



Echuca
College

DIVERSITY OF
STRENGTH

2023

Year 10-12 Course Selection Handbook

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YEAR 10

YEAR 10 OVERVIEW

Year 10 is the beginning stages of senior years of schooling where students begin to prepare for life after Secondary School. We aim to develop confident and informed young adults who are socially responsible and prepared for further learning and the workplace.

The Year 10 learning program is developed to prepare students for further studies into VCE or VCE Vocational Major. *When choosing electives, students should remember to choose a balanced course taking into account their planned VCE or VCE Vocational Major programs in Year 11 and 12.*

Year 10 Learning Program:

Student programs will be made up of the following compulsory and elective subjects;

Compulsory subjects:

- 2 units of *English*
- 2 units of *Mathematics*
- 1 unit of *Community & Me*

Elective Units:

- A *Science* Elective
- A *Humanities* Elective
- A *Physical Education* Elective
- Other elective subjects will fill the remainder of the program

Program structure:

The diagram below shows the options for Year 10 students;

SENIOR YEARS COURSES						
	Year 10		Year 11		Year 12	
Option 1	Year 10 Victorian Curriculum	Accelerated VCE Unit 1 & 2 Subject	VCE Unit 1 & 2 Subject	Accelerated VCE Unit 1 & 2 Subject	VCE Unit 3 & 4 Subjects	
Option 2	Year 10 Victorian Curriculum	Accelerated VET Certificate II or above	VCE Unit 1 & 2 Subjects	Accelerated VET Certificate II or above	VCE Unit 3 & 4 Subjects	
Option 3	Year 10 Victorian Curriculum		VCE Unit 1 & 2 Subjects	VET Certificate II or above	VCE Unit 3 & 4 Subjects	VET Certificate II or above
Option 4	Year 10 Victorian Curriculum		VCE Unit 1 & 2 Subjects		VCE Unit 3 & 4 Subjects	
			VCE VOCATIONAL MAJOR (VM) Literacy or VCE English, Numeracy or VCE Mathematics Personal Development, Work related skills, Industry specific skills (VET Certificate II or above)			

VCE Acceleration:

Year 10 students can take the opportunity to undertake an accelerated VCE pathway. Undertaking a VCE subject in Year 10 provides students with the opportunity to experience the requirements of VCE.

Please note that when choosing to accelerate a VCE subject, it will take up 2 units.

Making a decision:

It is important to ensure you are making informed decisions when selecting your course. There are many different sources of information and people who know you well who can help. Some useful resources:

1. **Your parents:** know you well and will be honest with you. Have discussions with your parents about your thoughts.
2. **Your LSG teacher:** can provide you with advice about possible subjects to choose.
3. **Lorelle Pearce:** book an appointment with our Careers & Pathways Co-ordinator to discuss your career options.
4. **Subject handbook:** Make sure you look at this document to ensure you are making informed choices.
5. **Your classroom teachers:** ask questions about the subjects you are thinking of studying.

Decisions to be made:

- Which *English* will I study?
- Which *Mathematics* will I study?
- Which *Science* will I study?
- Which *Humanities* will I study?
- What *electives* am I interested in studying?
- Do I want to accelerate a *Unit 1 & 2 VCE* subject?
- Do I want to complete a *VET* subject?

APPRENTICESHIPS – SCHOOL BASED & HEADSTART

ASBA (AUSTRALIAN SCHOOL BASED APPRENTICESHIP)

Some students know what they would like to do in the way of a career after leaving school. A student can apply for an Australian School Based Apprenticeship program as part of their subject selection in Years 10, 11 & 12.

A School Based Apprenticeship or Traineeship offers students the opportunity to combine part-time employment, school and training. The program is undertaken under a training contract with an employer, has a training plan signed by the school and RTO which is formally registered with Skills Victoria and leads to a nationally recognised qualification at Certificate II, III or IV level.

HEAD START School-based apprenticeships

Head Start is a new model of apprenticeships and traineeships that was first implemented in Victorian state schools in 2019. Head Start aims to allow students to spend increased amounts of time in the workplace whilst still gaining their Year 12 completion through either a VCE or VCAL program.

Depending on the requirements of the employer it is suggested that Head Start students undertake:

- 1 day per week paid employment in Year 10
- 2 days per week paid employment in Year 11
- Up to 3 days per week paid employment in Year 12

All students who are signed up to a Head Start pathway will be enrolled in a Certificate III level qualification. There are currently 32 qualifications available through the program.

As well as helping students to develop a diverse range of skills and experience that employers value, Head Start also provides:

- Strong supports for both students and employers throughout the apprenticeship or traineeship
- Quality assured training through TAFEs and Skills First contracted providers
- A tailored pathway for students into careers in priority industries
- An opportunity for employers to train and mentor students who are ready for work and have literacy, numeracy and employability skills
- Payment of a fair training wage
- VCE or VCAL completion
- Significant progress towards, or completion of, a trade qualification.
- The opportunity for students to move into a full-time apprenticeship with their employer upon their completion of year 1



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VCE

VICTORIAN CERTIFICATE OF EDUCATION (VCE) CURRICULUM OVERVIEW

The Victorian Curriculum and Assessment Authority (VCAA) administers The Victorian Certificate of Education (VCE), which is completed over a minimum of 2 years. Students at Echuca College generally study *12 units* in Year 11 (6 units per semester) and *10 units* in Year 12 (5 units per semester). Some students choose to 'fast track' a VCE subject as part of their Year 10 program

Details of the rules and procedures are available in a range of documents and can be obtained from the VCAA's website www.vcaa.vic.edu.au.

VCE Graduation Requirements

To satisfactorily complete the VCE, a student must have a satisfactory result (S) for a *minimum of 16 units*. This must include:

- at least *three units* from the English Group, two of which must be a Unit 3–4 sequence
- an additional *three Unit 3–4 sequences* of studies other than English, which may include any number of English sequences once the English requirement has been met.

Tertiary Entrance Requirements

To satisfy Victorian Tertiary Admissions Centre (VTAC) requirements the following must be completed:

- A minimum of *16 units* must be satisfactorily completed, including a sequence of Unit 3 & 4 from the English group.
- A sequence of VCE/VET Units 3 & 4 in three studies apart from the English requirement.
- Prerequisite requirements set by each Tertiary Institute.

Learning Outcomes

Each VCE unit has a set of two to four outcomes, these outcomes must be achieved for the satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designed for the unit.

A student may be granted satisfactory completion of a unit if:

- The work meets the required standard.
- College deadlines have been met (extensions may be applied for in certain circumstances).
- The work can be authenticated.
- Rules have been adhered to, including attendance rules.

A Year 10 student moving into Year 11;

- Must choose an *English* to study
- Must choose a *Mathematics* to study
- Must choose *four* other VCE Units 1 & 2 to study
- If a student has accelerated a VCE Unit 1 & 2 subject in Year 10, the decision can be made to continue this study in Year 11 and the student must choose the appropriate 3 & 4 units.
- If a student is currently completing a VET subject, the decision can be made to continue this study into Year 11. Students can begin studying a VET subject in Year 11.
- Students can make the choice complete a School Based Apprenticeship or HEADstart.

A Year 11 student moving into Year 12;

- Must choose an *English* to study
- It is recommended to choose a *Mathematics* to study
- Must choose *three* other VCE Units 3 & 4 to study

NOTE: Students will typically continue 5 of the 6 Unit 1 & 2 subjects into Units 3 & 4.

Assessment

Failure to meet deadlines set by the school may result in an 'N' (Not Satisfactory) for the unit regardless of whether the outcomes have been satisfactorily met. Satisfactory completion of each unit is based on a decision that the student has demonstrated achievement of a set of outcomes specified for the unit.

Unit 1 & 2 School-Assessed Coursework (SACs)

A SAC is a specific piece of work, which is to be graded and is used for reporting purposes. This may be a test, model, writing folio, research project, presentation etc. Assessment tasks are set to determine achievement of outcomes and levels of performance at Unit 1 & 2 level.

Unit 3 & 4 School-Assessed Coursework (SACs)

School-assessed coursework consists up of a number of assessment tasks that are specified in the relevant study design. These assessment tasks are used to assess the learning outcomes. To ensure that school's assessments of coursework in each study are comparable throughout the state, schools' coursework assessments are statistically moderated by VCAA, using the examination results in that study. VCAA issue final grades for all coursework assessments in December each year.

Unit 3 & 4 School-Assessed Tasks (SATs)

A small number of studies will have school-assessed tasks. These will be used in studies where products and models are assessed. Art, Design and Technology, Food and Technology, Media Studies, Studio Art, Systems Engineering and Visual Communication and Design have SATs. These generally take a number of weeks to complete.

Examinations

Examinations are held in November. Oral and Performance examinations are during October.

All students studying a Unit 3 & 4 sequence are also required to sit the General Achievement Test (GAT). The GAT scores are used by the VCAA to check that grades given by teachers for school assessed coursework and tasks are in the expected range.

Study Scores

A student's overall achievement for each study will be calculated and reported as a study score (Relative Position) on a scale of 1-50. In order to achieve a study score a student must achieve an S for both Units 3 & 4.

Australian Tertiary Admission Rank (ATAR)

An ATAR is used by most tertiary institutions to determine who will be made an offer to study with them. The ATAR is composed of the marks gained in units 3 and 4. An ATAR generally includes the top score in from the English group (where more than one English is taken), plus the **next best 3 studies**, plus 10% of the 5th and 10% of the 6th study. This calculation includes both VCE and VET courses.

Victorian Curriculum and Assessment Authority (VCAA) Reporting

At the completion of the VCE, which usually takes two years, the VCAA issues each student the following reports:

- A VCE Certificate, indicating that VCE requirements have been met
- A statement of results showing S or N and appropriate Coursework Assessment grades for all sequences of 3 / 4 units attempted
- A study score (relative position) for each subject
- A statement of results from the General Achievement Test (GAT)



MATHEMATICS PATHWAYS

A GUIDE TO MATHEMATICS PATHWAYS

Unit 3 and 4 Mathematics Subjects	General Mathematics	Mathematical Methods	Specialist Mathematics
What is it?	This is a practical subject about understanding the mathematics that occurs around you and being able to use critical skills in everyday life.	This is a more theoretical subject that uses scientific techniques to investigate applications of mathematics. It requires 1-2 hours a week of homework to pass.	Specialist Mathematics requires application of multiple concepts of mathematics to solve problems based on real-life scenarios. To be successful students are required to spend approximately 2-3 hours on homework each week.
Prerequisites	Year 11 General or Methods is recommended	Year 11 Mathematical Methods	Year 11 Mathematical Methods and Year 11 Specialist Mathematics
Materials needed	All VCE mathematics subjects require a CAS calculator, a textbook and 2 exercise books with a minimum of 128 pages. Methods and Specialist are assessed both with and without technology and a bound reference. General Mathematics always allows a CAS and a bound reference during assessment.		
Content	<ul style="list-style-type: none"> • Data Analysis • Recursion and financial maths (paying off loans etc.) • Matrices • Networks 	Methods and Specialist share many areas of study. Specialist is often seen as a further development of Methods. <ul style="list-style-type: none"> • Calculus (differentiation and integration) • Graphs and Functions (sketching and analysing various relationships) • Probability and Statistics 	
		Topics exclusive to Mathematical Methods: <ul style="list-style-type: none"> • Binomial Theorem • 	Topics exclusive to Specialist Mathematics: <ul style="list-style-type: none"> • Complex Numbers • Vector Calculus • Kinematics • Dynamics
Where can you go with this subject?	Any university course that accepts "any maths".	University courses such as engineering, medicine and some science.	



VCE Vocational Major

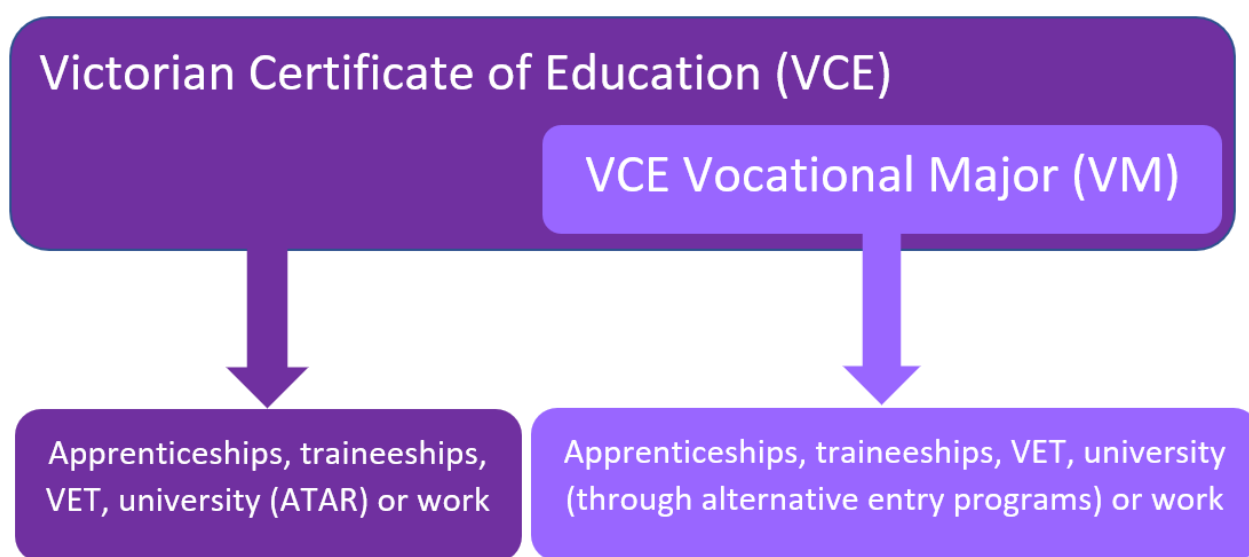
VCE VOCATIONAL MAJOR CURRICULUM OVERVIEW

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

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

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

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



Applied Learning – the heart of VCE Vocational Major

Applied learning teaches skills and knowledge in the context of ‘real life’ experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

Unit Requirements

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of *16 units*, including:

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

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated. Most students will undertake between 16-20 units over the two years.

Assessment of VCE Vocational Major studies

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Certification

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of ‘Vocational Major’ on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

VCE Vocational Major (VM) Q & A

Q. What subjects do I complete in the VCE (VM)?

A. Students will study; Literacy, Numeracy, Personal Development Skills (PDS) and Work Related Skills (WRS).

Students enrolled in the VCE (VM) must also be enrolled and attending a VET subject of interest.

Q. Is VET a requirement for students entering the VCE (VM)?

A. Yes, students who are enrolled in the VCE (VM) must include a VET subject.

Q. What strengths are displayed by a VCE (VM) student?

A. Leadership, teamwork, being able to work in a team, problem solving, being able to organise and run a fundraiser, public speaking, promotion and advertisement of fundraisers/projects.

Q. If I repeat a subject, will I be penalised?

A. No, however, the same unit cannot count twice towards the VCE (VM) requirements.

Q. Is there special provision due to physical ability or serious illness?

A. Students can apply for special consideration.

Q. What pathway options are available for students post Year 12?

A. TAFE, full time employment, traineeship, apprenticeship or University courses (with no ATAR).



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VET

VET IN SCHOOLS OVERVIEW

VETis provides additional breadth to the traditional programs available, and it gives students the opportunity, before leaving school, to obtain a nationally recognised training credential endorsed by industry. Students can choose a VETis program as part of the VCE or VCAL course. A VETis program offers a vocational certificate with VCE credit built in, just like other VCE studies. VCE VET programs will give credits at Units 1-4. This means that a student would undertake training in a specific vocational area.

As part of their training students will complete Structured Workplace Learning (SWL), this can be between **10 & 30 days over the 2 year program**, depending on the certificate that is chosen. The structured workplace learning will provide students with the opportunity to put their knowledge and skills into practice. This training will contribute towards satisfactory completion of the VCE or VCAL and the student will be awarded with a nationally recognised vocational qualification. The vocational qualification will provide students with access to further training, for instance at a TAFE institute, and may improve their chances of getting work after school.

Reasons to consider a Vocational Education Course

- Students can graduate with 2 Certificates (VETis Certificate & VCE/VCE VM).
- A majority of the VETis Certificates have a Unit 3/4 scored assessment which can be counted towards a student's ATAR.
- Students do work placements which means that they are getting experience employers may consider in the employment selection process.
- They are designed to help a student prepare for employment if they don't want to continue their education after Year 12, or may help them to choose a career pathway.

Students should speak to the Careers Coordinator for further information.

Year 10 English

In Year 10 students will study more specific ways language varies according to its audience and purpose. They will construct a range of written and spoken texts with this purpose in mind. They will also be asked to respond analytically to a range of more challenging texts.

Students will continue to consolidate and extend what they have learned from previous years. They also extend their understanding of how language works and learn to transfer this knowledge to different contexts.

To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and are given opportunities to engage with the technical aspects of texts.

Reading and Viewing

Reading and viewing involves understanding, interpreting, reflecting upon, and enjoying written and visual print and non-print texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created.

Writing

Writing refers to the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. Writing involves using appropriate language for particular purposes or occasions to represent and reflect on ideas, issues, arguments, events, experience, character, emotion and information.

Speaking and Listening

Speaking and listening refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice.

It is expected that through the above activities, students will develop the skills to meet the demands of the workplace, VCAL, and those required to complete their VCE level studies.

Assessment

- Reflective writing
- Argument Analysis
- Analytical response to text
- Creative response to texts
- Comparative text response

Resources/camps/excursions

You are expected to purchase the novels being studied, as listed on the booklist

Pathways

- Literature
- English Language
- VCAL Literacy

Complimentary Subjects

The skills and ideas learned in English are applicable to all subjects studied.

Be Respectful

Be Inclusive

Be Resilient

Year 10 Literature

This subject is designed for students with a passion for reading and exploring texts. Students will take an in-depth look into the way texts are structured, why authors have chosen to construct texts in the way they have, and what they tell us about the human experience.

Students will have agency in the way that the units are approached. This subject contains a heavy reading and writing load. Passion is important over academic levels, however, students need to be prepared to keep on top of the reading.

Areas of Study

1. *Poetry and Spoken word*

Students will explore both classic and modern poetry. At the end of the unit, the students will create their own poetic response to a social issue.

2. *Grimm to Disney* - Understanding and appreciating the literary styles of others and of other periods.

Students will explore the work of the brothers Grimm in comparison to other works. Many social issues can be explored through these comparisons. In this unit, students will also be focusing on writing text analysis.

3. *Creative writing – writing within a specific period and style*

Who am I as a literary person, my style, my preferences, my loves?

Students will explore their personal style in a literary context. What genres are they drawn to and why? What is their preferred writing style and why? Who are their favourite authors and why?

4. *Novel Study – Dystopian text*

Students will undertake a deep analysis of a chosen text. This will involve detailed annotations, learning to write detailed summaries and learn how to thoroughly understand authorial intent, and the meaning behind the texts that are being read.

5. *Play / TV Script Writing*

Students will explore the construction of plays and TV Script writing. Examples of current and past TV shows and plays will be used. Students will complete the unit with a short script finalised.

Assessment

- Creative Writing
- Text Analysis Essays
- Research Tasks
- Close Reading

Resources/camps/excursions

- Laptop or device is a MUST
- Paperback novel – text to be studied
- Short texts and excerpts supplied by the school

Pathways

- Bachelor Arts
- Writer
- Journalist
- Librarian
- Bachelor Education

Complimentary Subjects

- English
- History
- Philosophy

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Year 10 English Language

This subject is designed for students with a passion for understanding how language works and how people use language for specific purposes as well as students who may be more analytical in their approach to language. With a focus on Australian English, students will take an in-depth look into the way texts are structured and how they use language to include, exclude, empower and disempower people. They are exposed to a range of texts including social media posts, news articles, memes, speeches and advertisements.

Area of Study 1: Australian English Varieties

In this area of study, students will:

- Explore contemporary Australian English including Standard and Non-standard varieties
- The differences between written and spoken modes of communication
- The way that Australian English has changed throughout history
- The continuing evolution of Australian English

Area of Study 2: Text Structures and Language Features

In this area of study, students will:

- Evaluate sentence and clause structures and how they can be used effectively
- Analyse how language features can be used to make texts more complex
- Examine how text structure is used to support context and meaning

Area of Study 3: Connotation and Shades of Meaning

In this area of study, students will:

- Explore the use of connotation and how authors deliberately use language to impact an audience
- Develop their understanding of how context can impact the meaning of word
- The impact of personal values can shift the way they interpret a text

Area of Study 4: Power of Language

In this area of study, students will:

- Analyse how language is used to create our identity in different groups
- Explore how language can be inclusive or exclusive in its use
- Explore how language is used to give or take power from groups of people or individuals

Assessment

- Text Annotation
- Analysis of text
- Research Tasks
- Expository Essay

Resources/camps/excursions

- Texts supplied by the school

Pathways

- Bachelor of Arts
- Writer
- Journalist
- Linguist
- Communication
- Politician
- Bachelor of Education

Complimentary Subjects

- English
- History
- Philosophy
- Indonesian

Be Respectful

Be Inclusive

Be Resilient

Year 10 General Mathematics

This Mathematics unit is appropriate for most students in Year 10. It is expected that the majority of students studying this unit will progress to VCE General Maths in Year 11 and then Further Maths in Year 12. Extension work will be provided for students who can complete it satisfactorily.

This course covers the core mathematical knowledge and content, including general numeracy skills needed in everyday life. Students will learn how to apply mathematical ideas to different situations. A range of information and communication technologies will be used throughout the year for both learning tasks and assessment.

Semester 1 Topics

- Algebra
- Linear relationships
- Statistics- Univariate data
- Financial Mathematics

Semester 2 Topics

- Measurement
- Trigonometry and Pythagoras Theorem
- Matrices
- Statistics- Bivariate data

Assessment

- Common Assessment Tasks
- Topic tests
- Assignments
- Workbook
- End of Semester Examinations

Resources/camps/excursions

- Year 10 Maths textbook
- Scientific Calculator

Pathways

- VCE General Maths Unit 1&2
- VCE Further Maths Unit 3&4
- VCE Foundation Maths
- TAFE course
- Employment

Complimentary Subjects

- Economics- Business and enterprise
- Information Technology
- Year 10 Biology
- Year 10 Psychology
- Year 10 Agriculture
- VET subjects (various)

Be Respectful

Be Inclusive

Be Resilient

Year 10 Math Methods

This subject designed for students with a real passion for mathematics. Although the same maths textbook and calculator is used as Year 10 General maths, the subject aims to develop a much deeper and applied understanding the topics covered.

Semester 1

- Topic 1: Real Number System
- Topic 2: Indices
- Topic 3: Linear Equations / Linear Graphs
- Topic 4: Trigonometry / Advanced Trigonometry

Semester 2

- Topic 5: Simultaneous Equations / Inequations
- Topic 6: Quadratics
- Topic 7: Probability

Assessment

- Common assessment tasks
- Essential assessment digital program
- Semester Exams

Resources/camps/excursions

- Year 10 maths textbook
- Workbook
- Scientific Calculator

Pathways

- Unit 1 & 2 General Maths
- Unit 1 & 2 Maths Methods
- Unit 1 & 2 Specialist maths

Complimentary Subjects

- Year 10 Physics

Be Respectful

Be Inclusive

Be Resilient

Year 10 LEAP Mathematics

Are you creative? Do you enjoy puzzles and challenges? Do you want to know why and how, rather than just being told what to do? Do you enjoy Mathematics? Then this elective maybe for you!

This subject is an elective maths completed in semester 2 only at Year 10, which is completed on top of the normal Year 10 Maths Methods.

The Year 10 Maths Learning Extension and Advancement Program (LEAP) is a mathematics enrichment program that is designed for students who enjoy Mathematics and want to experience mathematical concepts outside of the normal curriculum. Students will have the opportunity to study diverse areas of mathematics and there is a strong focus on developing problem solving skills and higher order thinking. It provides students with an ability and passion for mathematics and an opportunity to explore a range of strategies to solve challenging mathematical concepts and problems.

Students work individually and collaboratively on challenging tasks. Students are expected to participate in competitions Australian Mathematics Competition.

It is strongly recommended that students complete the highest level of mathematics at which they are capable to maximise their opportunities in the future. Please don't hesitate to contact your Maths teacher if you need further guidance with possible pathways.

Assessment

- Common assessment tasks
- Essential assessment digital program

Resources/camps/excursions

- Year 10 maths textbook
- Workbook
- Calculator
(CAS TI-n-spire highly recommended)

Pathways

- Unit 1 & 2 General Maths
- Unit 1 & 2 Maths Methods
- Unit 1 & 2 Spec. Maths

Complimentary Subjects

- Year 9 Science

Be Respectful

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Year 10 Biology

This subject is designed for students with a passion for Biology or Science. This subject will also be a great gateway to Year 11 and Year 12 Biology as some of the topics covered here will serve as an introduction to these subjects.

Area of Study 1: Microscopy

In this area of study, students will:

- Learn how to use simple dissection microscopes to look at large objects.
- Learn how to use compound microscopes to view small objects like cells.
- Learn how to prepare slides for microscope viewing.
- Learn about electron microscope.

Area of Study 2: Cells and Organelles

In this area of study, students will:

- Learn about the structure and function of plant and animal cells.
- Learn about the structure and functions of the organelles within these cells.

Area of Study 3: DNA and Genetics

In this area of study, students will:

- Learn about the structure of DNA and the components that make it up.
- Learn how DNA is responsible for an organism's makeup and the production of proteins.
- Learn what happens when DNA "goes wrong" and they will research various genetic problems and conditions.

Area of Study 4: Hominid Evolution and Natural Selection

In this area of study, students will:

- Learn how we use fossils and other prehistoric tools to identify the change in a species over time.
- Learn how organisms will change over time due to environmental factors.
- Learn the relationships between the different humanoid species.
- Learn about the migrations of humanoids from Africa to the rest of the world.

Assessment

- Tests
- Posters
- Research Tasks
- Models
- Semester Exam

Resources/camps/excursions

- Device to access internet

Pathways

- Bachelor Science
- Bachelor Biology
- Bachelor Biochemistry
- Bachelor Biosciences
- Diploma Lab Technician
- Diploma Allied Health
- Diploma Nursing
- Park Ranger

Complimentary Subjects

- Chemistry
- Physical Education
- Health and Human Development
- Food Technology

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Year 10 Chemistry

<p><i>Area of Study 1: Atomic Structure</i></p> <p>In this area of study, students will:</p> <ul style="list-style-type: none"> ➤ Learn to use the Periodic Table to determine the structure of an atom of the various elements. ➤ Learn, through participation in practical activities, how different types of substances behave differently ➤ Explore factors that enable atoms to be identified by symbol, atomic number and name ➤ Explore names and formula of elements and compounds <p><i>Area of Study 2: Types of chemical reactions</i></p> <p>In this area of study, students will:</p> <ul style="list-style-type: none"> ➤ Learn about the what makes a process a chemical reaction rather than a physical change ➤ Participate in practical activities to learn how there are many types of chemical reactions. ➤ Explore how a balanced chemical reaction can be used to describe a process ➤ Explore how the rate of reaction can be effected by temperature, concentration and surface area. <p><i>Area of Study 3: Independent investigation</i></p> <p>In this area of study, students will:</p> <ul style="list-style-type: none"> ➤ Choose a chemical reaction they want to Investigate ➤ Develop an experimental design that is safe, valid, accurate, reliable and precise ➤ Perform the experiment ➤ Write up the experiment and share the information with peers <p><i>Area of Study 4: Organic chemistry</i></p> <p>In this area of study, students will:</p> <ul style="list-style-type: none"> ➤ Learn about the importance of organic chemistry in the world ➤ Investigate the various families of hydrocarbons ➤ Identify an organic molecule by structure ➤ Investigate reactions of organic compounds 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Quizzes • Structured Questions • Experiments • Student designed experiment • Experiment reports <hr/> <p><u>Resources/camps/excursions</u></p> <ul style="list-style-type: none"> • Exercise book <hr/> <p><u>Pathways</u></p> <ul style="list-style-type: none"> • Unit 1 & 2 Chemistry • Unit 3 & 4 Chemistry • Bachelor of Science • Bachelor of Biomedicine • Bachelor of Engineering • Bachelor of Pharmacy • Bachelor of Forensic Science • Certificate in Animal Health • Certificate in Chemical Use on Farms <hr/> <p><u>Complimentary Subjects</u></p> <ul style="list-style-type: none"> • Biology • Physics • Maths Methods • Psychology
<p><i>Be Respectful Be Inclusive Be Resilient</i></p>	
<p>Year 10 Physics</p>	

This Year 10 Physics course is a one semester long unit of study involving the selection of three from four topics:

Area of Study 1: Motion

In this area of study, students will learn:

- The concepts of scalars and vectors
- Distance and displacement
- Speed and velocity
- Acceleration (including acceleration due to gravity)
- The graphing of [straight line] motion against time
- The equations of motion for constant acceleration in a straight line

Area of Study 2: Work and Energy

In this area of study, students will learn:

- The relation between work and energy
- Kinetic energy [the energy possessed by an object due to its motion]
- Potential energy [stored energy] including:
 - Gravitational energy
 - Elastic energy
 - Mass energy
- Conservation of energy and conversion between forms of energy

Area of Study 3: The Universe

In this area of study, students will learn:

- The units used to measure distance in space
- How the position of objects in space are specified
- The formation of stars and planetary systems
- The colour, magnitude and life-cycle of stars
- The origin and evolution of the Universe
- The topic will also involve some astronomical observations

Area of Study 4: Electricity

In this area of study, students will learn:

- Static electricity
- Electric current and voltage
- The energy transformed by an electric circuit
- The power dissipated in an electric circuit
- Resistance
- Resistors in series and parallel
- Basic circuit analysis

Assessment

- Common Assessment Tasks
- Practical investigations
- Research

Resources/camps/excursions

- All resources are provided

Pathways

- Unit 1 & 2 Physics
- Unit 3 & 4 Physics
- Bachelor of Science
- Bachelor of Engineering
- Aviation
- Electrician
- Certificates in Engineering and Physical Science

Complimentary Subjects

- Chemistry
- Year 10 Mathematical Methods

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Year 10 Psychology

Assessment

- Multiple choice and short answer tests
- Scientific poster

Resources/camps/excursions

- Exercise book

Pathways

- Unit 1 & 2 Psychology
- Unit 3 & 4 Psychology

Complimentary Subjects

- Psychology
- Biology
- Health and Human Development

Area of Study 1: Introduction to Psychology and the Brain

In this area of study, students will learn:

- What is psychology?
- Psychology as a science.
- Structures of the brain.
- Types of brain defects and injuries.
- Neurodegenerative diseases.

Area of Study 2: Forensic Psychology

In this area of study, students will learn:

- What is forensic psychology?
- Stalkers and stalking
- Criminal profiling
- The forensic psychologist in the courtroom
- Dangerousness
- The psychology of eyewitness memory

Area of Study 3: Memory and Research Methods

In this area of study, students will learn:

- Multi-store model of Memory
- Ways to improve memory.
- Reasons we forget.
- Types of investigations.
- Aims and Hypotheses.
- Sampling procedures and research designs.
- Ethics.
- Report writing.

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Year 10 Agriculture & Horticulture

The Yr 10 Agriculture and Horticulture course is a semester subject covering the following topics

Area of Study 1: Climate

- Climate, including climate change and its effect on the Agriculture and Horticulture Industries
- The Greenhouse Effect
- Plant production in light of climate change impacts

Area of Study 2: Plants

- Plant structure including work in the vegetable garden
- Weeds and how this impacts on Agricultural and Horticultural Industries
- Soil and complete practical work relating to soil and pasture management

Area of Study 3: Animals

- Innovative technology and research into the latest developments in Agriculture and Horticulture Industry management
- Conduct 'Calf rearing' and/or 'chicken incubation'
- Plagues
- Occupation Health and Safety

Assessment

- Practical Reports
- Practical Tasks in the vegetable garden
- Posters
- Research Assignments
- Calf rearing assignment
- Chicken incubation
- Topic tests
- Exam

Resources/camps/excursions

- Excursions to local industries
- Expo Excursions (if applicable)
- Laptop
- Notebooks and stationary

Pathways

- VCE Ag/Hort Units 1 – 4
- Ag/Hort courses at Tafe
- Degree of Ag/Hort University (Melb Uni Dookie has extensive degrees)
- Employment with Dept Primary Industries

Complimentary Subjects

- Chemistry
- Biology
- All technology subjects
- Mathematics
- Business studies

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Year 10 Sports Science

This class is designed to encourage students to develop their understanding of fitness components and investigate how they can improve particular fitness components. Students will engage in a variety of fitness testing and from this will develop personalised training programs to improve their performance. Students will have practical experience by implementing their training programs and improving their fundamental motor skills and skill acquisition through major and minor games.

In this subject students will:

- Explore enablers and barriers that impact physical activity levels.
- Learn to develop training programs to improve fitness components.
- Learn to label the bones and muscles of the human body.
- Develop an understanding of the energy systems and energy system interplay.
- Learn the role of technology in fitness analyses.
- Develop knowledge of modified games and a range of team and individual sports.

Assessment

- Structured Questions
- Written Reports
- Practical participation

Resources/camps/excursions

- A4 Workbook
- Sports Uniform

Pathways

- Unit 1 & 2 Physical Education
- Unit 3 & 4 Physical Education
- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development

Complimentary Subjects

- Recreational Sport
- Units 1 & 2 Physical Education

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Year 10 Recreational Sport

This class will give students a range of opportunities to participate in recreational sports and sports for life that may be undertaken in the community. Theory topics will explore requirements and benefits of physical activity for healthy lifestyles.

Area of Study 1: Physical activity for health

In this area of study, students will:

- Explore factors leading to inactivity
- Learn what physical activity is
- Explore the benefits of physical activity
- Investigate the National Physical Activity and Sedentary Behaviour Guidelines

Area of Study 2: Nutrition

In this area of study, students will:

- Explore the nutritional requirements for healthy living
- Investigate Australia's Guide to Healthy Eating
- Investigate the nutritional requirements for athletes and non-athletes
- Investigate nutritional considerations before, during and after exercise

Area of Study 3: Sports identity and influence

In this area of study, students will:

- Explore Australia's sports identity
- Investigate lifestyle, recreation, and leisure activities
- Explore influences and barriers to physical activity

Area of Study 4: Design a recreational activity

In this area of study, students will:

- Design, facilitate, and reflect on a created/modified recreational activity to be run for the class.

Practical topics that may be covered:

- Archery
- Golf
- Lawn bowls
- Croquet
- Tennis
- Hockey
- Netball
- Bike riding
- Basketball

Assessment

- Structured tests
- Case studies
- Practical participation
- Student teach experiences

Resources/camps/excursions

- Workbook
- Sports Uniform

Pathways

- Unit 1 & 2 Physical Education
- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- VET Sport and Recreation

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Year 10 Community & Me

Community & Me is a compulsory semester long subject for all Year 10 students. Students will participate in learning to enhance understanding of current youth health issues, such as mental health, sexual health, respectful relationships, party safe and how to stay safe online.

Students will:

- Discuss statistics related to mental health
- Explore avenues of support for mental health concerns
- Explore resilience
- Discuss the culture of sexualisation
- Investigate sexual imagery and its use in advertising
- Learn the skills to develop respectful relationships
- Learn to make informed and safe decisions surrounding alcohol, drugs and partying
- Explore the risks associated with Vaping

Students will develop their own personal skills and discover ways to contribute positively to the communities they belong to.

Students will:

- Learn basic First Aid skills
- Learn how to set SMART goals
- Explore barriers to achieving goals and how to overcome these
- Explore how to use and act on feedback receive
- Explore what causes stress at school and in the workplace and how to manage stress
- How to recognise individual differences at school and in the workplace and learn how to work effectively with individual differences
- Explore why it is important to value diversity

Assessment

- iVET assessments
- Research Tasks
- Development of posters
- Contribution to class activities and discussions

Resources/camps/excursions

Pathways

- VET Community Services
- VET Sport & Recreation
- Year 11 Health & Human Development

Complimentary Subjects

- English
- Maths
- Science based subjects
- Humanities based subjects

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Be Resilient

Year 10 Economics

This subject is designed for students with a passion for economics or commerce. This subject will also be a great gateway to Year 11 and Year 12 Economics as some of the topics covered here will serve as an introduction to these subjects.

This unit will explore the contribution of Australian entrepreneurs to the Economy. Students will study what is involved in managing a business, focussing on ownership structures, marketing and financial management. They will analyse the Australian economy, exploring concepts such as the market mechanism, economic issues and the role of government. The Global Economy will also be explored through the study of International trade, foreign exchange and globalisation.

Area of Study 1: The Australian Economy

In this area of study, students will learn about:

- Economic Performance
- Macro and micro economics
- Living Standards
- Market mechanisms
- Economics issues
- The role of the government in the economy
- Relationship between supply, demand and price

Area of Study 2: The Global Economy

In this area of study, students will learn about:

- International trade
- Foreign exchange
- Fair trade
- Distribution of income

Area of Study 3: Business and ownership structures

In this area of study, students will learn about:

- The ways businesses organise themselves to improve productivity
- Ways that businesses respond to improved economic conditions

Area of Study 4: Marketing and Financial Management

In this area of study, students will learn about:

- Factors that influence major consumer and financial decisions
- price, availability and cost of finance,
- marketing of products,
- consumers, convenience, ethical and environmental considerations)
- short-term and long-term consequences of these decisions

Area of Study 5: Entrepreneurship

In this area of study, students will learn about:

- What makes an entrepreneur?
- Identifying enterprising behaviours

Assessment

- Tests
- Research Tasks
- Financial modelling
- Budgetary analysis

Resources/camps/excursions

- Textbook required – Jacaranda – Economics and Business Alive 10 (supplied)
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Agronomist
- Economist
- Ba. Commerce
- Ba. Finance
- Diploma in Business

Complimentary Subjects

- Year 10 Law

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Year 10 Geography

In this unit students explore their interconnectedness with the environment, place and space, as well as with the broader concept of their own place with the rest of the world. Throughout the semester students will focus on Global Wellbeing (the unequal world, spatial variations in place and population, how we map human wellbeing), Environmental Change and Management (climate change, environmental change, ecosystems, wildlife survival, invasive species).

In this unit, students will:

Use geographical thinking, skills and technological tools to examine some environmental challenges that will affect their future lives, and to find out how geography contributes to the understanding and management of these challenges.

Study the nature of wellbeing around the world and how it can be measured.

Topics covered include:

Environmental Change and Management

Understanding changes to land, atmosphere, water; Soil degradation, erosion, ecosystems; Challenges to sustainability

Global wellbeing and wellbeing in Australia

The effects of war and conflict on wellbeing

Geographies of Human Wellbeing

The unequal world; Global poverty; Indigenous wellbeing, The roles of government and non-government aid agencies

Assessment

- Field work
- Investigation
- Research Reports
- Project development

Resources/camps/excursions

- A laptop of device is required

Pathways

- VCE Geography
- VCE Outdoor Education
- VCE Science

Complimentary Subjects

- History
- Geography
- Psychology
- Politics & Culture
- Outdoor Education

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Year 10 History

Year 10 History sets out to explore Australia and its relationship with the world during the second half of the 20th Century. This subject will help students understand the world we live in and the impact of important events throughout from WWII to the end of the century.

Area of Study 1: WWII

In this area of study, students will:

- Learn the long, short and trigger cause of WWII
- Examine how Australia responded to WWII
- Explore important moments in WWII
- Learn about the Holocaust in Germany and the treatment of POWs
- Learn about the 'Battle for Australia' and the Kokoda Track.
- Explore the ending of the war and the beginning of the Atomic Age.

Area of Study 2: Establishment of the United Nations and Human Rights

In this area of study, students will:

- Learn about the establishment of the United Nations and the Declaration of Human Rights
- Learn about the structure and functions of the different U.N. bodies.
-

Area of Study 3: Civil Rights Movements

In this area of study, students will:

- Learn about the growth of the Civil Rights movement in the USA.
- Explore the role of important players in the struggle for civil right including: Martin Luther King Jnr, Malcolm X and Rosa Parks.
- Analyse how the Civil Rights movement influenced Civil rights movements in Australia.
- Look at the Aboriginal push for land rights and recognition through this period.

Assessment

- Source analysis
- Research Tasks
- Essay
- Test
- Semester Exam

Resources/camps/excursions

- Laptop or device is a MUST (resources are provided in pdf format on Compass)
- A workbook

Pathways

- Bachelor Arts
- Journalism
- Archaeology
- Museum Curator

Complimentary Subjects

- English
- Literature
- Law

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Year 10 Law

Students explore the different types of law, identifying the difference between criminal and civil law.

During the semester long unit, students will study the following:

- What are Laws?
- Why we have laws?
- History of the law in Australia and other countries
- The Australian Political System
- Laws made through the Parliament.
- Laws made through the Courts.
- Criminal Law:
 - The arrest process
 - Court Personnel
 - Court Hierarchy
 - Sanctions
 - The Police and their role
- Civil Law:
 - Torts
 - Negligence
 - Defamation
 - Nuisance
 - Trespass
- Contract law

Assessment

- Case Studies
- Case Analysis
- Structured questions
- Report –Court Visit
- Case folio

Resources/camps/excursions

- Excursion to Magistrates Court

Pathways

- Legal Studies 1, 2 ,3, 4
- Bachelor of Laws
- Para legal professions
- Police Officer
- PA - legal office

Complimentary Subjects

- English
- Business Management

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Year 10 Politics & Culture

Assessment

- Research reports
- Quizzes
- Essays

Resources/camps/excursions

- A laptop or device is required

Pathways

- VCE Philosophy
- VCE Geography
- VCE History
- Government
- Council
- History
- Allied Health

Complimentary Subjects

- History
- Geography
- Psychology

In Year 10 Politics and Culture students will study the Australian system of government and its political system. Within the study of culture, students will investigate major world religions, cultural concerns and gender issues. Students will have agency in what is studied while remaining within the curriculum outlines.

Students will develop an understanding of government, politics, lobbying, cultural diversity and identity in contemporary society. They will gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

Students will also have the opportunity to explore current events and world issues and their potential impact on society and themselves as part of this subject.

Both major topic areas will run across two terms.

Topics that will be covered in Politics

1. The Australian system of government
2. The Australian Political System
3. The influence of media, social media, funding and lobbyists on politics
4. The role of the Australian government (federal)
5. The Prime Ministers and what they did
6. Key political events

Topics that will be covered in Culture:

1. General philosophical thinking / ethical thinking / hypotheticals
2. The sociology / phenomenology of religion, faith and belief
3. Buddhism, Hinduism, Sikhism, Islam, Christianity, Judaism, Scientology / Paganism / Atheism
4. Gender issues and concerns
5. How do we form our own opinions? What are my influences?
Understanding my own biases.

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Year 10 Indonesian

This subject runs for the entire year and is designed to build on language skills acquired in Year 9. Indonesian is recommended for students who enjoy language learning and would like to broaden their opportunities for employment, further study and travel.

During this course, students will:

- Use Indonesian to communicate about personal interests through spoken and written communication
- Study Indonesian film and understand its cultural significance
- Compare opportunities for study, travel and employment between Indonesia and Australia
- Explore the history of the close relationship between Indonesia and Australia, as well as the current and future prospects
- Apply the grammatical structures of Indonesian prefixes and suffixes, as well as the object focus construction.
- Build on vocabulary acquired in Year 9 and continue to expand language use
- Recognise informal and formal vocabulary and use it in the correct context
- Consider their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, as well as considering how they may also be perceived by others

Assessment

- Spoken exchanges through conversation and role-play
- Use written and spoken texts to identify key information
- Produce a variety of text types in written form
- Mid Semester exam
- End of Year exam

Resources/camps/excursions

- Course materials provided

Pathways

- Units 1-4 Indonesian
- Unit 1-4 English Language
- Bachelor of Arts
- Diploma of Languages
- Defence Force
- Border Patrol
- Tourism
- Law

Complimentary Subjects

- Unit 1 & 2 English Language

Be Respectful

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Be Resilient

Year 10 Information Technology

Area of Study 1: Digital Systems

In this area of study, students will:

- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems

Area of Study 2: Data and information

In this area of study, students will:

- Look at how data is compressed and encoded and the difference between JPEG and PNG images
- Develop techniques for acquiring, storing and validating data from a range of sources, considering privacy and security requirements
- Analyse and visualise data to create information and address complex problems, and model processes using visualisation software tools to identify patterns and relationships between sets of data and information, and support abstract reasoning
- Create an interactive web-based project that complies with accessibility requirements, for example using fragments of a web language to create dynamic content that supports interactivity

Area of Study 3: Creating Digital Solutions

In this area of study, students will:

- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements
- Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics using story boards and mock-ups
- Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language for example coding separate modules that perform discrete functions but collectively meet the needs of the solution
- Investigate actions, devices and events that are potential risks to information systems, for example losing portable storage devices containing important files, deliberately infecting systems through malware, and power surge

Assessment

- Tests
- Case studies
- Assignments

Resources/camps/excursions

- Laptop

Pathways

- VET Information Technology
- VCE Information Technology
- Bachelor of Technology information and communication
- Certificate IV Software Development

Complimentary Subjects

- Maths
- Economics
- Science

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Be Resilient

Year 10 Food Studies

During the Semester long course, students will participate in a range of practical classes and theory lessons.

During this course, students will:

- Learn how to use the design process to create 'solutions' in different contexts, including food specialisations and food production.
- Explore each stage of the design process; investigate ideas, generate and refine ideas, plan, manage, produce and evaluate the product against establish detailed criteria for success
- Select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.
- Design and create healthy food solutions in that can be used in the home.
- Explore the functions of food and food properties including; starch, fats, sugars
- Learn about the importance of good nutrition and diet related disease awareness and management (obesity, diabetes, cardio vascular diseases and more)
- Explore sustainability issues
- Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating

Assessment

- CAT – Wellness Bowl Design Brief
- CAT – Healthy Takeaway Modification Meal Design Brief
- CAT - Practical Assessment and Evaluations
- End of Semester Exam

Resources/camps/excursions

- All class materials are provided
- A4 Clear Display Envelope
- A4 Display folder
- A laptop is recommended

Pathways

- Hospitality/retail industry
- Apprentice Chef
- Commercial Cookery Certificates
- Bachelor in Health Science, Food Studies, Science, Home Economics

Complimentary Subjects

- Unit 1-4 Food Studies
- Unit 1-4 Health and Human Development
- Unit 1-4 PE
- Unit 1-4 Biology

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Year 10 Wood, Design and Production

Students will participate in a range of practical classes and theory lessons.

In this area of study, students will develop skills in:

- Understanding the design process
- Researching
- Communicating ideas
- Drawing plans
- Planning for making a product
- Tool use
- Workshop safety
- Making a product
- Evaluating a completed product

Assessment

- Completion of design folio
- Completed practical product
- Workshop practices
- Written examination

Resources/camps/excursions

- Required to purchase own materials for practical product
- All tools and machinery supplied by school

Pathways

- Unit 1-4 Product design and technology
- Certificates II, III, IV in cabinet making and building studies.
- Product design
- Industrial design
- Architecture

Complimentary Subjects

- VET Building and Construction
- Metals, Product Design

Be Respectful

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Be Resilient

Year 10 Metal, Design and Production

Throughout this semester long subject, students will participate in a range of practical classes and theory lessons.

They will develop skills in:

- Examining the uses of selected materials; the processes, tools, equipment and machines related to the materials.
- Criteria used for the selection of a material.
- Undertake production tasks that develop knowledge of materials use of tools, machines and equipment associated.
- Students learn skills in a range of construction and production techniques.
- They plan and conduct workshop material testing procedures.
- Students can evaluate results and make recommendations about material selection; broaden their knowledge of issues arising from materials and technology.
- Students make a teacher negotiated project incorporating basic skills and processes.
- They complete theory and calculation exercises as well as an investigation project.
- Students learn how to cut materials using hand processes and then form them into appropriate shapes.
- They understand how to select appropriate welding processes for particular applications.
- Students complete practical welding skills.

Assessment

- Completion of design folio
- Completed practical production
- Workshop practices
- Written examination

Resources/camps/excursions

- Materials supplied
- All tools and machinery supplied by school
- Laptop recommended

Pathways

- Unit 1-4 Product design and technology
- Certificates II, III, IV in cabinet making and building studies.
- Product design
- Industrial design
- Architecture

Complimentary Subjects

- VET Building and Construction
- Wood, Product Design

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Year 10 Digital Art

Assessment

- Individual Projects
- Written Reports
- Animated Film
- Folio of work.

Resources/camps/excursions

- USB
- A4 display book.

Pathways

- VCE Studio Art
- VCE Visual Communication and Design
- VCE Media Studies
- Graphic Designer
- Animator
- Photographer

Complimentary Subjects

- Art
- Visual Communication and Design
- Media Studies

Area of Study 1: Poster Design

In this area of study, students will:

- Experiment with the layout of text and image.
- Learn about different fonts when communicating.
- Use a variety of editing programs to create a poster.
- Apply elements and principles
- Evaluate final poster.

Area of Study 2: Packaging Design

In this area of study, students will:

- Research and analyse existing packaging designs.
- Explore packaging nets.
- Experiment with photography and typography
- Create 3D packaging
- Evaluate 3D packaging.

Area of Study 3: Animation

In this area of study, students will:

- Learn and research current animation styles.
- Learn about storyboards and plan film.
- Use cameras to film story
- Learn editing programs and use to edit story.
- Present final intimated story.

Area of Study 4: Individual Project

In this area of study, students will:

- Brainstorm individual ideas.
- Research artists who use similar ideas.
- Create personal responses to inspiration.
- Experiment with techniques and programs relevant to their project.
- Present a final artwork
- Evaluate your final artwork.

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Year 10 Drama

Assessment

- Practical participation
- CAT Mime presentation
- CAT Mini Production character development
- CAT Mini production script rehearsal
- CAT Final Performance Mini Production

Resources/camps/excursions

- A4 exercise book
- Writing equipment

Pathways

- Units 1 and 2 Drama

Complimentary Subjects

- English
- literature
- Humanities
- Art Technology

Area of Study 1: Explore and Express Ideas

In this area of study, students will:

- Develop ideas for narrative structure in drama script form.

Area of Study 2: Drama Practices

In this area of study, students will:

- Using expressive voice and body movement, communicate ideas and actions.
- Rehearse and refine.

Area of Study 3: Present and Perform

In this area of study, students will:

- Perform a scripted drama to an audience.

Area of Study 4: Respond and Interpret

In this area of study, students will:

- Evaluate performance, expressing what was enjoyed and why.
- Analyse and observe a range of drama plays, contemporary and past times.

Achievement standard:

- By the end of Level 10, students develop different roles and characters
- Engage an audience
- Perform scripted drama
- Plan, rehearse, produce and refine performance.
- Analyse drama elements by viewing and performing.

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Year 10 Media Studies

Area of Study 1: Video Production

In this area of study, students will:

- Analyse the construction of video products such as films and tv shows.
- Create video products using video editing tools such as Final Cut Pro

Area of Study 2: Electronic music

In this area of study, students will:

- Explore the music composition tool Logic Pro to compose and engineer audio products

Area of Study 3: Photography for print-based products

In this area of study, students will:

- Analyse and create photographs used in print-based products used to promote and market products and events
- Develop skills using the photo manipulation application Photoshop
- Develop skills associated with the operation of a digital camera

Assessment

- Written response
- Photographs
- Promotional poster/brochures/CD/DVD covers.
- Soundtracks/backing tracks
- Short video productions
- Digital folio

Resources/camps/excursions

- USB storage
- Workbook
- A4 plastic sleeve folio

Pathways

- Units 1-2 Media studies
- Units 1-2 Visual communication
- Units 1-2 Studio arts
- Units 1-2 Drama

Complimentary Subjects

- Visual communication
- Music
- Visual Art
- Drama

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Year 10 Visual Art

Area of Study 1: Art Elements and Principles

In this area of study, students will:

- Learn the art elements and principles
- Learn how to apply the art elements and principles.
- Investigate how the use of elements and principles can change the aesthetics of an artwork
- Analyse artworks by identifying the elements and principles and discussing their application

Area of Study 2: Mixed Media Artwork

In this area of study, students will:

- Explore different media and techniques
- Investigate various artists who have used multimedia to create an artwork
- Trial, develop and refine ideas
- Create a mixed media artwork

Area of Study 3: Art Analysis

In this area of study, students will:

- Learn how to identify the components of an artwork
- Learn how to discuss the use of elements and principles in an artwork
- Develop an understanding of how the artwork was constructed
- Understand how messages and themes are depicted in an artwork
- Form an opinion about an artwork

Area of Study 4: Free Choice Artwork

In this area of study, students will:

- Learn how to initiate original ideas
- Investigate how other artists have responded to similar ideas
- Explore a range of ideas, media and techniques
- Produce a finished artwork
- Reflect on completed artwork

Assessment

- Folio of development of ideas for artworks
- Finished artworks
- Written reports
- Art analysis

Resources/camps/excursions

- A3 sketch book
- Art gallery excursion

Pathways

- Bachelor in Visual Arts
- Bachelor in Fine Art
- Diploma of Visual Art
- Diploma of Photography
- Tattooist

Complimentary Subjects

- Visual Communication
- Media Studies

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Year 10 Visual Communication

Area of Study 1: Freehand Drawing and Rendering

In this area of study, students will:

- Learn how to draw from observation
- Learn different rendering techniques
- Explore different media
- Create a folio of rendered drawings

Area of Study 2: Design Elements and Principles

In this area of study, students will:

- Learn about the design elements and principles
- Learn to apply the design elements and principles
- Explore the effects that can be created through the application of the design elements and principles
- Identify and discuss the use of design elements and principles in examples of visual communication

Area of Study 3: Technical Drawing

In this area of study, students will:

- Learn about various technical drawing methods
- Learn how to use a drawing board and set squares
- Learn the conventions of technical drawing
- Design a cabin/unit
- Complete a folio of technical drawings

Area of Study 4: The Design Process

In this area of study, students will:

- Learn about the design process
- Create a visual communication that explains how the design process works
- Apply the design process and create a visual communication
- Evaluate final presentation

Assessment

- Folio of artworks
- Written reports

Resources/camps/excursions

- A3 Sketchbook
- Set squares
- Gallery excursion

Pathways

- Unit 1 & 2 Visual Communication

Complimentary Subjects

- Studio Arts
- Media Studies
- Product Design & Technology
- VET Building Studies

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Units 1 & 2 English

Unit 1:

Area of Study 1: Reading and exploring texts

In this area of study, students will:

- Develop strategies for inferential reading and viewing
- Identify, discuss and analyse the decisions authors have made
- Consider and explore ideas, concerns and tensions presented in a text
- Explore how vocabulary, text structures and language features create meaning
- Produce personal and analytical writing in response to a text
- Engage in small group and whole class discussion

Area of Study 2: Crafting texts

In this area of study, students will:

- Focus on the analysis and construction of texts designed to influence the audience
- Explore the use of language for persuasive effect and the structure and presentation of argument in order to position the audience
- Plan, create, draft, refine and complete individual writing
- Reflect on and share the implications of authorial choices made in their own writing and in the writings of others
- Collaborate on the processes of writing with peers and teachers through discussion and feedback

Unit 2:

Area of Study 1: Reading and exploring texts

In this area of study, students will:

- Develop inferential reading and viewing strategies
- Identify ideas, concerns and tensions in a text
- Build strategies and techniques for constructing and supporting analytical writing in response to a text
- Construct analytical writing in response to a text, including the use of appropriate evidence from the text
- Develop an understanding of the historical context, and the social and cultural values in a text

Area of Study 2: Exploring argument

In this area of study, students will:

- Build an understanding of contention and supporting arguments
- Summarise the key points in arguments using skills such as note-taking and annotation
- Apply the conventions of discussion and debate
- Draft, review, edit and refine analytical writing using feedback gained from individual reflection, and peer and teacher feedback
- Practise developing and presenting reasoned points of view on issues of contemporary social relevance

Assessment

- Personal Text Response
- Two student created texts
- Analytical text Response
- Argument Analysis
- Oral presentation

Resources/camps/excursions

- The Golden Age – Joan London
- Novels (TBC)

Pathways

- To study Unit 3 and 4 in Year 12, students must have achieved an 'S' in at least one unit for Year 11.

English is a pathway to:

- Bachelor Degree - Journalism/Creative Writing
- Bachelor of Education
- TAFE – Certificate IV Real Estate
- Blogger
- Travel Writer
- Careers that require written and oral communication skills.

Complimentary Subjects

- All

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Units 3 & 4 English

Unit 3:

Area of Study 1: Reading and creating texts

In this area of study, students will:

- explore how meaning is created and affected by context
- identify, discuss and analyse the decisions authors have made
- explore how authors use structures, conventions and language to represent characters, settings, events and explore themes
- respond to texts in written, spoken and/or multimodal forms
- develop analytical responses
- explore how purpose and audience affect choices

Area of Study 2: Analysing and argument

In this area of study, students will:

- focus on the analysis and construction of texts designed to influence the audience
- explore the use of language for persuasive effect and the structure and presentation of argument in order to position the audience
- consider how authors craft texts to support and extend their argument
- plan and present an oral presentation

Unit 4:

Area of Study 1: Reading and comparing texts

In this area of study, students will:

- explore and compare the meaningful connections between texts and their features to provide a deeper understanding of ideas, issues and themes
- Investigate how the readers understanding of one text is broadened and deepened when considered in relation to another text
- produce a written analysis comparing selected texts
- develop an understanding of writers choices and use features of written analysis and textual evidence appropriately

Area of Study 2: Presenting argument

In this area of study, students will:

- build on understanding of argument and use of persuasive language in texts that attempt to influence the audience
- develop an understanding of how texts are constructed for specific persuasive effects
- use their understanding of argument and persuasive language to develop a an oral presentation that to express a viewpoint on an issue.

Assessment

- Creative Response
- Argument Analysis
- Oral presentation
- Comparative Essay

Resources/camps/excursions

Novels:

- 'The Golden Age'
- Reading and Comparing texts: 'The Crucible' and 'The Dressmaker'.

Pathways

- Entry to University courses require students to have successfully completed Unit 3 and Unit 4 English. Many university courses have English as a prerequisite with a study score of at least 25 to 30 in this subject.

Complimentary Subjects

- All

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Units 1 & 2 Literature

Unit 1: Approaches to Literature

Area of Study 1: Reading Practices

In this area of study, students will:

- 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
- explore, interpret and reflect on different ideas and values represented in literature
- apply understanding of other interpretations to their reading of a text(s)
- use evidence from the texts to support a response

Area of Study 2: Exploration of literary movement and genres

In this area of study, students will:

- Explore, and comment on, how the conventions of a movement or genre contribute to meaning
- analyse and reflect on the ideas and concerns raised by texts typical of a movement or genre
- explore and experiment with the assumptions and representations in texts associated with a movement or genre

Unit 2: Context and Connections

Area of Study 1: Voices of country

In this area of study students will:

- engage with and explore Aboriginal and Torres Strait Islander perspectives, knowledge and storytelling
- investigate and research the voices and stories of Aboriginal and Torres Strait Islander peoples
- reflect on literary representations of and by Aboriginal and Torres Strait Islander peoples
- comment on and understand assumptions and representations in a text(s) that comes from a colonial viewpoint
- share and listen to stories within the context of Australian culture and landscapes

Area of Study 2: The text in its context

In this area of study students will:

- explore and analyse how a text represents its historical, social and cultural context
- develop critical 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

- Reading Journal entries
- Close analysis of passages
- Creative Writing
- Essay (comparative or analytical)
- Oral or written review

Resources/camps/excursions

- *The Divine Wind* – Garry Disher
- *Wuthering Heights* – Emily Bronte
- Romantic Movement Poetry (supplied by the school)
- *Othello* – Shakespeare
- *The Reader* – Bernhard Schlink
- Sweet Country (Indigenous film)

Pathways

- Unit 3 & 4 Literature
- Bachelor of Arts
- Journalism
- Professional Writing
- Teaching

Complimentary Subjects

- English
- History
- Philosophy

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Units 3 & 4 Literature

Unit 3: Form and transformation

Area of Study 1: Adaptations and transformations

In this area of study, students will:

- Analyse the ways the form and conventions of a text affect the making of meaning
- Explore the differences in meaning that may be created when a text is adapted or transformed
- Explore the ways creators of adaptations may present assumptions and ideas about aspects of culture and society that reflect or are different from the original text
- Analyse the ways that perspectives of the creators may inform or influence adaptations of texts.

Area of Study 2: Creative responses to texts

In this area of study, students will:

- Explore the point of view, context and form of the original text
- Analyse the ways the central ideas of the original text are represented
- Explore the features of the original text including ideas, images, characters and situations, and the language in which these are expressed
- Analyse techniques used to create, recreate or adapt a text and how they represent particular concerns or attitudes.

Unit 4: Interpreting texts

Area of Study 1: Literary perspectives

In this area of study, students will:

- Explore the ways that literary criticism presents assumptions and ideas about aspects of culture and society and how these inform readings of the text
- Explore contexts (cultural, social, historical and ideological) that may influence the construction and reading of the text
- Analyse the ways in which the text may reflect or question aspects of human behaviour through characterisation, imagery, style, point of view and structure
- Explore the ways that contemporary views and values influence interpretations.

Area of Study 2: Close analysis

In this area of study students will;

- Analyse the effects and nuances of language
- Explore the significance of key passages in interpreting a text
- Explore the connections between features of a text in developing an interpretation
- Analyse the views and values suggested in a text
- Explore the conventions appropriate to presenting an interpretation

Assessment

- Close Analysis of passages
- Creative Writing
- Essay
- Presentation

Resources/camps/excursions

- *Picnic at Hanging Rock* - Novel
- Emily Dickinson's Poetry
- *Buried Child* - Play
- *Othello* – Play
- *The Passion* - Novel

Pathways

- Bachelor of Arts
- Journalism
- Professional Writing
- Teaching
- Librarian

Complimentary Subjects

- English
- History
- Philosophy

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Units 1 & 2 English Language

Unit 1: Language and communication

Area of Study 1: How language is an essential aspect of human behaviour and how it is effected by a range of contexts

In this area of study, students will:

- Explore the nature of language and how the function of language can vary
- Develop understanding of how meaning can be conveyed through speech, writing and sign
- Learn the subsystems of language and the metalanguage associated with them.
- Learn that language choices are always influenced by situational, social and cultural contexts.

Area of Study 2: How children learn language and the impact of social interaction on the development of language

In this area of study, students will:

- Learn how language choices are impacted by social and cultural contexts
- Investigate children’s ability to acquire language and the stages of language acquisition.
- Understand the theories used to describe the language acquisition in children.
- Explain the stages of language development in children.

Unit 2: Language Change

Area of Study 1: How language has changed and developed over time and continues to do so

In this area of study, students will:

- Describe the changes that have occurred in English over time
- Examine the origins of English and trace its development.
- Examine the concept of “correct English”
- Explore how languages may continue to change and consider the possibilities of future English.

Area of Study 2: How English has been impacted by other cultures and languages over time

In this area of study, students will:

- Consider the effects of the global spread of English
- Explore the factors that contributed to the spread of English in the past such as trade and colonisation
- Become familiar with the distinctive features of a range of varieties of English and how this shows the effects of contact with other languages
- Explore the role of language as an expression of cultures and worldviews, including representations of worldviews in texts

Assessment

- Folio
- Structured Questions
- Written Report
- Article analysis
- Analytical commentaries
- Expository essays

Resources/camps/excursions

- Textbook
- Media articles
- Film texts
- Recorded conversations

Pathways

- Used as an English alternative for VCE
- Unit 3 & 4 English Language
- Bachelor in Linguistics
- Graduate Diploma in Arts - Linguistics and Applied Linguistics
- Languages Teacher
- Translator
- Artificial Intelligence
- Law
- Journalism

Complimentary Subjects

- Indonesian
- English
- Biology

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Units 3 & 4 English Language

Unit 3: Language variation and social purpose

Area of Study 1: How informal language is used for social interaction and is important to how we communicate.

In this area of study, students will:

- Learn the way that speakers choose language to suit their current interactions
- Examine the features that differentiate formal and informal language and how both can be used to build rapport
- Consider a range of texts including journals, chats, monologues, advertisements and digital interactions and the 'rules' that people follow when interacting with each other

Area of Study 2: How formal language is used for social interaction and is important to how we communicate.

In this area of study, students will:

- Examine the features of formal language, particularly in the public domain
- Understand that formal language has different features to informal language and is more likely to follow a specific structure
- Examine how formal texts are more likely to consider the audience and ensure that they choose their language carefully
- Examine formal texts such as legal documents, policies, speeches, lectures and oaths
- Examine how formal texts can reinforce social distance, relationship hierarchies or build rapport

Unit 2: Language Variation and identity

Area of Study 1: How language establishes and challenges a range of identities in contemporary Australia.

In this area of study, students will:

- Explore the Australian identity and the language used to express it and differentiate it from other Englishes
- Explore the Australian accents and how they reflect society and how it has developed in Australia
- Examine Standard Australian English and the non-standard varieties of Australian English and how they differ
- Consider variations between regions, migrant ethnolects and Aboriginal Englishes and explore how stereotypes may be subconsciously or deliberately applied

Area of Study 2: How language is used to create identity and forge social groups.

In this area of study, students will:

- Investigate the role of language in reflecting and constructing individual and group identities
- Examine how language users are able to play different roles and construct their identities based on factors such as age, gender, occupation and interests etc.
- Examine how the norms in language is used to assert power, prestige and cast others as outsiders and lead to discrimination

Assessment

- Folio
- Structured Questions
- Written Report
- Article analysis
- Analytical commentaries
- Expository essays

Resources/camps/excursions

- Textbook
- Media articles
- Film texts
- Recorded conversations

Pathways

- Used as an English alternative for VCE
- Unit 3 & 4 English Language
- Bachelor in Linguistics
- Graduate Diploma in Arts - Linguistics and Applied Linguistics
- LOTE Teacher
- Translator
- Artificial Intelligence
- Law
- Journalism

Complimentary Subjects

- Indonesian
- English
- Biology

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Units 1 & 2 General Mathematics

Outcome 1: Define and explain key concepts, and apply a range of related mathematical routines and procedures.

Outcome 2: Apply mathematical processes in non-routine contexts and analyse and discuss these applications

Outcome 3: Use technology to produce results and carry out analysis in situations requiring problem solving, modelling or investigative techniques or approaches.

Area of Study 1: Algebra and structure;

- *Linear relations and equations*

This topic includes, but isn't limited to;

- Substitutions and transpositions of equations
- Developing formulas from word descriptions
- Solutions for simultaneous equations
- Using linear equations to solve practical problems

Area of Study 2: Arithmetic and number;

- *Computation and practical arithmetic*
- *Financial arithmetic*

This topic includes, but isn't limited to;

- Effective use of technology and mental strategies
- Simple and compound interest applications
- Comparison of purchase options available

Area of Study 3: Discrete mathematics;

- *Matrices*
- *Graphs and networks*
- *Number patterns and recursion*

This topic includes, but isn't limited to;

- Operations with Matrices, including scalar and matrix multiplication
- Introduction to the types of Graphs and Networks
- Study of the types of number sequences

Area of Study 4: Statistics;

- *Investigating and comparing data distributions*
- *Investigating relationships between two numerical variables*

This topic includes, but isn't limited to;

- Types of data and their best means of display
- Uses of the 5-number-summary
- Modelling and making predictions based on data

Assessment

- By hand approached tests
- CAS based assessment
- Outcome Tasks

Resources/camps/excursions

- Textbook
- CAS Calculator

Pathways

Applied Mathematics and Statistics - RMIT University
Accounting - Charles Sturt University

Certificates III and IV in Accounting, Commerce and Business Management.

Building and Construction Trades

Complimentary Subjects

- Biology
- Physics
- Mathematical Methods
- Design and Technology
- Economics

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Units 3 & 4 General Mathematics

Unit 3:

Area of Study 1: Data Analysis

In this area of study, students will:

- Learn to identify and classify different types of statistical data including representation, display and description for a statistical analysis.
- Explore the application of data analysis techniques on real-world data and deriving interpretations to make meaningful predictions
- Investigate the advantages of using statistical analysis techniques on a varied range of scenarios

Unit 4:

Area of Study 2: Recursion and Financial Modelling

In this area of study, students will:

- Investigate the applications of mathematical principles to everyday financial activities
- Explore the benefits of making financial analysis a part of our daily thought process towards becoming financially wise

Matrices

In this area of study, students will:

- Explore the use of communication and dominance matrices and their use in analysing communication systems and ranking players in round-robin tournaments
- Investigate the use of use of the matrix recurrence relation to extend the modelling to populations that include culling and restocking.

Networks and Decision Mathematics

In this area of study, students will:

- Learn about the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles
- Explore the application of mathematical principles to investigate everyday issues of logistics, planning and influence networks

Assessment

- Data Analysis
- Structured Questions
- Problem Solving
- Modelling real-life scenarios

Resources/camps/excursions

- Textbook
- CAS Calculator
- Study Notes (by Teacher)
- At least 2 128 page exercise books

Pathways

- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Bachelor of Arts
- Behavioural Sciences

Complimentary Subjects

- Chemistry
- Physics
- Health & Human Development
- Physical Education
- Food
- Psychology
- Business Management
- Economics

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Units 1 & 2 Mathematical Methods CAS

Both Units 1 and 2 focus on the same four areas of study

Area of Study 1: Functions and graphs

Unit 1:

- Specify rules of a function and sketch related graphs by hand
- Interpret and describe the effect of transformations on graphs

Unit 2:

- Simple applications of sine and cosine functions in various contexts
- Modelling exponential functions, interpreting rates of growth and decay

Area of Study 2: Algebra

Unit 1:

- Substitute, rearrange and solve equations, including linear and quadratic equations
- use of symbolic notation to develop algebraic expressions and represent functions

Unit 2:

- use of inverse functions and the application of index and logarithm laws
- numerical approximation of roots of cubic polynomial functions using Newton's method

Area of Study 3: Calculus

In this area of study, students will:

- Interpret graphs with respect to rate of change (eg. Analysing the pollution levels over time)
- Describe and measure instantaneous rates of change

Unit 2:

- find by hand the derivative function and an anti-derivative function for a simple power function
- graphical and numerical approaches to approximating the value of the gradient function

Area of Study 4: Probability and Statistics

Unit 1:

- Describe the outcomes of experiments, highlighting the probability of certain events
- Explore issues and form conclusions in relation to declining levels of physical activity and sport in society.

Unit 2:

- Apply counting techniques to solve probability problems and calculate probabilities for compound events, by hand in simple cases

Assessment

- Written tests with and without access to summaries and CAS
- Modelling tasks
- Mathematical investigations
- Problem-solving tasks
- Outcome Tasks

Resources/camps/excursions

- TI-Inspire or CAS calculator
- Scientific calculator
- Textbook
- At least 2 128 page exercise books

Pathways

- Bachelor of Science/IT/Mathematics/Engineering
- Various fields of science
- Financial advisor/accountant
- Special Forces (army/navy)
- Bachelor of Commerce/Business
- Aeronautical or Aerospace engineering

Complimentary Subjects

- Physics
- Specialist Mathematics
- Chemistry
- Further Mathematics

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Unit 3 & 4 Mathematical Methods

Assessment

- Extended Investigation
- Problem Anyalysis (2)
- External Exams (2)
 - No Calculator allowed
 - Calculator active

Resources/camps/excursions

- Textbook
- CAS Calculator (Ti-nspire)
- Study Notes (by Teacher)

Pathways

- Engineering,
- Medicine,
- Computer Science,
- Accounting,
- Physiotherapy,
- Pharmacy,
- Games programming,
- Veterinary science
- Technology
- Behavioural Sciences

Complimentary Subjects

- Chemistry
- Physics
- Specialist Mathematics
- IT
- Algorithmics

Did you do Maths Methods in Year 11, enjoy it and pass all the SACs?
Have you got good algebra skills?
Do you want to not just learn the formula, but find out how Maths is applied in the real world?
Do you want to know not just how, but why?

Methods, as the name implies, provides students with the techniques, skills and understanding that they will draw on in their personal and work lives.

To do well in this subject would be expected to do at least 3 to 4 hours a week homework to consolidate your learning.

Unit 3 & 4

- The course in Units 3 and 4 Maths Methods has a strong emphasis on the use of Algebra, Graphs, Circular functions, Differential and Integral calculus and Probability and Statistics

In this area of study, students will:

- Graph of a function or relation identifying key features Investigate transformations of functions
- Solve equations involving algebraic, logarithmic and circular functions
- Differentiation and Anti- differentiate
- Evaluate derivatives of basic, transformed and combined functions and apply differentiation to curve sketching and related optimisation problems
- Apply matrices to transformations of functions and their graphs
- Apply definite integrals to the evaluation of the area under a curve and between curves over a specified interval
- Analyse a probability mass function or probability density function and the shape of its graph in terms of the defining parameters for the probability distribution and the mean and variance of the probability distribution
- Calculate and interpret the probabilities of events
- Apply probability distributions to modelling and solving related problems
- Simulate repeated random sampling and interpret the results

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Units 1 & 2 Specialists Mathematics

Do you enjoy maths and like a challenge?
Are you prepared to commit to 3 or 4 hours a week of homework?

Students must be studying (or have studied) Units 1 and 2 Maths Methods in order to study Specialist Maths Units 1 and 2 and have obtained good results in Year 10 Maths Methods.

This course provides opportunities to build on the knowledge, skills and understandings gained in Year 10 Maths Methods. It is designed to give you essential skills for further studies in Year 11 and Year 12 Methods and Specialist Maths.

Students undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.

Unit 1 & 2 Topics Include:

- Number Systems
- Complex Numbers
- Geometrical Proofs
- Distributions
- Probability
- Trigonometry
- Graph Theory
- Non-Linear Relations
- Vectors
- Transformations
- Matrices
- Differential Calculus
- Integral Calculus
- Kinematics
- Mechanics

Assessment

- SACs (TESTS) with and without a calculator
- Problem Analysis
- Semester Exams
- Outcome Tasks

Resources/camps/excursions

- Textbook
- CAS Calculator (Ti-nspire)
- Study Notes (by Teacher)

Pathways

- Engineering,
- Medicine,
- Computer Science,
- Accounting,
- Physiotherapy,
- Pharmacy,
- Games programming,
- Veterinary science
- Behavioural Sciences

Complimentary Subjects

- Chemistry
- Physics
- Mathematics Methods

Be Respectful

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Units 3 & 4 Specialist Mathematics

Did you do Specialist Mathematics and Maths Methods in Year 11 and pass all the SACs?

Do you enjoy maths and like a challenge?

Are you prepared to commit to 4 or 5 hours a week of homework?

Students must be studying (or have studied) Units 3 and 4 Maths Methods in order to study Specialist Maths Units 3 and 4 and it is strongly recommended that students have completed Specialist Maths in Year 11

This course provides opportunities to build on the knowledge, skills and understandings gained in Maths Methods. It will also help you understanding concepts presented in Maths Methods.

As such, Specialist Maths contains topics in functions and calculus that build on and deepen the ideas presented in the Methods course, as well as demonstrate their application in many areas.

The Specialist course also extends understanding and knowledge of statistics and introduces the topics of Vectors, Kinematics and Complex numbers.

Even if it is not stipulated as a prerequisite for a specialised university courses such as engineering, physical sciences and mathematics, study of Specialist Maths is strongly recommended as it will make the transition to tertiary education much smoother and provide a solid foundation (and often assumed knowledge).

Unit 3 & 4 Topics Include:

- Algebra included complex numbers
- Differential and Integral Calculus
- Vectors
- Circular Functions
- Vectors
- Mechanics
- Kinematics
- Probability and Statistics

Assessment

- Extended Investigation
- Problem Analysis (2)
- External Exams (2)
 - No Calculator allowed
 - Calculator allowed

Resources/camps/excursions

- Textbook
- CAS Calculator (Ti-Nspire)
- Study Notes (by Teacher)

Pathways

- Engineering
- Medicine
- Computer Science
- Accounting
- Physiotherapy
- Pharmacy
- Games programming
- Veterinary science
- Behavioural Sciences

Complimentary Subjects

- Chemistry
- Physics
- Mathematics Methods

Be Respectful

Be Inclusive

Be Resilient

Units 1 & 2 Biology

Unit 1: How do organisms regulate their functions?

Area of Study 1: How do organisms function?

In this area of study, students will learn about:

- The structure and functions of cells and their organelles as well as to why cell size matters
- The structure and function of the plasma membrane
- The cell cycle, cell growth, death and differentiation
- How the body prevents cancer

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

In this area of study, students will learn about:

- Specialised plant and animal cells and tissues
- The digestive system, endocrine system and excretory system
- The regulation of body temperature, blood glucose and water balance in humans

Area of Study 3: Practical Investigation

- Students will conduct a practical and complete a practical write up in the form of a scientific poster

Unit 2: How does inheritance impact on diversity?

Area of Study 1: How is inheritance explained?

In this area of study, students will learn about how:

- DNA is identified into smaller sections called genes
- DNA and chromosomes are linked in cells and sex cells
- Genetic information is passed from parents to offspring
- To identify trends in genetic appearance and how it can be tracked using charts and tables

Area of Study 2: How do inherited adaptations impact diversity?

In this area of study, students will learn about:

- The importance of genetic diversity in a population
- The contribution of Aboriginal and Torres Strait Islander peoples' perspectives in understanding adaptations and ecosystems
- Structural, physiological and behavioural adaptations that allow an organism to survive and reproduce
- The relationships between species and the impacts of changes to ecosystems

Area of study 3: Exploring a contemporary bioethical issue

- Students will complete a second-hand investigation relating to genetics, reproductive science, adaptations or ecosystems

Assessment

- Outcome tasks
- School-Assessed coursework (SACs)
- Experimental investigations – scientific poster
- Exams (mid-year and end of year)

Resources/camps/excursions

- Yr11 Biology Textbook
- Exercise Books
- GTAC incursion

Pathways

- Bachelor Science
- Bachelor Biology
- Bachelor Biochemistry
- Bachelor Biosciences
- Diploma Lab Technician
- Diploma Allied Health
- Diploma Nursing
- Park Ranger

Complimentary Subjects

- Chemistry
- Physical Education
- Health and Human Development
- Food Technology
- Psychology

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Units 3 & 4 Biology

Unit 3: How do cells maintain life?

Area of Study 1: How do cellular processes work?

In this area of study, students will:

- Learn how cell membranes control the substances that can enter a cell
- Explore the structure and function of DNA, RNA and proteins
- Explore how genes regulate the function of other genes
- Investigate the role that enzymes play in cell function
- Learn about the processes of photosynthesis and cellular respiration

Area of Study 2: How do cells communicate?

In this area of study, students will:

- Learn how chemical signals enable cells to communicate with each other
- Investigate how cells of the immune system respond to foreign antigens such as bacteria and allergens
- Explore the role of each of the components of the immune system
- Explore how we obtain immunity and the importance of vaccination programs for public health

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

Area of Study 1: How are species related?

In this area of study, students will:

- Explore the processes that cause changes in the genetic makeup of a population such as natural selection and migration
- Investigate evidence for evolution such as the fossil record, developmental biology and biogeography
- Consider how lifeforms have changed over time
- Explore molecular methods such as comparing DNA sequences that are used to determine relatedness between species
- Investigate examples of rapid evolution caused by mutations in master genes
- Learn to read phylogenetic trees
- Learn how humans have changes over time

Area of Study 2: How do humans impact on biological process?

In this area of study, students will:

- Investigate how scientists manipulate DNA to create hybrid DNA
- Explore how genetically modified and transgenic organisms are used to increase crop yield, provide resistance form pests and improve productivity
- Explore the strategies that enable humans to deal with new diseases, epidemics and pandemics
- Learn about methods used to identify and treat pathogens
- Learn about the design and creation of drugs to treat diseases such as influenza

Assessment

- Scientific investigations
- Reports of practical work
- Media analysis
- Data Analysis
- Structured Questions

Resources/camps/excursions

- Excursion to the Gene Technology Access Centre GTAC Melbourne

Pathways

- Ba. Science degree
- Ba. Forensic Science
- Ba. Nursing
- Cert IV Laboratory techniques
- Laboratory technician

Complimentary Subjects

- Physical Education
- Health and Human Development
- Psychology
- Chemistry

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Units 1 & 2 Chemistry

Unit 1: How can the diversity of materials be explained?

Area of Study 1: How do chemical structures of materials explain their properties and reactions?

In this area of study, students will:

- Learn to understand the information on The Periodic Table
- Explore atomic structure and its relationship to trends in behaviour
- Learn, through participation in practical activities the properties of various substances
- Learn about covalent bonding, metallic bonding and ionic bonding
- Explore how the properties of a molecule will determine the interactions between molecules

Area of Study 2: How can the versatility of non-metals be explained?

In this area of study, students will:

- Use the quantity of the mole to describe substances
- Learn about organic chemistry and hydrocarbon compounds
- Participate in practical activities to learn about how organic molecules react
- Learn about the formation of polymers and the benefits of polymers for society

Area of Study 3: How can chemical principles be applied to create a more sustainable future?

In this area of study, students will:

- Apply and extend their knowledge of a material studied in Area of Study 1 and 2

Unit 2: How do chemical reactions shape the natural world?

Area of Study 1: How do chemicals interact with water?

In this area of study, students will:

- Explore the properties of water through experiment and theory
- Investigate how acid and bases and redox reactions occur in water.
- Learn how water is a solvent to different materials.

Area of Study 2: How are chemicals measured and analysed?

In this area of study, students will:

- Investigate various ways of measuring solubility, concentration and gases
- Explore how the concentration of salts, acids, bases and organic compounds can be determined in water

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

In this area of study, students will:

- Design an experiment related to water quality
- Perform the experiment
- Write a scientific report of the experiment

Assessment

- Outcome tasks
- School-Assessed coursework (SACs)
- Experimental reports
- Exams (mid-year and end of year)

Resources/camps/excursions

- Textbook
- Lab Coat
- Exercise Books
- University of Melbourne Outreach Program (June)

Pathways

- Unit 3 & 4 Chemistry
- Bachelor of Science
- Bachelor of Forensic Science
- Bachelor of Pharmacology
- Bachelor of Biomedicine
- Bachelor of Engineering

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- Physics
- Maths Methods
- Physical Education
- Foods

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Units 3 & 4 Chemistry

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

Area of Study 1: What are the options for energy production?

In this area of study, students will:

- Learn the difference between renewable and non-renewable fuels
- Learn, through participation in practical activities the different properties of different fuels
- Explore factors that allow us to predict the behaviour of a fuel when we know what it is made of
- Explore galvanic and fuel cells as a source of energy

Area of Study 2: How can the yield of a chemical product be optimised?

In this area of study, students will:

- Learn about rates of reactions and equilibrium
- Participate in practical activities to learn about maximising yield of reactions
- Explore electrolysis as a method of producing chemicals
- Explore how rechargeable batteries operate

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

Area of Study 1: How can the diversity of carbon compounds be explained and categorised?

In this area of study, students will:

- Explore the naming, properties and reactions of organic compounds
- Investigate how organic compounds can be analysed using various machines.

Area of Study 2: What is the chemistry of food?

In this area of study, students will:

- Investigate the structure and metabolism of fats, carbohydrates, proteins and vitamins
- Explore how the energy content of food can be measured

Area of Study 3: Practical Investigation

In this area of study, students will:

- Design an experiment related to energy or food
- Perform the experiment
- Write a scientific report of the experiment

Assessment

- Topic Tests
- Structured Questions
- Experiments
- Reports on Experiments
- Analysis and evaluation of media articles

Resources/camps/excursions

- Textbook
- Lab Coat
- University of Melbourne Outreach Program (June)
- Exercise Books

Pathways

- Bachelor of Science
- Bachelor of Forensic Science
- Bachelor of Pharmacology
- Bachelor of Biomedicine
- Bachelor of Engineering
- Certificate in Chemical Usage on Farms

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- Physics
- Maths Methods
- Physical Education
- Foods
- Further Maths

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Units 1 & 2 Physics

Unit 1: How is energy useful to society?

Area of Study 1: How are light and heat explained?

In this area of study, students will:

- Investigate and evaluate the wave-like nature of light, thermal energy and the emission and absorption of light by matter.

Area of Study 2: How is energy from the nucleus utilized?

In this area of study students will:

- Explain, apply and evaluate nuclear radiation models relating to radioactive decay and nuclear energy. They will also study the use of radiation and nuclear energy by society.

Area of Study 3: How can electricity be used to transfer energy?

In this area of study students will:

- Investigate and apply a basic DC circuit model to simple battery-operated devices and household electrical systems, apply mathematical models to analyse circuits, and describe the safe and effective use of electricity by individuals and the community.

Unit 2: How does Physics help us understand the world?

Area of Study 1: How is motion understood?

In this area of study, students will:

- Learn to observe motion and explore the effects of balanced and unbalanced forces on motion. They describe and analyse algebraically and graphically the motion of objects using the concepts of distance, displacement, velocity, acceleration, momentum, force and energy.

Area of Study 2: Options

In this area of study, students will choose 1 of the 18 options:

How does physics explain climate change?	How do instruments make music?
How do fusion and fission compare as viable nuclear energy power sources?	How can performance in ball sports be improved?
How do heavy things fly?	How can AC electricity charge a DC device?
How do forces act on structures and materials?	How do astrophysicists investigate stars and black holes?
How do forces act on the human body?	How can we detect possible life beyond Earth's Solar System?
How is radiation used to maintain human health?	How can physics explain traditional artefacts, knowledge and techniques?
How does the human body use electricity?	How do particle accelerators work?
How can human vision be enhanced?	How does physics explain the origins of matter?
How is physics used in photography?	How is contemporary physics research being conducted in our region?

Area of Study 3: How do physicists investigate questions?

In this area of study, students will:

- Learn to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Assessment

- Structured Questions
- Problem Solving
- Modelling real-life scenarios
- Practical Assessment
- Report Writing

Resources/camps/excursions

- Textbook
- Scientific Calculator
- Study Notes (by Teacher)

Pathways

- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Bachelor of Science
- Bachelor of Engineering

Complimentary Subjects

- Chemistry
- Specialist Maths
- Health & Human Development
- Physical Education
- English Language

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Units 3 & 4 Physics

Unit 3: How do fields explain motion and electricity?

Area of Study 1: How do things move without contact?

In this area of study, students will:

- Explore the 3 force fields of gravity, electricity and magnetism
- Learn about satellites, magnets, DC motors
- Use mathematical equations to understand real-world concepts

Area of Study 2: How are fields used to move electricity?

In this area of study, students will:

- Learn how electricity is produced and delivered to homes
- Learn the role of transformers in the power grid

Area of Study 3: How fast can things go?

In this area of study, students will:

- Explore Newtons Laws of Motion
- Investigate projectile motion
- Learn Einstein's theory of special relativity
- Explore time dilation and length contraction

Unit 4: How can two contradictory models explain both light and matter?

Area of Study 1: How can waves explain the behaviour of light?

In this area of study, students will:

- Investigate the properties of the different types of waves. For example: gamma waves, microwaves, infrared, sound waves etc.
- Understand the dual nature of light via photoelectric effect and double-slit experiment

Area of Study 2: How light and matter are similar

In this area of study, students will;

- Investigate the dual nature of light and mass
- Analyse experimental data to understand properties of light and matter
- Compare the production of light in LASERS, synchrotrons, LEDs and incandescent lights

Area of Study 3: Practical Investigation

In this area of study, students will:

- Learn to design and undertake an investigation of a physics concept and analyse and draw conclusions based on evidence from the investigation

Assessment

- Structured Questions
- Problem Solving
- Modelling real-life scenarios
- Practical Assessment
- Report Writing
- Extended Investigation

Resources/camps/excursions

- Textbook
- Edrolo
- Scientific Calculator
- Study Notes (by Teacher)
- Possible Excursion;
 - Synchrotron at Monash University
 - Observatory
 - Luna Park

Pathways

- Bachelor of Science
- Bachelor of Engineering
- Electrician

Complimentary Subjects

- Chemistry
- Mathematical Methods
- Physical Education
- English Language

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Units 1 & 2 Psychology

Unit 1: How are behaviour and mental processes shaped?

Area of Study 1: What influences psychological development?

In this area of study, students will:

- Explore how biological, psychological and social factors influence different aspects of a person's psychological development.
- Explore concepts of normality and neurotypicality in individuals and the role of mental health workers in the diagnosis and management of atypical behaviour.

Area of Study 2: How are mental processes and behaviour influenced by the brain?

In this area of study, students will:

- Learn how the different areas of the brain coordinate different functions.
- Investigate the impact of Acquired Brain Injuries (ABI's) on a person's biological, psychological and social functioning.

Area of Study 3: Student-directed research investigation

In this area of study, students will:

- Students investigate a question related to an Area of Study
- They examine the scientific evidence that supports the research in response to a question.

Unit 2: How do external factors influence behaviour and mental processes?

Area of Study 1: How are people influenced to behave in particular ways?

In this area of study, students will:

- Explore attitude formation and the influence of prejudice, discrimination and stereotypes on a person or group's mental wellbeing.
- Analyse research into social influences on individual behaviour, including conformity and obedience.

Area of Study 2: What influences a person's perception of the world?

In this area of study, students will:

- Explore two aspects of human perception vision and taste
- They will consider how biological, psychological and social factors can influence vision and taste
- Explore vision distortions

Area of Study 3: Student-directed research investigation

In this area of study, students will:

- Students develop a research question related to Area of Study 1 or 2.
- They design, run and report on an experiment that answers their research question.

Assessment

- Analysis and evaluation of an experiment or case study
- Research investigation
- A logbook of practical activities
- Media analysis
- Problem-solving involving psychological concepts, skills and/or issues
- Scientific poster

Resources/camps/excursions

- Textbook

Pathways

- Unit 3 & 4 Psychology
- Bachelor of Psychology
- Master of Psychology
- Educational psychologist
- Forensic Psychologist
- Sports Psychologist
- Clinical Psychologist
- Psychiatry

Complimentary Subjects

- Health and Human Development
- Biology
- Chemistry

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Units 3 & 4 Psychology

Unit 3: How does experience affect behaviour and mental processes?

Area of Study 1: How does the nervous system enable psychological functioning?

In this area of study, students will:

- Learn how the nervous system functions.
- Investigate stress as an example of a psychobiological process.

Area of Study 2: How do people learn and remember?

In this area of study, students will:

- Explore models to explain how we learn.
- Learn how memories are formed, the brain structures involved and ways to enhance memory.

Unit 4: How is mental wellbeing developed and maintained?

Area of Study 1: How does sleep affect mental processes and behaviour?

In this area of study, students will investigate the:

- Importance of sleep, sleep across the lifespan, and ways to measure sleep.
- Effects of sleep deprivation and sleep disturbances and their possible treatments.

Area of Study 2: What influences mental wellbeing?

In this area of study, students will:

- Explore mental wellbeing as a continuum and the characteristics of mental wellbeing for individuals.
- Apply a biopsychosocial approach, as a scientific model, to explain specific phobia.
- Investigate protective factors for maintaining mental health.

Area of Study 3: Analysis and evaluation of a practical investigation

In this area of study, students will:

- Students develop a research question related to key knowledge in Unit 3 or 4.
- They design, run and report on an experiment that answers their research question.

Assessment

- Analysis and evaluation of at least one psychological case study, experiment, model or simulation.
- Analysis and evaluation of generated primary and/or collated secondary data.
- Comparison and evaluation of psychological concepts, methodologies and methods and findings from

Resources/camps/excursions

- Textbook

Pathways

- Bachelor of Psychology
- Master of Psychology
- Educational Psychologist
- Forensic Psychologist
- Sports Psychologist
- Clinical Psychologist
- Human Resource Officer
- Teaching
- Mental Health Nurse
- Psychiatry

Complimentary Subjects

- Health and Human Development
- Biology
- Chemistry

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Units 1 & 2 Agriculture and Horticulture

Unit 1 : Change and Opportunity

Area of Study 1 : Major food and fibre production industries in Australia

In this area of study, students will:

- Explore the use of land as a source of food and fibre by Victoria's first peoples and European settlers
- Learn the history of Agriculture and Horticulture in Australia
- Learn the major climate zones in Australia and their key food and fibre
- Explore the location of particular food and fibre industries in Victoria according to climatic conditions; soil quality and socio-cultural factors
- Investigate career pathways and employment opportunities in agriculture and horticulture

Area of Study 2 : Food and Fibre Production in Australia

In this area of study, students will:

- Investigate key elements of agricultural and horticultural systems: inputs, processes and outputs
- Learn OH&S standards
- Explore the characteristics of productive soil, and techniques for testing soil quality
- Investigate advantages and disadvantages of using alternative plant-growing media such as hydroponics and aquaponics
- Carry out Scientific experiments and gather data/information

Unit 2: Growing Plants and Animals

Area of Study 1: Plant nutrition, growth and reproduction

In this area of study, students will:

- Learn the structure of plants and the functions of photosynthesis, respiration and transpiration
- Explore the advantages and disadvantages of asexual and sexual plant reproduction or propagation and selection of genes through plant breeding
- Investigate the use of technology and post-harvest processing to improve plant production

Area of Study 2: Animal nutrition, growth and reproduction

In this area of study, students will:

- Explore extensive and intensive animal production and the advantages and challenges of each method
- Learn the digestive systems: ruminant, monogastric and avian
- Explore the nutrient requirements of animals across various stages of growth and development
- Learn the structure and function of mammalian and avian reproductive systems
- Explore the principles of animal genetics and the purposes of breeding programs

Assessment

- Written exam each semester
- Written Unit tests
- Practical reports
- Research assignments
- Calf raising diary (if possible)

Resources/camps/excursions

- Excursions to local Ag/Hort industries
- Calf rearing on school property
- Laptop/device required

Pathways

- VCE Unit 3/4 Ag/Hort
- Tafe course in Primary Industry
- University courses – Melbourne University Dookie has many opportunities.
- Ag/Hort careers (Soil, water, management)

Complimentary Subjects

- VCE Biology
- VCE Business management

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Units 1 & 2 Physical Education

Unit 1: The Human Body in Motion

Area of Study 1: How does the musculoskeletal system work to produce movement?

In this area of study, students will:

- Learn to label the bones and muscles of the human body
- Learn, through participation in practical activities, how bones and muscles work together to produce movement
- Explore factors that enable participation in physical activity and factors that act as barriers
- Explore legal and illegal performance enhancing practices/substances

Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

In this area of study, students will:

- Learn about the function and structure of the heart, blood, blood vessels and lungs
- Participate in practical activities to learn how the heart and lungs work together to provide oxygen to working body parts
- Explore enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems
- Explore legal and illegal performance enhancing practices/substances that specifically impact on the cardiovascular and respiratory systems

Unit 2: Physical Activity, Sport and Society

Area of Study 1: What are the relationships between physical activity, sport, health and society?

In this area of study, students will:

- Explore the role of physical activity, sport and society in developing and promoting a healthy lifestyle
- Investigate sociocultural factors that influence participation in physical activity
- Develop an understanding of ways used to assess physical activity sedentary behaviour.
- Explore models to critique and create strategies to increase participation in physical activity

Area of Study 2: What are the contemporary issues associated with physical activity and sport?

In this area of study, students will:

- Investigate a range of contemporary issues associated with physical activity at a local, national and global level
- Explore issues and form conclusions in relation to declining levels of physical activity and sport in society

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Practical participation

Resources/camps/excursions

- Textbook
- Sports Uniform

Pathways

- Unit 3 & 4 Physical Education
- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- VET Sport and Recreation

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Units 3 & 4 Physical Education

Unit 3: Movement skills and energy for physical activity

Area of Study 1: How are movement skills improved?

In this area of study, students will;

- Learn how to classify fundamental movement skills
- Explore the link between motor skill development and participation in physical activity
- Learn how biomechanical principles improve movement skills from a coaching perspective
- Learn about different approaches to coaching, factors that impact on sporting performance and strategies used to improve performance

Area of Study 2: How does the body produce energy?

In this area of study, students will;

- Learn about what fuels our bodies when performing movement
- Participate in physical activity to explore how energy is created in the body
- Explore the changes in oxygen consumption when performing movement
- Discover what causes fatigue and how to recover after sporting performance

Unit 4: Training to improve performance

Area of Study 1: What are the foundations of an effective training program?

In this area of study, students will;

- Learn how data can be collected and used to analyse sporting performance to assist in the creation of a training program
- Explore the different fitness components used in sporting performance
- Participate in a range of Fitness Tests and learn about their aims and protocols, their importance and which Fitness Components are being tested

Area of Study 2: How is training implemented effectively to improve fitness?

In this area of study, students will;

- Learn the components of training program
- Explore training principles
- Participate in a range of different ways an athlete may train
- Explore psychological strategies that can be used to enhance performance
- Discover nutritional and rehydration recovery strategies
- Learn how training improves the cardiovascular, respiratory and muscular systems, leading to improved performance
- Design a training program

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Practical participation

Resources/camps/excursions

- Textbook
- Edrolo
- Sports Uniform
- Excursions to the gym in Unit 4

Pathways

- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- VET Sport and Recreation

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Units 1 & 2 Health and Human Development

Unit 1: Understanding Health and Wellbeing

Area of Study 1: Health Perspectives and Influences

In this area of study, students will:

- Learn the five dimensions of health and wellbeing
- Understand the health status indicators
- Analyse data and explore factors that contribute to variations in health status for youth

Area of Study 2: Health and Nutrition

In this area of study, students will:

- Understand the five food groups and learn about the essential nutrients for optimal health and wellbeing
- Explore the food selection models of Australian Guide to Healthy Eating and Healthy Eating Pyramid
- Explore the social, cultural and political factors that influence food practices and food choices made by youth. Students will explore the consequences of nutritional imbalance
- Explore the marketing strategies used by companies in relation to promoting healthy eating for youth
- Explore the social, cultural and political factors that act as enablers and barriers to healthy eating among youth.

Area of Study 3: Youth Health and Wellbeing

In this area of study, students will:

- Focus on the health and wellbeing of Australia's youth
- Identify major health inequalities among Australia's youth and reflect on the causes
- Apply research skills to find out what young people are most concerned about
- Conduct independent research into a selected area of interest

Unit 2: Managing Health and Development

Area of Study 1: Developmental Transitions

In this area of study, students will:

- Explore the human lifespan and the characteristics of development
- Explore the characteristics of healthy and respectful relationships
- Understand the role of parents, carers and/or the family environment and the considerations in becoming a parent
- Describe fertilisation and the stages of prenatal development
- Learn the risk and protective factors related to prenatal development
- Understand the physical, social, emotional and intellectual development in infancy and early childhood
- Understand the impact of early life experiences on future health and development and the intergenerational nature of health and wellbeing

Area of Study 2: Health care in Australia

In this area of study, students will:

- Understand the key aspects of Australia's health system; Medicare, Pharmaceutical Benefits Scheme, Private Health Insurance
- Explore the range of services available in the local community to support the dimensions of health and wellbeing
- Identify the factors affecting access to health services and information and explore the rights and responsibilities of youth
- Explore opportunities and challenges of health and wellbeing information and issues relating to the use of new and emerging health procedures and technologies.

Assessment

- Data analysis
- Research tasks
- Structured questions
- Poster tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Device
- Possible excursion to Echuca Regional Health – Maternity Ward/ Early Childcare Centre

Pathways

- Units 3 & 4 Health and Human Development
- Bachelor of Nursing and Midwifery
- Bachelor of Education (Primary and Secondary)
- Bachelor of Nutrition and Dietetics
- Bachelor of Exercise Science
- Bachelor of Social Work
- Bachelor of Psychology

Complimentary Subjects

- Biology
- Physical Education
- Psychology
- VET Community Services
- Foods

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Units 3 & 4 Health and Human Development

Unit 3: Australia's health in a globalised world

Area of study 1: Understanding health and wellbeing

In this area of study, students will:

- Explain the dimensions of health and wellbeing and why they are important
- Learn the prerequisites of health and how they impact on health and wellbeing
- Explore the indicators that can be used to explain health status
- Learn and discuss differences in the health of a range of population groups in Australia
- Explain the impact of behavioural and dietary risks on levels of health

Area of study 2: Promoting health and wellbeing

In this area of study, students will:

- Learn and explain reasons for improvement in Australia's health since 1900
- Explore the role of Australia's health system in promoting health
- Discuss the role of health promotion in promoting health and wellbeing
- Explain initiatives introduced to promote healthy eating and why this can be difficult to achieve

Unit 4: Health and human development in a global context

Area of study 1: Health and wellbeing in a global context

In this area of study, students will:

- Identify characteristics of high, medium and low income countries
- Discuss similarities and differences between countries and how this impacts health and wellbeing
- Explain the importance of the environment, climate change and digital technologies on health and wellbeing

Area of study 2: Health and the Sustainable Development Goals

In this area of study, students will:

- Investigate the Sustainable Development Goals and explain how they promote health
- Discuss the work of the World Health Organisation
- Learn and explain the aid that Australia provides to other countries
- Explore various programs that promote the Sustainable Development Goals
- Explain how individuals can take social action to achieve change

Assessment

- Data Analysis
- Structured Questions

Resources/camps/excursions

- Textbook

Pathways

- Bachelor of Health Sciences
- Diploma of Health Sciences
- Bachelor of Public Health/Health Promotion
- Certificate II/III in Health Support Services
- Health Support Workers

Complimentary Subjects

- Physical Education
- Outdoor and Environmental Studies
- VET Sport & Recreation

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Units 1 & 2 Outdoor and Environmental Studies

Unit 1: Exploring outdoor experiences

Area of Study 1: Motivations for outdoor experiences

In this area of study, students will:

- Develop an understanding of different environments
- Plan and reflect upon a range of practical outdoor experiences
- Analyse a range of motivations for seeking outdoor experiences
- Explore the requirements for safe participation in the outdoors

Area of Study 2: Influences on outdoor experiences

In this area of study, students will:

- Develop an understanding of media portrayals on personal responses to outdoor environments
- Understand rationales for codes of conduct for a range of activities
- Learn about factors affecting access to outdoor experiences
- Analyse a range of personal responses to risk

Unit 2: Discovering outdoor environments

Area of Study 1: Investigating outdoor environments

In this area of study, students will:

- Develop a greater understanding of outdoor Victorian environments
- Develop an understanding of the effects of natural changes on the environments to people such as floods and seasonal changes
- Learn about land managers understandings of environments
- Reflect upon a range of practical sustainable experiences

Area of Study 2: Impacts on outdoor environments

In this area of study, students will:

- Learn about the impacts of commercial and recreational activities on outdoor environment
- Understand the impacts of technologies on environments
- Identify practices for promoting positive impacts on outdoor environments

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Reflection Journals

Resources/camps/excursions

- Textbook
- Sports Uniform
- 3 day Camp Sem 1
- Local area excursions

Pathways

- Unit 3-4 OES
- Physical Education
- Outdoor Education
- Outdoor Recreation
- Sport and Recreation
- Environmental Science
- Zoology
- Agricultural Science
- Tourism
- Landscape Architect
- Environmental Engineering
- Surveying
- Park Ranger
- Tour Guide

Complimentary Subjects

- Legal Studies
- Australian History
- Physical Education
- Health and Human Development
- VET Sport and Recreation

Unit 3 & 4 Outdoor & Environmental Studies

Unit 1: Relationships with Outdoor Environments

Area of Study 1: Historical relationships with outdoor environments

In this area of study, students will:

- Explore characteristics that have made Australian flora & fauna unique
- Learn indigenous and historic relationships with local environments
- Explore the foundation of an early environmental movement
- Learn how environmental awareness impacts Government policies

Area of Study 2: Relationships with Australian environments since 1990

In this area of study, students will:

- Learn about and participate in types of local recreation, tourism, conservation, and primary industry interactions that take place
- Explore the role, technology, commercialisation, media, and risk have on our interactions
- Learn about climate change, renewable energy, and water management impact relationships with local environments
- Explore environmental policies of Australian political parties and the role of the Victorian Environmental Assessment Council

Unit 2: Sustainable Outdoor Relationships

Area of Study 1: Healthy outdoor environments

In this area of study, students will:

- Explore the concept of sustainability and its limitations
- Learn about and conduct environmental health indicator tests
- Investigate the health of environments based on the current *State of the Environment Report*
- Explore the importance of healthy outdoor environments for society
- Learn about the risks to the health of local environments

Area of Study 2: Sustainable outdoor environments

In this area of study, students will:

- Explore the reasons for multiple environmental conflicts
- Learn about the ways stakeholders try to influence decision makers in the environmental conflicts
- Learn about the decision-making process used in the environmental conflicts
- Learn about how public and private land can be best managed
- Analyse the effectiveness of environmental laws/treaties
- Explore how *Landcare* and *Green Building Design* can help us live more sustainably

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Reflection Journals

Resources/camps/excursions

- Textbook
- Sports Uniform
- 3 day canoe journey camp
- 5 day ski camp
- Local area excursions
- Guest presenters

Pathways

- Physical Education
- Outdoor Education
- Outdoor Recreation
- Sport and Recreation
- Environmental Science
- Zoology
- Agricultural Science
- Tourism
- Landscape Architect
- Environmental Engineering
- Surveying
- Park Ranger
- Tour Guide

Complimentary Subjects

- Legal Studies
- Australian History
- Physical Education
- Health and Human Development
- VET Sport and Recreation

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Units 1 & 2 Business Management

Unit 1: Planning a Business

Area of Study 1: The Business Idea

In this area of study, students will:

- Investigate how business ideas are created
- Explain how innovative and entrepreneurial practices can contribute to the national economy and social wellbeing.

Area of Study 2: The Internal business environment and planning

In this area of study, students will:

- Describe the internal business environment and analyse how factors from within it may affect business planning.

Area of Study 3: The external business environment and planning

In this area of study, students will:

- Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.

Unit 2: Establishing a Business

Area of study 1: Legal Requirements and Financial Considerations

In this area of study students will:

- Learn about the legal requirements and financial responsibilities of a business owner.

Area of study 2: Marketing a Business

In this area of study, students will:

- Learn the importance of marketing in a business and the different marketing techniques used by businesses.

Area of study 3: Staffing a Business

In this area of study, students will;

- Learn about the importance of having the right number of trained staff in a business including the importance of employee development and the link to productivity.

Assessment

Resources/camps/excursions

- Textbook
- Excursion (Echuca)

Pathways

- Unit 3 & 4 Business Management
- Bachelor of Business
- Business Ownership
- Bachelor of Marketing

Complimentary Subjects

- Legal Studies
- Accounting
- VET Business

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Unit 3 & 4 Business Management

Unit 3: Managing a Business

Area of study 1: Business Foundations

In this area of study, students will:

- Learn about key characteristics of businesses and stakeholders
- Analyse the relationship between corporate culture, management styles and skills

Area of Study 2: Human Resource Management

In this area of study, students will:

- Learn about motivation theories and apply them to a range of contexts
- Analyse and evaluate strategies related to the management of employees

Area of study 3: Operations Management

In this area of study, students will:

- Learn about operations and the management of this important area of business
- Investigate strategies to improve the efficiency and effectiveness of business operations

Unit 4: Transforming a Business

Area of study 1: Reviewing Performance- the need for change

In this area of study, students will:

- Learn about Key Performance Indicators and how they are used to assess business performance
- Investigate the driving and restraining forces for change and evaluate management strategies to position a business for the future

Area of study 2: Implementing Change

In this area of study, students will:

- Learn about the strategies used by managers to implement change and the effect change has on the stakeholders of a business.

Assessment

- Short answer responses
- Extended answer responses
- Case studies
- Data Analysis

Resources/camps/excursions

- Textbook
- Edrolo
- Excursion

Pathways

- Bachelor of Business
- Bachelor of Accounting
- Bachelor of Marketing
- Bachelor of Human Resource Management
- Certificate 3 & 4 Business
- Personal Assistant
- Employee /business

Complimentary Subjects

- Accounting
- Legal studies

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Units 1 & 2 Accounting

Unit 1: Role of accounting in business

Area of Study 1: The role of accounting

In this area of study, students will:

- Explore a range of factors that should be considered before committing to a business venture
- Investigate a range of reasons for establishing a business
- Learn the role of professionals in providing advice to achieve business success
- Explore the types of business ownership
- Learn the ethical considerations when making business decisions

Area of Study 2: Recording financial data and reporting accounting information for a service business

In this area of study, students will:

- Learn how to identify and record financial data
- Learn how to report and explain accounting information
- Explore procedures to safeguard against theft and fraud

Unit 2: Accounting and decision-making for a trading business

Area of Study 1: Accounting for inventory

In this area of study, students will:

- Learn the characteristics of a trading business
- Explore documents used to record financial transactions
- Explore indicators to measure business performance
- Learn strategies for effective inventory management

Area of Study 2: Accounting for and managing accounts receivable and accounts payable

In this area of study, students will:

- Learn strategies for effective management of accounts payable and accounts receivable
- Explore the use of methods used to analyse the potential financial outcomes of decisions relating to accounts receivable and accounts payable.

Area of Study 3: Accounting for a managing non-current assets

In this area of study, students will:

- Explore documents used by a business to record financial transactions
- Learn to select strategies to improve business performance in relation to non-current assets

Assessment

- Folio
- Structured Questions
- Assignments
- Case Study
- Presentations
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Units 3 & 4 Accounting
- Ba. Accounting
- Diploma of Accounting
- Certificate in Accounting and Bookkeeping
- Ba. Business
- Financial Planning

Complimentary Subjects

- Maths
- Business Management

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Units 3 & 4 Accounting

Unit 3: Financial accounting for a trading business

Area of Study 1: Recording and analysing financial data

In this area of study, students will:

- Explore documents used by a business to record financial transactions
- Explore accounting elements
- Learn the characteristics of the General Ledger and the General Journal and their use in recording transactions
- Learn the difference between current and non-current assets and current and non-current liabilities
- Discuss strategies to improve the management of inventory, accounts receivable and accounts payable

Area of Study 2: Preparing and interpreting accounting reports

In this area of study, students will:

- Learn how to record business transactions
- Learn how to prepare, interpret and analyse accounting reports for a trading business
- Learn the process of balancing General Ledger accounts
- Learn the characteristics of cash flow statements, income statements and balance sheets
- Learn the distinction between cash and profit
- Learn how to graphically represent accounting reports

Unit 4: Recording, reporting, budgeting and decision-making

Area of Study 1: Extension of recording and reporting

In this area of study, students will:

- Explore documents used by businesses to record financial transactions
- Learn to record financial data and balance day adjustments using a double entry system
- Learn methods of depreciation

Area of Study 2: Budgeting and decision-making

In this area of study, students will:

- Explore indicators and other relevant information to measure business performance
- Learn the distinction between cash and profit
- Explore ways to analyse accounting reports to develop strategies to improve business performance
- Discuss strategies to improve the performance of a business

Assessment

- Folio
- Structured Questions
- Written Reports
- Case Study
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Ba. Accounting
- Diploma of Accounting
- Certificate in Accounting and Bookkeeping
- Ba. Business
- Financial Planning

Complimentary Subjects

- Maths
- Business Management

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Units 1 & 2 Legal Studies

Unit 1: Guilt and Liability

Area of Study 1: Legal Foundations

Area of Study 2: The presumption of innocence

Area of Study 3: Civil Liability

This is an area of study involving Criminal law and Civil law.

In this unit, students will:

- Develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.
- Investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.
- Develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.
- Will be exposed to justice in action through court and prison visits, guest speakers and the opportunity to take part in simulated/mock/moot courts.

Unit 2: Sanctions, remedies and rights

Area of Study 1: Sanctions

Area of Study 2: Remedies

Area of Study 3: Rights

This is an area of study that examines the methods and institutions in the justice system and considers their appropriateness in determining criminal cases and resolving civil disputes.

In this unit, students will:

- 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 such as VCAT and Consumer Affairs Victoria.
- 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 (criminal) and remedies (civil) to achieve their purposes.
- Investigate the extent to which the principles of justice are upheld in the justice system.
- 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.

Assessment

- Folio of exercises
- Structured questions
- Classroom presentation
- Role-play
- Debate
- Report
- Question-and-answer session.
- Tasks can be presented orally, in writing or using presentation technology
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Court visit
- Prison Visit
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Legal Studies Unit 3&4
- Bachelor of Laws
- Para Legal professions
- Police Officer
- Diploma of Legal Studies

Complimentary Subjects

- English
- Business
- History

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Units 3 & 4 Legal Studies

Unit 3: Rights and justice

Area of Study 1: The Victorian criminal justice system

Area of Study 2: The Victorian civil justice system

In this unit, students will:

- Examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.
- 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 such as VCAT and Consumer Affairs Victoria.
- 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 (criminal) and remedies (civil) to achieve their purposes.
- Investigate the extent to which the principles of justice are upheld in the justice system
- Discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

Unit 4: The people and the law

Area of Study 1: The people and the Australian Constitution

Area of Study 2: The people, the parliament and the courts

In this unit, students will :

- Explore how the Australian Constitution establishes the law-making powers of the Commonwealth and State Parliaments and protects the Australian people through structures that act as a check on parliament in law-making.
- Develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.
- Investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.
- Apply legal reasoning and information to actual scenarios.
- Discuss the factors that affect the ability of parliament and courts to make law
- Evaluate the ability of these law-makers to respond to the need for law reform.
- Analyse how individuals, the media and law reform bodies can influence a change in the law.

Assessment

The student's performance on each outcome will be assessed using one or more of the following:

- a case study
- structured questions
- an essay
- a report in written format
- a report in multimedia format
- a folio of exercises
- Outcome tasks

Resources/camps/excursions

- Textbook
- Court visit
- Prison Visit
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Bachelor of Laws
- Para Legal professions
- Police Officer
- Diploma of Legal Studies
- Bachelor of Arts

Complimentary Subjects

- English
- Business
- History

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Units 1 & 2 Modern History

Unit 1: Change and Conflict

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

Area of Study 1: Ideology and conflict

- How did significant events and ideas contribute to conflict and change?
- How did individuals and movements challenge existing political and economic conditions?
- What were the consequences of World War One?
- How did ideology influence the emergence of new nation states?
- To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?

Area of Study 2: Social and cultural change

- How did society and culture change?
- How did cultural life both reflect and challenge the prevailing political, economic and social conditions?
- How did ideologies contribute to continuities and changes in society and culture?
- What role did individuals, groups and movements play in social and cultural continuity and/or change?

Unit 2: The Changing world order

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

Area of Study 1: Causes, course and consequences of the Cold War

- What were the causes of the Cold War?
- How did Cold War ideology contribute to increased tensions and conflict?
- What were the consequences of the Cold War on nations and peoples?
- What caused the end of the Cold War?
- How did the social, political, economic and cultural conditions influence and change the post-Cold War world?

Area of Study 2: Challenge and change

- What caused the challenges to existing political and/or social structures and conditions?
- How did the actions and ideas of popular movements and individuals contribute to continuity and change?
- To what extent did change occur?
- What were the perspectives and experiences of those who demanded and/or resisted change?

Assessment

- Source Analysis
- Research tasks
- Essays
- Historical Interpretations analysis

Resources/camps/excursions

- Laptop or device is required
- HTAV Modern History 1 (ebook or print book)
- HTAV Modern History 2 (ebook or print book)

Pathways

- Bachelor Arts
- Anthropology
- Archaeology
- Journalism
- Teaching

Complimentary Subjects

- English
- Literature
- Any

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Units 1 & 2 Australian and Global Politics

Australian and Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain, analyse and evaluate national and global political issues, and events.

Unit 1: Ideas, actors and power

Students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems and in particular the characteristics of liberalism. They consider the nature of power in Australian democracy and in 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. All these forms of participation in Australian democracy influence the political agenda.

Area of Study 1: Power and Ideas

What is politics? What is meant by power and how can it be exercised? How is power distributed in the Australian political system? How do non-democratic systems distribute power?

Area of Study 2: Political actors and power

What roles do political parties play in the Australian political system? How influential are political parties, interest groups and the media in shaping the Australian political agenda? How do parties, interest groups and the media facilitate political participation?

Unit 2: Global Connections

Students are introduced to the global community and the global actors that are part of this community.

Area of Study 1: Global links

How are citizens of the 21st century linked – politically, socially and economically? How have peoples' lives been affected by globalisation? Do citizens and states have global responsibilities? Can the global community meet the challenges of the 21st century or will the interests of individual global actors compromise the needs of this global community?

Area of Study 2: Global cooperation and conflict

How does the global community work in the 21st century and what are its responsibilities? How effective is the global community in managing cooperation and conflict? What challenges do key global actors such as the United Nations and NGOs face in resolving issues such as war, conflict, environmental challenges, people movement and international crime?

Assessment

- Source Analysis
- Research tasks
- Essays
- Interpretations analysis
- Case studies

Resources/camps/excursions

- A device is required in this class
- A workbook and a plastic pocket folder for handouts
- Textbook noted on the booklist

Pathways

- Bachelor Arts
- Anthropology
- Politics
- Public Servant
- Journalism
- Teaching

Complimentary Subjects

- Units 3&4 Australian History
- Units 3&4 Philosophy
- Units 3&4 Legal Studies
- Units 3&4 Revolutions

Be Respectful

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Units 3 & 4 Australian History

In Units 3 and 4 Australian History, students develop their understanding of the foundational and transformative ideas, perspectives and events in Australia's history and the complexity of continuity and change in the nation's story.

The study of Australian history is considered both within a national and a global context, particularly Aboriginal and Torres Strait Islander peoples and culture, a colonial settler society within the British Empire and as part of the Asia-Pacific region. Students come to understand that the history of Australia is contested and that the past continues to contribute to ongoing interpretations, debates and tensions in Australian society.

Area of Study 1 - Foundations

- What were the foundations of continuity and change in Australia?
 - How did significant individuals and movements demand and/or resist change?
 - How were Australians challenged over time by ideas and events?
 - To what extent were there continuities and changes in Australian society?
 - How did Australians influence and experience continuity and change?
1. From custodianship to the Anthropocene (60,000 BCE - 1901)
 2. Creating a nation (1834 - 1913)
 3. Power and resistance (1788 - 1913)
 4. War and upheaval (1909-1950)

Area of Study 2 - Transformations

- What were the motivations for seeking continuity and change in modern Australia?
 - How did significant individuals and movements demand and/or resist change?
 - How were Australians challenged over time by events and ideas?
 - To what extent were there continuities and changes in Australian society?
 - How did Australians influence and experience continuity and change?
1. From Custodianship to the Anthropocene (1950 - 2010)
 2. Creating a nation (1945 - 2008)
 3. Power and resistance (1957 - 1998)
 4. War and upheaval (1950 - 1992)

Assessment

- Source Analysis
- Research task
- Essay
- Historical Interpretations analysis

Resources/camps/excursions

- Textbooks
- Excursion to Melbourne Museum and Immigration Museum

Pathways

- Bachelor Arts
- Anthropology
- Archaeology
- Journalism
- Teaching

Complimentary Subjects

- English
- Literature
- Legal Studies

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Units 3 & 4 Revolutions

Unit 3&4: Revolutions

Two of the revolutions below will be studied in Unit3&4:

- The American Revolution (1754–4 July 1776)
- The French Revolution (1774–4 August 1789)
- The Russian Revolution (1896– 26 October 1917)
- The Chinese Revolution (1912–1 October 1949)

Area of Study 1: Causes of revolution

In this area of study students focus on the long-term causes and short-term triggers of revolution. They evaluate how revolutionary outbreaks were caused by the interplay of significant events, ideologies, individuals and popular movements, and how these were directly or indirectly influenced by the political, social, economic, cultural and environmental conditions of the time.

1. The French Revolution from 1774 to 4 August 1789 (Accession of Louis XVI to the throne to the night of the 4 August 1789)
2. The Russian Revolution from 1896 to October 1917 (Coronation of Tsar Nicholas II to the announcement of the Soviet government on 26 October 1917)

Area of Study 2: Consequences of revolution

In this area of study students focus on the consequences of the revolution and evaluate the extent to which the consequences of the revolution maintained continuity and/or brought about change to society. The success of the revolution was not guaranteed or inevitable. Students analyse the significant challenges that confronted the new regime after the initial outbreak of revolution. They evaluate the success and outcomes of the new regime's responses to these challenges, and the extent to which the revolution resulted in dramatic and wide-reaching political, social, cultural and economic change, progress or decline.

1. The French Revolution from 5 August 1789 to 1795 (August Decrees to the dissolution of the Convention Year III)
2. The Russian Revolution from 26 October 1917 to 1927 (Early Sovnarkom decrees to the end of the NEP)

Assessment

- a historical inquiry
- an analysis of primary sources
- an evaluation of historical interpretations
- an essay

Resources/camps/excursions

- Laptop or device is required
- Textbooks x 2 (one for each revolution)

Pathways

- Bachelor Arts
- Anthropology
- Archaeology
- Journalism
- Teaching

Complimentary Subjects

- English
- Literature
- Any

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Units 1 & 2 Philosophy

Unit 1: Existence, knowledge and reasoning

Area of Study 1: Metaphysics

Metaphysics is the study of the basic structures and categories of what exists, or of reality. It is the attempt to work out a logical account of everything that we know or believe about existence, including all our scientific knowledge.

Area of Study 2: Epistemology

Students will consider philosophical problems in contemporary debates, including the implications of accepting particular views about knowledge; for example, what are the implications for the authority of science from a position that knowledge, belief and truth are relative to different cultures? Does considering this implication lead to a revision of the initial position?

Area of Study 3: Introduction to philosophical inquiry

This area of study introduces students to the distinctive nature of philosophical thinking and a variety of approaches to philosophical inquiry. They practise some basics of informal logic and other techniques of philosophical reasoning, such as analogical reasoning, that are essential to the study of problems in metaphysics and epistemology. They explore cognitive biases and consider any implications for approaching problems in epistemology and metaphysics, for example the relation between confirmation bias, science and pseudo-science, and attribution bias and questions of causality.

Unit 2: Questions of value

Area of Study 1: Ethics and moral philosophy

In this area of study students are concerned with discovering if there are basic principles and underlying ideas of morality and assessing ethical viewpoints and arguments according to standards of logic and consistency. Philosophical methods may be used to address everyday dilemmas, as well as issues debated in the media and important moral challenges of our times.

Area of Study 2: Further problems in value theory

This area of study provides students with an introduction to some ethical and moral value questions and the ways in which philosophers have addressed them. Students explore how philosophical methods can be brought to bear on a range of questions regarding value. Topics such as rights and justice, liberty and anarchy, aesthetic value and interpretation of artworks can be explored.

Area of Study 3: Techniques of philosophical inquiry

In this area of study students develop their abilities to analyse and evaluate philosophical viewpoints and arguments. They examine and apply a range of reasoning techniques and consider the role of other factors involved in philosophical thinking such as emotion. Students develop their capacity for metacognition through consideration of reflective equilibrium.

Assessment

- Essay
- Short answer responses
- Research Project
- Written reflection

Resources/camps/excursions

- VCE Philosophy: A student text for VCE Units 1&2 3E

Pathways

- Unit 3 & 4 Philosophy
- Bachelor of Arts
- Journalism
- Professional Writing
- Teaching

Complimentary Subjects

- English
- History
- Literature
- Psychology

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Units 3 & 4 Philosophy

Unit 3: Minds, bodies and persons

Area of Study 1: Minds and bodies

In this area of study, students will:

- Analyse the relationship between one's mind and body
- Learn about how thinkers like Rene Descartes approached the mind/ body question
- Debate questions like: Can the mind exist outside of the body?
- Explore how modern science has moved the mind/ body debate

Area of Study 2: Personal identity

In this area of study, students will:

- Discuss philosophical concepts and arguments about the nature of 'self' or personal identity
- Learn about how thinkers like Locke and Hume see personal identity and human nature
- Debate questions like: Is the person at 8 the same person at 80?

Unit 4: The good life

Area of Study 1: Conceptions of the good life

In this area of study, students will:

- Debate what it means to live 'The Good Life'
- Learn concepts like: morality, hedonism, egoism, virtue, altruism and justice
- Discuss questions like: What is the nature of happiness and what is its role in the good life?

Area of Study 2: Living the good life in the twenty-first century

In this area of study, students will:

- Develop and justify responses to debates on technological development in relation to the good life
- Explore the interplay between the changing conditions of contemporary life and our ability to live a good life
- Outline philosophical viewpoints and arguments related to contemporary debates on technological development and the good life

Assessment

- Essay
- Written Reflections
- Analysis
- Presentation

Resources/camps/excursions

- VCE Philosophy: a student text for Unit 3 & 4 3ed.

Pathways

- Bachelor Arts
- Journalism
- Teaching
- Intelligence
- Research/Academia
- Public Policy (NGOs)

Complimentary Subjects

- English
- Literature
- History
- Psychology

Be Respectful

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Units 1 & 2 Geography

Unit 1: Hazards and disasters

Area of Study 1: Characteristics of hazards

In this area of study, students will;

- Learn the different classification of hazards and their causes
- Analyse maps, data and other geographical information
- Describe and explain the nature of hazards
- Explore the impacts of hazards

Area of Study 2: Response to hazards and disasters

In this area of study, students will;

- Explore natural and human factors influencing responses to selected hazards and disasters
- Explore the types of responses to selected hazards and disasters
- Investigate specific responses by national and global organisations regarding prediction, planning, recovery and reconstruction to similar hazards and disasters in other parts of the world

Unit 2: Tourism

Area of Study 1: Characteristics of tourism

In this area of study, students will;

- Explore the characteristics of domestic and international tourism
- Investigate the changing characteristics of tourism over time
- Explore the different types of tourism and tourist destinations
- Investigate factors affecting the different types of tourism at selected locations from two different parts of the world, including:
 - natural and human characteristics of host destinations
 - development of transport and communication technology
 - international agreements and national policies
 - changing income and lifestyles
 - investment and marketing

Area of Study 2: Impact of tourism

In this area of study, students will;

- Investigate the environmental and economic impacts of tourism
- Investigate socio-cultural impacts of tourism at origin and destination
- the effectiveness of management strategies in response to the impacts of tourism
- Explore the environmental sustainability, economic viability and socio-cultural value of tourism at a range of scales
- Explore the role of planning for sustainable outcomes in tourism

Assessment

- Field report
- Structured questions
- Case study
- Report
- Folio
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Environmental Sciences
- Town Planner
- Nature Conservation Officer
- International Aid Worker
- Tourism Officer

Complementary Subjects

- English
- Biology

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Unit 3 & 4 Geography

Unit 3: Changing the land

Area of Study 1: Land use change

In this area of study, students will;

- Analyse, describe and explain land use change and assess its impacts
- Interpret and analyse maps and other geographical data and information
- Identify and describe the change in land use in the selected area at spatial and temporal scales
- Explain the processes of change, the reasons for change and the resulting land use change in the selected area
- Explain and assess positive and negative impacts on the selected area and the surrounding region resulting from land use changes

Area of Study 2: Land cover change

In this area of study, students will;

- Analyse, describe and explain processes that result in changes to land cover
- Discuss the impacts and responses resulting from these changes
- Explore the spatial distribution of global land cover
- Investigate the nature of deforestation, desertification and melting glaciers and ice sheets as processes
- Investigate the role of natural processes and human activity in causing deforestation, desertification and melting glaciers and ice sheets

Unit 4: Human population – trends and issues

Area of Study 1: Population dynamics

In this area of study, students will;

- Identify and describe patterns in world population distribution and characteristics, and trends in world population growth
- Identify and describe the types and causes of population change
- Explain the causes of population change and sustainability

Area of Study 2: Population issues and challenges

In this area of study, students will;

- Analyse, describe and explain the nature of significant population issues and challenges in selected locations and evaluate responses
- Explore the economic, social, political and environmental factors contributing to the issues' impact on people and places

Assessment

- Analysis of geographical data
- Structured questions
- Fieldwork report
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Environmental Sciences
- Town Planner
- Nature Conservation Officer
- International Aid Worker
- Tourism Officer

Complementary Subjects

- English
- Biology

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Units 1 & 2 Indonesian

Topics change annually and may include school and social relationships, modern and traditional art, impact of tourism, living and studying in Indonesia, and neighbourhood and community.

Assessment

- Participate in a conversation
- Listen to a conversation and view a map to write directions
- Create a written presentation
- Write a personal answer to an email
- Describe in writing an experience seen from different perspectives
- Tell the class a personal or reflective story about a cultural event

Resources/camps/excursions

- Kamus Inggris Indonesia
- Kamus Indonesia Inggris

Pathways

- Unit 3 & 4 Indonesian
- Unit 3 & 4 English Language

Complimentary Subjects

- Unit 1 & 2 English Language

Unit 1

Area of Study 1: Interpersonal communication

In this area of study, students will:

- Use Indonesian to participate in informal spoken communication
- Understand how cultural background can influence how a person interprets a conversation

Area of Study 2: Interpretive communication

In this area of study, students will:

- Develop skills in reading, listening to and watching Indonesian texts
- Write summaries about information studied in class
- Learn about Indonesian culture

Area of Study 3: Presentational communication

In this area of study, students will:

- Produce a piece of writing that includes pictures or diagrams
- Develop a presentation that can narrate, retell or entertain the audience
- Use cultural products and practices in a presentation

Unit 2:

Area of Study 1: Interpersonal communication

In this area of study, students will:

- Learn skills to understand Indonesian when reading, writing and viewing
- Write a written exchange in Indonesian

Area of Study 2: Interpretive communication

In this area of study, students will:

- Learn how to identify the correct language and cultural information
- Interpret information, taking into account language choices and cultural information

Area of Study 3: Presentational communication

In this area of study, students will:

- Research cultural practices
- Make cultural connections and comparisons

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Units 3 & 4 Indonesian

Topics change annually and may include leisure activities, Indonesia-Australia relations, role of women, wildlife protection, rural and urban life.

Unit 3:

Area of Study 1: Interpersonal communication

In this area of study, students will:

- Resolve an issue by participating in a discussion
- Negotiate and persuade in culturally appropriate ways

Area of Study 2: Interpretive communication

In this area of study, students will:

- Study text types such as articles, blogs, webpages, postcards, stories, podcasts, news items and films
- Consider the influence of language, culture and social norms

Area of Study 3: Presentational communication

In this area of study, students will;

- Produce an extended piece of writing
- Use cultural products or practices to enhance writing

Unit 4:

Area of Study 1: Interpersonal communication

In this area of study, students will:

- Share observations about cultural perspective and behaviour
- Explain the differences and similarities between cultural practices
- Participate in extended discussion

Area of Study 2: Interpretive communication

In this area of study, students will:

- Extract information from written, spoken and viewed Indonesian texts
- Make comparisons between cultures, places or times
- Produce an extended piece of writing in Indonesian

Area of Study 3: Presentational communication

In this area of study, students will;

- Persuade an audience with a point of view
- Investigate a topic, the language and cultural information
- Develop knowledge and understanding of current issues

Assessment

- A three- to four-minute role-play
- Interpret information from texts and write responses in Indonesian
- A 250-word piece of writing
- A three- to four-minute interview
- A 250-word written response
- A 300-word evaluative or persuasive piece of writing.

Resources/camps/excursions

- Kamus Inggris Indonesia
- Kamus Indonesia Inggris
- Textbooks

Pathways

- Interpreter
- Police force
- Defence Force
- Bachelor of Arts
- Asian Studies
- Bachelor of Laws

Complimentary Subjects

- Unit 3 & 4 English Language
- Unit 3 & 4 History

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Units 1 & 2 Food Studies

Unit 1: Food Origins

Area of Study 1: Food around the World

In this area of study, students will:

- Explore the emergence of different food systems, food products and food practices around the world
- Learn the historical development of food systems, food cultures and distinctive cuisines
- Explore the early development of agricultural food systems versus the hunter-gatherer food systems
- Learn patterns in the global spread of food production
- Explore industrialisation, technology and globalisation on food availability, production and consumption and implications for health

Area of Study 2: Food in Australia

In this area of study, students will:

- Learn food production and consumption among Victoria's First Peoples prior to European settlement
- Explore the challenges encountered by the first non-indigenous settlers
- Learn the development of food production, processing and manufacturing industries across Australia
- Explore patterns of migration to Australia and the influence of immigrants on food tastes
- Understand cuisines of influence in Australia
- Look at trends in food practices and food subcultures in contemporary Australia and resurging interest in indigenous food
- Debate whether Australia has its own distinctive cuisine

Unit 2: Food Makers

Area of Study 1: Food Industries

In this area of study, students will:

- Learn the components of the Australian food system
- Explore current environmental and economic sustainability and social trends, issues and influences in Australian food security and sovereignty
- Explore primary production of food in Australia
- Learn the leading food processing and manufacturing industries, including, the food service sector/major food retailers
- Explore consumer demand on the food supply
- Learn the process of developing new food products using design briefs
- Explore governance and regulation of food standards
- Explore Food Standards Code and food industry safety standards

Area of Study 2: Food in the Home

In this area of study, students will:

- Explore sensory and other considerations in evaluation of food
- Learn effective planning, management and decision making in the provision and preparation of food in the home
- Design and adapt recipes to suit individuals with dietary requirements
- Learn heat transfer principles and effects on properties
- Discover functional properties of fats, oils, protein, starch and sugar
- Explore opportunities/pathways for the transition of practical food skills from domestic to entrepreneurial or commercial settings

Assessment

- A range of practical activities
Anyone or a combination of the following;
- A short-written report
- An annotated visual display
- An oral or practical demonstration
- A video or podcast

Resources/camps/excursions

- Foodstudies online digital textbook
- Laptop
- A4 Display Folder
- VCE Foods personalised cloth apron approximately \$20 (optional)

Pathways

- Hospitality/retail industry
- Commercial Cookery Certificates
- Bachelor in Health Science
- Bachelor in Food Studies
- Bachelor Science (Food Technology and Nutrition)
- Dietitian
- Home economist

Complimentary Subjects

- VET Hospitality
- Health & Human Dev.
- Biology
- Chemistry
- Outdoor Ed
- Psychology
- Business Management
- PE

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Units 3 & 4 Food Studies

Unit 3: Food in daily life

Area of study 1: The science of food

In this area of study, students will:

- Learn satiety, appetite and sensory appreciation of food
- Explore the microbiology of the gastrointestinal tract, organs involved, and macronutrient digestion is utilised by the body
- Learn the role of diet influencing gut microbiota, physical and mental health
- Explore the Australian Dietary Guidelines and Australian Guide to Healthy Eating and its use as a tool to guide food selection
- Differences in dietary requirements due to factors such as age, sex, pregnancy and activity levels
- Explore the symptoms, causes and management of food intolerances/allergies including lactose, gluten and FODMAPS

Area of study 2: Food choices, health and wellbeing

In this area of study, students will;

- Learn about patterns of eating in Australia and explore how social factors influencing food accessibility, choice and healthy eating
- Learn about the social and emotional roles food plays
- Explore the role of food in influencing mental health
- Learn about the role of media in shaping food information and choice
- Explore the current food system and how it encourages overconsumption
- Explore the political influences on our food system
- Learn about the establishment of healthy diets in children and nutritious meal patterns within the home; modelling, repetition and exposure

Unit 4: Food issues, challenges and futures

Area of study 1: Navigating food information

In this area of study, students will;

- Explore contexts for gaining food knowledge and skills
- Learn about the principles of research used in the development of Australian Dietary Guidelines and Australian Guide to Healthy Eating and how this can be applied to food fads/trends/diets
- Criteria used when assessing validity of food information and food claims
- Key elements of regulatory food standards relating to food claims on labels and advertising
- Develop practical ways to apply evidence-based recommendations to improve everyday food behaviours and habits to maintain a healthy weight

Area of study 2: Environment and ethics

In this area of study, students will:

- Explore key issues of feeding a rising world population and solutions to global food insecurity
- Look at relationship between food security, food sovereignty and food citizenship
- Learn about ethical issues that affect individual food choices
- Explore environmental sustainability of food production in Australia
- Learn the environmental effects of food processing, manufacturing, retailing and consumption
- Explore the role of food citizenship

Assessment

- A range of practical activities
Anyone or a combination of the following;
- A short-written report
- An annotated visual display
- An oral or practical demonstration
- A video or podcast

Resources/camps/excursions

- Foodstudies online digital textbook
- A4 Display folder
- Laptop is recommended
- VCE Foods personalised cloth apron approximately \$20 (optional)

Pathways

- Hospitality/retail industry
- Commercial Cookery Certificates
- Bachelor in Health Science
- Bachelor in Food Studies
- Bachelor Science (Food Technology and Nutrition)
- Dietitian
- Home economist

Complimentary Subjects

- VET Hospitality
- Health & Human Dev.
- Biology
- Chemistry
- Outdoor Ed
- Psychology
- Business Management
- PE

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Units 1 & 2 Product Design & Technology

Unit 1: Sustainable Product Redevelopment

Area of Study 1: Sustainable redevelopment of a product

In this area of study, students will:

- Learn about the environmental, economic and social impacts associated with sustainable and unsustainable products
- Learn approaches used by designers to incorporate sustainability practices in product design
- Learn how to incorporate relevant product design factors in a design brief, developing criteria for evaluating a finished product, and generating, analysing and evaluating ideas for the redeveloped product
- Learn to use creative and critical design thinking techniques
- Learn the role of annotations and appropriateness of different drawing techniques in the design and development stage of the product design process using digital and manual methods

Area of study 2: Producing and Evaluating a Redeveloped product

In this area of study, students will:

- Learn to use processes, tools, equipment and machines for specific purposes and materials
- Learn risk management for safe, accurate and efficient application of production processes using materials, tools, equipment and machines
- learn to use digital and manual techniques to manage and record production processes and progress
- Learn how to evaluate a redeveloped product to determine quality and suggest improvements
- Learn the role of marking out, cutting, shaping, joining and finishing procedures used to determine appropriate, efficient and effective production processes to make a redeveloped product

Unit 2: Collaborative Design

Area of study 1: Designing within a Team

In this area of study, students will:

- Learn the role and application of the product design process to achieve a product within a group environment
- Learn about historical and contemporary design movements, cultures or styles and how they can inspire new product designs
- Learn about economic, environmental and social issues of sustainability related to design
- Learn how to use methods of construction used to determine appropriate, efficient and effective production processes to make a product
- Learn the role of scheduled production plans for collaborative work

Area of study 2: Producing and Evaluating within a Team

In this area of study, students will:

- Learn the production techniques for the use of materials, tools, equipment and machines, including risk management, to make a product safely
- Learn digital and manual methods of recording progress through production, including any modifications to the production plans
- Learn methods to evaluate the suitability of the product or components of a group product/s as a solution to the design brief

Assessment

- Design Folio
- Practical Product and Record of Production
- Written Exam

Resources/camps/excursions

- Nelson Product Design and Technology VCE Units 1 – 4, Fourth Edition.
- Required to purchase own materials for practical product.

Pathways

- Product Design
- Engineering
- Architecture
- Manufacturing
- Interior Design
- Fashion Design
- Building Industry

Complimentary Subjects

- Product Design Unit 3-4
- Visual Communication
- Studio Arts
- Business Management
- V.E.T. Building and Construction

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Units 3 & 4 Product Design and Technology

Unit 3: Applying the product design process

Area of study 1: Designing for end-user/s

In this area of study, students will learn about:

- the relationship and roles of the designer and end-user/s
- stages and steps of the product design process
- product design factors that influence the designer
- the purpose and structure of evaluation criteria
- relationships between the design brief, evaluation criteria, research and the product design process

Area of study 2: Product development in industry

In this area of study, students will learn about:

- the role of research and development (R&D)
- the importance of new and emerging technologies and materials
- the importance of lean manufacturing
- design and innovation and their importance in the product development process
- sustainability frameworks
- planned obsolescence (style, technical and functional)
- benefits and problems and the environmental issues with planned obsolescence
- methods and suitability of different scales of manufacturing systems

Area of study 3: Designing for others

In this area of study, students will learn about:

- methods used to determine the needs of an end-user/s
- product design factors
- criteria used to justify design option selection and evaluate the finished product
- the purpose and role of visualisations, annotated presentation drawings, and working drawings
- the role and components of production planning:
- techniques used to record progress and reasons for modifications to the design, planning and production plans
- methods of manufacturing in a mass/high-volume production or low-volume setting.

Unit 4: Product development and evaluation

Area of study 1: Product analysis and comparison

In this area of study, students will learn about:

- methods of evaluating commercial products
- environmental, economic and social issues associated with product design
- how designers, manufacturers, end-user/s and owners prioritise and place value on product attributes and how these values vary over the life cycle of a product
- key factors and aspects that determine the quality of a product.

Area of study 2 : Product manufacture

In this area of study, students will learn about;

- risk management
- a range of processes and techniques involving with the manufacture of a specific product
- goal setting, and time and resource project management techniques
- monitoring efficiency and effectiveness of planning and production activities
- methods used to record and report progress

Area of study 3: Product evaluation

In this area of study, students will learn about;

- techniques to gather end-user/s' feedback with reference to evaluation criteria for the finished product
- methods of testing and checking the finished product against evaluation criteria
- methods of creating end-user/s instructions or care labels
- possible improvements to the product as a result of evaluation.

Assessment

- A range of practical activities Anyone or a combination of the following;
- A short written report
- An annotated visual display
- An oral or practical demonstration
- A video or podcast

Resources/camps/excursions

- Nelson Product Design and Technology VCE Units 1 – 4, Fourth Edition,

Pathways

- Product Design
- Engineering
- Architecture
- Manufacturing
- Interior Design
- Fashion Design
- Building Industry

Complimentary Subjects

- Visual Communication
- Studio Arts
- Business Management
- V.E.T. Building and Construction

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Units 1 & 2 Applied Computing

VCE Applied Computing focuses on creating digital solutions to meet specific needs and to manage the threats to data, information and software security. This study will provide you with the knowledge and skills required to adapt to a quickly changing technological landscape, including the ability to identify emerging technologies, develop new uses for digital technologies and consider the benefits that these technologies bring to society.

Unit 1: Applied computing

Area of Study 1: Data analysis

In this area of study, students will develop knowledge of:

- data and information
- approaches to problem solving
- interactions and impacts on privacy
- ethical issues from the acquisition, storage and use of data and information

Area of Study 2: Programming.

In this area of study, students will develop knowledge of:

- functions and capabilities of key hardware and software components of digital systems
- characteristics of data types
- types of data structures
- approaches to problem solving

Unit 2: Applied computing

Area of Study 1: Innovative solutions

In this area of study, students will develop knowledge of:

- components of digital systems
- types of digital devices used for a range of current and emerging applications such as smart phones and virtual assistants
- emerging trends in digital systems and the importance of innovation to organisations
- functions and capabilities of digital systems, such as assistive technologies, GPS devices, robotics and traffic management
- techniques for collecting data to determine user needs and requirements
- approaches to problem solving

Area of Study 2: Network security.

In this area of study, students will develop knowledge of:

- applications and capabilities characteristics of different networks
- key hardware and software components of networks
- strengths and limitations of wired, wireless and mobile communications technology
- design tools for representing the appearance of networks
- security threats to data and information
- preventative practices to reduce risks to networks
- the role of ethical hacking

Assessment

- presentations (oral, multimedia, visual)
- written reports
- annotated visual reports
- case studies
- a folio of exercises or software solutions

Resources/camps/excursions

- textbook
- laptop device

Pathways

- VCE Unit 3/4 Data analytics
- VCE Unit 3/4 Software development
- Bachelor of Computer Science
- Careers in Engineering, Science, Finance
- Software programmer
- Data Analyst

Complimentary Subjects

- General Maths
- Math Methods
- Specialist Maths
- Physics
- English Language
- Visual Communication

Units 3 & 4 Software Development

Unit 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.

In Area of Study 1 students respond to teacher- provided solution requirements and designs and develop a set of working modules through the use of a programming language. Students examine a simple software requirements specification and a range of software design tools in order to apply specific processing features of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution. Area of Study 2 forms the first part of the School-assessed Task (SAT) that is completed in Unit 4, Area of Study 1.

Unit 3 Outcomes

- You will interpret teacher-provided solution requirements and designs, and apply a range of functions and techniques using a programming language to develop and test working software modules
- You will analyse and document a need or opportunity, justify the use of an appropriate development model, formulate a project plan, generate alternative design ideas and represent the preferred solution design for creating a software solution

Unit 4: Applied computing

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.

In Area of Study 1 students apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, Area of Study 2, into a software solution and evaluate the solution, chosen development model and project plan. Area of Study 1 forms the second part of the School-assessed Task (SAT).

In Area of Study 2 students examine the security practices of an organisation and the risks to software and data during the development and use of the software solutions. Students evaluate the current security practices and develop a risk management plan.

Unit 4 Outcomes

- You will develop and evaluate a software solution that meets requirements, evaluate the effectiveness of the development model and assess the effectiveness of the project plan
- You will respond to a teacher-provided case study to examine the current software development security strategies of an organisation, identify the risks and the consequences of ineffective strategies and recommend a risk management plan to improve current security practices

Assessment

- presentations (oral, multimedia, visual)
- written reports
- annotated visual reports
- case studies
- a folio of exercises or software solutions

School Assessed Tasks: 30%
School assessed Coursework Unit 3: 10%
School assessed Coursework Unit 4: 10%
End of Year Examination: 50 %

Resources/camps/excursions

- textbook
- laptop device

Pathways

- Bachelor of Computer Science
- Careers in Engineering, Science, Finance
- Software programmer
- Data Analyst

Complimentary Subjects

- Further Maths
- Math Methods
- Specialist Maths
- Physics
- English Language
- Visual Communication

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Units 1 & 2 Art Creative Practice

Unit 1: Interpreting artworks and exploring the Creative Practice

Area of Study 1: Artists, artworks and audiences

In this area of study, students will:

- Analyse and discuss the practices of artists from different periods and cultures.

Area of Study 2: Creative Practice

In this area of study, students will:

- Experiment with materials and techniques to produce a range of effects
- Develop personal artworks by investigating the art from artists they like.

Area of Study 3: Documenting and Reflecting on the Creative Practice

In this area of study, students will:

- Evaluate artworks and experiments completed in Area of Study 2.

Unit 2: Interpreting artworks and developing the Creative Practice.

Area of Study 1: The artist, society and culture

In this area of study, students will:

- Explore the role and purpose of art in different cultures at different times.
- Compare artworks from different times and cultures.
- Analyse how artworks can reflect the beliefs, values and traditions of different cultures.

Area of Study 2: The collaborative Creative Practice.

In this area of study, students will:

- Use the Creative Practice to make at least one finished artwork.
- Collaborate with someone (in school or in the community) to create a collaborative artwork.
- Explore and experiment with traditional and contemporary art materials.

Assessment

- Written reports
- Folio of developmental work
- Final artworks

Resources/camps/excursions

- Art Folio
- Art Excursion

Pathways

- Bachelor in Visual Arts
- Bachelor in Fine Art
- Diploma of Visual Art
- Diploma of Photography

Complimentary Subjects

- Visual Communication and Design
- Media Studies
- Product Design and Technology

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Unit 3 & 4 Art Creative Practice

Unit 3: Investigation, ideas, artworks and the Creative Practice

Area of Study 1: Investigation and presentation

In this area of study, students will:

- Research the ideas explored by artists in their artworks.
- Use materials and techniques to develop experiments that develop a visual language.
- Present and critique an artwork created.

Area of Study 2: Personal investigation using the Creative Practice.

In this area of study, students will:

- Experiment using selected materials and techniques.
- Develop artworks that are personal responses and explore ideas.
- Document and annotate experiments.
- Evaluate experiments created.

Unit 4: Interpreting, resolving and presenting artworks and the creative practice.

Area of Study 1: Documenting and critique of the Creative Practice.

In this area of study, students will:

- Evaluate and refine artworks/experiments created in Unit 3.
- Document the refinement and resolution of artworks that communicate ideas and personal responses.
- Use feedback to resolve a body of artwork.

Area of Study 2: Resolution and presentation of a Body of Work

In this area of study, students will:

- Present a Body or Artworks that communicate ideas and meaning to a viewer or audience.
- Evaluate how the presentation of a Body of Artwork effectively communicates ideas and meaning to a viewer or audience.

Area of Study 3: Comparison of artists, their practice and their artworks.

In this area of study, students will:

- Compare the practices of historical and contemporary artists.
- Interpret and compare meanings and messages of historic and contemporary artworks.

Assessment

- Written reports
- Folio of developmental work
- Final artworks

Resources/camps/excursions

- Art Folio
- Art Excursions.

Pathways

- Bachelor in Visual Arts
- Bachelor in Fine Art
- Diploma of Visual Art
- Diploma of Photography

Complimentary Subjects

- Visual Communication and Design

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Units 1 & 2 Visual Communication

Unit 1: Introduction to Visual Communication Design

Area of Study 1: Drawing as a means of communication

In this area of study, students will;

- Use observational, visualisation and presentation drawing to communicate ideas and concepts.
- Investigate ways of representing form and surface textures with a range of methods and media.
- Use three-dimensional drawing methods such as paraline and perspective to create 3D freehand drawings that maintain proportion.

Area of Study 2: Design elements and design principles

In this area of study, students will;

- Experiment with design elements and principles, using manual and digital drawing and methods such as photography, digital photography, printmaking and collage.
- Investigate the purposes behind creating particular visual communications.

Area of Study 3: Visual communications in context

In this area of study, students will;

- Explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design.
- Consider the works of designers in terms of their visual language and the use of materials, methods and media.

Unit 2: Applications of visual communication within design fields

Area of Study 1: Technical drawing in context

In this area of study, students will;

- Students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings.
- Develop an understanding of the context of presentation drawings in a selected design field.

Area of Study 2: Type and imagery in context

In this area of study, students will;

- Develop knowledge and skills in manipulating type and images when communicating ideas and concepts.
- Consider the suitability of file formats of images for print and on-screen presentations and the relationship between images and type when communicating ideas and concepts.

Area of Study 3: Applying the design process

In this area of study, students will;

- Apply the design process to a given brief and consider approaches to solving design problems and presenting ideas.
- Use a range of manual and digital methods, media and materials to generate ideas for further development.
Consider trademark, copyright and legal obligations of designers.

Assessment

- Written reports
- Folio of drawings
- Digital presentation
- Outcome Tasks

Resources/camps/excursions

- A3 Sketch book
- A3 folio
- Set square
- Sight visit

Pathways

- Unit 3 & 4 Visual Communications
- Bachelor in Visual Communication Design
- Bachelor of Graphic Design
- Bachelor of Fine Arts

Complimentary Subjects

- Studio Arts
- Design Technology

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Units 3 & 4 Visual Communication

Unit 3: Visual communication design practices

Area of Study 1: Analysis and practice in context

In this area of study, students will:

- Use observational, visualisation and presentation drawing to communicate ideas and concepts
- Explore a range of existing visual communications in the communication, environmental and industrial design fields
- Draw on their findings from the analysis to inform the creation of their own visual communications

Area of Study 2: Design industry practice

In this area of study, students will:

- Develop an understanding of the practices used to support collaboration between designers, specialists and clients when designing and producing visual communications
- Examine how design and production decisions made during the design process are influenced by a range of factors

Area of Study 3: Developing a brief and generating ideas

In this area of study, students will:

- Gain a detailed understanding of three stages of the design process: development of a brief, research and the generation of ideas
- Apply design thinking to create, analyse, evaluate, reflect on, and critique information and ideas
- Use both observational and visualisation drawings to investigate and document their ideas and approaches

Unit 4: Visual communication design development, evaluation and presentation

Area of Study 1: Development, refinement and evaluation

In this area of study, students will:

- Focus on the design process stages of the development of concepts and refinement
- Explore and develop expertise in a range of appropriate manual and digital methods, materials and media
- Evaluate their refined concepts and devise a pitch to communicate their design thinking and decision making to an audience

Area of Study 2: Final presentations

In this area of study, students will:

- Select and apply materials, methods, media, design elements and design principles appropriate to the designs and selected presentation formats
- Explore ways of presenting their final visual communications that attract and engage a target audience

Assessment

- Written reports
- Folio of drawings
- Digital presentation
- Annotated visual report
- Oral report
- Design folio
- Written exam

Resources/camps/excursions

- A3 Sketch book
- A3 folio
- Set square
- Sight visit

Pathways

- Unit 3 & 4 Visual Communications
- Bachelor in Visual Communication Design
- Bachelor of Graphic Design
- Bachelor of Fine Arts
- Bachelor in Architecture

Complimentary Subjects

- Studio Arts
- Visual Arts
- Design Technology

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Units 1 & 2 Media

Unit 1: Media forms, representations and Australian stories

Area of Study 1: Media Representations

In this area of study, students will:

- Describe different forms of media from different times, locations and contexts
- Discuss how audiences engage with, consume and read different media products and forms
- Discuss the social and institutional factors that influence the relationship between audiences and media representations

Area of Study 2: Media forms in production

In this area of study, students will:

- Describe the characteristics of specific audiences and explain how products can be produced to engage specific audiences
- Use media pre-production, production and post production techniques and processes
- Apply media codes and conventions to construct meaning in media products
- Operate media technologies to produce representations in a range of media forms

Area of Study 3: Australian stories

In this area of study, students will:

- Analyse structures in Australian fictional and non-fictional media stories from cultural histories and institutions
- Analyse media codes and conventions used to engage audiences
- Analyse the impact of institutional, economic, social and political constraints on the production and distribution of fictional and non-fictional narratives

Unit 2: Narrative across media forms

Area of Study 1: Narrative, style and genre

In this area of study, students will:

- Analyse the influences of historical and cultural context on the construction of narratives in different media
- Analyse the influences of institutional, economic, social and political factors and constraints of the work of media
- Analyse the influence of narratives on audience engagement, consumption and reception in different media forms

Area of Study 2: Narratives in production.

In this area of study, students will:

- Design and produce narrative using the stages of media production process
- Undertake roles and responsibilities with media production process
- Apply technical skills in the operation of media technologies

Area of Study 3: Media and Change

In this area of study, students will:

- Explain the ways audiences interact and engage with the media as a result of the growth of digital technologies
- Analyse the influence of technological development on society and institutions

Assessment

- Written reports
- Folio of developmental work
- Final media works
- Examination

Resources/camps/excursions

- USB
- Display folder

Pathways

- Certificate in screen and media
- Diploma of screen and media
- Bachelor of media and communication.
- Bachelor of communication (advertising)

Complimentary Subjects

- Visual Communication and Design

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Unit 3 & 4 Media

Unit 3: Media narratives and pre-production

Area of Study 1: Narrative and ideology.

In this area of study, students will:

- Explain the characteristics of media narratives
- Analyse the relationship between the function of media codes and conventions to convey meaning
- Discuss the relationship between media narratives and audiences

Area of Study 2: Media production development.

In this area of study, students will:

- Explore media codes and conventions and analyse how audiences are engaged by structural and aesthetic qualities of media products
- Research and develop ideas and skills in selected media form
- Develop skills in the use of equipment and processes appropriate to a selected media form and proposed product
- Evaluate the use of equipment, media technologies and processes of the proposed product

Area of Study 3: Media production design.

In this area of study, students will:

- Document the specified audience, narrative and intention relevant to a selected media form and product
- Apply media codes and conventions to the selected media form
- Create written and visual representations of a proposed production
- Document production and post-production roles, tasks and timelines

Unit 4: Media production and issues in the media

Area of Study 1: Media production

In this area of study, students will:

- Realise a media production design through production and post-production processes
- Operate equipment, materials and technologies
- Document the development, refinement and resolution of a media product

Area of Study 2: Agency and control in and of the media.

In this area of study, students will:

- Discuss the changing relationship between the media and its audience
- Analyse the regulation of the relationships between the media and its audience in Australia
- Evaluate ethical and legal issues in the media

Assessment

- Written reports
- Folio of developmental work
- Final media works.
- Examination.

Resources/camps/excursions

- USB
- Display folder.

Pathways

- Certificate in screen and media
- Diploma of screen and media
- Bachelor of media and communication.
- Bachelor of communication (advertising)

Complimentary Subjects

- Visual Communication and Design

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Units 1 & 2 Drama

Unit 1: Introducing Performance Styles

Area of Study 1: Creating a Devised Performance

In this area of study, students will:

- Create a character that is suitable for a dramatic performance

Area of Study 2: Presenting a Devised Performance

In this area of study, students will:

- Present a solo and/or ensemble performances
- Sustain role and character in performance

Area of Study 3: Analysing a devised performance

In this area of study, students will:

- Describe the use and manipulation of expressive and performance skills to develop and present characters, stories and ideas
- Analyse stages in the development of characters and roles

Area of Study 4: Analysing a professional drama performance

In this area of study, students will:

- View a professional performance
- Write a report that analyses and evaluates a performance

Unit 2: Australian Identity

Area of Study 1: Using Australia as Inspiration

In this area of study, students will:

- Construct and develop a performance inspired by an Australian theme

Area of Study 2: Presenting a devised performance

In this area of study, students will:

- Present a devised performance that reflects aspects of Australian identity and contemporary drama practice.

Area of Study 3: Analysing a devised performance

In this area of study, students will:

- Analyse their performance

Area of Study 4: Analysing an Australian drama performance.

In this area of study, students will:

- View an Australian drama production and analyse it

Assessment

- Performances
- Practical participation
- Written reports
- Journal
- Oral presentation

Resources/camps/excursions

- Excursion to view live show
- Costumes

Pathways

- Unit 3&4 Drama
- Performing Arts
- Film & Stage Production
- Screen Writer
- Theatre Studies
- Fine Arts

Complimentary Subjects

- Music
- Media Studies

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Units 3 & 4 Drama

Unit 3: Devised Ensemble Performance

Area of Study 1: Devising and presenting ensemble performance

In this area of study, students will;

- study drama history and use their learning to create an ensemble performance
- work with a group of 4 to 5 to create, develop and present a performance
- learn and apply conventions, dramatic elements, expressive skills, performance skills and work with stagecraft
- experiment with transformation of character, time and place, and application of symbol. Students analyse and evaluate a professional drama performance.

Area of Study 2: Analysing your ensemble performance

In this area of study, students will;

- analyse the ensemble performance devised in Outcome 1
- describe, reflect upon, interpret, analyse and evaluate the construction and performance of this ensemble performance
- use appropriate drama terminology
- analyse the dramatic potential of stimulus material and resources

Area of Study 3: Analysing/evaluating a professional drama performance

In this area of study, students will;

- analyse the actors' use of expressive and performance skills
- consider how the actor–audience relationship is created and manipulated
- analyse and evaluate conventions, dramatic elements, production areas and performance styles

Unit 4: Devised Solo Performance

Area of Study 1: Solo performance skill development

In this area of study, students will;

- develop skills in, play-making techniques
- demonstrate application of symbol and transformation of character, time and place
- present a short solo performance in an informal setting

Area of Study 2: Devising a Solo performance

In this area of study, students will;

- develop a solo performance in response to a prescribed structure
- apply performance styles
- apply symbol, transformation of character, time and place
- go beyond a representation of real life as it is lived
- document and evaluate the stages involved in the creation, development and presentation of their solo performance

Area of Study 3: Analysing your solo performance

In this area of study, students will;

- analyse the solo performance devised in Outcome 2
- describe, reflect upon, interpret, analyse and evaluate the construction and performance of this solo performance
- use appropriate drama terminology
- analyse the dramatic potential of stimulus material and resources

Assessment

Semester 1

- An ensemble performance and analysis
- View and analyse a professional performance

Semester 2

- A solo performance exam and analysis

Resources/camps/excursions

- 2 excursions to watch live performances in semester 1
- Drama Camp in term 3

Pathways

- Writing
- Public Speaking
- Teaching
- Acting and performing
- Film
- Television
- Journalism
- Dance
- Leadership roles

Complimentary Subjects

- English
- Literature
- Dance
- Art
- Music

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