crisis and Space Race. Students will also have the opportunity to explore one contemporary challenges and change to existing political and social orders. This could include campaigns by terrorist groups, such as the Irish Republican Army.

### Assessment Tasks

- A historical inquiry
- An analysis of primary and secondary sources
- An analysis of historical interpretations
- An essay
- Examination

## History: Revolutions

Revolutions are among the most exciting and challenging events in the modern era. This course explores the causes and consequences of revolution and the impact of events, ideas, movements and individuals that drive monumental change. Students may undertake this course without having completed the Year 11 History course.

Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order, resulting in a monumental pervasive change to society.

In Units 3 and 4, students develop an understanding of the causes and consequences of revolutions.

They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider perspectives of the revolution experienced by those who lived through dramatic revolutionary moments and evaluate historical interpretations about the effects of change instigated by the new order.

### Assessment Tasks

- A historical inquiry
- An analysis of primary sources
- An essay
- An evaluation of historical interpretations
- An Examination

### Unit 3 – Russian Revolutions

In this Unit, students analyse the long-term causes and the short-term triggers of revolutions. They evaluate how revolutionary outbreaks are caused by the interplay of significant events, ideas, movements and individuals and how revolution shaped the the societies they formed.

**The Russian Revolution of 1917. Content covers the time period of 1896 to 1927 and includes:**

- Tsar Nicholas II and the crises in the old regime

#### Possible Career Paths:

- Foreign Affairs
- Criminology
- Law
- Journalism
- Media
- Human Resources
- Film and Television
- Business

- 1917 Lenin, Trotsky and the Bolshevik seizure of power
- Reds versus Whites in the Civil War
- The Red Terror – Bolsheviks' use of violence to consolidate their regime

## Unit 4 – Chinese Revolution

In this Unit, students analyse the events and other conditions that contributed to the outbreak of revolution and the consequences of revolution and the extent to which it brought change to society.

The Chinese Revolution of 1949. Content covers the time period of 1912 to 1976 and includes the rise of Mao Zedong and Communist ideology in China, China's involvement in World War II and the communist victory in the Civil War in 1949. The course also delves into the tumultuous events during Mao's long and brutal dictatorship, including the Great Leap Forward that caused the deaths of tens of millions of people, the persecution of intellectuals and the Cultural Revolution, which wreaked havoc upon China.

### Assessment Tasks

- A historical inquiry
- An analysis of historical sources
- An essay
- Extended responses
- An Examination

## International Politics and Global Politics

### Rationale

*International Politics and VCE Global Politics offers students the opportunity to engage in key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities. Do you like questioning and challenging the way politics works? Then this is the course for you!*

### Year 10 Global Politics (Elective)

Students will have the opportunity to explore global issues, from our region and around the world, in this semester-long elective. They will have the opportunity to learn the foundation skills to prepare them for future politics studies in **Unit 1: Ideas, Actors and Power** and **Unit 2: Global Connections**. This subject is also a fantastic compliment for other Humanities subjects. Global Politics introduces students to the key concepts and ideas associated with international relations. The main actors involved in global relationships are examined in detail and students analyse the way in which these actors relate with one another. This interconnectedness, through forces such as global governance and multilateralism, is also discussed and the concept of global

### If you enjoy:

- Forming a reasonable contention
- Explaining key Global issues
- Analysing key concepts
- Synthesizing evidence

responsibility is explored. This course also focuses on global conflicts and the role the United Nations has played in resolving these issues. Terrorism is also examined as students are given the opportunity to investigate a range of terrorist groups and their motivations, as well as the causes underpinning their actions. Students participate in ongoing discussions relating to global issues and have the chance to further explore the dynamic world in which they live.

### Semester Overview

1. **Introduction to political concepts:** Introduction to key terminology and concepts relevant to political discourse.
2. **International Responsibility and Intervention:** The role of the UN as an institution of global governance and intervention in the Libyan crisis.
3. **Investigating Human Rights:** Exploring the perspectives impacting access to human rights and the success of efforts to uphold their universality.
4. **Examining Terrorism:** Uncovering causes, objectives and case studies of terrorism to understand: What is terrorism? What isn't terrorism?

### Assessment Tasks

- Short-answer Tests
- Extended Answer Responses
- Research Task
- Case Study
- Examination

## Australian and Global Politics

This course is recommended for Year 11 students and those Year 10 students who are seeking extension in the Humanities. Please refer to Acceleration criteria on page 4.

### Unit 1 – Politics, Power and Political Actors

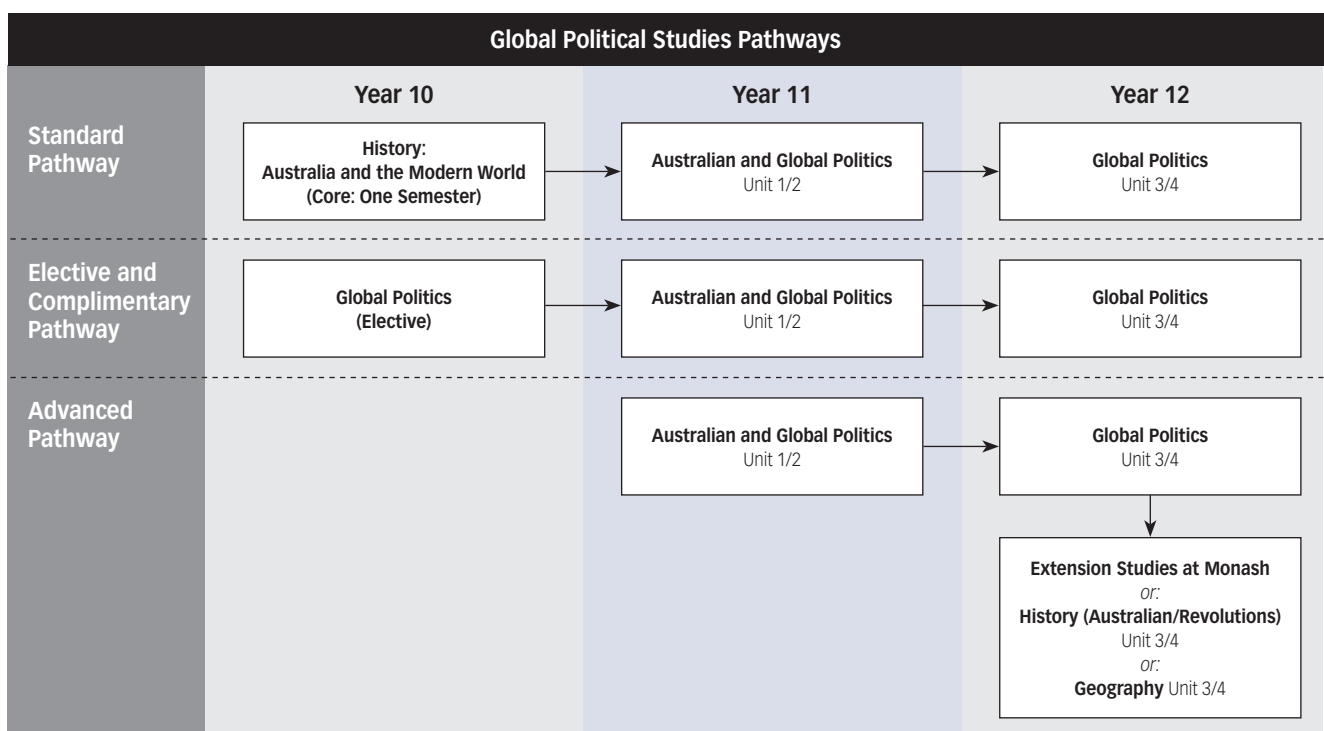
Students are firstly introduced to the key ideas relating to the exercise of political power. They explore how ideologies shape political systems and begin to understand the political spectrum: left, right, liberal and conservative. They explore the features of our Australian democracy and compared these to a non-democratic political system. They also explore the nature and influence of key political actors in Australia: political parties, interest groups and the media.

### Areas of Study

- Power and Ideas
- Political Actors and Power

### If you enjoy:

- Understanding how politics works
- Discussion of Government systems
- Analysing ideologies and the Political Spectrum
- Understanding notable and current political events
- Exploring the role of political parties and the media in shaping our Democracy



### Assessment Tasks

- A case study assignment
- Tests
- An oral presentation
- Essays
- Examination

## Unit 2 – Democracy, Stability and Change

This unit introduces students to the global community and the global actors that are part of this community. Students explore the myriad of ways lives have been affected by the increased interconnectedness of the world through the process of globalisation. Students consider the extent to which global actors (such as the United Nations, NGOs and TNCs) cooperate and share visions and goals as part of the global community. They investigate issues such as human rights, disarmament, terrorism and international crime. They analyse the ability of the global community to manage collective responses to these issues.

### Areas of Study

- Global Links
- Global Cooperation and Conflict

### Assessment Tasks

- A case study assignment
- Tests
- An oral presentation
- Essays
- Examination

### If you enjoy:

- *Analysing how the global community manages cooperation and conflict*
- *Investigating global institutions*
- *Understanding current global conflicts and areas of cooperation*
- *Understanding issues such as human rights and arms control and disarmament.*

### Possible Career Paths:

- *Foreign Affairs*
- *Diplomat*
- *Political Advisor*
- *Foreign Trade*
- *Journalism*
- *Lobbyist*
- *Teaching*
- *International Law*
- *International Business*

- Examination

## Unit 4 – Global Challenges

In this unit students investigate key global challenges facing the international community in the 21st century. They examine and analyse the debates surrounding two ethical issues that are underpinned by international law (human rights and arms control). They then evaluate the effectiveness of responses to these issues and factors that influences these responses. Students also explore the context and causes of global crises (terrorism and climate change) and consider the varying effectiveness of responses and challenges to resolving them.

VCE Global Politics is a contemporary study and focus is on examples and case studies from within the last 10 years.

### Areas of Study

- Ethical Issues and Debates
- Global Crises

### Assessment Tasks

- Short Answer Tests
- Essays
- Examination

### If you enjoy:

- *Seeking to understand international politics*
- *Debating different perspectives*
- *Reading current news articles*
- *Understanding current issues and conflicts and how global actors can seek to address them*
- *Empowering your future by considering the role individuals, states and other actors can play in solving issues of global concern*

## Global Politics

A study of Global Politics provides students with insight into the complex and increasingly interconnected world in which they live, equipping them for considered and successful engagement in their personal and professional life.

Although it is valuable for students to have developed political skills in the Year 10 and/or 11 courses. Students may undertake this course without studying Politics previously.

## Unit 3 – Global Actors

In this unit students investigate the key global actors of contemporary global politics (such as the United Nations, the International Criminal Court, Greenpeace and ISIS). They use evidence to analyse these key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interests and power as they relate to the state, and the way in which ONE Asia-Pacific state, China uses power to achieve its objectives.

VCE Global Politics is a contemporary study and focus is on examples and case studies from within the last 10 years.

### Areas of Study

- Global Actors
- Power in the Asia-Pacific region

### Assessment Tasks

- Short Answer Tests
- Essays

### If you enjoy:

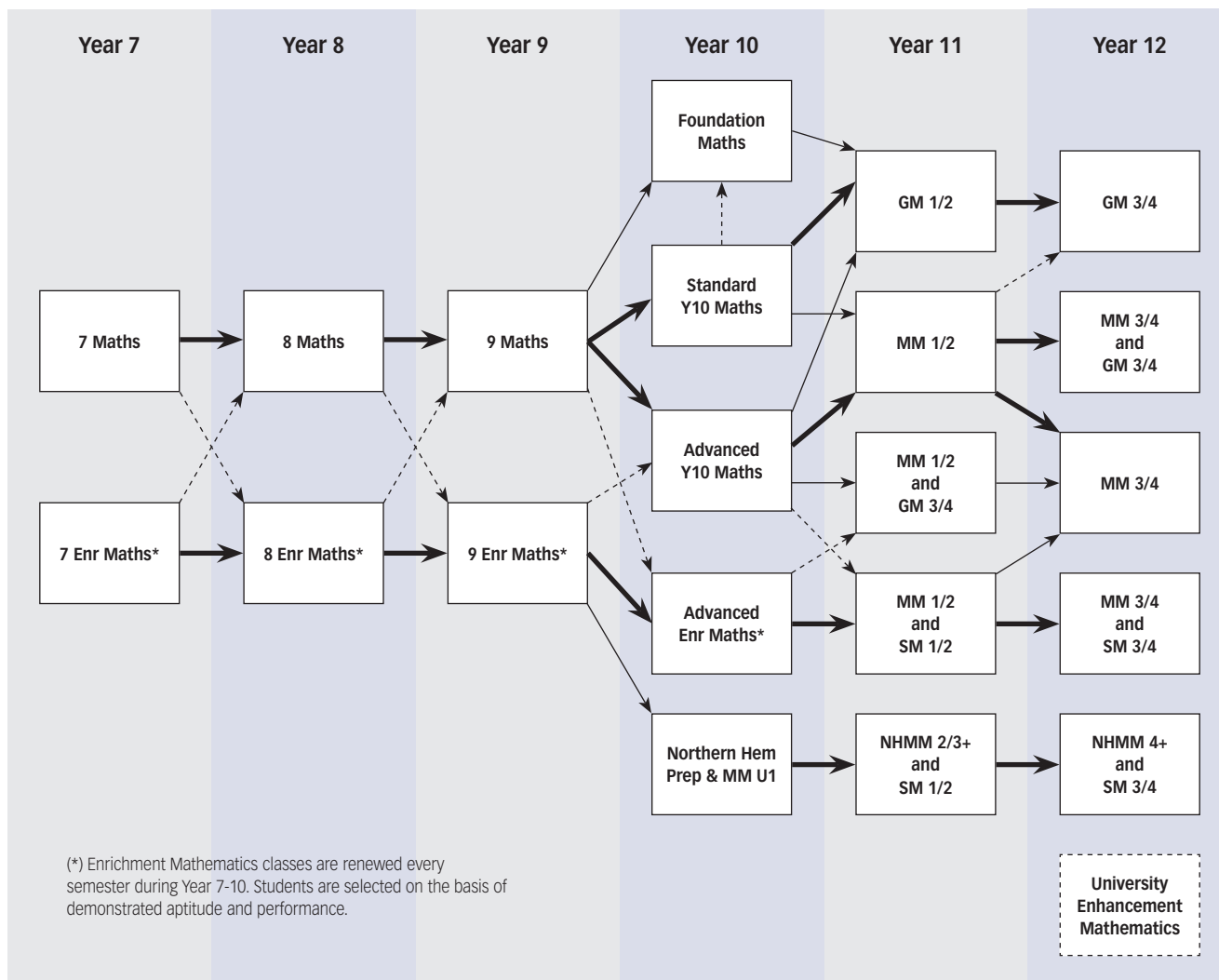
- *Seeking to understand international politics*
- *Exploring the role and power of different global actors*
- *Reading current news articles*
- *Understanding China's and Australia's place in the Asia-Pacific region*
- *Exploring solutions to global crises and challenges*

### Possible Career Paths:

- *Foreign Affairs*
- *Diplomat*
- *Political Advisor*
- *Foreign Trade*
- *Journalism*
- *Lobbyist*
- *Teaching*
- *International Law*
- *International Business*
- *Future Solutions Strategies*



# Mathematics



## Mathematics

### Rationale

#### Goals – Students should:

- Develop confidence and competence in dealing with commonly occurring situations.
- Develop positive attitudes towards their involvement in mathematics.
- Develop their capacity to use mathematics in solving problems individually and collaboratively.
- Learn to communicate mathematically.
- Learn techniques and tools which reflect modern mathematics.
- Experience the processes through which mathematics develops.

#### Objectives – Enable students to:

- Know and use essential notation and terminology.
- Represent a given situation in mathematical terms.
- Select and use mathematical techniques that are appropriate to a given problem.
- Express mathematical arguments in a clear, logical manner, both orally and in writing.
- Organise, interpret and present information/data accurately in written, symbolic, tabular, graphical and diagrammatic forms.
- Present and communicate information processed and analysed by appropriate mathematical tools.
- Interpret derived results in the correct context.

- Recognise patterns and structures in a variety of situations and draw inductive generalisations.
- Demonstrate knowledge of the applications of mathematics to life in a technological society.

#### Strategies and Methodologies – Learning experiences should enable students to:

- Make predictions, experiment and discover whether they were correct.
- Verbalise their predictions and thus have their theories challenged by others, whereby a resolution will bring about understanding.
- Take part in action and reflection. Thus, practical activity, appropriate use of technology and discussion are vital.
- Take risks. Encouraging students to “have a go” may increase errors in the short term, but will provide a useful source of feedback.
- Regularly review their progress to identify their strengths and weaknesses.

#### Technology – Students should:

- Know the relevant functions on their CAS calculator for the different topics within a subject.
- Be able to use these functions in relevant skills questions.
- Be able to adapt applications of these functions to solve problems.

#### Assessment – Year 10 and VCE

- Topic Tests
- Classwork Tasks
- Examinations

## Year 10 Mathematics

These courses are designed to give a firm grounding in mathematics in a wide variety of contexts. The emphasis is on skills, practical applications and problem-solving.

Topics covered include:

- Number Skills: A development of number skills to encompass rational and irrational, very small and very large numbers.
- An understanding of efficient, correct use of a CAS calculator including all relevant functions/operations.
- Measurement: An understanding and ability to use and calculate measurements of speed, perimeter, areas, volumes, scale drawing and practical applications of these concepts.
- Statistics: Statistical concepts and a basic introduction to probability. Methods of presentation of data in a clear, logical fashion.
- Geometry: Practical aspects of real-life problems involving Pythagoras' Theorem, Trigonometry, Euclidean Geometry in two or three dimensions.
- Algebra: A further development of algebraic skills including linear, simultaneous and quadratic equations, factorisation and curve sketching.

### 10 Foundation Mathematics

This course has been written to comply with the requirements for VCE Foundation Mathematics Units 1 & 2, and satisfactory completion counts as VCE credit. It is designed for students who have been challenged by mathematics in the past and covers core skills beneficial for life beyond school as well as providing a sound foundation for those wishing to continue into VCE General Mathematics.

### 10 Standard Mathematics

This course has been written to comply with the requirements of the Year 10 Australian Curriculum Mathematics course and is the most common course undertaken by Year 10 students across Victoria. It is excellent preparation for VCE General Mathematics in Year 11. Students who excel may choose any Mathematics subject at Year 11. A wide selection of topics are covered and the use of the CAS calculator is prominent.

### 10 Advanced Mathematics

This course is the advanced Year 10 Australian Curriculum mathematics course. It is good preparation for students who wish to study VCE Mathematical Methods (Units 1 and 2) in Year 11 and students who excel in this course are encouraged to also consider Year 11 Specialist Mathematics. Assessment includes technology active and technology free components, and students are expected to have achieved a high standard of algebra and arithmetic competence by the end of Year 9 before opting for this course.

### 10 Advanced Mathematics Enrichment

This course incorporates content from the 10A Mathematics course but includes more advanced problem solving and technical skills. It is designed to prepare more capable students for a pathway into VCE Mathematical Methods and Specialist Mathematics in Year 11. Students are selected for this course on the basis of strong performance in Year 9 and/or previous years, as the core content is taught at a very fast pace to allow for the inclusion of interesting problems and investigations.

### 10 Mathematical Methods Northern Hemisphere Timetable Preparation

This course is for exceptionally strong mathematics students who are aiming to accelerate in Mathematics by starting VCE Unit 1 Mathematical Methods in Semester 2. It incorporates a year's worth of key pre-calculus topics from Year 10 Advanced Mathematics into a single semester, in order to best prepare students to be accelerated. Students' performance on their mid-year Examinations is reviewed before they are enrolled into Unit 1.

## VCE Mathematics

### Units 1 and 2

All VCE Mathematics, Units 1 and 2, have examinations at the end of each semester, one part covering the basic skills and applications, and the second part covering analysis questions and applications. In all subjects except Year 11, General Mathematics, Units 1 and 2, the first examination will be technology (calculator) free.

#### General Mathematics – Units 1 and 2

The students eligible to take this subject are those who performed satisfactorily in 10 Standard Mathematics or students who have undertaken 10 Advances or 10A Enrichment Mathematics.

This subject covers the following areas of Mathematics:

1. Algebra and Structure
2. Arithmetic and Number
3. Geometry, Measurement and Trigonometry
4. Graphs of linear and non-linear relations
5. Statistics

General Mathematics Units 1 and 2 will have an emphasis on practical applications. This subject is the most appropriate preparation for General Mathematics Units 3 and 4.

#### Mathematical Methods – Units 1 and 2

The students eligible to take this subject are those who excelled in 10 Standard Mathematics or those who performed satisfactorily in 10 Advanced or 10A Enrichment Mathematics. This subject covers the following areas of Mathematics:

1. Functions and Graphs
2. Algebra
3. Calculus
4. Probability and Statistics

Mathematical Methods Units 1 and 2 is a prerequisite for enrolment in Mathematical Methods Units 3 and 4. Students from different education systems who wish to enrol in Units 3 and 4 will be expected to sit examinations from Units 1 and 2 to ensure they have the prerequisite skills and knowledge.

#### Specialist Mathematics – Units 1 and 2

The students eligible to take this subject are those who performed very well in Year 10 Mathematics. Students who undertook Year 10A Enrichment Mathematics or are enrolled in Northern Hemisphere Timetable Mathematical Methods or Mathematical Methods Units 3&4 are strongly encouraged to consider taking Specialist Mathematics. This subject covers the following areas of Mathematics:

1. Complex numbers
2. Vectors
3. Sampling Distributions
4. Space and Measurement
5. Functions, Relations and Graphs
6. Sequences and Series

Specialist Mathematics Units 1 and 2 will have a focus on the discipline of mathematics in its own right and includes a range of concepts from pure mathematics. This subject is the most appropriate preparation for Specialist Mathematics Units 3 and 4.

### Units 3 and 4

All VCE Mathematics Units 3 and 4 have two examinations at the end of the year, contributing to 60% of the final mark. The SACs assessed during the year contribute to the other 40%.

#### General Mathematics – Units 3 and 4

This subject is offered to any student in Year 11 or 12 who has completed a Units 1 & 2 Maths subject, and selected students from Year 10A Enrichment Mathematics whose performance justifies their enrolment in this subject concurrent with their enrolment in Mathematical Methods Units 1 & 2.

**Year 11 students CANNOT do General Mathematics 3 & 4 unless they are also enrolled in Mathematical Methods 1 & 2 or they have already completed Mathematical Methods 1 & 2.**

The areas of study covered are:

1. Data Analysis
2. Recursion and Financial Modeling
3. Matrices
4. Networks and decision mathematics

#### Mathematical Methods – Units 3 and 4

This subject assumes knowledge from Mathematical Methods Units 1 & 2. It may be taken by itself or with either General Mathematics 3 & 4, Specialist Mathematics 3 & 4, or (in the case of students who have been accelerated), Specialist Mathematics 1 & 2. The course continues the study of:

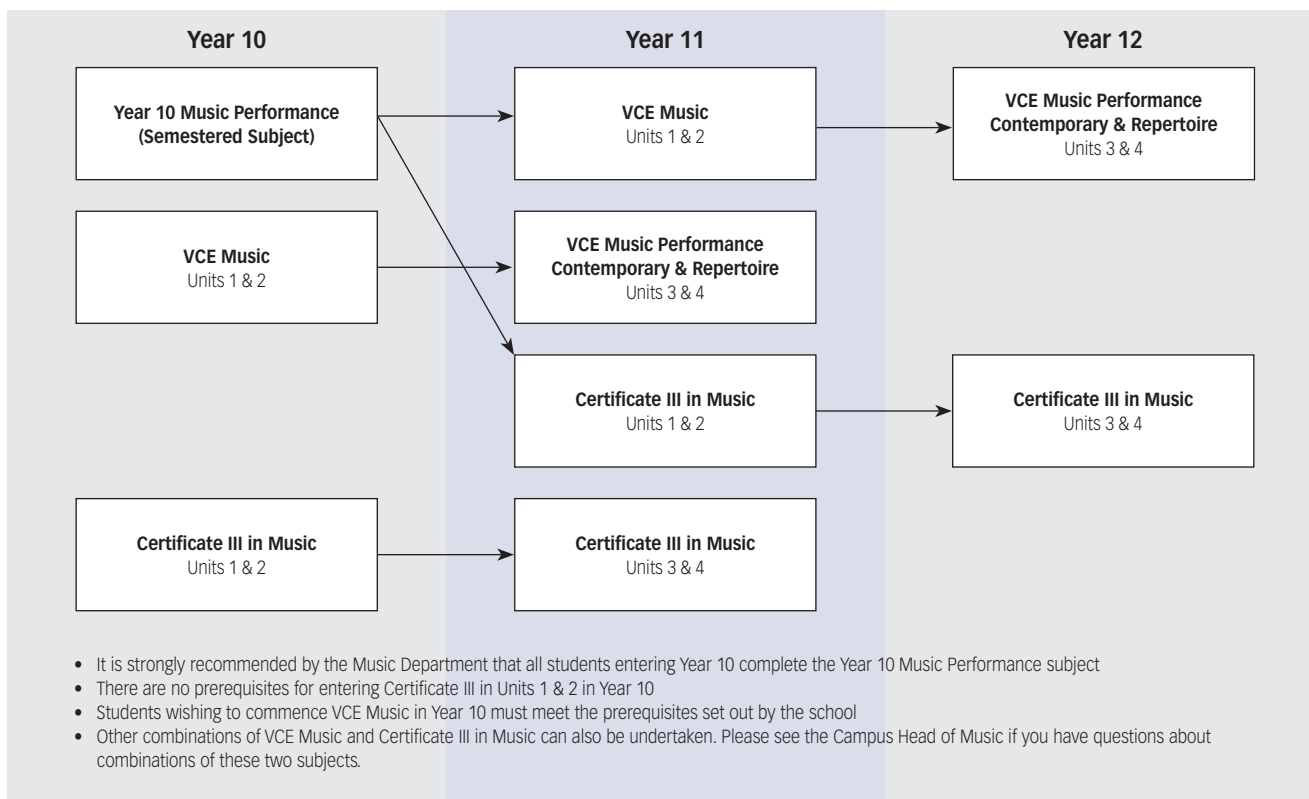
1. Functions and graphs
2. Calculus
3. Algebra
4. Probability and statistics

### **Specialist Mathematics – Units 3 and 4**

Students wishing to undertake this subject are strongly advised to have completed Specialist Mathematics Units 1 and 2 in Year 11. This subject can only be taken concurrently with or subsequently to the completion of Mathematical Methods Units 3 and 4. The course continues the study of:

1. Functions and graphs
2. Algebra
3. Calculus
4. Vectors
5. Mechanics
6. Probability and statistics

# Music



## Year 10 Music Performance

### Rationale

This music course develops intellectual, aesthetic and cultural understanding of the value and importance of music. As soloists and members of a group, students gain skills in preparing programs of musical works. They learn about and apply musicianship in a range of styles. Music and computer technology are combined to provide a range of opportunities developing skills in aural comprehension and musicianship.

This elective unit is offered as a semester-long subject and is designed for those instrumentalists and vocalists who wish to extend their music studies beyond their individual instrumental or voice lessons. Students who intend to continue their music studies through to VCE level are encouraged to undertake this subject as it provides a base of knowledge and skills

Students study the areas of performance, theory, musicianship and organisation of sound. They are introduced to a wide variety of music and use technology to create, manipulate and edit digital sounds.

### Skills

- Performance
- Listening and Responding
- Musicianship
- Composing/ Arranging/ Improvisation
- Music Technology

### Assessment Tasks

- Solo Performance assessment
- Group Performance assessment
- Organisation of Sound presentation
- Semester Exam

## CUA30920 – Certificate III in Music

### Rationale

The Certificate III in Music provides students with the practical skills and knowledge to record, mix and edit sound sources, and operate sound reinforcement equipment for live music events. The program includes core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to learn the essentials of audio engineering and electronic music production.

To attain the VCE/VET CUA30920 Certificate III in Music students are required to complete 6 units of competency in Units 1-2 and 5 core units of competency at Units 3-4. Any student wishing to not continue study at Units 3-4 will be awarded a Statement of Attainment in all units of competency successfully completed.

Students will gain competencies that will enhance their employment opportunities within the music industry, and a recognised qualification that will assist them in making a more informed choice when considering vocational and career pathways.

At the completion of CUA30920 Certificate III in Music students will be able to:

- Set up, edit and mix a multitrack session.
- Safely set up and operate a sound reinforcement system.
- Record a basic demo track.
- Explain how the music industry works in their local environment.
- identify music styles, production processes and promotional opportunities.
- Gain basic skills in performance, technology and business practice.
- Demonstrate appropriate health, safety and security procedures.
- Work with others through organizing a music event.
- Gain an insight into the industry sectors and career opportunities.

### Units of Competency for the 1 & 2 course:

- CUAIND314- Plan a career in the creative arts industry (Core)
- CUACMP311- Implement copyright arrangements (Core)
- CUAIND313- Work effectively in the music industry (Core)
- CUASOU319- Restore audio tracks (Sound Production Elective)
- CUASOU211- Develop basic audio skills and knowledge (Sound Production Elective)
- CUASOU212- Perform basic sound editing (Sound Production Elective)

### Units of Competency for the 3 & 4 course:

- CUASOU306- Operate sound reinforcement systems (Sound Production Elective)
- CUASOU317- Record and mix a basic music demo (Sound Production Elective)
- CUASOU308- Install and disassemble audio equipment (Sound Production Elective)
- CUASOU321- Mix music in a studio environment (Sound Production Elective)
- CUASOU412- Manage audio input sources (Sound Production Elective)

### Possible Future Career Opportunities

- Sound Engineer
- Director
- Broadcaster
- Musician
- Performer
- Stage Manager
- Digital Audio Technician
- Sound & Lighting Technician
- Songwriter

### ATAR Contribution

Students wishing to receive an ATAR contribution for Certificate III Music Performance or Sound Production Specialisation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

**NOTE: The Units 3 and 4 sequence of VCE VET Music (Certificate III in Music) is not designed as a stand-alone study. Students are unable to enrol in the Units 3 and 4 sequence without first completing Units 1 & 2.**

**\* International students on CAAW, please refer to page 5 on VET requirements based on Visa conditions.**

## VCE Music

### Rationale

Music is uniquely an aural art form and its essential nature is abstract. It allows for the expression of the intellect, imagination and emotion, and the exploration of values, and fosters an understanding of continuity and change. Active participation in music develops musicianship through creating, performing, responding and analysing, and fosters an understanding of other times, places, cultures and contexts. Students develop ideas about the ways in which music can interact with other art forms, technology and design, and other fields of endeavour.

Music learning has a significant impact on the cognitive, affective, motor, social, cultural and personal competencies of students. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. The nature of music study allows students to develop their capacity to manage their own learning, work together with others, and engage in activity that reflects the real-world practice of performers, composers and audiences, working towards the development of a personal voice.

Through performance, students sing and play music, demonstrating their knowledge and practical music skills through refining solo and/or ensemble performances.

VCE Music equips students with personal and musical knowledge and skills that enable them to focus on their musicianship in particular areas and follow pathways into tertiary music study or further training in a broad spectrum of music related careers. VCE Music also offers students opportunities for personal development and encourages them to make an ongoing contribution to the culture of their community through participation in life-long music making.

### Unit 1 – Organisation of Sound

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music

works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

They prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding on their chosen instrument/sound source. At least two works should be associated with their study of approaches to music organisation.

#### Area of Study 1

**Performing.** In this area of study, students focus on practical music-making and performance skills by preparing and performing solo and ensemble works, one of which should be associated with a music approach studied in Area of Study 3. They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

#### Outcome 1

On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo or ensemble), which demonstrate knowledge drawn from their investigation of music organisation.

#### Area of Study 2

**Creating.** In this area of study, students create a folio of brief creative responses. At least one exercise should demonstrate their understanding of musical organisation and characteristics of at least one work selected for study in Area of Study 3. They develop appropriate methods of recording and preserving their music.

#### Outcome 2

On completion of this unit the student should be able to create short music works/responses that demonstrate their understanding of different approaches to musical organisation, and reflect on the creative process.

#### Area of Study 3

**Analysing and responding.** Students analyse the treatment of specific music elements, concepts and compositional devices in music that have been created using different approaches to musical organisation. They develop skills in identifying how music is organised and the components of this organisation. They develop skills in aural analysis and respond to a range of excerpts in different styles and traditions.

#### Outcome 3

On completion of this unit the student should be able to describe how music is organised in at least two music examples, responding to music characteristics in a range of music excerpts and identifying how music is organised, and identifying, recreating and documenting music language concepts presented in context and in isolation.

#### Assessment

For this unit students are required to demonstrate three outcomes.

Suitable tasks for assessment in this unit may be selected from the following: performances of at least two works, including at least one ensemble/group work. A discussion of the challenges presented by these works. Aural, oral, written and practical tasks such as: a folio of exercises, responses to structured questions, a workbook of class activities. Composition and/or improvisation exercises and accompanying discussion that demonstrate an understanding of the organisation of music.

### Unit 2 – Effect in music

In this unit, students focus on the way music can be used to create an intended effect. By performing, analysing and responding to music works/examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created.

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source.

They create (arrange, compose or improvise) short music exercises that reflect their understanding of the organisation of music and the processes they have studied

#### Area of Study 1

**Performing.** In this area of study, students prepare and perform solo and group works, one of which should demonstrate their understanding of effect in music. They convey meaning and/or emotion to an audience through practical music-making and further development of performance skills.

They develop their individual instrumental and musicianship skills through regular practice and develop group skills through rehearsal and performance with other musicians.

### **Outcome 1**

On completion of this unit the student should be able to rehearse and present planned performances using technical control, expression and stylistic understanding in at least two works (solo and/or group), describing how they intend to convey specific musical effect(s).

### **Area of Study 2**

**Creating.** In this area of study, students assemble a folio of brief responses using a variety of sound sources demonstrating their understanding of the possibilities of creating effect in music. They develop appropriate methods of recording and preserving their music. Students reflect on their responses by documenting their approach to creating effect in their music, and identifying and describing their use of music elements, concepts and compositional devices.

### **Outcome 2**

On completion of this unit students should be able to create short music works/ responses that exhibit their understanding of different approaches to musical effects and reflect on the creative process.

### **Area of Study 3**

**Analysing and responding.** In this area of study, students develop skills in analysing how effect can be created in music and how the treatment of elements of music, concepts and compositional devices contribute to this effect.

### **Outcome 3**

On completion of this unit the student should be able to identify the ways performers and creators convey effect in music, and they should be able to identify, recreate and document music language concepts in context and isolation.

### **Assessment**

For this unit students are required to demonstrate three outcomes.

Suitable tasks for assessment in this unit may be selected from the following: performances of at least two works, including at least one ensemble/group work. A discussion of the challenges presented by these works. Aural, oral, written and practical tasks such as: a folio of exercises, responses to structured questions, a workbook of class activities. Composition and/or improvisation exercises and accompanying discussion that demonstrate an understanding of the organisation of music.

In Units 3 & 4, students select from Contemporary Performance or Repertoire Performance (Classical Music).

For more detail on each unit of work and area of study, please see the Campus Head of Music or the VCE Music Classroom Teacher. Below is a summary of each of these subjects. Both subjects will be taught in the same class

## **Units 3 & 4: Music Contemporary Performance**

This study offers pathways for students whose performance practice includes the study of instruments in Contemporary Music styles. Students study the work of other performers and analyse their approaches to interpretation and how personal voice can be developed through reimagining existing music works.

Students may present with any instrument or combination of instruments which will be suitable to convey understanding of the key knowledge and application of key skills for Outcome 1, with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B.

### **Area of Study 1 (both units)**

**Performing.** In this area of study, students perform regularly in a variety of contexts and use these performances to explore and build on ways of developing technical skills and interpretation approaches relevant to the style(s) of the selected works.

### **Outcome 1**

On completion of this unit the student should be able to perform a selection of works being prepared for the performance examination, demonstrating an understanding of music style, authentic performance conventions and a range of techniques, using a Performer's Statement of Intent to explain their choice of works for the programs.

### **Area of Study 2 (both units)**

**Analysing for Performance.** In this area of study, students focus on the processes of analysis and practices that they undertake to develop their performances.

### **Outcome 2**

On completion of this unit the student should be able to demonstrate and discuss performance development techniques and approaches relevant to performance of selected works and an intended approach to a reimagined existing work.

### **Area of Study 3 (both units)**

**Responding.** In this area of study, students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated in contemporary performance.

### **Outcome 3**

On completion of this unit the student should be able to discuss a performer's interpretation and manipulation of music elements and concepts in works, and identify, recreate and notate music language concepts from examples presented, both in context and in isolation.

### **Assessment of levels of achievement**

The student's level of achievement in Unit 3 and Unit 4 will be determined by School-assessed Coursework. The level of achievement for Units 3 and 4 is also assessed by an end-of-year aural and written examination, and by a performance examination.

## **Units 3 & 4 – Music Repertoire Performance**

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member.

### **Area of Study 1 (both units)**

**Performing.** In this area of study, students present performances of musical works including at least one ensemble work. Students perform regularly in a variety of contexts. They reflect on these performances to explore and develop ways of communicating expressive intentions to an audience. They develop musicianship skills through regular individual practice, and ensemble skills through structured rehearsal with other musicians.

### **Outcome 1**

On completion of this unit the student should be able to explain the artistic and practical considerations used to select a program of works for performance, and demonstrate a diverse range of techniques and expressive qualities through performance of works or sections of works including one work from the prescribed list intended for their final recital program and at least one ensemble work.

### **Area of Study 2 (both units)**

**Analysing for Performance.** In this area of study, students focus on the processes of analysis and research that they undertake when preparing musical works for performance.

### **Outcome 2**

On completion of this unit the student should be able to demonstrate and discuss techniques related to performance of selected works, including aspects of interpretation.

### **Area of Study 3 (both units)**

**Responding.** In this area of study, students develop their understanding of the ways elements of music, concepts and compositional devices can be interpreted and/or manipulated by other musicians.

### **Outcome 3**

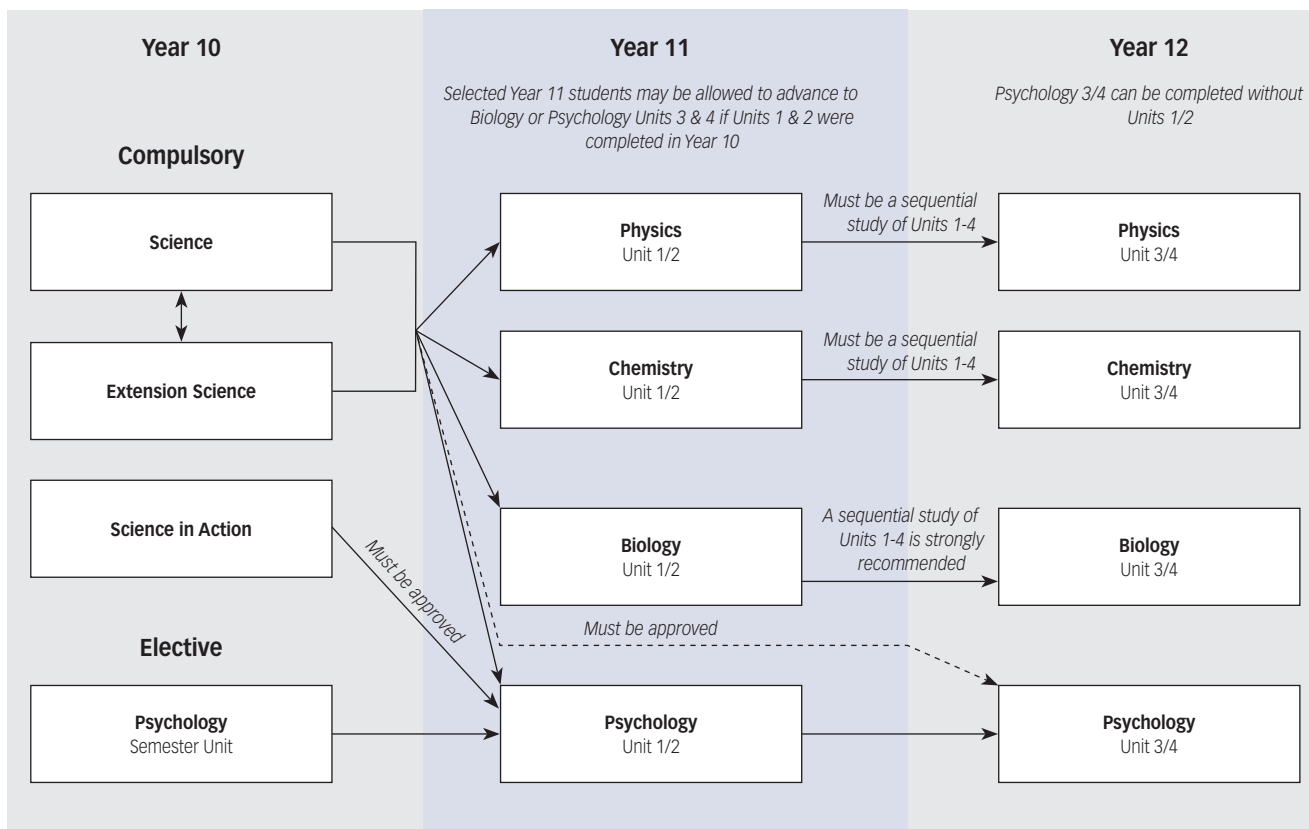
On completion of this unit the student should be able to discuss the interpretation of expressive elements of music, and identify, recreate, notate and transcribe short excerpts of music using voice or instrument.

### **Assessment**

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year aural and written examination, which will contribute 20 per cent to the study score, and a performance examination which will contribute 50 per cent to the study score.

# Science



## Science

### Rationale

Science is an integral part of modern society and our science courses are designed to equip students with the scientific skills and knowledge needed to function effectively and deal with scientific matters arising in daily life. The courses stress the interlocking nature of various branches of knowledge, progressively developing skills and knowledge using contexts relevant to student experience. Science is presented as a dynamic area of knowledge which can help us to find solutions for the future but also presents us with ethical questions. As the course progresses, students should develop insights into how science is applied in our society, use the methods of science to seek answers to questions and make informed decisions about scientific issues, further studies and careers.

### Core Science Course Choices

All Year 10 students must choose ONE of the following courses that will run for the whole year.

- Science.** The standard course is compliant with the National Curriculum Science guidelines undertaken by most students to provide a broad experience of Science suitable for further study in any VCE Science.
- Extension Science.** An extension course is compliant with the National Curriculum Science guidelines designed to extend able students, particularly for those students considering VCE Chemistry, Physics and/or Biology.
- Science In Action.** A modified program that emphasizes the practical uses of Science in our society. This course should only be taken by students who are sure, after counselling discussions, that they will not be including Biology, Chemistry or Physics in their VCE program.

### Core Science – Year 10

This course has been written to comply with the requirements of the Australian Curriculum and offers students some experience in major units of study in the core disciplines of science at VCE level. The aim of these Units is to give students an opportunity to familiarise themselves with the type of material involved and the style of work required. This will enable students to determine their interests and strengths so they can make informed decisions about their VCE course of

study. Any student who wishes to pursue any future study in a VCE science, or who is still undecided about their future directions, should do this course. The major units include: Biological science (DNA, genes and evolution), Chemical science (periodic table and chemical reactions), Earth and space sciences (Origin of universe and global systems) and Physical sciences (motion, forces and energy).

### Assessment Tasks

In Year 10, the assessment tasks focus on a range of knowledge and skills that students are expected to develop and which reflect the style of summative tasks students will be required to complete in later years.

- Practical Work.** The development of science inquiry skills including the ability to report on the findings of their work.
- Work Tasks**
  - Projects: the development of the ability to carry out research into a topic using a wide range of sources which are appropriately acknowledged and present the information gathered in a variety of formats.
  - Class Work/Homework: a variety of small tasks completed in a limited time frame which are designed to support and demonstrate student mastery of the course outcomes.
- Topic Tests.** Student mastery of the knowledge and skills of each topic will be evaluated under test conditions.
- Semester Exam.** All work studied during the semester will be examined under formal examination conditions.

### Extension Science – Year 10

This course will be offered as a full year course instead of the Science course undertaken by most students. It will be suited to able students intending to include Science studies in their VCE program. The course will be based on the Science course but will offer a greater breadth and depth to extend students. The course will not be a VCE Headstart program; however, the opportunity to extend their experience of Science should enable students to be better prepared for VCE studies in this field. This course will be offered to students based on their performance in Year 9 Science and teacher recommendation. Students may also express an interest in this subject but their application will be treated on the basis of merit.

The core of the course will be the same as the Science course, including the same units of study. The pace of the units will be increased to allow for extension of the material and the inclusion of extra activities.

#### Assessment Tasks

The same types of assessment tasks will be undertaken as those listed for the Science course.

### Science in Action – Year 10

This course is designed to provide an alternative to the core disciplines of Science. The Units studied will cover a range of areas of Science with a focus on their application to our daily lives rather than theoretical content. Although the subject will draw on the Science guidelines from the National Curriculum, its primary goals are to reinvigorate interest in science and cater for students considering no VCE science subjects other than Psychology.

The contexts used for the content will be ones the students have, or will, experience. The issues addressed are ones all students should consider as responsible members of society.

Practical work will be emphasised to broaden student interests and skills. Students will be given opportunities to work individually or in small groups to perform experimental research.

The major units of study will cover areas such as Human Genetics, Earth Science (Plate Tectonics and Space), Forensic Science and Chemical Reactions.

Students selecting this subject will not have the option of progressing into VCE Biology, Chemistry or Physics.

#### Assessment Tasks

Assessment will focus on work produced during the course of study which will form an integral part of the regular teaching and learning program.

Assessment will involve the following tasks:

1. **Practical Work.** Use and development of practical skills and the ability to report on the findings of experimental investigations.
2. **Work Tasks.** Using a wide range of sources, appropriately acknowledged and presented in a variety of formats. Combination of extended and short time frame tasks.
3. **Topic Tests/Semester Examination.** Student knowledge of topics studied will be evaluated under test conditions at the completion of each unit and in an examination at the end of a semester.

## Psychology Elective – Year 10

### Introduction to Psychology

#### Rationale

*This subject has been designed for students who have an interest in understanding why people think, feel, and behave in the way they do. The course will focus on scientific concepts and theories that underpin varied areas of psychology and enhance students' ability to undertake VCE Psychology. It will allow students to explore the varied pathways available within different psychological fields and the biological, psychological and social factors that impact everyone in varied ways.*

*Students will become familiar with important psychological concepts and terms and the work requirements that underpin the VCE course.*

The course covers four main areas of study:

1. Introduction to Psychology / Research methods
2. The brain and the nervous system
3. Mental Health
4. Forensic Psychology

#### Assessment Tasks

- Response to structured questions
- Independent research investigation
- Analysis of research
- Semester examination

## Biology

#### Rationale

*VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements.*

*In VCE Biology students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills. Students use scientific and cognitive skills and understanding to analyse contemporary biology-related issues, and communicate their views from an informed position.*

#### Structure of the Study

Unit 1 and 2 are independent but it is strongly recommended that Unit 1 as a minimum should be completed before attempting Units 3 and 4 which must be taken as a sequence. Unit 1 contains crucial material on cell structure and function that will form a basis for the content of Unit 3. Students attempting Unit 3 without completing Unit 1 would be at a disadvantage.

### Unit 1 – How do organisms regulate their functions?

This unit examines the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including requirements for sustaining cellular processes. The unit will also focus on cell growth, replacement and death and the role of stem cells in differentiation. The exploration of how systems function through cell specialisation in vascular plants and animals, and consideration of the role of homeostatic mechanisms play in maintaining an animal's internal environment will also be explored.

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

This unit examines reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. Students will apply their understanding of chromosomes to explain the process of meiosis. The unit will explore how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. Students will be expected to be able to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict the outcome of genetic crosses.

#### Assessment Tasks

- Topic tests
- Semester examination
- Reports on practical activities
- Practical investigation (Scientific Poster)
- Investigation of a current biological issue (Media Analysis)
- Response to problem sets
- Presentations of materials in variety formats.

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

This unit will investigate the workings of the cell from several perspectives. Students will explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students will analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as diverse group of function molecules. Students will investigate the biological consequences of manipulating the DNA molecule and the application of biotechnologies.

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

This unit will focus on the continual change and challenges to which life on Earth has been, and continues to be, subjected to. Students will study the human immune system and the interactions between its components to provide immunity to a specific antigen. Students will consider how application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.

#### Assessment Tasks

The award of satisfactory completion of a unit requires the student to demonstrate achievement of the set of outcomes specified for the unit based upon the assessment tasks designated for the unit.

#### Assessment of Level of Achievement

The student's level of achievement will be determined by school-assessed course work and an external examination at the end of the year. School based assessment tasks are specified in the study design and relate to the outcomes in each unit. Each task will be allocated a weighted score and is designed to be part of the regular teaching and learning program. They will be mainly completed in class and within a limited time frame. The school assessed course work will contribute 20% from Unit 3 and 30% from Unit 4, with the final 50% contribution coming from the examination.

## Chemistry

#### Rationale

*VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used*



to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment. In undertaking this study, students apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials.

In VCE Chemistry, students develop and enhance a range of inquiry skills, such as practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students apply chemical knowledge, scientific skills, and critical and creative thinking to investigate and analyse contemporary chemistry-related issues and communicate their views from an informed position.

### Structure of the Study

Units 1 and 2 contain crucial foundation material and should be completed before attempting Units 3 and 4 otherwise students will be seriously disadvantaged by lack of background. Units 3 and 4 must be studied as a sequence.

The study aims to have students develop a set of key skills across the four units of study. These are:

- Investigate and inquire scientifically
- Apply chemical understandings
- Communicate chemical information and understandings

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. They are introduced to ways that chemical quantities are measured. They consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Students conduct practical investigations involving the reactivity series of metals, separation of mixtures by chromatography, use of precipitation reactions to identify ionic compounds, determination of empirical formulas, and synthesis of polymers.

Throughout this unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

A student-directed research investigation into the sustainable production or use of a selected material is to be undertaken in Area of Study 3.

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

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit students analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. They explore applications of acid-base and redox reactions in society.

Students conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Throughout the unit students use chemistry terminology, including symbols, formulas, chemical nomenclature and equations, to represent and explain observations and data from their own investigations and to evaluate the chemistry-based claims of others.

### Assessment Tasks

These may include:

- Practical Work
- analysis and evaluation of generated primary and/or collated secondary data
- a media analysis/response
- problem-solving involving chemical concepts, skills and/or issues
- a report of an application of chemical concepts to a real-life context
- Semester Examination

## Unit 3 – How can design and innovation help to optimise chemical processes?

Students analyse and compare different fuels as energy sources for society, with reference to the energy transformations and chemical reactions involved, energy efficiencies, environmental impacts and potential applications. They explore food in the context of supplying energy in living systems. The purpose, design and operating principles of galvanic cells, fuel cells, rechargeable cells and electrolytic cells are considered when evaluating their suitability for supplying

society's needs for energy and materials. They evaluate chemical processes and factors that influence their reaction rates and extent. They investigate how the rate of a reaction can be controlled so that it occurs at the optimum rate while avoiding unwanted side reactions and by-products. Students conduct practical investigations involving thermochemistry, redox reactions, electrochemical cells, reaction rates and equilibrium systems.

## Unit 4 – How are carbon-based compounds designed for purpose?

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

Students conduct practical investigations related to the synthesis and analysis of organic compounds, involving reaction pathways, organic synthesis, identification of functional groups, direct redox titrations, solvent extraction and distillations

### Assessment of level of achievement

The award of satisfactory completion of a unit requires the students to demonstrate achievement of the set of outcomes specified for the unit based upon the assessment tasks designated for the unit.

The student's level of achievement will be determined by school-assessed coursework and an external examination at the end of the year. School-based assessment tasks are specified in the study design and relate to the two outcomes in each unit. Each task will be allocated a weighted score and is designed to be part of the regular teaching and learning program. They will be completed in class and within a limited time frame. The school assessed course work will contribute 20% from Unit 3 and 30% from Unit 4, with the final 50% contribution coming from the examination..

## Physics

### Rationale

VCE Physics enables students to use observations, experiments, measurements, and mathematical analysis to develop qualitative and quantitative explanations for phenomena occurring from the subatomic scale to macroscopic scales. They explore the big ideas that changed the course of thinking in physics such as relativity and quantum physics. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve, leading to the development of more complex ideas and technological advances and innovation. In undertaking this study, students develop their understanding of the roles of careful and systematic observation, experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify phenomena.

In addition students will also be provided with opportunities further develop practical skills and skills relevant to writing practical reports through standard practical activities and Practical Investigations.

### Structure of the Study

Units 1 and 2 contain crucial foundation material and should be completed before attempting Units 3 and 4 otherwise students will be seriously disadvantaged by lack of background. Units 3 and 4 must be studied as a sequence.

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

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

## Unit 2 – How does physics help us to understand the world?

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

In Area of Study 1, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

In Area of Study 2, students choose one of eighteen options related to climate science, nuclear energy, flight, structural engineering, biomechanics, medical

physics, bioelectricity, optics, photography, music, sports science, electronics, astrophysics, astrobiology, Australian traditional artefacts and techniques, particle physics, cosmology and local physics research. The selection of an option enables students to pursue an area of interest through an investigation and using physics to justify a stance, response or solution to a contemporary societal issue or application related to the option.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

#### Assessment Tasks

These may include:

- Practical Work
- analysis and evaluation of generated primary and/or collated secondary data
- a media analysis/response
- problem-solving involving physics concepts, skills and/or issues
- a report of an application of physics concepts to a real-life context
- Semester Examination

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

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

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster format.

### Unit 4 – How have creative ideas and investigation revolutionized thinking in Physics?

In this unit, students explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light. Matter, that was once explained using a particle model, is re-imagined using a wave model. Students are challenged to think beyond how they experience the physical world of their everyday lives to thinking from a new perspective, as they imagine the relativistic world of length contraction and time dilation when motion approaches the speed of light. They are invited to wonder about how Einstein's revolutionary thinking allowed the development of modern-day devices such as the GPS.

A student-designed practical investigation involving the generation of primary data and including one continuous, independent variable related to fields, motion or light is undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 2. The design, analysis and findings of the investigation are presented in a scientific poster format.

#### Assessment of level of achievement

The student's level of achievement will be determined by school-assessed coursework and an external examination at the end of the year. School-based assessment tasks are specified in the study design and relate to the outcomes in each Unit. Each task will be allocated a weighted score and is designed to be part of the regular teaching and learning program. They will be mainly completed in class and within a limited time frame. The school-assessed coursework contribute 30% and 20% respectively for each unit and the examination will contribute 50% to the final assessment.

## Psychology

#### Rationale

*VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. They develop an insight into biological, psychological and social factors and the key science skills that underpin much of psychology. VCE Psychology is designed to promote students' understanding of how society applies such skills and psychological concepts to resolve problems and make scientific advancements. The study is designed to promote students' confidence and their disposition to use the information they learn in the study in everyday situations.*

*Studying VCE Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving*

*skills, including critical and creative thinking, to establish and articulate their understandings through their class discussions, practical work and written responses – all of which may help students to think deeply and critically about their own lives, manage life circumstances and reach personal goals.*

#### Structure of the Study

The study consists of four units, each dealing with specific content. There are no prerequisites for Units 1, 2 or 3 so students can commence Unit 3 without completing Units 1 and 2. Units 3 and 4 should be studied as a sequence.

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

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

A student-directed research investigation into contemporary psychological research is undertaken in Area of Study 3. The investigation involves the exploration of research, methodology and methods, as well as the application of critical and creative thinking to evaluate the validity of a research study by analysing secondary data. The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

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

In this unit students evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values. Students are encouraged to consider Aboriginal and Torres Strait Islander people's experiences within Australian society and how these experiences may affect psychological functioning.

Students examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

A student-adapted or student-designed scientific investigation is undertaken in Area of Study 3. The investigation involves the generation of primary data and is related to internal and external factors that influence behaviour and mental processes. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

#### Assessment Tasks

- Semester Examination
- Topic Tests
- Work Tasks
- A Practical Investigation
- Research Investigation

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

In this unit students investigate the contribution that classical and contemporary research has made to the understanding of the functioning of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Students investigate how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning.

Students investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. They consider models to explain learning and memory as well as the interconnectedness of brain regions involved in memory. The use of mnemonics to improve memory is explored, including Aboriginal and Torres Strait Islander peoples' use of place as a repository of memory.

A student-designed scientific investigation involving the generation of primary data related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4 Outcome 3.

## **Unit 4 – How is mental wellbeing supported and maintained?**

In this unit students explore the demand for sleep and the influences of sleep on mental wellbeing.

They consider the biological mechanisms that regulate sleep and the relationship between rapid eye movement (REM) and non-rapid eye movement (NREM) sleep across the life span. They also study the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep.

Students consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. They explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia. They explore how mental wellbeing can be supported by considering the importance of biopsychosocial protective factors and cultural determinants as integral to the wellbeing of Aboriginal and Torres Strait Islander peoples.

### ***Assessment of level of achievement***

The award of satisfactory completion of a Unit requires the student to demonstrate achievement of the criteria specified for the unit based on the assessment tasks designated for the Unit.

The student's level of achievement will be determined by school-assessed coursework and an external examination at the end of the year. School-based assessment tasks are specified in the study design and relate to the three areas of study outcomes in each Unit. Each task will be allocated a weighted score and is designed to be part of the regular teaching and learning program. They will be completed, largely, in class and within a limited time frame. The school assessed course work will contribute 20% from Unit 3 and 30% from Unit 4, with the final 50% contribution coming from the examination.

# Theatre

## Year 10 Theatre Studies

### Creating Theatre Performance

In Unit 1 of Year 10 Theatre Studies, students discover how to be a stagecraft designer through a series of production role workshops. As an ensemble group, they devise their own script for performance and work creatively as actors and designers of costume, set, sound, lighting and props. They learn how to be focused, innovative and resourceful, collaborating and taking on responsibilities for performance development. Students also attend a live theatre performance and complete an analysis of this performance.

They develop a sense of inquiry and empathy by exploring the diversity of theatre in different times, traditions, places and cultures.

#### Content

- Production role processes
- Devising a performance as an ensemble
- Stagecraft design
- Character creation
- Professional theatre analysis
- Process journal and critical reflection

#### Assessment

- Production role presentation
- Performance Analysis
- Devised performance (and process)
- Written Examination

### Scripted Theatre Production

In Unit 2 of Year 10 Theatre Studies, students work with a professional script to develop and present a theatre production for an audience. They collaborate as an ensemble to interpret the script, develop characters and take responsibility for production roles. Students create meaning as theatre makers, performers and audience members. They develop acting and theatre production skills, exploring the theatre styles and world of the play. They plan, develop and perform. They document and reflect on their progress in their Process Journal. Students also attend a live theatre performance and complete an analysis of this performance.

#### Content

- Working with scripts
- Production roles interpretation
- Character development
- Class Theatre production
- Professional theatre analysis
- Process journal and critical reflection

#### Assessment

- Scripted production performance (and process)
- Professional Theatre Analysis
- Written Examination

## VCE Theatre Studies

### Rationale

*Through the study of VCE Theatre Studies, students broaden their knowledge of historical and contemporary theatre styles and texts. Working both individually and in collaboration with others, students become theatre practitioners, interpreting scripts, engaging in stagecraft design and taking on roles of the theatre production process. They view professional performances and engage in critical analysis and evaluation. Through study and practice, students develop an appreciation for the art form of theatre making.*

### Unit 1 – Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era. Students creatively and imaginatively work in production roles with scripts, focusing on distinct theatre styles and their conventions. Students develop knowledge and skills of the theatre production process including dramaturgy, planning, development and performance to an audience and apply this to their own work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

#### Outcome 1 – Exploring pre-modern theatre styles and conventions

On completion of this unit the student should be able to identify and describe distinguishing features of theatre styles and scripts from the pre-modern era.

#### Outcome 2 – Interpreting scripts

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the pre-modern era.

#### Outcome 3 – Analysing a play in performance

On completion of this unit the student should be able to analyse a performance of a script.

#### Assessment

- Exploring Theatre Styles & Conventions
- Interpreting Scripts
- Analysing a Play in Performance
- Written Examination

### Unit 2 – Modern theatre styles and conventions

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

#### Outcome 1 – Exploring modern theatre styles and conventions

On completion of this unit the student should be able to identify and describe the distinguishing features of theatre styles and scripts from the modern era.

#### Outcome 2 – Interpreting scripts

On completion of this unit the student should be able to work creatively and imaginatively in production roles to interpret scripts from the modern era.

#### Outcome 3 – Analysing and evaluating a theatre production

On completion of this unit the student should be able to analyse and evaluate a theatre production.

#### Assessment

- Exploring Theatre Styles & Conventions
- Interpreting Scripts
- Analysing & Evaluating a Play in Performance
- Stagecraft Examination
- Written Examination

### Unit 3 – Producing theatre

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

#### Outcome 1 – Staging theatre

On completion of this unit the student should be able to interpret a script across the stages of the production process through creative, imaginative and collaborative work undertaken in two production roles.

#### Outcome 2 – Interpreting a script

On completion of this unit the student should be able to outline concepts and ideas for a creative interpretation of excerpts from a script and explain how these could be realised in a theatre production.

#### Outcome 3 – Analysing and evaluating theatre

On completion of this unit the student should be able to analyse and evaluate the creative and imaginative interpretation of a written script in production to an audience.

### Assessment

- Staging Theatre
- Interpreting a Script
- Analysing and Evaluating Theatre

## Unit 4 – Performance interpretation

In this unit students study a scene and an associated monologue from the Theatre Studies Performance Examination list published annually. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend, selected from the VCE Theatre Studies Unit 4 Playlist.

### Outcome 1 – Researching and presenting theatrical possibilities

On completion of this unit the student should be able to describe and justify a creative and imaginative interpretation of a monologue and its prescribed scene.

### Outcome 2 – Interpreting a monologue

On completion of this unit the student should be able to interpret and present a monologue and orally justify and explain their interpretive decisions.

### Outcome 3 – Analysing and evaluating a performance

On completion of this unit the student should be able to analyse and evaluate acting, direction and design in a production.

### Assessment

- Researching and Presenting Theatrical Possibilities
- Interpreting a Monologue
- Analysing and Evaluating a Performance

Unit 3 school-assessed coursework – 30%

Unit 4 school-assessed coursework – 15%

End-of-year performance examination – 25%

End-of-year written examination – 30%

## Year 10 Dance

Year 10 Dance is an exciting practical class in which students are challenged to develop their dance technique, as they participate in class workshops in a range of dance styles. Students learn the processes involved in choreographing their own group and solo dances, develop their technical skills in performance and learn about safe dance practice. They explore cultural dances from different eras and consider how they have influenced modern dance. As part of their course, students join in incursions with professional choreographers and attend the VCE Top Class Dance excursion.

### Content

- Safe dance practice and anatomy
- Anatomy
- Artistry in performance
- Dance technique
- Dance choreography and composition
- Dance work analysis

### Assessment

- Dance Technique and Choreography
- Dance Performance
- Dance Analysis
- Anatomy and Safe Dance
- Written Examination

## VCE Dance

### Rationale

*VCE Dance involves students as performers, choreographers and audience. The study is designed to develop students' understanding and appreciation of dance that is based on innovation, creativity and dance practice across time and place. The movement vocabulary each student develops may reflect their experiences of dance in social, cultural, therapeutic or other contexts. By exploring connections between practice and theory, VCE Dance prepares students to be creative, innovative and productive contributors to society as professional and social performers and makers of new dance works. The study also prepares students to be discerning, reflective and critical viewers of dance.*

### Unit 1

In this unit students explore the potential of the body as an instrument of expression and communication in conjunction with the development of

physical dance skills. Students discover the purposes and diversity of dance in different times, places, cultures, traditions and styles. They begin developing a personal movement vocabulary and the practices of documenting and analysing movement, and they develop understanding of how other choreographers use these practices. Students learn about relevant physiology and about care and maintenance of the body. Students explore the choreographic process through movement studies, cohesive dance compositions and performances. They discuss influences on other choreographers and the impact of these influences on intentions and movement vocabulary in selected dance works.

### Outcome 1 – Dance perspectives

On completion of this unit the student should be able to describe and document features of other choreographers' dance works.

### Outcome 2 – Choreography and performance

On completion of this unit the student should be able to choreograph and perform a solo, duo and/or group dance work and complete structured improvisations.

### Outcome 3 – Dance technique and performance

On completion of this unit the student should be able to safely and expressively perform a learnt solo, duo or group dance work.

### Outcome 4 – Awareness and maintenance of the dancer's body

On completion of this unit the student should be able to describe key approaches to wellbeing and health practices for dancers and essential aspects of physiology, and demonstrate the safe use and maintenance of the dancer's body.

### Assessment

- Course work
- Student Choreographed Group Dance
- Technique Development
- Learnt Work
- Examination

### Unit 2

In this unit students explore elements of movement, and choreographic devices. Students apply their understanding to realise a solo or group dance work – choreographing and/or learning, rehearsing, preparing for performance and performing. Students are introduced to a range of dance traditions, styles and works including those of traditional and/or contemporary Aboriginal and Torres Strait Islander Peoples. Students identify the use of movement categories and ways the elements of movement have been manipulated through the use of choreographic devices. Students make links between the theoretical and practical aspects of dance through analysis and discussion of the way their own and other choreographers' intentions are communicated, and through the way movement has been manipulated and structured.

### Outcome 1 – Dance perspectives

On completion of this unit the student should be able to analyse use of the movement categories and elements of movement in selected dance traditions, styles and/or works.

### Outcome 2 – Choreography and performance

On completion of this unit the student should be able to complete structured improvisations and choreograph and perform a solo, duo or group dance work.

### Outcome 3 – Dance technique and performance

On completion of this unit the student should be able to safely and securely perform a learnt solo, duo or group dance work with artistry, and report on the realisation of the dance work.

### Assessment

- Course work
- Student Choreographed Group Dance
- Technique Development
- Learnt Work
- Examination

### Unit 3

In this unit students choreograph, rehearse and perform a solo dance work that allows them to execute a diverse range of physical skills. Students continue regular and systematic dance training and learn and perform a duo or group dance work created by another choreographer. Students analyse the realisation of their solo and the learnt work, focusing on the processes of choreographing or learning, rehearsing, preparing for performance and performing. Students further develop their understanding of the choreographic process through analysis of two dance works by choreographers of the twentieth and/or twenty-first centuries selected from the Unit 3 Prescribed list of dance works.

### **Outcome 1 – Dance perspectives**

On completion of this unit the student should be able to analyse two selected dance works.

### **Outcome 2 – Choreography, performance and analysis of a skills-based solo dance work**

On completion of this unit the student should be able to choreograph, rehearse and perform a skills-based solo dance work and analyse the processes used to realise the solo dance work.

### **Outcome 3 – Dance technique, performance and analysis of a learnt dance work**

On completion of this unit the student should be able to learn, rehearse and prepare for performance, and perform a duo or group dance work by another choreographer and analyse the processes used.

#### **Assessment**

- Dance perspectives
- Choreography, performance and analysis of a skills-based solo dance work
- Dance technique, performance and analysis of a learnt dance work

## **Unit 4**

In this unit students choreograph, rehearse and perform a solo dance work with a focus on communicating the intention with accurate execution of choreographic variations of spatial organisation. Students document and analyse the realisation of the solo dance work across the processes of choreographing, rehearsing, preparing to perform and performing the dance work. Students continue to develop their understanding of the choreographic process through analysis of a group dance work by a twentieth or twenty-first century choreographer. Students analyse the use of group structures, symmetrical groupings and spatial organisation, and investigate the influences on choices made by choreographers.

### **Outcome 1 – Dance perspectives**

On completion of this unit the student should be able to analyse a selected group dance work.

### **Outcome 2 – Choreography, performance and dance-making analysis**

On completion of this unit the student should be able to choreograph, rehearse, perform and analyse their realisation of a solo dance work.

#### **Assessment**

- Dance perspectives
- Choreography, performance and dance-making analysis
- Dance

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

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

Unit 3 school-assessed coursework – 15%

Unit 4 school- assessed coursework – 10%

End-of-year performance examination – 50%

End-of-year written examination – 25%

# Visual Arts

Year 10	Year 11	Year 12	Year 11 & 12
Art: Painting and Drawing	Art: Creative Practice Unit 1/2	Art: Creative Practice Unit 3/4	<b>VCE Extension Classes</b> <ul style="list-style-type: none"> <li>• Artist Talks</li> <li>• Guest Presenters</li> <li>• Hands-on Workshops</li> </ul> <b>Exhibitions</b> <b>Artist-in-Residence</b> <b>Excursions</b> <b>Top Arts, Top Designs &amp; Top Screen</b> <b>Gallery Visits</b> <b>Photo &amp; Film Shoots</b>
Art: 3D Sculpture	Visual Communication Design Unit 1/2	Visual Communication Design Unit 3/4	
Visual Communication Design: Architecture	Media Unit 1/2	Media Unit 3/4	
Visual Communication Design: Graphics	Art: Making & Exhibiting Unit 1/2	Art: Making & Exhibiting Unit 3/4	
Media: Film	Creative Digital Media Unit 1/2	Creative Digital Media Unit 3/4	
Media: Animation & Interactive Media			
Photography: In the field			
Photography: Studio & Editing			
Fashion			

## Rationale

Studying a subject within the Visual Arts sets you up with many key skills useful in a wide range of professions and creative industries. Each study provides students with the opportunity to engage in a range of learning activities which enables them to develop skills such as creative and critical thinking and problem solving. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students also develop employability skills through their learning activities.

The nationally agreed employability skills are: Communication; Planning and organising; Teamwork; Problem solving; Self-management; Initiative and enterprise; Technology; and Learning. Each employability skill contains a number of facets that have a broad coverage of all employment contexts and are designed to describe all employees.

## Reasons to Study Visual Arts

- To develop skills to be a creative and imaginative thinker who can solve challenging problems and navigate new and unfamiliar situations.
- To become a lifelong learner who uses all available resources to anticipate, develop strategies for, and respond to the ever changing needs of self and society.
- To develop a positive work ethic, flexibility, and pride in a job well done.
- To engage with thought processes and broaden ways of thinking.
- To develop crucial skills in cooperative decision-making, leadership and clear communication.
- To engage in design thinking, which involves the application of creative, critical and reflective techniques, processes and dispositions, supports skill development in areas beyond design, including science, business, marketing and management.

- To have experiences and develop skills by learning to create, and respond to works of art, design, photography and film; which provides a foundation for the kinds of literacy needed to communicate and work successfully in our ever-changing media, technology, and information age.
- These studies can provide pathways to training and tertiary study in a wide range of art and design and related studies.

At Year 10, if you are passionate about the Visual Arts and wish to continue into VCE Years 11 and 12, it is strongly recommended that you complete both Semester 1 and 2. If you are looking for a way to enhance your job prospects by improving your communications skills, IT Literacy, flexibility with problem solving and teamwork skills, these courses are also advised. Both courses are very different with more breadth in techniques and skills covered each semester.

## Year 10 Art – Painting & Drawing

### Rationale

The focus of this Unit is to develop and extend the student's understanding of traditional and contemporary painting techniques, with a particular emphasis on oil painting. Students learn to work through a range of processes, including visual research and enquiry, skills and technical expertise, and reflective analysis to develop their individual visual language. Students study and analyse artists and artworks from different times and places to support their practical artwork.

### Areas of Study

1. **Inspiration and Investigation.** This area of study focuses on investigating sources

### If you enjoy:

- Improving your skills and techniques
- Experimentation with drawing and painting techniques, particular
- Coming up with innovative and original ideas
- Problem solving and extending your thinking
- Learning how artists work in the real world

of inspiration and the recording of ideas and observations. This includes methods of translating ideas and experiences into visual form and reflecting on this

2. **Materials and Techniques.** Students focus on developing skills in using materials and techniques and their application by examining artists from different times and locations.
3. **Art and Meaning.** This area of study introduces the concept of analysis and interpretation of the meaning and messages in artworks. Students learn the analysis of the formal qualities of art works to enhance their understanding and interpretation of art works.

#### Skills

- Use of Materials/Techniques
- Documentation
- Research Skills

#### Assessment Tasks

- Research and Analysis
- Folio
- Examination

**Students who are passionate about Art and wish to continue it in VCE, are strongly encouraged to complete both Semester 1 and 2.**

**Taking one or both Art classes across the year will enable students to develop the sophistication of their ideas and their competency with skills and techniques for VCE Art Creative Practice and/or VCE Making & Exhibiting.**

## Year 10 Art – 3D Sculpture

#### Rationale

The focus of this Unit is to develop and extend the student's understanding of traditional and contemporary sculptural techniques. Students learn to work through a range of processes, including visual research and enquiry, skills and technical expertise, and reflective analysis to develop their individual visual language. Students study and analyse artists and artworks from different times and places to support their practical artwork.

#### If you enjoy:

- Risk taking and thinking in a creative way
- Experimenting with modern and traditional 3D processes
- Working independently in a supportive environment

#### Areas of Study

1. **Research and Idea Generation.** This area develops concepts that are inspired by a range of sources to influence artworks and the development of a range of possible visual directions and solutions
2. **Design Aesthetics.** This area of study focuses on an analysis of the ways in which various visual forms are used to communicate ideas and develop styles. This includes the use of art elements and principles and the communication of ideas and meaning in art works

#### Skills

- Use of Materials/Techniques
- Documentation
- Research Skills
- Apply the Structural Lens and Personal Lens to analyse and interpret artworks
- Research and discuss how art reflects the personal interests, ideas, experiences and intention of the artist
- Formulate and substantiate personal opinions with reference to artworks and related references
- Use appropriate terminology to discuss artworks
- Use observation and imagination to develop creative responses

#### Assessment Tasks

- Research and Analysis
- Folio
- Examination

**Students who are passionate about Art and wish to continue it in VCE, are strongly encouraged to complete both Semester 1 and 2.**

**Taking one or both Art classes across the year will enable students to develop the sophistication of their ideas and their competency with skills and techniques for VCE Art Creative Practice and/or VCE Making & Exhibiting.**

## Year 11 Art – Creative Practice

### Unit 1 – Interpreting artworks and exploring the Creative Practice

#### Rationale

This Unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques and artistic process communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of artworks.

Students apply the Structural Lens and the Personal Lens to interpret the meanings and messages of artworks and to document the reflection of their own ideas and artmaking. In their practical work, they explore the characteristics and qualities of materials, techniques and the art process, as well as areas of personal interest to generate their own artworks.

#### If you enjoy:

- Investigating diverse and alternative approaches to making art
- Discovering how artworks can reflect the beliefs, values and traditions of different cultures
- Experimenting with different materials, techniques and processes of personal interest

#### Areas of Study

1. **Artists, artworks and audiences.** Students analyse works by various artists from a range of cultural contexts, applying the Structural and Personal Lenses.
2. **The Creative Practice.** Students explore their own personal ideas and artmaking practice: Creating a folio of work with a range of media, investigating the work of other artists as inspiration and developing their own visual language.
3. **Documenting and reflecting on the Creative Practice.** Students document their creative practice and annotate their ideas to evaluate their progress.

#### Key skills

These skills include the ability to:

- apply the Structural Lens and Personal Lens to analyse and interpret artworks
- research and discuss how art reflects the personal interests, ideas, experiences and intention of the artist
- formulate and substantiate personal opinions with reference to artworks and related references
- use appropriate terminology to discuss artworks
- use observation and imagination to develop creative responses
- investigate the practices of artists and apply these to their own works
- communicate personal ideas and concepts
- explore materials, techniques, processes and art forms and investigate how these can be used to create artworks
- use a range characteristics of styles and symbols to produce responses that realise personal interest
- use visual language to document artistic practice
- apply the Structural Lens and the Personal Lens in reflective annotation as they apply to their own artmaking.

#### Assessment Tasks

- Folio
- Research and Analysis
- Examination

**Students who are passionate about Art and wish to continue it in VCE, are strongly encouraged to complete both Semester 1 and 2.**

**Taking one or both Art classes across the year will enable students to develop the sophistication of their ideas and their competency with skills and techniques for VCE Art Creative Practice and/or VCE Making & Exhibiting.**

### Unit 2 – Interpreting Artworks and developing the Creative Practice

#### Rationale

Students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks.

#### Areas of Study

1. **The Artist, society and culture.** Students study the ways art reflects and communicate the values, beliefs and traditions of the cultures in which it was created. They explore and investigate the ways in which the world has



changed and continues to change over time and how artists respond to these changes in their artmaking.

- Collaborative Practice.** In this area of study, students collaborate with others to create works of art that reflect the culture and contemporary practices of the artist(s). They examine and discuss their artistic practice and reflect on how cultural and contemporary aspects are evidenced in the artworks.
- Documenting of collaboration using the Creative Practice.** Students critically reflect on, evaluate and document their use of the creative practice to develop and make collaborative visual responses.

#### Key skills

These skills include the ability to:

- collaborate with practicing artist, specialists and others to create artworks
- apply the Cultural and Structural Lens and aspects of other Analytical Lens as appropriate to analyse and interpret artworks from different cultures and times
- formulate and substantiate personal opinions with reference to artworks and other references
- use appropriate terminology to discuss artworks
- produce visual responses to personal and cultural and contemporary ideas and issues through exploration and experimentation using the art process
- explore and document the use of media, materials, techniques, processes and art forms and investigate how these can be used to create artworks taking into consideration contemporary approaches
- develop skills in artistic practice using the art process
- use visual language and manipulate technical and expressive qualities of art forms to produce at least one finished artwork
- document artistic practices
- apply the Cultural, Personal and Structural Lens in reflective annotation in art making

#### Assessment Tasks

- Folio
- Research and Analysis
- Examination

#### If you enjoy:

- Creative Thinking and Problem Solving*
- Working on your own individual folio and producing your own unique artworks*
- Using media, techniques and processes that you are personally interested in*
- Working independently in a supportive environment*
- Discovering how artists worked in different historical periods*
- Discussing and debating art ideas and issues*

#### Key skills

These skills include:

- research and analyse issues related to the artwork or practice of the artist
- use selected materials, techniques, processes and art forms throughout the Creative Practice
- develop and critically evaluate visual language to communicate ideas or issues
- explore and document the use of materials, techniques and processes to develop effective visual language
- apply appropriate methods to present a critique of the use of the Creative Practice and the finished artworks
- select and apply the appropriate Interpretive Lenses throughout the Creative Practice
- document and annotate, using visual material and written material, to critically reflect on and evaluate the use of the Creative Practice
- apply art terminology in analysis and critically reflective and evaluative annotations

## Unit 4 – Interpreting, Resolving and Presenting Artworks and the Creative Practices

#### Rationale

Students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse, compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

#### Areas of Study

- Documentation and critique of the Creative Practice.** Students discuss art ideas and issues using the selected work, commentaries and relevant aspects of the Analytical Frameworks to inform and support the discussion. Students study:
- Resolution and presentation of a Body of Work.** Students use the Creative Practice to resolve and present a Body of Work.
- Comparison of artists, their practice and their artworks.** Students compare the practices of historical and contemporary artists, and use the Interpretive Lenses to analyse and interpret the meanings and messages of selected artworks.

#### Key skills

- Employability skills developed by learning Art*
- Showing initiative and enterprise by being creative, generating a range of options and initiating innovative solutions*
- Being open minded and receptive to new ideas*
- Develop the ability to communicate effectively, share information, speak clearly and directly and write to the needs of the audience.*
- Gain the knowledge and confidence to own ideas and visions, develop the confidence to evaluate and monitor their own performance*
- Gain the ability to plan and organise effectively*
- Use technology to enhance their organisational, creative and technical skills.*

These skills include:

- the use of the Creative Practice to resolve and present ideas in a Body of Work
- the refinement of skill using materials and techniques in selected art forms to resolve ideas in a Body of Work
- methods to refine and resolve visual language to communicate personal ideas in a Body of Work
- the use of the appropriate Interpretive Lenses throughout the Creative Practice
- evaluate and document the refinement and resolution of personal responses throughout the Creative Practice
- select and apply the appropriate Interpretive Lenses to document the use of the Creative Practice
- present a critique of the use of the Creative Practice
- compare the practices of the selected historical and contemporary artists
- apply the Interpretive Lenses to analyse and interpret the meanings and messages in artworks

#### If you enjoy:

- Working in a Photographic Darkroom*
- Developing your own films and printing from negatives*
- Creative presentation techniques*
- Looking at the work of Professional Photographers*

## Year 12 Art

### Unit 3 – Investigation, Ideas, Artworks and the Creative Practice

#### Rationale

Students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. They use appropriate technical skill to produce at least one finished artwork as they continue to develop the body of work that will be completed at the end of Unit 4.

#### Areas of Study

- Investigation and presentation.** The student develops a body of work exploring personal ideas using the practice of one artist as inspiration. The students apply the Interpretive Lenses to their creative practice.
- Personal investigation using the Creative Practice.** Students explore personal ideas and concepts through a creative practice that includes at least one finished artwork. Students use appropriate Interpretive Lenses to reflect upon and annotate their work.

#### Future Career Paths:

- Wide range of Art related fields including
- Illustrator
  - Museum/gallery curator
  - Art therapist
  - Teacher
  - Arts Administrator
  - Multimedia programr
  - Digital game Designer
  - Make-up artist
  - Events management
  - Architecture
  - Fashion Design
  - Visual Merchandising
  - Industrial Design
  - Engineering
  - Landscape Architecture
  - Town Planning
  - Cartography
  - Marketing

### Assessment Tasks

Unit 3 and 4 level of achieved is determined by performance in Areas of Study and an examination. The contribution of each are:

- 10% School assessed coursework (SAC)
- 60% School assessed tasks (SAT)
- 30% Examination of SAC and SAT knowledge and skills

## Year 10 Photography – In the field

### Rationale

The focus of this unit is to develop the students' photographic skills to create artworks in the field. Students will develop skills in how to compose and conceptualise photographs in different environments to communicate art ideas. Utilising editing techniques students will develop styled artworks to tell stories of people, places, and things. Students will develop and present a folio of artworks for exhibition.

### Areas of Study

1. **Camera skills.** Students will learn how to use specific photography equipment to achieve visual effects
2. **Photographing on location.** This area of study will introduce students on how to photograph and compose subjects on location. Students will use artistic influences to guide how they compose images and communicate art ideas.
3. **Editing techniques.** Students will explore various editing techniques through digital applications and darkroom development. Students will stylistically explore the capabilities of editing utilising the art elements and principles to create resolved artworks.

### Skills

- Composition
- Photographic materials and techniques
- Presentation skills
- Concept development
- Analysis

### Assessment Tasks

- Photographic Folio
- Analysis and Research
- Examination

### If you enjoy:

- Working with digital cameras and creative computer programs
- Working on computers manipulating photographs eg (Photoshop & Lightroom)
- Focus on lighting techniques and specialist camera skills
- Looking at the work of Professional Photographers that work with Digital Media

## Year 10 Photography – Studio & Editing

### Rationale

The focus of this unit is to develop the students' photographic skills in studio photography. Developing and understanding of camera techniques and composition, students will learn how to plan and photograph within a photographic studio situation. They will use digital processes to experiment with and manipulate their images to achieve creative solutions. Students will develop and present a folio of artworks for exhibition.

### Areas of Study

1. **Camera and lighting skills.** Students will learn how to use specific photography equipment to achieve visual effects.
2. **Photographing in a studio.** This area of study will introduce students to the workings of a photographic studio. Students will use artistic influences to guide how they control different subjects within a studio context.
3. **Editing techniques.** Students will explore various editing techniques through digital applications and darkroom development. Students will aesthetically explore the capabilities of editing utilising the art elements and principles to create resolved artworks.

### Skills

- Composition
- Photographic materials and techniques
- Presentation skills
- Concept development
- Analysis

### Assessment Tasks

- Photographic Folio
- Visual Diary
- Analysis and Research
- Examination

## Year 11 Art – Making and Exhibiting (Photography)

### Unit 1 – Explore, Expand and Investigate

#### Rationale

This subject introduces students to photographic methods used to make artworks and factors related to the public display these artworks. Students use inquiry learning to explore, develop and refine the use of photographic materials, techniques and processes and to develop their knowledge and understanding of the ways photographic artworks are made, their aesthetic qualities in artworks and how they use visual language to communicate ideas.

#### Areas of Study

1. **Explore – materials, techniques and art forms.** Students explore the characteristics and properties of materials and demonstrate how they can be manipulated to develop subject matter and represent ideas in art making.
2. **Expand – make, present and reflect.** Students make and present at least one finished artwork and document their art making in a Visual Arts journal.
3. **Investigate – research and present.** Students research Australian artists and present information about them in a format appropriate for a proposed exhibition.

#### Skills

- explore how materials can be manipulated to develop subject matter and represent ideas in art making
- research how artists manipulate materials to develop subject matter and represent ideas in art making
- explore materials and techniques to develop visual language in art making
- progressively document the development of art making in a Visual Arts journal
- use visual language and art terminology to reflect on and document art making
- explore and discuss the contexts of a range of Australian artists and their artworks
- use a variety of methods and strategies to present information for a proposed exhibition of artworks by Australian artists

#### Assessment Tasks

- Folio
- Visual Diary
- Examination

### Unit 2: Understand, Develop and Resolve

#### Rationale

Students continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks, how artworks are displayed to audiences, and how ideas are represented to communicate meaning. They respond to a set theme and progressively develop, reflect on and record their own ideas, using materials, techniques and processes, and art elements and art principles to make finished artwork/s. Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions.

#### Areas of Study

1. **Understand – ideas, artworks and exhibition.** Students select a range of artworks from an exhibition and other sources to design their own thematic exhibition.
2. **Develop – theme, aesthetic qualities and style.** Students explore and progressively document the use of art elements, art principles and aesthetic qualities to make experimental artworks in response to a selected theme.
3. **Resolve – ideas, subject matter and style.** Progressively document art making to develop and resolve subject matter and ideas in at least one finished artwork.

#### Skills

- discuss the ways in which artworks from different contexts are exhibited in a thematic exhibition

### If you enjoy:

- Working in a Photographic Darkroom developing your own films and advanced printing techniques
- Working with digital cameras using wide range of settings
- Digital and creative computer programs
- Working on computers manipulating photographs and images using Photoshop & Lightroom
- Studio Lighting Workshops
- Working in a Photographic Studio
- Creative presentation techniques
- Looking at the work of Professional Photographers

### If you enjoy:

- Digital and darkroom photography
- Using photo editing software
- Street photography
- Using social media such as Instagram

- research and select artworks to design a thematic exhibition develop and present information about a range of artworks in a thematic exhibition how aesthetic qualities contribute to style in experimental artworks
- explore how art elements, art principles and aesthetic qualities are used to represent subject matter and ideas in experimental artworks
- written and visual documentation related to the exploration and development of experimental artworks

#### Assessment Tasks

- Folio
- Visual Diary
- Examination

## Year 12 Art – Making and Exhibiting (Photography)

### Unit 3: Collect, Extend and Connect

#### Rationale

In this unit students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. They use their Visual Arts journal to document the planning, exploration, experimentation, development, evaluation and reflection related to their art making. They receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. They visit and study exhibitions to learn about art spaces and the curator's role.

#### Areas of Study

1. **Collect – inspirations, influences and images.** Students collect information from artists and artworks in specific art forms to develop subject matter and ideas in their own art making.
2. **Extend – make, critique and reflect.** Students make artworks in specific art forms, prepare and present a critique, and reflect on feedback.
3. **Connect – curate, design and propose.** Students research and plan an exhibition of the artworks of three artists.

#### Skills

- develop subject matter and ideas from the exploration of artistic influences, inspiration and personal experiences
- experiment with materials, techniques and processes in art making in specific art forms
- document the development of ideas and visual language in individual artworks in specific art forms
- use art terminology in documentation, analysis and evaluation make artworks in specific art forms based on influences, exploration, responses and reflection
- prepare and present a critique describing and evaluating the making of artworks
- use art terminology and visual language in documentation, presentation, reflection and evaluation of artworks and art making research the characteristics of a range of exhibitions and develop a thematic exhibition of artworks

#### Future Career Path:

- Commercial Photographer
- Fashion
- Journalism
- Blogging
- Marketing
- Real Estate
- Web Design
- Architecture & Interior Design
- Advertising & Marketing
- Portraiture
- Wedding & Event Photographer

#### Assessment Tasks

- Visual Diary (SAT)
- Research and analysis
- School – assessed Coursework

### Unit 4: Consolidate, present and conserve

#### Rationale

In Unit 4 students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them. They organize the presentation of their finished artworks. They also learn about the presentation, conservation, and care of artworks by studying exhibitions of artist's works and through their own artworks.

#### Areas of Study

1. **Consolidate – refine and resolve.** Students refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making.
2. **Present – plan and critique.** Students will plan and display at least one finished artwork in a specific art form, and present a critique.
3. **Conserve – present and care.** Students will understand the presentation, conservation and care of artworks, including the conservation and care of their own artworks.

#### Skills

- extend and resolve ideas explored in Unit 3 in at least one finished artwork
- refine and resolve visual language in at least one finished artwork
- refine the use of materials, techniques and processes explored in Unit 3 to make at least one finished artwork in a specific art form
- reflect on and evaluate the expansion and resolution of ideas from Unit 3 in at least one finished artwork in a specific art form
- research and discuss the characteristics of specific exhibition spaces
- 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

#### If you enjoy:

- Design Thinking & Problem solving
- Communication design, including logos and packaging
- Creative drawing and technical designs
- Drawing in 2D & 3D
- Creative digital design

#### Assessment Tasks

Unit 3 and 4 level of achieved is determined by performance in Areas of Study and an examination. The contribution of each are:

- 10% School assessed coursework (SAC)
- 60% School assessed tasks (SAT).
- 30% Examination of SAC and SAT knowledge and skills

## Year 10 Visual Communication Design – Architecture

#### Rationale

The main purpose of this course is to enable students to develop an understanding of different drawing methods. Students develop practical skills in the application of appropriate drawing methods, design elements and principles, and creative digital technologies. The course also introduces students to the diversity of visual communication and the role of the design process in visual communication production and Graphic Design.

The Design Folio focuses on the design fields Communication & Industrial Design.

#### Areas of Study

1. Technical Drawing
2. Freehand Drawing and Rendering
3. Packaging Design & Logo Design
4. Design Process

#### Skills

- Ability to use Adobe Illustrator to construct 2D and 3D technical drawings
- Complete instrumental drawings using a range of drawing methods, eg isometric and packaging nets
- Ability to draw from direct observation, in proportion and render forms
- Apply the design elements and principles through visualisation drawing, applying design thinking to new ideas
- Ability to explain the visual communication design process
- Explore and apply design elements and principles

#### Assessment Tasks

- Design Folio
- Research and Analysis
- Examination

Students who are passionate about Design and wish to continue it in VCE, are strongly encouraged to complete both Semester 1 and 2. The courses are very different and will enable students to develop the sophistication of their ideas and competency of visual communication design skills and techniques.

#### If you enjoy:

- Interior Design and Architecture
- Industrial and Product Design
- Drawing in both 2D & 3D
- Creative digital media
- Creative and technical drawing

## Year 10 Visual Communication Design – Graphics

### Rationale

The main purpose of this course is to enable students to develop an understanding of different drawing methods. Students develop practical skills in the application of appropriate drawing methods, design elements and principles, and creative digital technologies. The course also introduces students to the diversity of visual communication and the role of the design process in visual communication production and Graphic Design.

The Design Folio focuses on the design field: Communication & Industrial Design. Importantly, the areas studied in Year 10 Semester 1 and 2 will provide essential knowledge and skills for studying Visual Communication Design (VCD) in Unit 1-4, as outlined in the New VCE Visual Communication Design (VCD) Study Design introduced by VCAA in 2024.

### Areas of Study

1. Architecture Technical Drawing
2. Freehand Drawing and Rendering
3. Digital Illustration
4. Architectural Model Making
5. Design Process

### Skills

- Ability to use Adobe Illustrator to construct 2D and 3D technical drawings
- Complete instrumental drawings using a range of drawing methods, e.g. isometric and packaging nets
- Ability to draw from direct observation, in proportion and render forms
- Apply the design elements and principles through visualisation drawing, applying design thinking to new ideas
- Ability to explain the visual communication design process
- Explore and apply design elements and principles
- Model making techniques

### Assessment Tasks

- Design Folio
- Research and Analysis
- Examination

**Students who are passionate about Design and wish to continue it in VCE, are strongly encouraged to complete both Semester 1 and 2. The courses are very different and will enable students to develop the sophistication of their ideas and competency of visual communication design skills and techniques.**

## Visual Communication Design – Units 1-4

### Scope of study

The Visual Communication Design study Units 1-4 examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Designers create and communicate through visual means to influence everyday life for individuals, communities and societies. Visual communication design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking and to present potential solutions.

Students employ a design process to generate and develop visual communications. The design process provides a structure to organise design thinking and is shaped by considerations of aesthetics and functionality, as well as social, cultural, environmental and economic factors. Students develop the skills to communicate ideas through manipulation and organisation of design elements, design principles, selected media, materials and methods of production. Creative, critical and reflective thinking supports students to progress through the design process. Throughout the study students explore manual and digital methods to develop and refine design ideas and presentations.

During their study students have the opportunity to investigate the work and practices of contemporary designers. Through their research they build an understanding of the important role of visual communication design within society. They are able to draw upon this knowledge as inspiration to support the development of their own visual communication design work. With practice, students gain confidence in using visual language and are supported to reflect on and critique their own and others' visual communications.

## Year 11 Visual Communication Design

### Unit 1 – Introduction to visual communication design

#### Rationale

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including technology, business, marketing and management.

The rapid acceleration of the capabilities and accessibility of digital design technologies has brought new challenges to visual communication design practices. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, marketing, industrial and fashion design, architecture and media.

#### Aims

This study enables students to:

- Develop and apply drawing skills using a range of techniques
- Develop design thinking
- Develop a range of skills in selecting and applying media, materials and manual and digital methods to support design processes
- Apply a design process to create visual communications
- Understand how key design elements, design principles, media, materials and manual and digital methods contribute to the creation of their own visual language

Unit 1 focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications to clients, manufacturers and the general public.

Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived by communities. Students review the contextual background of visual communication through an investigation of design styles. This research introduces students to the broader context of the place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

#### Areas of Study

1. Drawing as a means of Communication
2. Design Elements and Design Principles
3. Visual Communications in Context

#### The following work is completed:

- Folio of observational, visualisation and presentation drawings created using manual and/or digital methods
- Final presentations created using manual and digital methods
- Written reports, research and analysis exercises
- Annotated visual reports and case studies on designers

#### If you enjoy:

- Working through a wide range of creative and practical designs
- Industrial and Product Design
- Architecture and Interior Design
- Technical drawing
- Create Digital media
- Working on your own designs and individual folio

#### Future Career Paths:

Wide range of Design related fields including

- Graphic Design
- Web Design and Digital Media
- Architecture
- Fashion Design
- Visual Merchandising
- Industrial Design
- Engineering
- Landscape Architecture
- Town Planning
- Cartography
- Media & Communications
- Marketing
- Advertising
- Entrepreneurship

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

### Rationale

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

Design fields are fields of practice that provide a focus for student exploration and inspiration. The design fields explored in this study are communication design, environmental design and industrial design.

**Communication design** – graphic design, information design, digital and web design, advertising, print publication/ book illustration and typographic design, package/surface design, logo design and brand identity.

**Environmental design** – architectural design, interior design, landscape design, set design and exhibition/display design.

**Industrial design** – product design and furniture design.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field. Students develop an understanding of the design process as a means of organising their thinking about approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

### Areas of Study

1. Technical Drawing in Context
2. Type and Imagery in Context
3. Applying the Design Process

### The following work is completed:

- Folio of technical drawings created using manual and digital methods
- Folio of typography and image ideas and concepts created using manual and digital methods
- Written and/or oral descriptions and analysis of historical and contemporary design examples
- Folio demonstrating the design process using manual and digital methods.
- Final presentations of visual communications

### Assessment

- Design Folio
- Research & Analysis
- Examination

## Year 12 Visual Communication Design

### Unit 3 – Visual communication design practices

#### Rationale

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

Students use their research and analysis of the process of visual communication designers to support the development of their own designs. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need.

Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work. Students use observational and visualisation drawings to generate a wide range of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

#### If you enjoy:

- Design Thinking and Problem Solving
- Working on your own individual folio
- Creating and designing new ideas
- Drawing and rendering
- Both creative and technical drawing
- Practical modes of assessment

### Areas of Study

1. **Analysis and practice in contexts.** In this area of study students explore a range of existing visual communications in the communication, environmental and industrial design fields. Students draw on their findings from the analysis to inform the creation of their own visual communications and articulate these connections.
2. **Design industry practices.** In this area of study students investigate how the design process is applied in industry to create visual communications. Students develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications. Students develop an understanding of the function of the brief and approaches to its development. They examine how design and production decisions made during the design process are influenced by a range of factors. Students develop an understanding of the ethical and legal obligations of designers and clients with respect to ownership of intellectual property and how these obligations may affect decision making.
3. **Developing a brief and generating ideas.** In this area of study students gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas. Students develop an understanding of the contents of a brief and the critical role that it plays in forming the direction and boundaries for their research and generation of ideas. This work informs the evaluation and selection of design ideas that are developed into design concepts and presented as final visual communications in Unit 4.

### Skills

- Analysis;
- Make and document design decisions
- Select and apply drawing methods and technical drawing conventions appropriate to different purposes, audiences and contexts
- Select and apply a range of design elements, design principles, manual and digital methods, materials, conventions and media appropriate to different purposes, audiences and contexts
- Identify practices that acknowledge ethical and legal obligations
- Document a brief that states two distinct client needs
- Use appropriate terminology

### Assessment

- SAT Folio Criteria 1 - 3
- SAC 1 and 2

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

### Rationale

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs.

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

As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

### Future Career Paths:

- Wide range of Design related fields including
- Graphic Design
  - Web Design and Digital Media
  - Architecture
  - Fashion Design
  - Visual Merchandising
  - Industrial Design
  - Engineering
  - Landscape Architecture
  - Town Planning
  - Cartography
  - Media & Communications
  - Marketing
  - Advertising
  - Entrepreneurship

### Areas of Study

1. **Folio – Development, Refinement and Evaluation.** In this area of study students focus on the design process stages of the development of concepts and refinement. Using separate design processes, students develop and refine design concepts that satisfy each of the communication needs of the brief established in Unit 3. When selecting ideas to develop as concepts, students must ensure that ideas for each communication need are discernibly different in intent and presentation format. Students manipulate and apply design elements and design principles to create concepts that attract the interest of their target audience and convey the messages, ideas and information required to satisfy the brief.

2. **Final Presentations.** This area of study focuses on the final stage in the design process, the resolution of presentations. Students produce two final visual communication presentations, which are the refinements of the concepts developed in Outcome 1 Unit 4. This involves selecting and applying materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats. Students explore ways of presenting their final visual communications that attract and engage the target audiences.

#### Assessment

- School-assessed Coursework – SACs 25%.
  - School-assessed Task – SAT (Folio & Final Presentation) 40%.
- For this assessment teachers will provide to the VCAA a score representing an assessment of the student's level of performance in achieving Outcome 3 in Unit 3, and Outcomes 1 and 2 in Unit 4, according to criteria published annually online by the VCAA.
- External Assessment. The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination. The examination will contribute 35% to the final assessment.

## Year 10 Media – Film

#### Rationale

Thanks to smart phones and streaming services, film and video are everywhere, whether on Social Media (Instagram), Video Sharing Platforms (TikTok or YouTube), Streaming Services (Netflix) or Music Videos.

In this course, students analyse films and videos whilst making a range of media products including short films and music videos. They investigate how stories are told using codes and conventions, whilst working individually, and in small groups, to create their own films. In addition, students will experiment with industry standard software used to create special effects such as Adobe Premiere Pro and After Effects.

Importantly, the areas studied in Year 10 Semesters 1 and 2 will provide valuable knowledge and skills for studying Media in Unit 1-4, as outlined in the New VCE Media Study Design introduced by VCAA in 2024.

#### Areas of Study

1. **Music Videos.** Students examine the creative thinking behind iconic music videos whilst also making their own music videos.
2. **Film Making 101.** Students explore the ways in which story codes and conventions are used by the top directors from around the world. Students will then plan, produce and edit their own short film, considering narrative and character arcs.

#### Skills

- Analyse and discuss Music Videos and Hollywood Films
- Learn pre-production techniques in planning, storyboarding and screenwriting
- Use production techniques to create a music video and a short film
- Analyse and discuss the use of special effects in film and videos
- Experiment with Adobe editing software to develop skills

#### Assessment Tasks

- Research and Analysis
- Folio Development
- Final Productions
- Examination (40%)

Importantly, the areas studied in Year 10 Semester 1 and 2 will provide essential knowledge and skills for studying Media in Unit 1-4, as outlined in the New VCE Media Study Design introduced by VCAA.

## Media – Animation & Interactive Media

#### Rationale

Media forms part of our everyday lives. Some of the most creative content we consume comes in the form of animation or interactive media. The focus of this unit is to develop the specific skills required to plan, produce and edit various forms of animation and character design. Students will be taught skills using existing software like Adobe Animate, Adobe Dimension and Adobe Aero to animate characters and form narratives. This course will also introduce students to the worlds of Virtual Reality and Augmented Reality, viewing and interacting with your own creations in 3D digital spaces.

Importantly, the areas studied in Year 10 Semester 1 and 2 will provide valuable knowledge and skills for studying Media in Unit 1-4, as outlined in the New VCE Media Study Design introduced by VCAA in 2024.

#### Areas of Study

1. **Animation Production.** This area of study begins with the analysis and research of existing animations, then applying these learnt conventions in the student's own planning. Students will then plan, produce and edit their own animation productions, considering narrative and character arcs.
2. **Character Design.** Students in this area of study will analyse existing character designs across animation and video games. Using these learnt conventions, they will then plan, produce and edit their own character designs. These characters will be animated, and interact with the viewer using either Virtual Reality or Augmented Reality.

#### Skills

- Analyse and discuss independent and Hollywood feature animations
- Learn pre-production techniques in planning, storyboarding and screenwriting
- Create and edit a major animation project
- Analyse and discuss various character designs across the animation and gaming industry
- Create and produce your own interactive character design and distribute the design through virtual or augmented reality

#### Assessment Tasks

- Research and Analysis
- Folio Development
- Final Productions
- Examination (40%)

#### If you enjoy:

- Watching and analysing independent and Hollywood animations,
- Interacting with creative media like Video Games
- Making your own animation ideas come to life
- Analysing and creating character designs
- Experimenting with virtual Reality and Augmented Reality

## Year 11 Media

### VCE Unit 1 – Media forms, representations and Australian stories

#### Rationale

In this unit students develop an understanding of how audiences are positioned by the construction of representations in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives in films, television, print and social media platforms, students consider the impact of media creators and institutions on production, and develop research skills. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce technological representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

#### Areas of Study

1. Media representations
2. Media forms in production
3. Australian stories

#### Key skills

- View and analyse a range of media representations in print advertising, television and film narratives
- Collaborate with other students to plan and produce a media product in a range of forms
- Explore production techniques, from pre-production to post-production
- View and analyse Australian fictional and non-fictional media stories arising from cultural histories and institutions

#### Assessment Tasks

- Research and Analysis
- Folio Development
- Final Productions
- Examination (50%)

#### If you enjoy:

- Watching and discussing ideas in fictional and non-fictional films and television series
- Creating your own media products, both individually and in collaboration with others
- Exploring the types of characters and stereotypes depicted in the media and how they reflect our society
- Learning about how to use different media equipment and technologies such as Photoshop, Premiere Pro and After Effects
- Watching and discussing Australian Stories as part of our culture

## VCE Unit 2 – Narrative across media forms

### Rationale

In this unit, students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

### Areas of Study

1. Narrative, style and genre
2. Narratives in production
3. Media and change

### Key skills

- View and analyse the distinctive style of filmmakers and producers
- Analyse the structure of narratives and their cultural and historical context within different media forms
- Design and produce narratives using the stages of the media production process, as well as technical skills in the operation of media technologies
- Identify and discuss the forms of new media technologies and their relationship to traditional media
- Discuss the way in which audiences interact and engage with new media technology
- Analyse social, ethical and legal issues in the media industry

### Assessment Tasks

- Research and Analysis
- Folio Development
- Final Productions
- Examination (50%)

### Future Career Paths:

- Advertising Manager
- Public Relations/Marketing
- Television and/or Film producer
- Journalist
- Social Media Manager
- Event Organiser
- Online Publisher
- Web or Game designer
- Social Media Influencer

engage with, read and consume them

- Development of a Research portfolio focused on aspects of a selected media form which will inform the development of the student's proposed production
- Production skill experimentation and development in the use of equipment, media technologies and production processes
- Development of a production design (plan) for a media product designed for a specific audience in a selected media form

### The production design is developed for one of the following media forms:

- A video or film production of 3–10 minutes in length, including title and credit sequences
- An animated production of no more than 10 minutes in length, including title and credit sequences
- A radio or an audio production of a minimum of 8 minutes in length, including title and credit sequences
- A digital or an analogue photographic presentation, sequence or series of a minimum of 10 original sourced images shot, processed and edited by the student
- A digital or traditional print production of a minimum of 8 pages produced and edited by the student
- A digital and/or an online production that demonstrates comparable complexity consistent with the other media forms
- A convergent or hybridised media production that incorporates aspects of a range of media forms and is consistent with product durations and the descriptors listed

### Assessment Tasks

- School-assessed Coursework consisting of a video essay or multimedia presentation and written SAC; 10% (Unit 3 - Area of Study 1)
- Media Production Stages 1 - 4 (Unit 3 - Area of Study 2 and 3): 16%

### If you enjoy:

- Creating, planning and bringing to life stories through film
- Comparing feature films and TV shows
- Interpreting the big ideas presented in film and media narratives
- Discussing how films reflect the society in which they are produced
- Debating issues in the media
- Working with media equipment, technologies and software

## Year 12 Media

### VCE Unit 3 – Media narratives, context and pre-production

#### Rationale

The use of codes and narrative conventions influences audience engagement, consumption and reading of narratives. Students consider the use of these to structure meaning and explore how a media creator has used these tools to produce a media narrative. Studying a selected narrative ie feature film, students also examine the role that context plays in the production, distribution and reading of media products. Social, historical, institutional, cultural, economic and political contexts are evident, explicitly or implicitly, through the views and values conveyed by media products.

Through the study of a selected media narrative, students explore specific codes and narrative conventions and begin the process of research to support their understanding of how they can adopt and employ these techniques in their own works. They investigate a media form that aligns with their interests and intent, developing an understanding of the codes and narrative conventions appropriate to audience engagement, consumption and reception within the selected media form. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They explore and experiment with media technologies to develop skills in their selected media form, and reflect on and document their progress. Students undertake pre-production planning appropriate to their selected media form and develop written and visual planning documents to support the production and post-production of a media product in Unit 4.

### Areas of Study

1. Narrative and their contexts
2. Research, development and experimentation
3. Pre-production planning

### Key Skills

- Viewing and analysing one fictional and non-fictional narrative in one of the following; film, television, radio broadcast, photography or print production. Students consider how it is constructed and distributed, and how audiences

### VCE Unit 4 – Media production; agency and control in and of the media

#### Rationale

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

Students also explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. Today the media not only produces and distributes content to audiences, it also generates social networks, and facilitates the sharing of commercial and user-generated content. Students will examine how the media and its audiences are now both thought to exercise agency; the capacity to act and exert power.

As the media increasingly crosses national borders, governments struggle to maintain control over the laws and policies created for their jurisdictions. Students evaluate the capacity of the media to be used by governments, institutions and audiences, as well as the changing role of governments in regulating the media with the advent of a globalised media realm and changing consumption modes.

### Areas of Study

1. Media production
2. Agency and control in and of the media

### Major Activities

- Production, refinement and resolution of a media product

### If you enjoy:

- Creating, planning and bringing to life stories through film
- Comparing feature films and TV shows
- Interpreting the big ideas presented in film and media narratives
- Discussing how films reflect the society in which they are produced
- Debating issues in the media
- Working with professional equipment, media technologies and production processes

### Future Career Paths:

- Film/Television/Video Producer
- Social Media Influencer
- Digital Media Manager
- Media Content Manager
- Director of Social Media Communications
- Advertising Copywriter
- Public Relations Manager
- Digital Publisher
- Broadcast Journalist
- Video Game Developer

- Analysis of the challenging issues faced by the changing contemporary media landscape including
- How audiences now have agency
- The generation of social networks and subsequent new modes of production, distribution, consumption and reception based on the sharing commercial and user-generated content; how the laws and policies of the Australian Government and self-regulation by media institutions can define and maintain standards through regulatory bodies and codes of conduct

#### Assessment Tasks

- School-Assessed Coursework consisting of either a written report or an essay; 10% (Unit 4 - Area of Study 2)
- Media Production Stages 5 - 10 (Unit 4 - Area of Study 1): 24%
- End of Year Examination (2 hr): 40%.

## VCE VET Creative and Digital Media

### CUA31020 – Certificate III in Screen and Media

#### Rationale

*Creative and Digital Media offers students the opportunity to develop their digital skills and their creative and critical thinking skills over a two year period. Areas undertaken include animation, photography and image manipulation, website development and graphic design. As a VET subject, there is many opportunities for practical skill development, where classes operate in a simulated work environment. The emphasis is placed on professional practice such as operating under work, health and safety standards and working effectively with others. Students are required to develop critical and creative thinking skills to optimize the quality of the professional products they produce.*

#### Aims

- To provide students with the knowledge and skills for the achievement of units of competence that will enhance their employment prospects within the Digital, Multimedia and Creative Arts industries.
- To enable students to gain a recognised credential at the end of their second year of study, in addition to attaining a VCE certificate, and to make a more informed choice of career path.

#### Articulation and Pathways

A successful ATAR score as well as completion of CUA31020 Certificate III in Screen & Media leads directly into other national TAFE qualifications as well as University degrees in Multimedia and Design.

### Units 1 & 2 – Year 1

VCE VET Screen and Media is recognised with the VCE Units 1/2 structure. Students in Years 10 and 11 may elect to study this subject. The program leads to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and the nationally portable Vocational Education and Training certificate at the end of the second year of study. Satisfactory completion of the Units 1/2 course leads to the Unit 3/4 sequence which completes the Certificate III qualification and contributes to a student's ATAR score.

#### Units of Competency

The following topics must be completed to a competency standard:

- BBCRT311 – Apply critical thinking skills in a team environment
- CUAIND311 – Work effectively in the creative arts industry
- CUAWHS312 – Apply work health and safety practices
- CUADIG303 – Produce and prepare photo images
- CUADIG211 – Maintain Interactive content
- ICTICT312 – Use advanced features of applications

#### Assessment Tasks

Assessment is competency based and includes a range of tasks including:

- Poster and logo design
- Website development
- Digital photography
- Animation

Students will use the Adobe suite, digital cameras and scanners.

### Units 3 & 4 – Year 2

VCE VET Screen and Media Certificate III is recognised with the VCE Units 3/4 structure. Students in Years 11 and Year 12 may elect to study this subject if they have successfully completed the first year of the course. The program leads to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and the nationally portable Vocational Education and Training Certificate. Certificate III contributes to a student's ATAR score.

#### Units of Competency studied

- CUAANM301 – Create 2D digital animations
- CUAWRT301 – Write content for a range of media
- BSBDES302 – Explore and apply the creative design process to 2D forms
- CUADIG312 – Author interactive sequences
- CUADIG304 – Create visual design components

#### Assessment Tasks

Assessment is competency based and ranges in a variety of tasks which students produce to demonstrate their skills. Students need to be deemed competent in each unit and also complete three in-class SAC assessments which contribute to their VCE Score. These assessments are:

- A portfolio of animations
- Developing a website
- Producing a portfolio of digital designs

Completion of an end of year online examination is also required to gain a final score for this subject.

Students will receive their Certificate III in Screen & Media at the successful completion of Unit 3 & 4.

**NOTE:** The Units 3 and 4 sequence of VCE VET Screen and Media is not designed as a stand-alone study. Students must undertake the Units 1 and 2 sequence to be able to qualify to study in Units 3 and 4.

\* International students on CAW, please refer to page 5 on VET requirements based on visa conditions.



# Additional Information

## Community Service

Caulfield Grammar School has a long tradition of Community Service and encourages all students to spend some quality time serving those in need. One of the ways in which serving others is recognized in the senior school is within the CGS Certificate of Excellence. In order to gain points within the Community Service field of endeavor, students must complete a minimum of 20 hours of service.

To enable students an opportunity to give back to their community and successfully achieve this criteria, all Year 10 students are released from a number of Monday afternoons to enable them a time to undertake at least 20 hours of service.

### Arranging and Completing the Placement

At the end of Year 9, students will be presented with an information session regarding the Year 10 Community Service Program. All necessary information, including an ebook can be found on the Year 10 Access CGS page. The ebook will provide students and parents with all the information regarding how to complete 20 Hours of Community Service. Within the ebook there will be resources and links students can use to guide them through their placement choice, along with sample phone conversations and helpful hints on how to secure a service opportunity.

It is critical that students complete their Placement Proposal form prior to beginning their service. This helps track the progress of each student, as well as ensuring the placements are appropriate. Upon commencing their service, students are asked to take with them a Notice for Supervisors as well as an Evaluation Form. The Evaluation form is to be given to the supervisor in order to provide some feedback on the students' performance over the period of service and is to be returned to the school. This form can be copied and returned to students to be used as a reference in the future.

The Community Service Co-ordinator, will assist students in arranging their placement if needed. However, the onus is on students to identify and contact organizations that they would like to work with. It is important that students investigate fields of service in which they have a particular interest, thus ensuring their time is enjoyable. Students gain much from their time on Community Service; knowledge and acceptance of those in our community who may be disadvantaged, a sense of self-worth and discovery through helping others and enhanced leadership and communication skills.

## Education Outdoors

### Guiding Statement

*To enable quality learning every day in every experience for every learner for life. Yarra Junction programs aim to develop resilient, community minded individuals with the skills, knowledge, attributes and motivation to contribute to a global sustainable future.*

### Year 7

During Year 7 students visit Yarra Junction Campus for five days.

The Year 7 program aims to give students the willingness to live in ways that lessen their impact on the earth. This is achieved through students gaining an understanding of their place in the natural world, how they impact it and how to change their lifestyle to benefit the environment.

We aim to instil positive lifestyle skills that allow students to make better choices for themselves, their peers and the environment

### Desired Learning Intentions

**Personal Challenge and Development:** To expose students to challenges in a supported environment for the development of decision making and resilience skills.

To foster positive experiences for students in their interactions with their community enabling the development of confidence, persistence and personal organisation.

**Community:** To understand how students' individual behaviour affects others and earn to effectively collaborate by considering the needs and ideas of peers.

To develop positive relationships through care of each other, respect and celebration of difference.

**Environmental Connection:** To foster connection to the natural environment through direct positive experience.

To take action to reduce environmental impacts and to understand and experience how individuals can make positive changes in their own lives to support a sustainable environment.

**Sustainable Food Production:** To explore the use of the YJ farm for food production and investigation into sustainable methods of farming and agriculture.

To understand how we can grow food, manage waste and utilise the land to feed and support the community in harmony with a healthy environment.

On the dairy farm, Year 7 students will be involved in milking the cows. They will study milk production, revisit their 'adopted' cow and develop an understanding of the fluctuations in production and how this relates to the climate and farm management.

Students will sow, plant and reap vegetables from the garden and further develop their understanding of seasonal availability. Students will use this produce in the campus kitchen to prepare a meal for their class community.

The Year 7 Yarra Junction program offers a range of fun and adventurous activities in an experiential, interactive and inclusive manner. Adventure activities undertaken include tubing, creeking and caving, high ropes and sleeping out under the stars.

### Year 8

During Year 8 students visit the Yarra Junction Campus for 11 days.

The Year 8 program is sequentially linked with the Year 7 program to guide and encourage students to make choices in their lives that help to minimise their impact on the environment. The Year 8 program aims to extend students compassion and understanding beyond what they can see and touch and give them a global perspective of their world and environment. Through involvement in the Year 8 program students will experience a series of sequentially structured learning activities which are conducted in a variety of outdoor classrooms.

### Desired Learning Intentions

- 1. Personal challenge and resilience.** Students are encouraged to undertake positive risk taking and embrace the concept of 'personal challenge' during their program experience. Resilience is developed and self-esteem is fostered through student involvement in carefully structured individual and collaborative program experiences.
- 2. Community involvement.** Students experience communal living and gain an insight into the value of community during their 11-day experience. Strong emphasis is placed on respect, communication, supportiveness, teamwork and responsibility to self, others and the environment.
- 3. Farm life and food production.** Students experience life on the farm and develop an understanding of the origins of produce, in particular dairy produce. They develop a deeper understanding of the resources used in food production.
- 4. Environmental responsibility and sustainability.** Students extend and further develop their knowledge of environmental responsibility and environmental management practices. Students should feel empowered, optimistic and motivated to put this knowledge into practice through living sustainably at, and in their lives beyond, Yarra Junction Campus.

During the 11 day Year 8 program experience students have the opportunity to undertake a variety of learning activities which develop their respect and understanding of themselves, their peers and their environment. Adventure activities undertaken include: a three-day bushwalking expedition in the Yarra State Forest, a canoe journey on the Yarra River, a bike ride on the Lilydale-Warburton Rail Trail, the high ropes course and the iconic 'Leap of Faith'. Students further develop their understanding of food production by milking the YJ dairy herd and completing a morning working on the farm. A sense of Australian Aboriginal culture is developed by Wurundjeri elder Ian Hunter, an indigenous educator, as he works with the students for a 'cultural day'. Students also develop their sense and understanding of community as they live and function in a residential setting. Other activities on the program include: rustic furniture making, nocturnal navigation, cooking in the kitchen and landcare.

### Year 10

#### Odyssey Program

In Campus based groups, students undertake a journey based expedition of six days duration to one of five locations across the state.

### The five locations are:

- Grampians/Mt Arapiles (Western Victoria) - A Bushwalking and Rock Climbing Journey
- The Mitchell River (Eastern Victoria) – A White Water Rafting and Bushwalking Journey
- The Bogong High Plains (North Eastern Victoria) – A Cross Country Skiing and Snowshoeing Journey
- The Murray River (North Eastern Victoria) – A Canoeing Journey
- The North East Cycle Tour (Ovens Valley region) – A Cycling Journey

Year 10 students from Wheelers Hill and Caulfield Campuses will participate in the Odyssey journeys in different weeks. The themes of sustainable living which students explored during their visits to the School's Yarra Junction Campus will also be integrated into the Education Outdoors experiences.

There are three key desired learning outcomes that are common to each Odyssey journey and venue. These are:

**Accepting Challenge.** Students are asked to practice an optimistic and flexible mindset. The program aims to foster the development of resilience thorough appropriate levels of challenge in an outdoor environment.

**Community Action.** Students are required to contribute the successful functioning of a small community. Communication, empathy toward others and ownership of learning are important aspects of the Odyssey.

**Environmental Appreciation.** To foster connection to, and understanding of, the natural environment.

The common elements in each program will be: bushwalking, a solo and an initiative/challenge (such as canoeing, rafting, cross-country skiing, bushwalking or cycling).

Students participate in a personal reflective task during their Odyssey journey. This task ensures that all students undertake a meaningful reflection of their personal experiences and provides a forum for the key learning outcomes to be reinforced.

### Student Leadership Development Program

Year 10 and 11 students are given an opportunity each year to assist the delivery of Yarra Junction Campus programs and Junior School camping programs as attending student leaders. The normal course of application for this program is for Year 9 and 10 students to apply to attend the Yarra Junction Student Leadership Development Program in the December prior to the year they plan to be a leader. If a student is interested in being a student leader and has not completed the Leadership Program, they should contact their Head of House or the Head of Yarra Junction Campus.

Involvement in this program gives students an opportunity to gain points for their CGS Certificate of Excellence.

### Rationale

The purpose of the Student Leadership Development Program is to provide a targeted opportunity for students to develop their leadership skills. The program serves a secondary purpose of enabling students to further their understanding of the roles and responsibilities of a leader within Junior School camp programs and Middle Years Education Outdoors Programs, should they wish to undertake such a role.

### Desired Learning Intentions

- Strengthen student understanding of leadership styles
- Provide hands-on opportunities to practice leadership and collaborative problem solving skills (in a supportive, feedback-rich environment)
- Develop transferable leadership skills
- To provide students with an understanding of the educational philosophy behind each of the Junior and Middle Years experiential programs
- For students to develop an understanding of the roles, responsibilities and expectations of a student leader in Junior and Middle Years experiential programs.

## The G.M. Cujes Library

The G.M.Cujes library was refurbished in 2019 and provides a contemporary learning and community space for our ELC-12 staff, students and parents. It was named in honour of the first Headmaster of the Wheelers Hill Campus, Mr.G. Milton Cujes, who was Headmaster from 1981 to 1989.

### Rationale

*Our attractive and welcoming environment supports the academic learning program in addition to the information and recreational needs of members of the school community.*

*As an extensive academic and social hub of the campus, the library supports the school values of thriving together and pursuing excellence. Classes from ELC to Year 12 are timetabled or booked for literature and research sessions as well as private study for senior students. Our Teacher Librarians actively collaborate with teaching staff to enable the development of multiliteracies and the skilled use of learning and communication technologies across the PYP, MYP and VCE curriculum.*

*The library promotes a love of reading and literature, providing print, multimedia and digital collections which reflect our contemporary society and the needs and interests of all our users. These resources can be accessed from within the library and across the Caulfield Grammar School network through our Virtual Library on AccessCGS.*

*Lunchtime and after school activities and clubs include research and study sessions, chess and table top games, trivia competitions, art installations, musical items, games workshops, guest speakers, and Makerspace.*

### Hours of Opening

8:00am – 5:30pm Monday, Tuesday and Thursday  
8:00am – 7:00pm Wednesday for VCE study nights  
8:00am – 3:45pm Friday

Open at recess and lunchtime.

### Holiday Opening

The library will be open during the above times throughout the academic year. The library is not open during holiday periods.

### Library Resources

#### 1. Print and non-print materials:

- Junior, Middle and Senior school fiction
- Junior, Middle and Senior Non-fiction
- Audio books and Ebooks via BorrowBox subscription service
- Online database and subscription services – including JSTOR, EBSCOHost and World Book Online
- Reference collection – digital and hardcopy

#### 2. Newspapers:

Digital access to newspapers via our Virtual Library on AccessCGS. Newspaper subscriptions include, The Age, The Heard Sun and The Australian.

#### 3. Periodicals:

Students are encouraged to borrow from our selection of recreational magazines.

#### 4. Multimedia Resources and Audio Visual:

- Clickview Video Library
- BorrowBox – providing 24/7 access to eBooks and eAudio books
- Laptops – available from the IT Service Desk in the library
- CAS and Scientific calculators (limited numbers)

#### 5. Other Resources and Facilities:

The library provides photocopying facilities.

### The Reading Area

When not in use by English classes, the Reading Room complements our wellbeing program and allows staff and students to read, relax and enjoy some quiet reflective personal time.

### Borrowing Guidelines

- As a general rule, loan periods are as follows:
  - Fiction and Audio books: 21 days;
  - Non-Fiction and magazines: 21 days;
  - Calculators: 24-hours
  - Dictionaries (English, Chinese/English): 24-hours
- Students with other requirements may negotiate variations of these with library staff.

## CGS Certificate of Excellence

All senior students in good standing who graduate receive the Valedictory Award introduced in 1966. This documents the principal contributions to School life and the notable achievements of each student, as well as recording the subjects actually studied during the final year. It is a highly valued document in the eyes of most students, and from time to time it has found currency with employers.

The School recognises excellence in many fields of endeavour through an award system of Colours and Emblems, a variety of prizes, elections to positions of responsibility and by its endorsement of leadership and service programs.

The CGS Certificate of Excellence integrates the current awards and, together with precisely determined minimum standards in the five major areas of

endeavour, provides a credential which stamps the bearer as a person who has demonstrated that he or she can achieve excellence in most or all areas of an all-round education.

It is a record which will provide information on the quality of contribution and achievement by requiring minimum standards in each field and by being available also at two levels of particular distinction, the Silver Certificate and the Gold Certificate.

The level at which the Certificate is awarded is determined by an accumulation of credits gained principally over the final two years of school.

The fields of endeavour recognised by the Certificate are:

- Academic Achievement
- School Service and Leadership
- Sport
- The Arts
- Community Service

To be considered for an award, a student must be in good standing in the School, must participate in each field of endeavour and must reach the specified standard under a system of points.

Caulfield Grammar School, as a highly respected educational institution, stands behind this Certificate. In recognising all-round excellence, it is designed to be used by students graduating from the School to support their applications for places at universities, colleges or with employers.

Three points of note emerge from this approach. The first is that the Certificate itself is a powerful encouragement to the School and to each student to pursue the well-balanced education espoused at Caulfield Grammar School.

The second is that the Certificate records not only high performance but a broadly based profile of the individual in ways that neither our Valedictory Award nor the VCE will provide. It will present and quantify further dimensions of the development of each young person.

The third point is that the CGS Certificate of Excellence is not an automatic award. Whilst the Certificate will be within the reach of every student, it will come only in response to a serious, sustained effort. This last point distinguishes the Certificate from the Valedictory Award which is primarily a catalogue of involvement.

The following text is printed on the reverse of the Certificate for the benefit of the end-user as a succinct explanation of the credential:

*The bearer of the Caulfield Grammar School Certificate of Excellence is a young person who is in good standing, has demonstrated commitment to sound achievement in academic work and who has achieved the specified standard in at least three of the areas of Leadership and School Service, Sport, the Arts and Community Service.*

*The School awards the Certificate at three levels: Bronze, Silver and Gold.*

**BRONZE** awards are made to students who typically demonstrate good academic skills and who have reached good standards in at least three of the areas of Leadership and School Service, Sport, the Arts and Community Service.

**SILVER** awards are made to achievers who typically demonstrate academic skills of a high order and who have reached very good standards in at least three of the areas of Leadership and School Service, Sport, the Arts and Community Service.

**GOLD** awards are rarely given, commonly fewer than 5% of graduates in any one year. Gold awards recognise high achievers who typically demonstrate academic skills of a high order and who have excelled in the other four areas of Academics, Leadership and School Service, Sport, the Arts and Community Service.

*Further information detailing the precise levels of achievement required for this Certificate is readily available from the School.*



Caulfield  
grammar school

# Mind for life.

## CAULFIELD GRAMMAR SCHOOL

CRICOS provider number 00136F  
ABN 79 004 170 772

## WHEELERS HILL CAMPUS

Early Learning to Year 12  
74-82 Jells Road  
Wheelers Hill VIC 3150  
Reception 03 8562 5300  
Admissions 03 8562 5222

## MALVERN CAMPUS

Early Learning to Year 6  
5 Willoby Avenue  
Glen Iris VIC 3146  
Reception 03 9805 9300  
Admissions 03 9524 6333

## CAULFIELD CAMPUS

Years 7-12, Boarding from Year 9  
217 Glen Eira Road  
East St Kilda VIC 3183  
Reception 03 9524 6300  
Admissions 03 9524 6333

## CONNECT WITH US

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Caulfield Grammar Sport



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[caulfieldgs.vic.edu.au](http://caulfieldgs.vic.edu.au)

