



2023

# Curriculum Handbook

Discover your wings

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# Year 7 & 8 Curriculum Overview



# Year 7 and 8 Curriculum Overview

Our Year 7 and 8 curriculum is a broad and comprehensive academic program based on the Victorian Curriculum F-10. It is structured to ensure students are exposed to a wide range of subjects and have the opportunity to sample every subject we offer at entry level. Students choose which Language they will study, Spanish or Chinese; all other subjects are core experiences and are undertaken by all students.

The Victorian Curriculum F-10 is structured around discipline -based learning and capabilities.

Learning Areas - Discipline based learning.

Our Year 7 and 8 curriculum is developed to increase students' depth of knowledge in English (literacy) and Mathematics (numeracy) and build their breadth of knowledge through a range of studies in Science, The Arts, Technology, Humanities, Languages and Health and Physical Education.

Capabilities.

The Victorian Curriculum F-10 capabilities are a set of discrete knowledge and skills that are taught through the learning areas.

The four capabilities in the Victorian Curriculum F-10 are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

Each subject ensures students develop an understanding of the discipline and subject content whilst developing, practising and demonstrating the capabilities in, and through, their learning across the curriculum.

## Year 7 English

One of the cornerstones of strong literacy skills is reading and a key component of the English course in the first year of Wantirna College is the introduction of the Independent Reading Program which spans Years 7-8. Students are actively involved in the selection of texts for this program which, through special workshops, teaches a number of key strategies such as predicting, questioning, making connections and inferring to enable better reading comprehension skills. These skills are constantly practised and developed during regular reading times and with the class texts that are explored during the year, including graphic novels, a class novel, short stories, multimodal texts and poetry. Students are also involved in special conferences with teachers and parent volunteers to monitor their reading skills.

With a focus on Literacy for Learning strategies, the teaching of vocabulary, spelling and grammar is integrated into the curriculum. Students are encouraged to engage with their writing as a writer and put together a portfolio of written pieces across the year, including biographies, stories, poetry and persuasive pieces. The flexibility of our teaching space allows teachers to differentiate the curriculum and encourage students to improve their ability to write for different purposes and audiences. An important part of the writing process is noting down thoughts, feelings and observations about the world around us – the Writer's Notebook is the tool that allows students to do just this. From their Writer's Notebook, students can develop ideas into an extended piece of writing. The Writer's Notebook is a personal place where students create and keep their initial 'Low Stakes' writing.

Constant opportunities are provided throughout the year for students to improve their skills in speaking and listening. After an initial transition period where students work closely with their English teacher, students are mixed in a variety of groupings to encourage teamwork. Formal assessment of oral presentation skills occurs throughout the course and includes a persuasive speech in Term 2. Easy access to students' own laptops allows for seamless integration of digital tools and multimodal texts.

## Year 8 English

As far as possible, English at Year 8 is taught in the specialist literacy building known as Byrne House. The Centre houses six classrooms and a flexible central learning area. In addition, two pairs of classrooms are separated by large sliding doors, allowing them to become larger spaces that further facilitate flexibility in teaching and learning.

The course at Year 8 builds on the skills gained in Year 7. Students continue with the Independent Reading program, choosing from a wide range of up-to-date texts across a range of genres. They are encouraged to apply the reading and comprehension strategies of Independent Reading during regular reading times and workshops and during the study of class texts. In line with the Victorian Curriculum for English, a number of innovative units of study are undertaken, including the exploration of a range of short stories and extracts from longer texts that draw on Indigenous Australian and Asian cultures, the analysis of news reporting in a range of media, and an immersion into genre including gothic fiction and magical realism. A range of written tasks are integrated into these units, which encourage the development of writing in different forms for different purposes and audiences and include stories, poems, analytical text responses as well as more informal pieces.

The improvement of writing skills is a school-wide priority, and our teaching is underpinned by Literacy for Learning with a focus on register, noun groups, nominalisation and building rich vocabulary. Students are provided with opportunities to employ new and interesting words in sentences and find antonyms and synonyms to enhance their written expression. They continue to use the Writer's Notebook as an invaluable tool for exploring their thoughts, feelings, and observations about the world around them and then developing these ideas into more formal pieces of writing. Students are given the opportunity to become more confident and articulate in their speaking skills by participating in group and individual presentations and formal debates. Pair and group discussion and peer evaluation are a constant feature of the English classroom. Easy access to laptops allows for seamless integration of digital tools and multimodal texts.

## Year 7 Health & Physical Education

The focus at Year 7 is on the development of the skills needed to work effectively in a group as well as motor skills, including throwing, catching, kicking and striking. Students will also explore the concept of fitness and participate in a range of fitness tests. At the conclusion of the year, students will be introduced to the Sport Education in Physical Education Program (SEPEP). This will expose students to a range of different roles required in sport, such as umpiring, scorekeeping and coaching. A complete set of College Physical Education uniform (including College cap) is required.

Year 7 Health promotes attitudes and behaviours that support equality and respect among school-aged children. Students learn to appreciate diversity and valuing individual differences and perspectives. It encourages positive attitudes and behaviours that enable students to make informed decisions regarding respectful relationships. Students explore factors that influence an individual's overall health, including body image, self-esteem, nutrition and physical activity.

The curriculum includes the Peer Support program which involves small groups of Year 7 students working closely with specially trained Year 10 students during Semester 1. The older students assist the Year 7 students in their transition to their new school by providing a first point of contact and by assisting them with adjusting to life at Wantirna College. Discussions, games and other self-confidence and support activities make up the main approaches in this subject. The topics covered in this program include transition issues, mentoring, self-esteem, self-awareness, friendship, trust, values and bullying.

## Year 8 Health & Physical Education

In Year 8, students measure and analyse their own fitness and physical activity levels. Students will apply a combination of motor skills, strategies and tactics to improve individual and team performance within various sports. Students also explore and develop a wide variety of sequential movement patterns that require timing, rhythm and creativity. Students will have the opportunity to choreograph a performance involving various elements from Gymnastics, Dance and Aerobics. Students will continue to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance

through a Sport Education in Physical Education Program (SEPEP), with a focus on Basketball. Students coordinate and manage their own sporting experience by integrating their individual role within a sporting team. A complete set of College Physical Education uniform (including college cap) will be required.

Year 8 Health promotes attitudes and behaviours that support equality and respect among school-aged children. Students learn to appreciate diversity and valuing individual differences and perspectives. It encourages positive attitudes and behaviours that enable students to make informed decisions regarding respectful relationships. Students explore factors that influence an individual's overall health, including, mental health, alcohol and other drugs, sexuality, and nutrition and physical activity.

## Year 7 & 8 Humanities

In the Victorian Curriculum, Humanities has four strands: History, Geography, Civics and Citizenship and Economics and Business.

## Year 7 & 8 History

History requires students to develop curiosity and empathy and is an act of both investigation and imagination. Throughout Year 7 and 8, students learn historical concepts such as chronology, continuity and change, cause and consequence and develop skills in asking questions and using evidence to develop answers.

In Year 7, students learn about the past through studying primary and secondary sources such as artefacts and oral histories. They learn to critically analyse these sources to develop an understanding of how people lived in different periods of time. They develop an understanding of what makes up an ancient civilisation as opposed to a tribe or other society, and learn about experiences of those living within ancient civilisations by comparing societies selected from Egypt, Greece, China and Rome.

In Year 8, students continue to develop skills such as use of cause and consequence and understanding chronology, continuity and change. They study source material to assist them to draw conclusions, research, analyse and evaluate effectively. They study how civilisations developed across Europe and Asia by learning about Medieval Europe and Japan under the Shoguns, building on the concepts begun in Year 7 where students focused on ancient civilisations. They also compare and contrast how these civilisations evolved politically, socially, culturally and economically and research how diseases such as the Black Death had an impact on their continued evolution. To lead students towards a better understanding of how this world bridged the gap between feudal societies and our own, they study the Renaissance period and look at the shift the world began to take towards Enlightenment principles and corresponding advances in the areas of science, medicine, philosophy and art.

## Year 7 & 8 Geography

Geography is the study of the Earth's landscapes, people, places and environments. It focuses on how human activity impacts on the world around us, and how the world around us impacts on human activity. In studying Geography students develop vital skills in mapping, research, analysis, drawing conclusions from data and decision-making.

In Year 7, students study the unit Place and Liveability, which focuses on the concept of place through an investigation of liveability. Initially students investigate the provision of services and facilities in their local neighbourhood and analyse how these support and enhance their lives. Areas of focus include safety and health, local environmental conditions, the quality of social interaction and opportunities for recreation. They also study the unit Water in the World, which examines the many uses of water, the ways it is perceived and valued by various communities, its different forms as a resource, the ways it connects places as it moves through the environment and its scarcity. It compares water availability and rainfall statistics for Australia and the rest of the world to highlight why there may be differences, and what this could mean moving into the future.

At Year 8, students examine how places are made up of specific landscapes, and what processes shape the individual landforms that are found in these landscapes. They learn about the values and meanings placed on landforms and

landscapes by diverse cultures, specific hazards associated with landscapes and the management of different landscapes. This unit develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. The Changing Nations unit investigates the changing human geography of countries, as revealed by shifts in population distribution. The unit examines the process of urbanisation and draws on a study of a country of the Asian region to show how urbanisation changes the economies and societies of low and middle-income countries.

## Year 7 & 8 Civics and Citizenship

Learning about civics and citizenship enables students to become more active and informed citizens who are better placed to participate in and sustain Australia's democracy when they become adults.

Across years 7 and 8, students explore the concept of a 'national identity' and identify what makes up Australia's national values and why this might be. They first and foremost consider the values that are important to them in order to better explore this concept, before looking outwards towards how Indigenous Australians and multiculturalism have also contributed to what we understand to be 'Australian' and 'un-Australian'. They also begin to examine what a democracy is and how it operates within Australia and investigate why we are a secular nation with a division between church and state.

## Year 7 & 8 Economics and Business

Learning about economics and business enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future.

Across years 7 and 8, students learn what different economic systems are and how our needs and wants as consumers impact upon them. They explore the three main categories of resources, natural, human and capital, and consider how these are managed in Australia's economic system. They consider how businesses operate as a part of our economy and what their roles and responsibilities are to consumers, and how they set goals for themselves in order to be successful. Students also learn the concepts of entrepreneurship, innovation and how this has an impact on a changing workforce.

## Languages

The study of Spanish or Chinese at Year 7 and 8 will empower students to understand differences and similarities of lifestyles in Australia and those respective countries. Students will study cross-cultural communication skills essential to today's globalised economy. The language skills they will gain include salutations, descriptions of their personal worlds and learning environments, an awareness of different grammar structures and the ability to express basic personal information about themselves in their second language.

### Year 7 Spanish

The curriculum focus will encourage students to engage in a variety of learning experiences. The aim is to provide students with valuable skills to conduct themselves in simple conversation in Spanish. Cultural activities will be included to enhance students' understanding about the traditional aspects of Spanish speaking countries.

Each theme of study will develop skills in listening, speaking, reading and writing.

Topics studied during the year include:

- Basic greetings and conversation
- Introduction to the Spanish-speaking world
- Numbers, date and time
- Spanish cultural events and celebrations
- Cultural cooking

### Year 8 Spanish

The curriculum focus will continue from Year 7 providing students with a broad range of learning experiences and opportunities. This will aim to encourage cross-cultural understanding and a deeper appreciation of the diversity that exists in Spanish-speaking countries. Students who engage in learning Spanish at this level will develop a more elaborate vocabulary and be encouraged to apply this in practice in order to relate to everyday experiences and interests. The context of the program involves language and content drawn from students' and communities' experiences.

Each theme of study will develop skills in listening, speaking, reading and writing.

Topics studied during the year include:

- School life and favourite places
- Daily routines and hobbies
- Family and descriptions
- Speaking and communication
- Cultural cooking



## Year 7 Chinese - Mandarin

The curriculum focus is on developing students' understanding of the Chinese language through listening, speaking, reading and writing about everyday life, and exploring aspects of Chinese culture and customs. Students will develop these skills further as they progress to a higher level.

Topics studied during the year:

- My Friends and I
- My Family
- School Life
- Time and Weather

## Year 8 Chinese - Mandarin

The curriculum focus will continue from Year 7 providing students with a broad range of learning experiences and opportunities. This will aim to encourage cross-cultural understanding and a deeper appreciation of China's history and culture. The language program will focus on developing functional and practical language skills related to everyday experiences and interests. The context of the program involves language and content drawn from students' and communities' experiences.

Topics studied during the year:

- Hobbies
- Food and Drink
- Cultural cooking
- Shopping
- Transport and Travel

## Mathematics

Students will study mathematical topics from the Victorian Curriculum: Number and Algebra, Measurement and Geometry and Statistics and Probability.

In the Middle Years, Mathematics equips students with important concepts and skills to develop as successful learners. They develop an understanding of the role of mathematics in life, society and work. Through problem solving and inquiry, students demonstrate how to apply mathematical processes across the disciplines.

We aim for students to be confident in their knowledge and application of mathematical concepts in order to attain new knowledge and skills when needed and to be successful numerate citizens.

Regular, if not daily, practice of mathematical skills is necessary to consolidate skills learnt in the classroom, so if students have not been set any specific homework they should be practising their tables, revisiting questions from class, developing their logbooks and Evidence of Learning or completing tasks on Mathspace.

All students are required to have access to Mathspace as this provides an interactive learning and assessment program. [Mathspace](#) is the world's first maths program that allows students to show every step of their maths reasoning, writing naturally into mobile devices. With Mathspace, all written steps are made digital, captured in the cloud, and are available for students and teachers to review. Each line of work is marked as students complete it, giving them real-time,

formative feedback at each step of a question, and supports them at every step with hints, videos and next steps. This data also drives the adaptive learning engine, which personalises a student's path through a curriculum. This means students have a more adaptive and personalised learning path.

Maths Boost is an after school support program that runs one afternoon per week. All students are welcome to attend to complete homework, work in study groups or ask for specific help.

## Year 7 Mathematics

The Year 7 Mathematics course covers topics from the three strands of the Victorian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will complete a range of formative assessment tasks prior to each of these topics, to help teachers ascertain their understanding from primary school. The course provides students opportunities to collaborate as well as work independently and to develop both their mathematical skills and their capacity to use mathematical concepts and techniques to solve problems.

## Year 8 Mathematics

The Year 8 Mathematics course builds on the skills acquired in Year 7. Students continue to be assessed formatively both prior to and within each unit of learning, to ensure that they are developing both their mathematical skills and their capacity to problem solve.

## Year 7 Science

Students in Year 7 rotate through a range of science topics which help them understand and explain everyday phenomena. They are introduced to the science laboratory and instructed in the safe and effective use of a range of scientific equipment used to conduct scientific investigations. They explore major theoretical ideas in Chemistry related to properties of matter, the difference between elements, compounds and mixtures. They apply their understanding in an extended student-designed experiment related to separating mixtures. Students will also study Biology focussing on the classification of organisms and the biodiversity of species in ecosystems. The Physics unit develops understanding of forces and simple machines and sees students further developing practical skills, and the Earth and Space Science unit looks at how the force of gravity and the relative position of bodies within the solar system affect natural phenomena, like tides and seasons, on Earth.

## Year 8 Science

In Year 8, students start the year with a unit that is aimed at specifically building their skills in scientific writing with a focus on energy. They have greater experience in working in the laboratory and with scientific equipment which enables them to begin to design and conduct more complex experimental investigations with greater precision and accuracy. Students will continue to explore key scientific concepts within Biology, Chemistry, Earth and Space, Physics and Science as a Human Endeavour. There is a focus on developing an understanding of cell theory and the link between cells, tissues and organs through an investigation of the digestive system and nutrition. Students will be introduced to atomic theory and chemical reactions involving acids and bases as well as geology and the various types of rocks and their formation.

## Technology Year 7-Year 8 Termly rotations

Overview:

During Year 7 and 8 students will study a range of technology subjects each term from the following: Food studies, Textiles, systems engineering, Product Design and Technology. Students will design and create a range of mini makes with a focus on hands on practical skills. The mini make projects are all about building student design thinking, practical skills and confidence in 21st century learning. Students will learn how to investigate and create design solutions to real world problems, using laser cutter, 3D printer, and a range basic hand tools within each subject. They will work collaboratively in project teams to produce prototypes that will meet real-world design briefs. \*\*Prior to the commencement of any practical work, student's complete thorough safety competencies, which entitle them to a Safety Licence.

Students are introduced to five Technology subjects during their first two years at Wantirna college, each with a strong emphasis on safety;

- Food Studies
- Product Design & Technology
- Textiles
- Systems Engineering
- Digital technologies (Year 7 only)

Structure:

Year 7 Technology will rotate a different subject each term for three periods per week. They will get a chance to experience what each subject has to offer so by the end of year 7, they can choose what subject appeals to them most. One period per week will be a Digital Technology class that is designed to equip students with the necessary skills to competently utilise the facilities and resources that the school offers.

(Two periods per week, per term plus one period a week DT (Digital Technology) (Year 7 only, all year)

## Year 7 Digital Technology

In Year 7 Digital Technology, students will develop their 21st Century computational thinking and digital literacy skills. Students are introduced to how technological devices operate behind the traditional user interface. This includes the introduction of binary, data and file types and hardware and software. In addition to this, students will investigate and learn techniques in using search engines effectively to find reliable sources of information, including appropriate referencing techniques. Building on this, students will complete project work based around using spreadsheet software such as Excel to prepare and manipulate data into meaningful information. Students will finish the year by developing computational thinking skills through designing algorithms and practical programming, using a variety of coding software and physical hardware such as microbits, spheros and drones.

## Year 7 & 8 Food Studies

In Year 7 & 8 Food Studies, students develop an understanding of kitchen operations, stove use, personal hygiene practices and kitchen safety including knife skills. Theoretical knowledge is built on and applied to practical lessons to develop student understanding. Students learn how to safely prepare a range of nutritious balanced food products using pantry ingredients, equipment and kitchen processes. Asian and Indigenous food influences are studied. Students refer to the Australian Guide to Healthy Eating to assist in making informed food choices.

Productions include

- Healthy lunchbox design task
- Asian inspired meal
- Food comparisons/sensory evaluations
- Using Indigenous ingredients
- Cake making methods

## Year 7 & 8 Product Design

This subject aims to build the confidence of students to develop and apply their 21<sup>st</sup> century thinking skills, to solve real- life problems. Students will be empowered to use a range of manual hand tools and computer aided machines such as the laser cutter to create designed solutions. Students will gain knowledge and understanding of the design process to: investigate resistant materials, generate design ideas using a range of drawing technique including the use CAD (computer aided design) programmes such as Tinker CAD and plan for production.

Mini makes may include but not limited to:

- Make a difference project
- Laser cut lamps
- Vacuum formed cookie cutters
- Laser cut chopping boards

## Year 7 & 8 Textiles

Textiles aims to introduce students to a range of sewing skills including embroidery, sewing machine set up and use, decorative techniques and joining methods. Students will follow the design process to generate and produce designed solutions. Students will apply their critical and creative thinking techniques to solve problems both independently and collaboratively. As student develop 21<sup>st</sup> Century thinking skills they will manipulate fabrics to make designed solutions.

Mini make may include but not limited to:

- Make a difference project
- E-textiles
- Tote bag creations
- Things that store
- Sensory toys

## Year 7 & 8 Systems Technology

This subject allows students to develop knowledge of Simple Machines (including structures and forces) and Electronic components to build products and explore mechanical concepts. A system may be electrical, electronic or mechanical in its operation. Students are given a brief at both year levels and tasked with creating design options and variations to allow for personalisation during building stage. Working with systems enables students to: Learn to use technology-based tools, discover uses for electronic components and make electronic or mechanical solutions for their designs and evaluate any problems that arise.

Mini makes may include but not limited to:

- Make a difference Project – Looking at Sustainable development
- Soldering an electronic light circuit
- Creation of a 'Steady Hand Game'

## The Arts Year 7 & 8

### Year 7 Art

The Year 7 Art course is designed to give students an introduction to Art and a grounding in fundamental Art skills. Students will build on their current skills in painting, drawing and 3D artmaking, and learn to use the Design Process and the art elements and art principles to develop their artworks. They will be introduced to various historical art movements and use this knowledge to inform their art production and art theory work. The theory component will include research skills and written analysis of artworks using appropriate art terminology to analyse artworks using the art elements and art principles.

### Year 8 Visual Communication

Students learn and build foundation skills and knowledge in Visual Communication Design. They learn manual freehand and digital drawing methods and experiment with a variety of media. They learn about Australian Standard drawing systems conventions and their application in the 3 fields of design. Students use the design process and learn design thinking strategies to create imaginative solutions for design problems in response to a brief. Students learn to analyse and interpret visual communications.

## Performing Arts Year 7 & 8

### Year 7 Classroom Music

The Year 7 Music Course is designed to give students an introduction to the World of Music. The semester long subject comprises five units; Instruments of the Orchestra, Music Styles, Critical Listening, Performance and Musicianship. The course has elements of performance, composition, musical analysis, research and self-reflection. Students will explore classical, popular and non-western forms of music.

Students demonstrate their learning in a range of ways including group performance, written and aural theory tasks and class presentations. All students will have an opportunity to play and trial a range of orchestral instruments and if successful, commence enrolment in the College Instrumental Music Program.

### Year 8 Drama

Students will participate in creating, making and presenting dramatic work. Students will work towards developing vocal, physical, stagecraft and performance skills whilst exploring the following topics:

- Storytelling through sound and movement
- Performance using a variety of styles and stimulus
- Comedy from past to present.

# Year 7 & 8 Curriculum Enhancement and support

## Instrumental Music (additional)

Every student at Wantirna College has the opportunity to participate in the Instrumental Music Program. This involves a weekly lesson on a chosen instrument and a weekly Ensemble rehearsal. Students are placed in an Ensemble based on their proficiency and technical ability not by their age or year level. Ensembles deliver a number of performances throughout the year at many school and community events. They also participate in a variety of festivals and competitions and attend Music Camp.

Many students find that their music study leads to a lifelong rewarding pastime whilst others find it becomes their career. All students who take up instrumental music add something special to their time at the College and they will carry the benefits of an education in music with them for life. While this program is heavily subsidised by both Wantirna College and the Department of Education there is a cost associated with instrumental music. More information can be found in the Instrumental Handbook or by contacting with the college Music Office.”.

## Outdoor Education

Students in Year 7 and Year 8 will take part in bike riding, canoeing and kayaking through a series of one day excursions in Terms 2 & 4. These experiences focus on teamwork and cooperation and also aim to enhance the personal skills of resilience, perseverance and determination. The activities develop skills that students will need for the College camping programs in Years 7, 9 and 11, in addition to developing lifelong recreational skills and an appreciation of the outdoor environment.

## Skepsi

The Skepsi program is offered to Year 7 students who have demonstrated high level skill in both English and Mathematics. Skepsi students undertake the same core subjects as the rest of the year level with a greater emphasis on enrichment. The program has been developed in line with current educational research, indicating when talented students work together they challenge each other to further develop their knowledge and skills. There is a greater emphasis on problem solving skills as well as inquiry. The Skepsi class remains as a single class from Years 7 to 8. Skepsi students are offered further enrichment opportunities as they proceed through Later Years.

## QuickSmart

Students who have been identified as needing additional support in reading or numeracy are referred to the QuickSmart program for further diagnostic assessment, using a computer-based program to test automaticity (speed and accuracy of reading/interpreting words and manipulating numbers). At Wantirna College we are extremely fortunate to have in place the QuickSmart Literacy and Numeracy Intervention Programs. The programs were designed by the University of New England in Armidale, New South Wales and are proven to dramatically improve the skills of students. They are based on our growing understanding of neuroscience and how our brains work when learning. The programs aim to improve automaticity, in so doing, freeing up working memory to learn new skills. Students participate in three, 30 minute sessions per week with a highly trained tutor and two students. The program operates from a dedicated space in Byrne House for Literacy and in Rees House for Numeracy.

## QuickSmart Literacy

QuickSmart Reading intervention sessions are structured to include a number of short and focused activities aimed at improving students' speed of word recognition, reading fluency and comprehension skills. Each week, the three reading intervention sessions include:

- Timed flashcard activities based on a set of focus words;
- Vocabulary activities;
- Repeated readings of text to improve reading fluency;
- Scaffolded use of comprehension strategies;
- Reading games designed to consolidate students' word recognition and word meaning knowledge.

## QuickSmart Numeracy

QuickSmart Numeracy intervention sessions are also structured to include a number of short and focused activities aimed to improve accuracy and recall of numerical data by moving mental processing to automatic recall. As students complete the 30- week program they develop strategies to solve number problems and confidently articulate their thinking process to solve number problems. The numeracy intervention sessions include the following strategies:

- Flashcard fluency
- Speed sheets
- Graded independent worksheets
- Games promoting automatic recall

Students are offered places in QuickSmart based on diagnostic and automaticity testing.

# Year 9 & 10 Curriculum Overview





# Year 9 Course Selection

Should a subject that a student selects NOT run, their reserve subjects will be utilised. Please note that for final studies to run, they are subject to: sufficient student demand for units, availability of staff to teach units & timetabling arrangements which minimise unit clashes.

NB Reading a Course Code: Year 9 Art Ceramics: A9CE

First character: Initial of the first letter of the Learning Area e.g. A9CE = The Arts Second character: Year level 9 = Year 9  
0 = Year 10

Third & fourth character: Identifying initials of the elective name e.g. A9CE CE = Ceramics

## English

### Core English Electives

The English curriculum at Years 9 and 10 provides greater choice in learning with students having the opportunity to be engaged in a range of semester long electives that align to the Victorian Curriculum. All Core Electives offer experiences that address relevant standards in the Victorian Curriculum. While each Core Elective is standalone, the skills required become progressively more complex from Year 9 to Year 10. All the Core Electives offered develop skills, knowledge and understandings that prepare students for VCE and Vocational Major.

Students are encouraged to apply the reading and comprehension strategies of Independent Reading during regular reading times and workshops and during the study of class texts. Improving writing stamina and confidence is a clear focus through the continued use of Writer's Notebooks and Literacy for Learning strategies. The explicit teaching of vocabulary, spelling and grammar is embedded into the core curriculum. Much emphasis is placed on further enhancing students' skills in creative and critical thinking, writing analytically and employing a rich vocabulary. Students are explicitly taught the register continuum, how to extend noun groups and use nominalisation to improve their technical writing skills. Easy access to students' own laptops allows for the use of digital tools and multimodal texts.

### E5LS - Language of Sport

Course Description:

Students will read and analyse both fiction and non-fiction texts related to sport. They will investigate the features and forms of sports writing in Australia and examine the ways in which authors change their language in order to make an impact on different audiences, as well as the way sports writing reflects the values of a changing society. Students look at the different modes of communication used in the sporting world - from how the media portrays 'sport' through to the way local clubs communicate to their families, players and communities. They will conduct their own investigations into how people use language to communicate on and off the sports field. Students will examine inspirational speeches and apology speeches and analyse how they are constructed to position their audiences. Extracts from biographies, documentaries, biopics and more will be used to provide a variety of text exposure and to strengthen literacy skills, as well as critical thinking and research skills. Discussion and collaboration are embedded in the course as students investigate their own interests, passions and iconic sporting moments and the way these are woven into the national memory.

## E5CH - Crime, Horror and Film

### Course Description:

This subject will provide a framework to explore literary concepts such as characterisation, plot and theme through the genres of crime and horror. Students will learn how authors and filmmakers create suspense and tension, and compare key scenes in prose texts with their adaptations. They will develop their understanding of figurative language along with other literary techniques and unpack how notions of fear and horror in literary texts can present commentary on social values. Students will learn how to analyse significant moments in texts and understand how meaning is created through genre. They will also investigate the role of crime in contemporary media, including exploring the role of true crime. This ensures that students explore a wide range of text types and develop key skills in literary analysis, all anchored together under one theme. This subject will include the study of a range of short stories, excerpts from longer texts and films, such as *Knives Out*, *The Murder of Roger Ackroyd* by Agatha Christie, *Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson, 'The Lottery' by Shirley Jackson, 'Singing My Sister Down' by Margo Lanagan 'Small Spaces' by Sarah Epstein – the list of possibilities is endless!

## E5SS - Song, Society & Self

### Course Description:

In this subject, students will explore how songs are examples of literature in popular culture. They will have the opportunity to further their creative and analytical writing skills with an emphasis on effective figurative language. Students will explore how popular culture manifests in song writing and how different segments of society shape, and are shaped by, popular songs across a range of genres. The elective will examine the ways in which songs are a vehicle for the expression of both those privileged and marginalised, and how this form of communication and expression provides a unique opportunity to cross pollinate between cultures, languages and ideas.

## E5AE - Through Australian Eyes

### Course Description:

Students will explore Australian identity, viewpoints and contexts through a range of texts written and directed by Australians. These texts will include the novel *Catching Teller Crow*, films, short stories, poetry and non-fiction. Students will analyse the ideas, structures, language features and visual features of these Australian texts and examine links and comparisons between them. They will explore the ways in which Australia, its people and its values have been represented in various historical, social and cultural contexts. Students will also create texts to reflect and evaluate perspectives on Australia and Australian identity for a variety of audiences. These will include written, spoken and multimodal texts, providing opportunities for students to develop their skills in collaborating, creating, editing and presenting.

## E5AA - The Art of Argument

### Course Description:

This subject is designed for students who are interested in learning how to speak, write and listen in order to win an argument. Students will build skills essential to crafting and communicating effective arguments and investigate the various ways that language can be used to influence, control and manipulate other people. Every academic discipline and profession values the ability to articulate a clear argument and to support it with logical reasons and persuasive evidence. Based on the premise that arguments are essential in everyday life, this unit will therefore enhance students' experiences of learning activities and assessment tasks in other subjects. Knowing how to describe and defend (or indeed, concede) a particular point of view is important because it enhances individuals' capacity and confidence to express and refine their ideas. Further, argument is a means of inquiry: a process for grasping the nuances of any issue and for evaluating the relative strength of different

perspectives. Students will study a range of media texts, literary texts and influential speeches to consider how various language features and structures can be adapted for a particular purpose. They consider how individuals can use language to express elements of their own identity and to form connections with other people and groups. Students will develop an explicit awareness of the wide range of linguistic strategies that speakers and authors can use to create powerful, cohesive and influential texts.

## E5CW - Creative Writing

Course Description:

Students choosing this course will have the opportunity to develop their creative writing skills across a range of genres. Students will investigate sensory writing and explore a range of poems and short stories. They will discuss the ways language can convey emotion and explore song writing and hip-hop as poetic forms. Students will learn how to create engaging characters, how to make language choices for different effects and will participate in workshops by visiting writers. They will build skills in reading critically and develop an understanding of different forms of writing by reflecting on their own creative choices. By collecting their best writing in a folio throughout the course, students will gain an understanding of the creative habits of successful writers and the process involved in creative writing. Students will actively engage in writing workshops to produce written drafts of their stories and learn how to draft and edit each other's work before submitting their final draft for publication. Students will finish the course as published authors.

## E5LC - Literary Classics

Course Description:

This subject is highly recommended for students considering studying Literature in VCE or for those who simply wish to immerse themselves in the world of literature. It will include the study of writers such as: William Shakespeare, Harper Lee, William Golding and George Orwell. By looking at the original texts and some of their adaptations, students will develop their understanding of how form changes meaning and how 'the classics' are often a commentary of the society in which they are produced. Students will enhance their intercultural capacity by examining a number of classic pieces of literature and analysing these through a variety of lenses, including feminism and post-colonialism. Students will explore the real-world lessons to be learned from a variety of classic texts, considering how and why they remain relevant in the 21st century. Students will produce analytical texts in various modalities allowing for agency and creativity. This subject is highly recommended for students considering studying English Literature in VCE or for those who simply wish to immerse themselves in the world of literature.

## E5PL - The Power of Language

Course Description:

In this subject, students will be introduced to the fascinating study of Linguistics – how language works. It is designed for students who are interested in the various ways that language can be used to influence, control and manipulate other people. They will study a range of media texts, literary texts and influential speeches to consider how various language features and structures can be adapted for a particular purpose. They consider how individuals can use language to express elements of their own identity and to form connections with other people and groups, including the role of humour. Students develop an explicit awareness of the wide range of linguistic strategies that speakers and authors can use to create powerful, cohesive and influential texts. This subject provides a foundational knowledge for the 3 VCE English subjects, and will encourage students to engage with contemporary texts from the 'real world', provide them with a range of skills and strategies that they can implement in their own communication with people and foster skills of literary analysis. It is particularly useful for students considering studying English Language in VCE or for those who have a strong interest in English or in language generally. This subject is highly recommended for students considering Early Start VCE English Language in Year 10.

# Health and Physical Education

## Health and Physical Education Elective Curriculum

### P9HM - Health Matters

#### Course Description:

Students are provided with the knowledge and skills on how to promote positive mental health. They develop an understanding of coping mechanisms and explore various support services and strategies that impact on their ability to make healthy and safe choices. Students will also develop an awareness of how to live their lives more positively. Students analyse the influences on decision-making and plan, implement and critique strategies to enhance their health and wellbeing. Students also plan, rehearse and evaluate options for managing situations where their own or others health, safety and wellbeing are at risk.

### P9CB - Court Team Sports - Boys

### P9CG - Court Team Sports - Girls

#### Course Description:

Students choosing this course will be expected to participate in, and complete, topics ranging from Basketball, Netball, European handball, Volleyball, Futsal, Tchoukball and any other similar sports which are played on enclosed court areas. Students will develop knowledge, skills and strategies in these sports during the practical sessions. Strategies will then be incorporated into competitions in each of the sports. Some classroom based sessions will concentrate on theoretical aspects of sport coaching with the aim for students to partake in peer coaching in the practical lessons. A complete set of College Physical Education uniform will be required.

### P9FB - Field Team Sports - Boys

### P9FG - Field Team Sports - Girls

#### Course Description:

Students choosing this course will be expected to participate in, and complete, a number of topics to be selected from Soccer, Australian Football, Gaelic Football, Touch Rugby, Touch Gridiron or other games played on large grassed fields. Students will develop knowledge, skills and strategies in these sports during the practical sessions, while some classroom based sessions concentrate on theoretical aspects. A complete set of College Physical Education uniform will be required.

### P9LB - Lifestyle Fitness for Boys

### P9LG - Lifestyle Fitness for Girls

#### Course Description:

Students will work towards completing a fitness based event (e.g. Obstacle Course) that will challenge their physical, mental and social capabilities. Students will design and implement their own personal training plan, participate in teacher-led sessions, as well as training sessions ran by professional fitness instructors, and complete a theoretical component. Students will aim to increase their understanding of fitness components, training principles, training methods, fatigue and recovery, as well as developing real life skills, which will be gained from different interactions. A complete set of College Physical Education

uniform will be required. Students will also undertake a range of external excursions, which will involve an additional cost of approximately \$120.

## P5RD - Year 9 and 10 Racquet Sports

Course Description:

Students choosing this unit Year 9/10 elective will participate in the sports of Tennis, Table Tennis, Badminton, and Squash. Students will develop knowledge, skills and strategies in these sports during the practical sessions, while some classroom based sessions

concentrate on theoretical aspects. Most activities will take place at the College; however, both tennis and squash will involve students using external facilities. There is also an opportunity for external excursions. A complete set of College Physical Education uniform will be required.

## POMB - Major Team Games - Boys

## POMG - Major Team Games - Girls

Course Description:

Students will participate in a range of competitive major team sports throughout the semester. Students will explore and undertake various leadership roles through a Sport Education Physical Education Program (SEPEP), to develop their communication skills, collaboration, problem solving, critical thinking and self-reflection. Students will investigate the purpose of a warm up and cool down, and perform and refine complex skills and movements through various game based situations. Students will consistently lead others to improve their performance through peer feedback and reflections. Students will also participate in a major team sport tournament outside of school. Students will closely analyse a variety of sports and physical activities. They will learn to analyse data through an activity analysis to determine the major fitness components and energy systems used in a variety of sporting events and physical activities.

A complete set of College Physical Education uniform will be required, as per College policy.

## POPT - Personal Training

Course Description:

Students choosing this unit will participate in a range of challenging practical activities designed to measure and enhance their fitness. Students will gain an understanding of energy systems, fitness components, principles of training and types of training. They will also learn processes involved in preparing a client for a training program and strategies used to monitor, care for and motivate the client during the implementation of the program. Practical activities include; fitness testing, interval running, aerobic conditioning and resistance training (both with and without free weights). The subject aims to ultimately have students training using an individualised program of their own design. A complete set of College Physical Education uniform will be required, as per College policy.

## POPS - Peer Support

Course Description:

The Peer Support program aims to educate students on the value of peer-to-peer support. It provides students with leadership skills and opportunities for self-development and self-reflection. Students learn how to become an effective leader and develop 21st century skills such as communication, creativity, collaboration, problem solving and critical thinking. Students take responsibility for a number of incoming Year 7 students and provide younger students a supportive environment during

Semester 1, in which to develop their self-confidence, individuality, resilience and personal strength. Students must attend and complete Peer Support training days and are encouraged to attend the three day year 7 camp to successfully become a Peer Support Leader. There will be additional costs throughout the semester for the excursions and the camp.

Students must complete a written application form, which must be collected from and submitted to the Middle Years office by the due date.

As part of the application, the following must be included:

- Recommendation from two of your teachers

## POSC - Sports Coaching

Course Description:

This subject focuses on the development of practical coaching knowledge and skills. It will enhance students' self-confidence, improve their communication and leadership skills and nurture responsibility and sporting behaviour. Students will learn the reasons for participation in physical activity, the role of the coach, training methods and principles, planning coaching lessons, skill teaching, ethics and codes of conduct, group management, discipline and sports safety. Depending on the group of students, there is potential to gain their Beginning Coaching General Principles accreditation online through the Australian Sports Commission. There is a theoretical and practical component to this subject. A complete set of College Physical Education uniform will be required.

## POSE - Sports Excellence

Course Description:

The aim of this year long elective is to engage and support high-level sports students in reaching their full sporting potential and who have ambitions to compete at a higher level. This exclusive program is aimed at students who are currently competing in competitive sport and want to improve their sports performance as part of their school program. Students will focus on one specific sport they currently compete in outside of school, and develop advanced skills, knowledge and understanding to enhance their performance. While the students will focus on a preferred sport, the program will have a holistic athletic development approach allowing students to transfer skills and knowledge into any sport.

The Sport Excellence program will focus on a number of different sport science components, combining lectures, tutorials, labs and practical work. Some of the focus areas will be:

- Training Program Design and Implementation
- Strength and Conditioning
- Sports Psychology
- Injury Prevention and Recovery, including rehabilitation
- Sport Nutrition and Hydration
- Promote leadership opportunities through events, activities and goal setting

All the above topics will be undertaken by each student, and will be specific to the individuals sport. Students will be exposed to several programs throughout the year and undertake various incursions and excursions throughout the year. A complete set of College Physical Education / Sports Excellence uniform will be required, as per College policy.

Places will be limited to 1 class.

Application process:

- Students must be competing in competitive sport on a regular basis and have ambitions to play at a higher level.
- Students must complete and submit a written Sports Excellence application form by the due date.

As part of the application, the following must be included:

- A reference from your coach and /or trainer
- Recommendation from two of your teachers
- A copy of your recent interim and semester report
- Top candidates based on submission of their written application and fitness testing results will be required to sit an interview

Selection Criteria- Students must demonstrate the following criteria to be eligible for the elective

- Commitment to achieving academically and progressing across all subjects
  - Consistently achieving a satisfactory result across all subjects, in particular in Physical Education
  - Working at or above standard in Physical Education.
- Demonstrates appropriate learning behaviours
  - Works towards achieving their full potential in both sport and studies.
  - Displays an appropriate attitude to learning and desire to achieve their personal best in both sport and studies
- Ability to work well in a team
- Demonstrate excellent sporting ability in their chosen sport
  - Student performs at a high level and /or representative level
  - Above average level of fitness on sport specific tests from the fitness testing day
  - Potential to play an elite level
  - Are coachable and have a high level of commitment to achieving their personal best in their chosen sport

## POSS - Sport Science

Course Description:

Students who are looking towards VCE Physical Education would be strongly encouraged to take up this elective. It is offered as a semester run subject designed to prepare students with the knowledge and skills required for VCE Physical Education. Emphasis will be on: The Body Systems (skeletal, muscular, cardiovascular and respiratory) and energy for physical activity and the role of nutrition when physically active. Students will also learn how to measure acute responses such as heart rate. They will explore a range of biomechanical principles and apply them to a range of sports or activities to enhance athlete's performance. There is also an opportunity for external excursions which may involve an additional cost of approximately \$30. A complete set of College Physical Education uniform will be required.

## POYH - Your Health

Course Description:

Students who are looking towards VCE Health and Human Development would be strongly encouraged to take up this

elective. It is offered as a semester run subject designed to prepare students with the knowledge and skills required for VCE Health and Human Development. Emphasis will be on:

- The physical, social, mental, emotional and spiritual aspects of health and wellbeing
- The measurements of health status
- Factors which affect the nutritional status of Australians

Students will also develop an understanding of health issues amongst teenagers and some of the Government strategies which aim to improve the health of Australians. Students will be given the opportunity to research using a variety of resources, interpret and analyse data, as well as share in insightful group discussions.

# Humanities

## Year 9 and 10 Curriculum

From Year 9, students are welcome to explore the specific strands of Humanities that have interested them the most after their two prior years of study. These elective options are available to all Year 9 and Year 10 students and lead into advanced elective options. Advanced electives are open to Year 10 students only and are designed to assist in developing a strong foundation for further VCE study

# Year 9 and 10 Electives Curriculum - History

## H5HV - Hidden Voices in History

Course Description:

We live in a Western dominated world where many populations have become marginalised through the spread of western influence. This subject aims to enlighten students about their own cultural heritage and give a voice to those whose stories were lost as a result of colonisation and the consequences of the Industrial Revolution. In this subject, students will explore various indigenous histories such as those of Australian, American and Pacific Islander populations. They will learn about the cultural life of these indigenous societies and investigate the impact of European colonists. They will consider how these societies were forced to integrate or risk being wiped out. Students will learn about historical events from the perspective of indigenous populations, including the landing of Captain Cook, the Spanish Armadas and the Indian Wars across the USA. As part of this subject, students will compare stories from indigenous populations and consider change and continuity in how they lived then versus how they live now.

## H5WW - World At War

Course Description:

We live in a post 9-11 world and students are being exposed to conflicts through the media that they may not grasp the significance of. This subject aims to present to students how war has shaped the twentieth century and gave rise to recent conflicts. Students will learn about the causes behind the First World War and its consequences which led to the Second World War. Australia's involvement in these conflicts will be emphasised, with students exploring the war fronts from the perspective of the ANZACs as well as considering the Australian home front. Specific battles across both major wars such as Gallipoli and



Kokoda will be investigated. Students will consider how World War II impacted upon modern times and laid foundations for subsequent conflicts such as the Korean, Vietnam and Afghan wars. Finally, they will study connections between these more recent conflicts and 9-11, which created the atmosphere for our current War on Terror from 2001 onward.

# Year 9 and 10 Electives Curriculum - Geography

## H5GL - Geo Link: Exploring Connections

Course Description:

Have you wondered how every text, call, purchase, or trip we make connects us to information, people and places? In this Geography elective students will develop their knowledge and skills by exploring the connections we make with some key global players in the world (for example, Nike, Starbucks, Apple), they will explore the digital divide that exists in technology such access to the internet and mobile coverage in different parts of the world, the journey of this change, what it looks like today and how it will change in the future. Students will investigate how the buying and selling of goods has changed over time (for example, Ebay, Amazon). Students will study tourism and its sustainability in today's society, what influences our travel as tourists and the connections we make within Australia and other parts of the world. The Semester will have the opportunity to participate in a fieldwork inquiry to further understand these connections.

## H5HW - Hungry! Hungry World

Course Description:

As citizens of a country that has food security and ready access to supermarkets, delis, bakeries and butchers, it can be strange to hear about famines happening in other parts of the world, particularly when as a global community, we are able to produce enough food to feed every man, woman and child. If this is the case, why is it that one in nine people or 795 million people go to bed hungry each night? Are we devouring our future? This subject aims to introduce students to the world's biomes that support human life, why we depend on them and why they are different. Students will explore the considerable threats of increasing population and the demands for food. They will learn the past and present challenges of feeding the current and projected populations of Australia and the world. Students will collect and record relevant geographical information using digital technologies to explore our hungry world. By studying this subject, students are better placed to understand what resources we have in the world today and why, with the hopes of being able to build a more sustainable and equitable food future tomorrow.

# Year 9 and 10 Electives Curriculum – Civics and Citizenship

## H5LC – Great Australian Legal Cases

### Course Description:

Every so often, significant legal cases are brought before the courts that challenge legal principles, society's values, and in many ways shape Australia and define our character. In this subject, students will examine well-known legal cases that have involved the application of the principles of justice, the creation of common law, or simply involved intriguing circumstances that sparked fascination from society. Specific cases that students will examine include: Ronald Ryan Case – the last person legally hanged in Victoria before the debate around capital punishment ended this practice; Mabo Case – a landmark case that paved the way for Native Land rights legislation for Indigenous Australians; The Lindy Chamberlain case – a case that demonstrates the need for the presumption of innocence and spawned a popular catchcry, “The dingo got my baby!”; Judge Lionel Murphy Case – a case that sparked allegations of judicial interference; Peter Falconio ‘Murder’ Case – a case around a missing tourist in the Australian outback whose body has yet to be found, that has contributed to fear amongst the backpacker community. As part of this subject students may visit Melbourne courts to further their learning which may carry additional excursion charges.

# Year 9 and 10 Electives Curriculum – Economics and Business

## H5MO – Money Management

### Course Description:

**Money:** The more you learn, the more you earn.

From a consumer perspective, students will have the opportunity to explore different types of employment and sources of income, assessing the obligations of both employers and employees in meeting workplace and taxation regulations. They will consider strategies for saving money, which will lead to the investigation of different types of investment options and the management of financial risks and rewards, including the evaluation of different types of credit.

From a business perspective, students will examine business planning and the decision making related to establishing a business. Students will consider the role of innovation in a business maintaining a competitive advantage.

(NB students who did either Making Millions or Managing Your Finances in 2022 should select Year 10 Building Business as an extension in 2023)

# Year 10 Advanced Electives Curriculum – History

## HOFO - Freedom and Oppression

### Course Description:

The 20th century has been the most progressive 100 years in human history. For human beings, life has changed so much it is almost unrecognisable in comparison to what it was. Socially, politically and culturally, the 20th century has left a mark. One of the biggest changes has been the creation of freedom movements and a stronger understanding of the importance of human rights to our way of life. This subject aims to study how oppression from wars contributed to a rise in freedoms over the 20th Century. As part of this subject, students will learn about the Holocaust in depth and use it as a platform to see how its legacy shaped the future post war. They will then look at the process of understanding and documenting human rights through the United Nations Universal Declaration of Human Rights, the politicisation of rights and the growing expectation for governments to be able to deliver human rights as part of their state responsibility towards citizens. As part of this, students will look at the first freedom-based campaigns which include the USA and Australian civil rights movements. Lastly, this subject will extend these original campaigns to look at the other major freedom movements of the 20th century that got their start due to changing societal expectations. Students will be able to tap into movements such as the peace movement, environmental movement, feminist movement, gay liberation as well as decolonisation movements, all of which contributed to the political, social and cultural lives we enjoy today. .

# Year 10 Advanced Electives Curriculum – Geography

## HOCC - Coast to Coast

### Course Description:

Coast to Coast allows students with an interest in Geography to learn about environmental changes that are constantly taking place in the world around us, and how humans have adapted to manage these changes effectively for the benefit of all. As part of this subjects, students first learn about the environmental functions of the world around us that support life, the major challenges that exist to their sustainability and the environmental worldviews that influence how people perceive and respond to these challenges. There is particular focus in this subject on the environmental management of coastal landscapes, so vital to Australia's wellbeing as an island nation. Students will investigate and examine environmental change in coasts within Australia and then compare these to the changes and management of coasts in one other country. A fieldwork trip to investigate local coastal environments in more detail will carry additional excursion charges.

## HOEC - Earth - Conflict and Change

### Course Description:

We interact with various global issues daily. There is constant bombardment of social, environmental and human wellbeing concerns on the TV, radio and in the paper, discussing issues ranging from too much food resulting in obesity epidemics, to too little food resulting in famine; health epidemics that take hold in unsanitary environments compared with a rapid increase in allergies stemming from over-cleanliness. In this subject, students will study factors that give rise to global issues such as global unrest, movements of change and geographical change, conflict and its impact on people and environments and displacement. With a focus ranging from natural disasters such as the Japan 2011 earthquake, to war zones such as Syria and Afghanistan, to political coups in Fiji, to health crises such as the Ebola, Zika viruses and ongoing COVID-19 pandemic, students will explore issues that, as a result of globalisation, have an impact on many people in the modern world. Through this subject, students will develop their knowledge and application of geographical skills related to: collection, analysis and evaluation of data, identification of interconnectedness between issues and environments of the world, identifying, analysing and explaining spatial distributions and predicting changes. There may also be an opportunity for an external field trip excursion to the CBD which will involve a small additional cost.

# Year 10 Advanced Electives Curriculum – Civics and Citizenship

## HOLP - Legal and Political Systems

### Course Description:

This subject is an opportunity for students to develop their understanding of Australia's political and legal systems in more detail. Firstly, as part of looking at legal systems, students will examine the relationship between Parliament, Police and the Courts in establishing, enforcing and applying laws. Students will investigate how our rights are protected in Australia, including the rights of individuals in dealing with the police as well as the powers of police to investigate crimes. They will focus on the different sources of law and will evaluate the effectiveness of laws, new and old. Students will analyse real and hypothetical criminal cases to determine if rights have been breached or if evidence is sufficient to prove a defendant guilty beyond a reasonable doubt. They will investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Secondly, as part of looking at political systems, students will examine key features of Australia's system of government to compare with other nations and explore the roles and responsibilities of the Australian government at a global level (eg. foreign aid, peacekeeping and the United Nations). Students will discuss the role that political parties and independent representatives have in our system of government and the influence they have in the process of creating government policy. Students also examine the concept of global connectedness, and how this is shaping contemporary Australian society.

# Year 10 Advanced Electives Curriculum – Economics and Business

## HOBB - Building Business

### Course Description

Setting up your own business is a worthy goal, but it's harder than it looks and requires specialised business and accounting knowledge to get you started. This subject lays the foundations for better understanding these aspects of what may be a potential future. Building Business explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. This subject helps to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on yourself and others, now and into the future. Building Business teaches how to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform young business owners to participate in and contribute to the economy in a meaningful way. Through this subject, students will explore aspects of economics and business that aim to develop transferable skills to enable them to identify and investigate contemporary economic and business issues or events. They will apply economic and business reasoning and interpretation to solve problems and interpret issues and events. Completion of this subject could help to better place students as active and effective economic and business participants. It will hopefully also enable students to contribute to the development of prosperous, sustainable and equitable Australian and global economies, assisting them to secure financial wellbeing with confidence and optimism.

This unit is recommended to students who completed either Making Millions or Managing Your Finances in 2022

## Languages

### Languages Elective Curriculum

#### L9CH - Chinese through Travel (semester elective)

##### Course Description:

Students will learn practical Chinese for travelling such as holidays, sightseeing tours and events, study tours or work. Students will explore how to apply for a visa, book flights and accommodation, buy souvenirs, use public transport, virtually visit tourist attractions such as Shanghai Disneyland, taste delicious street food and much more in Chinese. This course includes excursions to the Chinatown precinct in Melbourne, traditional Chinese food stalls and markets.

#### L9C1 - Chinese through Art and Culture (Semester Elective)

##### Course Description:

In this unit, students expand on describing skills, interests and abilities while developing an understanding of Chinese language and culture by discussing their own plans and pursuits and being introduced to activities including preparing and sampling Chinese dishes, traditional arts, crafts, and games. Students will learn to make traditional recipes from China and overseas Chinese speaking communities, learn about and try Chinese papercuts, painting and calligraphy, and traditional pursuits such as mah-jong. The course will include some excursions to locations such as the city (Chinatown) and closer hubs of Chinese communities.

Being able to communicate about their own lives and participating in new experiences are an integral part of exploring different cultures and may be an important step for students along the path to many positive outcomes in the future involving others from various parts of the world.

## L9SP - Spanish through Film and Animation (Semester Elective)

Course Description:

Students will watch numerous Spanish and Latin-American cartoons, films and animations, to enhance their Spanish language skills and understanding of Spanish life and culture. This subject includes a visit to the Melbourne International Film Festival (MIFF) and Spanish Film Festival in Melbourne.

## L9S1 - Spanish through Art & Culture (Semester Elective)

Course Description:

Students will learn and develop an understanding of Spanish language and culture using practical and hands-on activities such as Spanish cooking, craft and art. Students will learn to use and cook traditional recipes from Spanish-speaking countries, learn about famous artists such as Frida Kahlo and Antonio Gaudi and create their own fun arts and craft. The course will include excursions and day trips to the Spanish hub of Melbourne, including Johnston Street and the Spanish Club precinct, and well-known Spanish shops, restaurants and cafes.

## LOCH - Chinese: Mandarin (Semester 1 & 2)

Course Description: Health & Entertainment

This Year 10 course initially focuses on views on health and fee-paying for health services, TCM medicine vs Western medicine, emergencies when travelling, and comparisons of the Australian and Chinese health systems. We'll build understanding of the Chinese culture and Chinese society through the lens of health and wellbeing.

TV shows, films, cultural performances, after-school activities comparisons, etc. Students will further develop their linguistic skills and cultural understandings through the exploration of traditional and contemporary entertainment activities in Chinese speaking communities, as well as descriptions of their daily entertainment activities in Chinese.

Course Description: Media & Travel and Custom

This year 10 course, then continues to explore a range of media content from traditional Chinese media such as local news, journalists, interviews and TV shows to modern media such as Wechat, TikTok, Bilibili, TV drama and QQ. Through the learning of media content, students will further make comparisons between Chinese media and Australian media and critique the role media plays in culture and society.

Building on the travel unit from Year 9, students will further explore the linguistic and cultural aspects around travelling. We'll also explore traditional cultural activities, customs and etiquettes in China.

## LOSP - Spanish (Semester 1 & 2)

Course Description:

Students electing Year 10 Spanish will complete the VET Certificate II in Applied Languages (Spanish). This course is designed to assist students with developing their speaking skills in a practical and workplace setting. Students will obtain the certificate

after a full year of study in Year 10. This certificate will lead to, and is a pre-requisite for, the Certificate III Applied Languages (Spanish) in Year 11 and Year 12 and adds a 10% boost to the ATAR ranking at VCE. There are no exams in this course. This course is timetabled during regular school hours.

## Studying a language outside school

The College supports students who wish to study a language outside school, outside of school times, however, under the following guidelines:

1. Students **MUST** select & inform the College of this on the Online Selection Program 'Web Preferences' during Term 3, 2022.
2. Failure to inform the College of this will result in the College **NOT** approving the student to study at a Language School.
3. If the College runs the chosen VCE Language subject in 2020, students must complete that subject with Wantirna College, with the College operating as the assessing school.
4. Students are welcome to undertake Language School, but only for tuition purposes only – they will not be assessed at the Language School.
5. If the above criteria are met, the student **MUST** ensure that the correct VCAA paperwork is completed by the Language School and returned to the Later Years Administrator for processing.

## Mathematics

In Years 9 and 10, students will choose one year-long course each year. Teachers at Years 8 and 9 will use the evidence of learning demonstrated by students to make recommendations about the most suitable pathway for each student. These recommendations will be communicated to students and parents prior to course selection for the following year. Students are encouraged to reflect on their learning to date and to choose a course that builds on the success that they have already achieved, and as demonstrated through their evidence of learning. The courses have been designed to support different pathways, so it is important that students understand the implications of their choice. Students may alter their pathway, as required, if they are able to demonstrate readiness for a particular subject.

In the Middle Years, Mathematics equips students with important concepts and skills to develop as successful learners. They develop an understanding of the role of mathematics in life, society and work. Through problem solving and inquiry students demonstrate how to apply mathematical processes across the disciplines. We aim for students to be confident in their knowledge and application of mathematical concepts in order to attain new knowledge and skills when needed and to be successful numerate citizens.

Regular, if not daily, practice of mathematical skills is necessary to consolidate skills learnt in the classroom, so if students have not been set any specific homework they should be practising their tables, revisiting questions from class, developing their logbooks, completing tasks on Mathspace.

All students are required to have access to Mathspace as this provides an interactive learning and assessment program. [Mathspace](#) is the world's first maths program that allows students to show every step of their maths reasoning, writing naturally into mobile devices. With Mathspace, all written steps are made digital, captured in the cloud, and are available for students and teachers to review. Each line of work is marked as students complete it, giving them real-time, formative feedback at each step of a question, and supports them at every step with hints, videos and next steps. This data also drives the adaptive learning engine, which personalises a student's path through a curriculum. This means students have a more adaptive and personalised learning path.

Maths Boost is an after school support program that runs one afternoon per week. All students are welcome to attend to complete homework, work in study groups or ask for specific help.

## M9EM – Year 9 Essential Maths

Course Description:

Essential Maths has been designed as a two year course (Year 9 Essential Maths and Year 10 Essential Maths).

The Essential Maths course has been designed for different groups of students.

These include students that have experienced at least one of the following:

- Have not yet reached a level 7.0 in the Number and Algebra strand of the Victorian Curriculum by the end of Semester 1, Year 8
- have significant gaps in their understanding of mathematics.
- found that their Year 8 Maths class moved more quickly through the content than they were comfortable with
- completed QuickSmart Numeracy and/or not yet fully confident with their automaticity
- have identified that they would like to follow a VCAL pathway

Students will develop a wide range of skills and knowledge across the three strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The focus for each student may differ in every topic and will be dependent on their individual strengths and areas for improvement. Students will have one of two options available in Year 10:

- Year 10 Essential Maths
- Pathway to General Maths, only available for students who have made significant progress during Year 9 Essential and now have the confidence and skills to attempt a more challenging level of mathematics.

Students will not be able to select Year 9 Essential Maths unless they have been specifically contacted by the Leader of Mathematics at the College.

## M9CM – Year 9 Core Maths

Course Description:

This course has been designed for students who have reached at least a level 7.0 in the Number and Algebra strand of the Victorian Curriculum by the end of Semester 1, Year 8. This course aims to prepare students to undertake either of the two pre-VCE maths courses offered in Year 10: 'Pathway to General Maths' or 'Pathway to Maths Methods'.

Students will develop a wide range of skills and knowledge across the three strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. There will be a greater emphasis on linear algebra, linear graphing and proportional reasoning than in the Essential Maths course.

Students will have one of two options available in Year 10:

- Pathway to General Maths
- Pathway to Maths Methods

Please note: that students who have experienced significant difficulty with the Year 9 Core Maths content may elect to study Year 10 Essential Maths in Year 10. Students who are considering this option should contact the College for further discussion.



## MOEM – Year 10 Essential Maths

Course Description:

Essential Maths has been designed as a two year course (Year 9 Essential Maths and Year 10 Essential Maths).

The Year 10 Essential Maths course is designed to allow students to continue to develop their mathematical understanding. The topics chosen, and the way that the content is delivered, will give students the opportunity to learn mathematical skills in a more practical context. The majority of the Year 10 course is intended to prepare students for either VCAL Numeracy or Units 1 & 2 Foundation Mathematics. Students will be given the opportunity to complete work of a more algebraic and abstract nature should they intend to study Units 1 & 2 General Mathematics in Year 11.

Students who have studied Year 10 Essential Maths and who wish to continue their study of Mathematics in Year 11 will have three options:

- Foundation Mathematics Units 1 & 2 (students who are considering a Units  $\frac{1}{2}$  Mathematics study as a tertiary pre-requisite should be aware that this course is highly unlikely to meet that pre-requisite)
- VCE - VM Numeracy Units 1 & 2 (subject to acceptance into the VCE VM program, which is by application to the College).  
General Mathematics Units 1 & 2 (only available for students who have made significant progress during Year 10 Essential and now have the confidence and skills to attempt a more challenging level of mathematics).

## MOMG – Pathway to General Maths

Course Description:

This course is aimed at students preparing to undertake the VCE sequence of Units 1 – 4 General Mathematics. The content covered will include linear and simultaneous equations, linear graphs, measurement, trigonometry, univariate data and probability.

Students enrolled in this course are expected to have their own CAS Calculator, as the course is designed to prepare students in the appropriate use of this technology.

Students who have studied Pathway to General Maths in Year 10 and who wish to continue their study of Mathematics in Year 11 will have three options:

- General Mathematics Units 1 & 2
- Foundation Mathematics Units 1 & 2 (students who are considering a Units  $\frac{1}{2}$  Mathematics study as a tertiary pre-requisite should be aware that this course is highly unlikely to meet that pre-requisite)
- VCE - VM Numeracy Units 1 & 2 (subject to acceptance into the VCE VM program, which is by application to the College)

## MOMM – Pathway to Maths Methods

Course Description:

This course is aimed at students preparing to undertake the VCE sequence containing Units 1 through to 4 of Mathematical Methods, as well as access to Units 1 and 2 Specialist Mathematics. The concepts covered in this course are based on the level 10/10A Mathematics Victorian Curriculum.

The content covered will include linear and simultaneous equations, linear graphs and co-ordinate geometry, geometry, quadratic algebra and graphs, trigonometry, univariate data and indices, logarithms and exponentials.

Students enrolled in this course are expected to have their own CAS Calculator, as the course is designed to prepare students in the appropriate use of this technology.

Students who have studied Pathway to Maths Methods in Year 10 and who wish to continue their study of Mathematics in Year 11 will have three options:

- General Mathematics Units 1 & 2
- Mathematical Methods Units 1 & 2
- Specialist Mathematics Units 1 & 2 (this must be studied concurrently with Mathematical Methods Units 1 & 2)

## M5WM – The Wide World of Mathematics

Course Description:

This semester long elective is aimed at students in either Year 9 or 10 who are keen to extend their mathematical understanding beyond what is already covered in their core Year 9 or 10 mathematics class. It will complement the curriculum taught in our core units of Mathematics. It is intended that this unit will help engage students in higher levels of mathematical thinking and problem solving, particularly in the use of algebra, and its relation to other areas of mathematics (including but not limited to measurement, statistics, geometry and probability).

Some of the concepts explored in this unit will relate to VCE study designs, whilst other concepts may be drawn from outside the set syllabus (e.g. Pascal's Triangle).

Students will also use freely accessible digital technologies (e.g. Desmos, TI-Nspire CAS Calculator software) to explore mathematical concepts.

## Science

Core science runs as a single semester unit in years 9 and 10. Year nine runs in either semester 1 or 2, whereas year 10 runs in semester 1 and provides a foundation for the advanced science electives. Students in year 10, have a choice of 2 core science units; either General Science or Advanced General Science. General science prepares students for scientific understanding that they will expect to encounter in life, whereas Advanced General Science provides a deeper understanding of scientific knowledge and understanding, as well as preparing students for the rigours of science in VCE; especially Physics and Chemistry.

As well as the core units that students undertake each year, they are able to select from a variety of elective subjects, each with a specific discipline or interest. There are 6 electives that can be chosen in either years 9 or 10, and a further 4 electives that can only be undertaken in year 10.

Students graduating from 8 Skepsi have the option of undertaking either Year 10 General Science or Yr 10 Advanced Science.

## Core Science

### S9CS – Year 9 General Science

Course Description:

In Core Science, students will undertake units of study in Biology, Chemistry and Physics. Students will explore the nervous and endocrine systems, including how organisms control and respond to changes. They will also investigate chemical reactions and the changes in bonding between particles, as well as the nature and behaviour of light as form of energy. Students will investigate these concepts using a range of activities including experiments and extended research tasks.

## SOSC – Year 10 General Science

### Course Description:

In General Science, students will undertake units of study in Biology, Physics and Chemistry. They will examine the genetic basis of inheritance and the molecular structure of DNA. Understanding the laws of inheritability allows students to become familiar with how genetic disorders are inherited and the contribution of their genetic make-up to their own characteristics. In Physics, students will study Newton's Laws of Motion and undertake a range of experiments concerning movement, acceleration, inertia and forces. They will apply this understanding of motion to research road science and safety. In Chemistry, students will investigate chemical reactions, identify the products of chemical reactions, balance chemical equations and understand the applications of chemical bonding.

## SOSA -Year 10 Advanced General Science

### Course Description:

In Advanced General Science, students will undertake units of study in Biology, Physics and Chemistry but with further extension and broadening. This will allow students who have shown an aptitude for Science in years 7, 8 and 9 to continue to extend their skills and understanding in year 10 Science. Biology will focus on genetics, in particular, inheritance, and how mutations can lead to genetic diseases and adaptations. Physics will focus on the application of Newton's laws, use of technology to assist in motion data analysis. The Chemistry unit will build on student knowledge of the atom, delving into intra- and inter-molecular bonds, various aspects of different chemical reactions including reaction types, controlling rates of reaction and balancing chemical reactions. Students intending to undertake a VCE science are encouraged to undertake this course as a support to their VCE course.

# Year 9 & 10 Science Elective Curriculum

## S5CS - Science of Cells and Systems

### Course Description:

Students choosing this unit will examine challenges to survival and the biological mechanisms which enhance the survival of humans. In particular, they will investigate various body systems to learn about their structure and function in a healthy person. This knowledge will then be used to research the effects of diseases that affect different body systems. Students will investigate issues dealing with health and medical aspects of the body.

This unit provides a foundation for VCE Biology.

## S5EL - Science of the Environment and Living Things

### Course Description:

Students choosing this unit will be introduced to the components and interactions within the environment. The unit also covers concepts surrounding food webs, classification and conservation through experiments, simulations and case studies. At the end of the unit, students have an opportunity to demonstrate their knowledge and apply it to fighting extinction in line with Zoos Victoria's goals. They will investigate a species in decline and choose an action to help fight its extinction.

This unit provides a foundation for VCE Environmental Science.

## S5ES - Science of Earth and Space

### Course Description:

Students choosing this unit will explore the science involved with earth and space. There will be investigations on: the solar system, astronomy, the design and use of rockets, space exploration and travel, spectroscopy, the life cycle of stars and galaxies, the interactions between astronomical bodies and the like.

Through experimental design to investigate the physical phenomenon involved with gravity, students will build upon the skills acquired in their Core Science unit. Students will be encouraged to work in groups for the investigation and the content will provide an integrated approach to finding out more about Earth and Space science.

## S5PP - Science of Plastics and Polymers

### Course Description:

This subject will begin with students learning about the sources and production of the raw products required to make plastics and polymers. This knowledge will then lead into the production of countless different polymers such as nylon, Bakelite, rayon, slime, synthetic rubber, alcohols and many more. The properties of polymers and their historical development will also be investigated. No study of plastics would be complete without looking at the environmental issues surrounding their production and disposal.

This unit provides a foundation for VCE Chemistry.

## S5SR - Science of Crime

### Course Description

The work of a forensic scientist involves an application of skill and knowledge from a range of scientific disciplines including Biology, Chemistry and Physics. The focus of this elective is to introduce students to a range of investigative techniques used by forensic scientists in the laboratory and in the field at crime scenes. Students will act as crime scene investigators, scientists who analyse crime scenes and develop an understanding of crime scene procedures including contamination and continuity of evidence. They will analyse physical evidence such as fingerprints, blood and make casts and impressions of tool or track marks. Students will also develop some understanding of the nature of crime and the impact on our community.

## S5SF - Science of Food

### Course Description

The science of nutrition and food production impacts all people from developing countries to modern western communities. The health implications of poor nutrition and the use of food as medicine is well understood by health scientists and is of great general interest to individuals. To develop a true understanding of the science of food, this unit will explore the production and use of chemicals used to enhance food production. It will examine the major macronutrients of protein, fats and carbohydrate and the chemical processes involved in their digestion. It will investigate the role of additives and preservatives in foods and enable students to successfully identify and evaluate labelling of foodstuffs in Australia. Students will examine the environmental impact of food production and explore issues of sustainability, waste and pollution and current advances in food science including genetically modified foods.

# Year 10 Science Elective Curriculum

## SOPS - Psychology, Self and Others

### Course Description:

**Psychology, Self and Others Course Description:** Psychology is the scientific study of human behaviour and mental processes. Students choosing this unit will explore how Psychology can be applied to personal and social situations around us. Students will investigate the methods that psychologists use to determine the links between psychological processes and behaviour. Students explore concepts from a range of topics which may be drawn from personality, intelligence, forensic psychology, group behaviour, competitive performance or mental health. This elective is highly recommended to students that wish to undertake VCE Psychology.

This unit provides a foundation for VCE Psychology

## SOSB - Science of Biotechnology

### Course Description:

Students choosing this unit will examine biotechnology and how it makes an impact on our everyday lives. This unit will cover areas of study such as genetic engineering including; the basic concept of introducing genes from one organism into another; how genetically modified foods are made; what cloning is and how DNA fingerprinting is carried out and used by police. They will study microbiology including; what is involved with sterile techniques; growing micro-organisms and infection control. Students taking this elective will be investigating aspects of biotechnology that are current and impacting on our lives already. Links will be made to topics covered in the core science units. A set task will involve keeping up with current issues and discoveries. This elective is highly recommended to students that wish to undertake VCE Biology.

This unit provides a foundation for VCE Biology

## SOSM - Science of Medicines

### Course Description:

Students choosing this unit will investigate medicines through the history and development of a range of pharmaceutical products including vitamins, analgesics and natural medications. This study will encompass the effects each has on the mind and body. Students will investigate both short and long term physiological effects that some medicines have on a system. The chemical aspects of this course will enhance student's laboratory work with the opportunity to make products like sports rub, aspirin and to extract caffeine. There will an emphasis on understanding the chemical structure of a number of pharmaceutical products. This elective is highly recommended to students who wish to undertake VCE Chemistry.

This unit provides a foundation for VCE Chemistry

## S0BB Science - Big Bang Science

### Course Description:

This elective is designed to prepare students for VCE Science subjects. The content will extend on the Year 10 core science to provide an experience that will prepare students for the rigours of VCE. Emphasis will be on the fundamental knowledge and skills that students will need for VCE Units 1 and 2. They will undertake a variety of practical activities that are aimed to develop the necessary skills in experimental design, data collection and analysis, measurement, observation and experimental report writing. The three units studied are a student-directed research task, the chemistry of redox reactions and the nature of nuclear radiation. This elective is highly recommended to students that wish to undertake VCE Chemistry or Physics.

This unit provides a foundation for VCE Chemistry and Physics

## Year 9 & 10 Technology electives

### Food Studies

#### T5FW - Foods around the world

##### Course description:

Do you like the idea of making American Chocolate Brownies, Homemade Dim Sims and Spanish Churros? Then this course is for you! 'Foods around the World' is a practical based subject which aims to take students on a culinary journey, exploring ingredients, cultures and cooking techniques. Students will embark on an international tour, to investigate a range of multicultural foods we eat and enjoy. They will develop knowledge of the characteristics and properties of ingredients from the countries they visit/explore, including Indigenous Australian bush foods. Students will work individually as well as collaboratively to develop ideas to design and produce a repertoire of international recipes for the family.

- Design meals from around the world with authentic ingredients
- Learn about migration influences
- Learn about Australian bush tucker
- Food cultures and cooking techniques
- Social connectivity of food

#### T5BC - Bakery Cafe

##### Course description:

Learn to make your own bread, pastries and other sweet and savoury delicacies that you would find in a bakery cafe. Quick casual meals will be produced and presented in cafe style dining. Using the design process, students will explore key nutrients, ingredients and cooking process for café style meals. Students will develop, plan, produce and evaluate their own healthy/nutritious bakery meal combinations suitable to serve to cafe customers.

## T5FF - 'Fast and Fresh'

### Course Description:

Are you interested in cooking Grilled Chicken Tacos, Tasty Breakfast Burritos, Homemade Gourmet Beef Burgers and Gooey Chocolate Lava cakes? Then 'Fast and Fresh' is the subject for you!

Take a ride with us as we uncover the multicultural street food that is a hallmark of Melbourne food culture. Work with peers to develop creative sweet and savoury recipes that can be used in your own food truck. Plan, design and create fast, fresh and interesting menus utilising the many ingredients available. Gain the satisfaction of delivering amazing flavours that meet the time constraints, needs and wants of your Diners.

What's on the menu?

- Starters, appetizers and entrees, mains through to desserts.
- Street food
- Sweets

Productions include:

- Food truck challenge
- 30-minute mealtime trial – students complete against the clock to prepare food
- Ready steady cook!

## T5TE - Taste of Europe

### Course Description:

Does the idea of making Italian pasta, Greek souvlaki and Spanish tapas interest you? Come on a culinary journey and learn how to cook signature dishes of many European countries. In this unit of study, students will gain an understanding of cultural and family aspects of European life through the study of the food and culture; European ingredients; recipes for health with a high nutritional value; sustainability and design work. Throughout the practical sessions, students will develop advanced cooking skills by producing products such as pasta, bread and pastry. Students will acquire, through their own research and investigation of a European country, the ability to apply the design process to create foods for their own unique European cultural occasion at school.

## IT

### T5MW - Minecraft & Web Design

Course description:

Beginning with web development, students will be introduced to basic levels of programming using both HTML & CSS. Students will use up to date industry level software such as Notepad++ and Visual Studio Code to design and deliver a final website for a real or mock client.

In the second term, students will use Minecraft Education Edition to learn how to program in Python and engage in 21st century skills, preparing them for future workplaces. Minecraft: Education Edition is a game based learning platform that builds STEM skills, unleashes creativity and engages students in collaboration and problem-solving. The course will encourage critical thinking, and teach important programming concepts.

No prior knowledge is required for this subject as students will be taught everything from a beginner level. This course is aimed at students who wish to explore the more technical side of computing.

## TFCC - Create with Code

Course description:

In the first term, students will use Unity to learn the fundamentals of programming in the context of creating their own projects. During the course, they will create several prototypes, manage a larger personal project more independently, and complete challenges and quizzes along the way to solidify and expand their new knowledge. The skills that they learn will align with the learning objectives from the Unity Certified User exam, providing them with a foundational understanding of Unity and C# programming, preparing them for certification. In addition to these core technical competencies, students will learn how to manage a project from start to finish: coming up with a concept, creating a project plan, prioritizing tasks, and hitting milestones. By the end of the course, students will have the confidence that, given enough time and resources, they can create anything they want with Unity and C#.

In the second term, students will use Unity to learn the fundamentals of designing and developing Virtual Reality (VR) and Augmented Reality (AR) applications. During the course, they will create several prototypes, attempt challenges, and complete quizzes along the way to solidify and expand their new knowledge. Students will have an opportunity to create a VR prototype or an AR game, bringing these exciting technologies to life and preparing students for what's to come in the future.

No prior knowledge is required for this subject as students will be taught everything from a beginner level. This course is aimed at students who wish to explore the more technical side of computing.

## Product Design

### T5IC - Innovative Creations

Course description:

Students choosing this elective will respond to design briefs and investigate and select a range of materials, components, tools and equipment to develop creative design ideas. Students will design and create a range of products using both traditional methods and new technologies such as the laser cutter, CNC router and 3D printer. Students apply their critical and creative design thinking skills to develop, modify and communicate design ideas within their folio. Students generate 2D and 3D drawings using digital and manual methods, create models and prototypes to explore design ideas. Students are taught how to use CAD programs such as: Fusion 360, illustrator and RD works to communicate their ideas.

### T5DS - Designed Solutions

Course Description:

Students looking towards VCE Product Design and Technology are strongly to take up this elective. Students choosing this elective will build on their skills from previous years. They will design and produce a range of products such as storage products, furniture and or games. Students establish detailed criteria for success; use these to evaluate their ideas. Students communicate and document projects, including marketing for a range of audiences in their folio. They independently and collaboratively apply production and management plans when making products. They select and use appropriate technologies to build their product.



## T5YD Textiles - Young Designers

### Course Description:

This course introduces students to the functions of a sewing machine and overlocker, which will enable them to design and make their own fashion garments and or textile products. Students will deepen their knowledge and understanding of the design process and apply the design elements and principles of fashion. This elective involves students learning safe use of a sewing machine, investigating body shapes and fashion designs to achieve a creative aesthetic in their clothing choices. Students will explore fashion illustrations and the design process for production of garments and/or textiles products.

Students will need to provide fabric and notions for the practical component of study and a visual diary for documentation.

## T5FM –Textiles: Fashion & Products

### Course Description:

This course introduces students to a range of sampling techniques such as quilting, screen printing, 3D printing with textiles, laser cutting samples and many more. Students will build on their knowledge of pattern pieces and use commercial patterns to construct an item of clothing of their choice. Students experience the maze of construction terminology to discover the techniques and procedures to make a garment and/or textile product. In addition, students will experiment with a range of different presentation skills to document their creative personal journey through the design process. Students will need to provide materials and notions for the practical component.

Students can choose one of two options for their outcomes:

- Option 1- Produce garments using commercial patterns to construct knitted and woven garments, these will include prom dresses, fashion clothing, Shirts
- Option 2 – Produce Textile products using patterns, hand stitching and sewing machine skills. Products include toys, bags, fashion accessories, textiles products for pets or babies.

For any student considering VCE Product Design Textiles and/or VET Fashion this unit of study is highly recommend to help in presenting design work for their portfolio and obtaining essential knowledge for garment construction.

## Systems Engineering

### T5S1 - Integrated Systems Engineering 1

#### Course Description:

Students who are looking towards VCE Systems Engineering would be strongly encouraged to take up this elective. It is offered as the first of a two unit program designed to introduce students to the practices of design and construction using electronics and mechanisms in an engineering context. This introductory unit is primarily focused on developing basic skills in constructing and applying different devices to a given situation. The emphasis is that students should develop practical and thinking skills to satisfy the needs of a design brief, taking into account the requirements of the specific problem. Students will use electromechanical kits and other technology resources to complete their projects.

## T5S2 - Integrated Systems Engineering 2

### Course Description:

Students who are looking towards VCE Systems Engineering would be strongly encouraged to take up this elective as the second part of the Systems Engineering course. This unit is focussed on developing essential skills in constructing and applying different devices to a given situation. The emphasis is that students should develop key skills to satisfy the needs of a design brief taking into account the requirements of the specific problem. Students will study application of electronics, integration of electronics and advanced control systems engineering. Students will study the design process, mechanisms, levers, pulleys, gears, cranks, electronic systems and the design and application of a circuit.

## T5S3 - Integrated Systems Engineering 3

### Course Description:

This subject is designed to introduce students to the practices of design and construction using mechanisms in an engineering context. This unit is primarily focussed on developing skills in constructing and understanding concepts in applications in a number of areas. Overall, the emphasis is that students will build practical and thinking skills to develop solutions to engineering tasks and problems. A design brief is utilised to satisfy the needs and requirements of any specific need, problem or opportunity.

## T5RO - Robotics

### Course Description:

Students choosing this unit will explore the technology involved with the understanding of Robotics. They will include in their studies: types of robots, design, construction and control, together with robotics in society and their evolution.

Students will focus on utilising skills that are applicable to practical problem solving. They will have the opportunity to use Lego Mindstorm kits to build their robots. In addition there will be practical robot based electronic and mechanical construction project.

# Visual Arts Year 9

## The Arts Elective Curriculum

### A9AR - Art

#### Course Description:

This subject builds on the knowledge and skills taught in Year 7 Art. Students will continue to develop skills in drawing and using the design process. They will learn new skills and refine existing skills in a range of art media, which may include acrylic paint, pencils, charcoal, pastels, printmaking and sculpture mediums. Students will study a range of art movements and use this knowledge to inform their own art practice, and for the purpose of analysis. Students will build on their knowledge of the art elements and art principles to trial and develop creative responses to tasks in their visual diary to produce finished artworks. Students will also build on their analytical knowledge to produce written analysis about other artists' work.

## A9CE - Ceramics

### Course Description:

Students will explore art production using clay. They will produce a visual diary of experimentation and planning, which will lead to a folio of finished ceramic works. Students will be introduced to the three basic construction methods of pinch pot, coil and slab construction. They will cover a range of decorative techniques such as intaglio and glazing. Students will also develop skills in analytical writing, using the art elements and art principles to analyse and discuss a range of ceramic artworks.

## A9AD - Digital Art

### Course Description:

This subject builds on the knowledge and skills taught in Year 7 Art. Students will continue to develop skills in using the design process and conceptual thinking. They will learn to use a variety of software to produce digital art. Students will explore different types of digital tools to develop a range of digital artforms, such as digital painting, collage and image manipulation, and sculptural forms using 3D printing. Students will study historical art movements and use this knowledge to inform their own art practice, and for the purpose of analysis. Students will build on their knowledge of the art elements and art principles to trial and develop creative responses to tasks in their visual diary to produce finished artworks. Students will also build on their analytical knowledge to produce written analysis about other artists' work.

## A9DP - Digital Photography

### Course Description:

Students will use digital cameras to learn about the art of taking aesthetically pleasing photographs. They will explore topics such as depth of field, the effects of light and shutter speed on an image, and composition using the art elements and art principles. Students will have the opportunity to use both automatic digital and DSLR camera (having your own digital camera is an advantage). Students learn to edit and manipulate photographs using Adobe Photoshop. Students will keep records of their progress in their visual diaries and explore the visual imagery of significant photographers and artists. Students will present their final images as a folio of finished works. They will develop skill sin analytical writing, using the art elements and art principles to analyse and discuss photographic artwork.

## A9ME - Media

### Course Description:

Students choosing this unit will explore Media in a variety of contexts. They will examine Media institutions and how they operate to communicate to various audiences, how advertising works, the operation of targeted media campaigns, and the nature of communication and bias in news reporting. Students will examine the techniques and protocols used in media production including genre, pre-production scripts, storyboards and media production (camera, lighting, editing, acting, framing, direction, sets, locations and casting). Students also have the opportunity to use production tools to prepare and create media narratives.

## A9VC - Visual Communication and Design

### Course Description:

Students choosing this course will participate in activities aimed at further developing their knowledge and skills taught in Year 8 Visual Communication Design. The course aims to develop an understanding of Environmental, Industrial and Communication design areas. Students complete creative and conventional drawing projects using the elements and principles of design and learn design thinking strategies to invent creative solutions to design problems. They experiment with

free-hand, instrumental and digital methods to generate, develop and refine ideas to create final presentations that satisfy a brief. Students study and analyse design movements to inform their own creative design practice.

# Visual Arts Year 10

## The Visual Arts Elective Curriculum

### AOCE - Ceramics

Course Description:

In Year 10 Ceramics students will explore art production using clay, producing functional and decorative pieces. They will provide a visual diary of experimentation and planning, which will lead on to a folio of finished ceramic works. Students will cover the 3 basic construction methods of Pinch Pot, Coil and Slab construction, and will expand on previous skills if they completed Ceramics in Year 9. Students will also have the opportunity to learn wheel-thrown pottery and slip casting. They will cover a range of decorative techniques, such as Intaglio, Glazing, Slip and Sgraffito. Students will also develop skills in analytical writing using the art elements and art principles to analyse and discuss a range of ceramic artworks. This subject can lead into VCE Art or VCE Studio Arts.

### AOAD - Digital Art

Course Description:

This subject builds on the knowledge and skills taught in Year 7 Art and in Year 9 Digital Arts. Although this is not a prerequisite for selecting this subject. Students will continue to develop skills in using the design process and conceptual thinking. They will learn to use a variety of software to produce digital art, which may include painting, collage, image manipulation and sculpture, using a 3D printer. Students will extend and refine their existing skills to produce thoughtful, well developed artworks. Students will study three historical art movements and use this knowledge to inform their own art practice and for the purpose of analysis. Students will build on their knowledge of the art elements and art principles and will trial and develop creative responses to tasks in their visual diary to produce finished works. Students will also build on their analytical knowledge to produce written analysis of other artists' work. This subject can lead into VCE Art or VCE Studio Arts.

### AODP - Art: Draw/Paint/Print

Course Description:

Students will develop their skills and learn techniques in Drawing, Painting and Printmaking. They will produce original, creative responses to tasks in various media using the design process to develop and refine their ideas in their visual diary. They will use the art elements and art principles to communicate their ideas and intentions within their artworks. Students will study three art movements, using this knowledge to inform their practical work and for the purpose of written art analysis. They will deepen their understanding and skill of art analysis through more thorough discussion and research. This subject can lead into VCE Art or VCE Studio Arts and will give students considering either VCE Art or Studio Arts subject a good grounding in both the theory and practical skills required.

### AOME - Media

Course Description:

Students choosing this unit will study media texts from different cultures, develop production knowledge and skills and experiment with different approaches to presentation. This will involve the development of a media product from pre-

production to post-production, and the final presentation of a product developed during the unit. This subject provides a sound basis for VCE Media and is particularly valuable for students interested in advertising, marketing and communication through technology.

## AOPH - Art: Photography

Course Description:

Students choosing this unit will learn basic techniques of black and white film photography. They will use a pinhole camera based on the first traditional camera (camera obscuras), undertake darkroom experiments and small digital tasks. Using a 35mm SLR camera, students will go on a class photo shoot to take rolls of black and white film. Students are expected to attend the compulsory excursion to Melbourne. Upon returning to school, students will process this film using chemicals. They will learn darkroom techniques to create and manipulate black and white photographs for their folio.

These photographs will be mounted for presentation. All experiences will be recorded in a visual diary. Students will analyse their own and other's photographs. They will also complete written work that explore photographic materials, techniques, styles, and the art elements and art principles. This subject can lead into VCE Art or VCE Studio Arts.

## AOVA - Visual Communication: Architectural Design and Drawing

Course Description:

Students choosing this unit will focus on Environmental design. They will learn about the Australian Standards Conventions relating to the built environment such as floorplans and elevations as well as perspective and paraline drawing systems. Students use design process and creative problem solving through the use of design thinking strategies. Students learn to draw a house plan, elevations and three-dimensional rendered drawings of structures and digital drawings of the built environment. They learn to manipulate the elements and principles to design. Students work through the design process and use a variety of materials, 2D and 3D methods and media to develop their own creative architectural project. Students learn about the work of architects and analyse their products and processes to inform their own creative practice.

## AOVM - Visual Communication and Design: Making and Marketing

Course Description:

Students choosing this unit will focus on the Industrial and Communication design fields. Students learn conceptual design thinking strategies and techniques. They work through the design process to find creative solutions to design problems.

Students design an Industrial design object, a product or package, producing two and three dimensional representations of their design. They use the Australian Standards Conventions for technical drawing to produce paraline, perspective and Orthogonal Drawings of their designs. Students also develop a Communication design project that conveys an idea or concept. They experiment and develop skills using a variety of media and materials. They practice freehand, instrumental and digital methods. They look at the practices of designers working in the industrial and communication design fields and analyse their products to inform their own design practices.

# Performing Arts

## A5TT - Theatre Technology

### Course Description:

The creation of live theatre requires a collaboration of designers to work together to plan, develop and perform the plays and musicals we see today. This non-acting unit will allow students to explore the other technologies which support the actors and help directors present their vision for performance.

Students will work through the units:

- **Set Design:** students will explore a script and develop a full scale set for a section/scene of the script
- **Lighting Design:** students will play with lighting technologies such as Onyx and MA2 to build lighting plots and experiment with design
- **Production and Presentation:** students will engage in health and safety workshops around how to build set safely, how lights are rigged and how to work safely in a theatre environment. Using this, students will create ten moving images which incorporate set, lighting and sound
- **External Analysis:** students will watch a professional performance to analyse and evaluate how set and lighting are used to enhance and emphasis what actors are presenting

Students do not need any prior experience in order to take this subject.

## A5TP - Theatre Production

### Course Description:

Students choosing this course will investigate all aspects of the theatrical process, from planning to development to presentation. Students will explore scripts in depth, further developing their understanding of how to portray a character and create design elements for theatre. They will develop expertise, organisation, collaboration and leadership skills in two production roles from set, props, costume, make-up, lighting, sound, direction and acting. They will utilise a variety of theatre technologies and incorporate real world safe and ethical practices.

Students undertaking this course must be willing to attend extra rehearsals outside of class time. There will be a cost involved, \$48 for students to attend a production and/or workshop with a professional theatre company. Students wishing to pursue VCE Theatre Studies are strongly recommended to undertake either Theatre Studies Production and/or Theatre Studies Acting.

## A5TA - Theatre Acting

### Course Description:

Students choosing this course will explore individually and in groups a range of performance styles. They will look at how acting and directing and the production roles of set, props, costume, make-up, lighting and sound, differ in each of these styles. Students will continue to develop their skills as a performer and as part of an ensemble group and be introduced to the elements of theatre composition and dramaturgy. As a class, students will focus on one theatrical style and plan and develop a class production in that style for performance. Students undertaking this course must be willing to attend extra rehearsals outside of class time. There will be a cost involved for students to attend a professional performance and/or workshop with a theatre company. Students wishing to pursue VCE Theatre Studies are strongly recommended to undertake either Theatre Studies Production and/or Theatre Studies Acting.

## A9DR - Drama

### Course Description:

Students choosing this course will work on the development of scripted duologues (script for two actors) and be involved in all aspects of a class production. As part of this work they will gain skills in script analysis and explore techniques used by actors to create a character. This will include enriching their understanding and skills in manipulating the dramatic elements of space, focus, tension and mood in order to create a well crafted performance. Students will also learn about direction and the production roles of set and props, costume and make-up, and lighting and sound. There will be a cost involved for students to attend a professional production in order to complete a performance analysis and evaluation.

## A5DA - Dance Artistry

### Course Description:

As students learn about dance, they broaden their experiences of dance genres and particular styles and use these as a springboard for their choreography unit. They also consider how dance can communicate and challenge ideas about issues and concepts. This subject provides the opportunity for students to engage with and experience a number of different dance styles including Hip Hop, Contemporary, Commercial Jazz, Ballet and Musical Theatre. Students will develop personal movement vocabulary specific to each dance style through various choreographic workshops.

This subject introduces students to movement vocabulary and the processes of dance collaboration to effectively communicate and intention. Students will use a variety of stimuli to create, rehearse, refine and perform dances whilst demonstrating safe dance practices and appropriate levels of artistry to communicate an intention. Students will also be encouraged to manipulate and combine the elements of dance and choreographic devices when realising a dance work and to consider production elements to communicate their choreographic intent.

Students will also learn, rehearse and safely and expressively perform learnt dance works by another choreographer that accurately communicates an intention through various sections.

Whilst continuing to build their awareness of dance styles and genres and how the style specific movements can communicate ideas, students will refine their confidence and clarity of movement, projection and focus to communicate a choreographer's intention.

Students will complete regular dance training and rehearsals and will refine their physical skills to assist with accurate execution of movement vocabulary. They will also continue to develop their capacity of safe dance and the ability to move with an awareness of self and others in the performance space, and as appropriate, reproduce group formations accurately to demonstrate and understanding of spatial organisation.

## A5DT - Dance Techniques

### Course Description:

This unit of work will be the foundation to increase the students' knowledge of the dancer's body and movement capabilities and will be scaffolded to each individual learner based on their entry technique, knowledge and skills and will extend each student in a personalised training program.

Students will develop, refine and evaluate their dance techniques and terminology through various activities such as corner work, partner work and whole group sequential routines that highlight their new strengths and identify their progress throughout the subject.

No prior dance knowledge or experience is required for this unit.

Students will learn through a variety of fundamental dance training techniques such as Pilates, ballet and core and strength training in order to build their knowledge and understanding of the movements in the dancer's body.

Whilst completing their technique training, students will also develop their understanding of the importance of safe dance and the importance of alignment and control within the dancer's training. This will include aspects such as warming up and cooling down, appropriate stretching techniques and the injury prevention and management strategy.

Being a form of kinaesthetic intelligence, dance is a powerful tool that can develop a second language-like form that could focus on vocabulary, grammar and meaning/interpretation. It assists students to develop a relationship with their body and mind and explore the movement possibilities.

Through various styles of dance such as Ballet, Jazz and Modern dance, students will develop and continue to extend their vocabulary not only in class, but in their own dance work to solidify their understanding not only of the names of the movements, but their definitions also, especially the Ballet terminology. Students will use their dance terminology in each class when naming and describing movements, positions and sequences in not only learning movement, but in discussions with their teacher and peers to reinforce the language and definitions.

## A5DC - Dance Composition

Course Description:

This subject focuses on the creation and performance of duo and solo dance work as well as developing their analytical skills in relation to movement and performance. To further develop the students' knowledge and understanding of movement sequences and choreography, the intention for this subject focus is on communicating ideas and narratives through movement.

Students will explore various ways of manipulating the movement categories, physical skills and elements of movement to create a cohesive composition that communicates their intention. Students will participate in multiple structured improvised workshops whilst using a variety of stimuli to create, rehearse, refine and perform dances whilst demonstrating safe dance practices and appropriate levels of artistry to communicate an intention. Students will also be encouraged to manipulate choreographic devices when realising a dance work and to consider production elements to communicate their choreographic intent.

In regard to analysis, students will begin to document and analyse the realisation of their dance works through the choreographic process of improvisation, selection, arrangement, refinement and evaluation to better understand the effectiveness of their movement in relation to the communication of their intention.

Students will also develop an understanding of the ways choreographers arrange selected movement vocabulary into phrases and sections to communicate their intention. They will analyse not only the movement vocabulary, but also influences on the movement vocabulary, intention and production aspects used to communicate an intention.

Students will continue to complete regular dance training and rehearsals and will refine their physical skills to assist with accurate execution of movement vocabulary. They will also continue to develop their capacity of safe dance and the ability to move with an awareness of self and others in the performance space, and as appropriate, reproduce group formations accurately to demonstrate and understanding of spatial organisation.

## A5PS - Pop Song Writing

Course Description:

This subject aims to give students the opportunity to explore creative expression through the highly accessible medium of songwriting. Students will delve into the

structures and processes of all the various aspects of songwriting, including lyrics, form, melodic and harmonic compositional tools, rhythmic and stylistic nuances,

arrangement, instrumentation, and production. All the aforementioned facets will be examined through historical, cultural and social lenses, as well as from a technical perspective, allowing students' creative expression to springboard from a rich and



layered understanding of established traditions and practices.

The subject is divided into three units:

- **Unpacking Songs** allows students to discover, explore and analyse iconic pop songs, extracting general principles, techniques and strategies that will ultimately inform and improve their own craft.
- **Individual Investigation** allows students to delve more deeply into an artist or body of work of their own choice, encouraging them to follow their own passion and discover what it is that makes their favourite artist, composer or piece of music unique from the perspective of songwriting craft.
- **Creating Songs** allows students to apply their knowledge and skills towards their own creation. Students will work in small groups, allowing each member of the group to bring her/his own unique skills to the collaboration.

Students do not need any experience or knowledge in playing an instrument or studying music in order to take this subject

## A5SP - Sound Production and Tech

Course Description:

**Sound Production & Technology** is a subject designed to allow students to develop practical music industry-based skills which they can implement in a variety of settings. The subject will focus on the areas of Live Sound Technology, Mixing and Editing, Electronic Music Production and Audio Recording. It is a hands-on subject that allows students to develop the fundamentals of sound and music production. Within this subject students will learn how to operate recording and mixing equipment in a live and studio setting and gain experience in using loops, beat/rhythm sequencing, MIDI instruments and effects. Students learn about the history of electronic music production and its links to various subgenres of dance and electronic music. They learn about the defining characteristics of these genres and use these musical characteristics to create music in different styles.

Students do not need any experience or knowledge in playing an instrument or studying music in order to take this subject

## A5MA - Music for Animation

Course Description:

The world of animation is a hugely popular art form in current society and is intrinsically linked to music composition and production. Students will explore the development of music for animation through a number of platforms including –

- **Video Games** - from the humble beginnings of 'Pong' to the massive compositional scores of today such as 'Halo' and 'Final Fantasy'
- **Film** - Wan Twins, Don Bluth, Pixar, Studio Ghibli and of course Disney!
- **TV** - children's cartoons and the rise of adult-oriented animation from 'The Flintstones' and 'The Jetsons' through to 'The Simpsons', 'Family Guy' and 'South Park'.
- **Anime** – including propaganda films of the 1940's, through 'AstroBoy' and 'Kimba the White Lion' to the record setting 340 anime series that aired in 2015.

Students explore animation and composition through three units:

- **Gameplay** – focusing on the development of gameplay and the influence that sound and music has on audience and gameplay including switching, splitting, arranging and composing for animation.
- **Evolution and Context** – researching and investigating the history and evolution of animation/music in animation.
- **People and Places** – delving deeper into students' particular areas of interest .

Students do not need any experience or knowledge in playing an instrument, composing or studying music in order to take this subject.

Please note that students will be required to use game emulators; consoles; electronic composition, recording, screen capture and streaming software in this subject.

## A5MG - Music: Group Performance

Course Description:

This subject caters to all students of different levels of skill and experience in music.

Through a focus on Group Performance this course provides students with the foundations of performing music and collaborating with other musicians.

Areas of study include practical group rehearsal and performance, music literacy including aural and theory training, music listening and analysis and improvisation. The curriculum is designed to enable students to begin developing performance technique, strategies for managing performance anxiety, confidence and resilience, collaboration and creativity, and reflective practice.

Students undertaking this subject will be required to play an instrument and/or sing and are recommended to be enrolled in instrumental music lessons either through the College or externally. This can be arranged through the College if necessary. Students who already participate in Instrumental Music are strongly encouraged to select this subject.

Students wishing to pursue VCE Music Performance (Solo or Group) are strongly recommended to undertake Music Group Performance and/or Music Solo Performance.

## A5MS - Music: Solo Performance

Course Description:

Through a focus on Solo Performance this course caters to students wanting to enhance their skills as musicians and performers.

Areas of study include practical solo performance, music literacy including aural and theory training, music listening and analysis and composition. The curriculum is designed to enable students to further develop performance technique, strategies for managing performance anxiety, confidence and resilience, collaboration and creativity, and reflective practice.

Students undertaking this subject should have some experience in playing an instrument and/or singing and are recommended to be undertaking instrumental music lessons either through the College or externally. This can be arranged through the College if necessary. Students who already participate in Instrumental Music are strongly encouraged to select this subject.

Students wishing to pursue VCE Music Performance (Solo or Group) are strongly recommended to undertake Music Group Performance and/or Music Solo Performance.

This course is an individual performance course and can be undertaken in both Year 9 and Year 10.

# Year 9 Outdoor Education

**All students in Year 9 undertake a Challenge camp experience in term 4.**

These programs are designed to challenge students to move beyond their comfort zone and to challenge themselves physically, intellectually and emotionally. Camps are varied in the level of physical challenge students are expected to undertake. Parents and students will be invited to an information evening during 2020.

## Early Start VCE

**High achieving students in year 10 are invited to apply to undertake an Early Start VCE or VET subject.**

There is a great advantage to this as it allows students to get a feel for what to expect in VCE as well as allowing them to undertake one additional subject which can add to their ATAR score at the end of year 12.

Students who wish to undertake an Early Start VCE subject are required to complete an application process. This process includes referring to previous academic performance and an interview.

Should a subject that a student selects NOT run, their reserve subjects will be utilised.

Please note that for final studies to run, they are subject to sufficient student demand for units, availability of staff to teach units and timetabling arrangements which minimise unit clashes.

Early start VCE is offered in the following subjects:

- Health and Human Development
- Physical Education
- Accounting
- Business Management
- Geography
- Modern History
- Legal Studies
- Chinese 2nd Language & Advanced
- Chinese 1st Language
- General Maths
- Mathematical Methods
- English Language
- Biology
- Psychology
- Environmental Science
- Food Studies
- Applied Computing
- Product Design & Technology-Textiles/wood
- Art
- Dance
- Media
- Studio Arts
- Systems engineering
- Theatre Studies
- Visual Communication and Design

2023 Curriculum Handbook

# VCE Curriculum Overview



# VCE Curriculum Overview

VCE is a two-year course. Each subject has four semester units of study:

- Unit 1 and 2 at Year 11 level
- Unit 3 and 4 at Year 12 level.

To gain their certificate, students must meet the learning outcomes in a minimum of 16 units. This must include:

- A minimum of three units of an English subject which includes unit 3 and 4 chosen from English, English and an Additional Language (for qualified students), English Language and English Literature.
- At least three additional unit 3 and 4 subjects.

## English

Students must take at least 2 units per year in a study of English and must satisfy the Learning Outcomes in at least 3 units across the two years, inclusive of a 3 & 4 sequence. It is strongly recommended that all students study VCE English as their core English unless they are of high academic ability.

Year 11	Semester 1	At least 1 of: English Literature English Language EAL	Subject Choice (e.g. Biology)	Subject Choice (e.g. Psychology)	Subject Choice (e.g. Health)	Subject Choice (e.g. Maths Methods)	Subject Choice or VET course (e.g. Lab Skills Yr1)
Year 11	Semester 2	At least 1 of: English Literature English Language EAL	Subject Choice (e.g. Biology)	Subject Choice (e.g. Psychology)	Subject Choice (e.g. Health)	Subject Choice (e.g. Maths Methods)	Subject Choice or VET course (e.g. Lab Skills Yr1)
Year 12	Semester 3	At least 1 of: English Literature English Language EAL	Subject Choice (e.g. Biology)	Subject Choice (e.g. Psychology)	Subject Choice (e.g. Maths Methods)	Subject Choice or VET course (e.g. Lab Skills Yr 2)	
Year 12	Semester 4	At least 1 of: English Literature English Language EAL	Subject Choice (e.g. Biology)	Subject Choice (e.g. Psychology)	Subject Choice (e.g. Maths Methods)	Subject Choice or VET course (e.g. Lab Skills Yr 2)	

## VCE course selection

Should a subject that a student selects NOT run, their reserve subjects will be utilised. Please note that for final studies to run, they are subject to sufficient student demand for units, availability of staff to teach units and timetabling arrangements which minimise unit clashes.

## Studies undertaken elsewhere

If a subject is not running at Wantirna College, students may complete them through other providers (e.g. other Knox Network Secondary Schools, Dance schools or Distance Education). Students may undertake Vocational Education and Training (VET) programs at a local TAFE or school to contribute to the VCE and the attainment of a VET Certificate. Students are encouraged to undertake Language units that are not offered by Wantirna College, at the Victorian School of Languages (Saturday morning School) or other private providers.

# VCE Curriculum at a Glance

Learning Area	Year 11 ( Unit 1 & 2 )	Code	Year 12 ( Unit 3 & 4 )	Code
English	English	1ENG	English	3ENG
	English as an Additional Language	1EAL	English as an Additional Language	3EAL
	Literature	1LIT	Literature	3LIT
	English Language	1ENL	English Language	3ENL
Health & Physical Education	Health and Human Development	1HHD	Health and Human Development	3HHD
	Physical Education	1PED	Physical Education	3PED
Humanities	Accounting	1ACC	Accounting	3ACC
	Business Management	1BMN	Business Management	3BMN
	Geography	1GEO	Geography	3GEO
	Modern History	1HIS	History – Revolutions	3REV
	Legal Studies	1LGS	Legal Studies	3LGS
Languages	Spanish	1SPA	Spanish	3SPA
	Chinese 2nd Language & Advanced	1CHI	Chinese 2nd Language & Advanced	3CHI
	Chinese 1st Language	1CHF	Chinese 1st Language	3CHF
	Chinese Language, Culture and Society	1CHL	Chinese Language, Culture and Society	3CHL
Mathematics	Foundation Mathematics	1MFM	Foundation Mathematics	3MFM
	General Mathematics	1MGM	General Mathematics	3MGM
	Mathematical Methods	1MMM	Mathematical Methods	3MMM
	Specialist Mathematics	1MSM	Specialist Mathematics	3MSM
Science	Biology	1BIO	Biology	3BIO
	Chemistry	1CHE	Chemistry	3CHE
	Environmental Science	1ENV	Environmental Science	3ENV
	Physics	1PHY	Physics	3PHY
	Psychology	1PSY	Psychology	3PSY
Technology	Applied Computing	1ITC	Software Development	3SDE
	Product Design and Technology – Wood	1PDW	Product Design and Technology – Wood	3PDW
	Product Design and Technology – Textiles	1PDT	Product Design and Technology – Textiles	3PDT
	Food Studies	1FST	Food Studies	3FST
	Systems Engineering	1SYS	Systems Engineering	3SYS
The Arts	Art Making & Exhibiting	1AME	Art Making & Exhibiting	3AME
	Dance	1DAN	Dance	3DAN
	Media	1MEA	Media	3MEA
	Music	1MUP	Music Performance	3MUP
	Art Creative Practice	1ACP	Art Creative Practice	3ACP
	Theatre Studies	1THS	Theatre Studies	3THS
	Visual Communication and Design	1VCD	Visual Communication and Design	3VCD

\* Subject to conditions.

# VCE Study Summaries

These are provided by the VCAA as a guide and at the time of printing were as on the VCAA web site. This will be updated later this year and students should access it prior to starting the Study.

## VCE Accounting

### Rationale

Accounting involves modelling, forecasting and providing advice to stakeholders through the process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. Accounting plays an integral role in the successful operation and management of business.

### Unit 1: Role of accounting in business

This unit explores the establishment of business and the roles of accounting in the determination of business success or failure. In this, it considers the importance of accounting information to stakeholders. Students analyse, interpret and evaluate the performance of the business using financial and non-financial information. They use these evaluations to make recommendations regarding the sustainability of a business as an investment.

Students record financial data and prepare reports for service businesses owned by sole proprietors.

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

In this unit, students develop their knowledge of the accounting process for sole proprietors operating a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets. Students use manual processes and ICT, including spreadsheets, to prepare historical and budgeted accounting reports.

Students analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets. They use relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business. Using these evaluations, students develop and suggest to the owner strategies to improve business performance.

### Unit 3: Financial accounting for a trading business

This unit focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and perpetual method of inventory recording.

Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

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

In this unit students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and



prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report.

Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. From this evaluation, students suggest strategies to business owners to improve business performance.

## Entry

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

# VCE Applied Computing

## Rationale

Technology continues to evolve rapidly, providing opportunities for enterprising individuals to create new technologies and innovative uses for existing technologies. This study equips students with the knowledge and skills required to adapt to a dynamic technological landscape, including the ability to identify emerging technologies, envisage new uses for digital technologies and consider the benefits that these technologies can bring to society at a local and at a global level.

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

VCE Applied Computing provides a pathway to further studies in areas such as business analysis, computer science, cybersecurity, data analytics and data science, data management, games development, ICT, networks, robotics, software engineering and telecommunications, and other careers relating to digital technologies.

## Unit 1: Applied Computing

In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. In Area of Study 1, as an introduction to data analytics, students respond to a teacher-provided analysis of requirements and designs to identify and collect data in order to present their findings as data visualisations. They present work that includes database, spreadsheet and data visualisations solutions. In Area of Study 2 students select and use a programming language to create a working software solution. Students prepare, document and monitor project plans and engage in all stages of the problem-solving methodology.

## Unit 2: Applied Computing

In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. In Area of Study 1 students work collaboratively and select a topic for further study to create an innovative solution in an area of interest. The innovative solution can be presented as a proof of concept, a prototype or a product. Students engage in all areas of the problem-solving methodology.

In Area of Study 2, as an introduction to cybersecurity, students investigate networks and the threats, vulnerabilities and risks to data and information. They propose strategies to protect the data accessed using a network.

# VCE 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 4: Software Development

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

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.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

# VCE Art Creative Practice

## Rationale

VCE Art Creative Practice introduces the role of art in contemporary and historical cultures and societies, and values the meaningful and unique impact of artists on the development of arts knowledge, tradition and experiences, both locally and globally. Students build an understanding of how artists, through their practice and the artworks they create, communicate personal experiences and ideas, and cultural values, beliefs and viewpoints. Students view artworks and investigate the working practices of artists from different cultures and periods of time. Students are challenged to articulate their understanding of the meanings and messages contained within artworks and to examine the effects of artworks upon the viewers or audiences who experience them. Students learn to pose and solve problems, and work independently and collaboratively, to create and convey meaning through art making.

## Unit 1: Interpreting artworks and exploring the Creative Practice

Students use Experiential learning in Making and Responding to explore ideas using the Creative Practice. As the artist and audience, students consider their connection to artworks, and how their communication of ideas and presentation of artworks challenge, shape and influence viewer or audience perspectives.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks. They explore how artists create new ways of thinking and representation, while developing their own art practice.

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks. They experiment with a range of approaches to develop technical skills and promote creative thinking through the study of both traditional and contemporary art practices. They are guided through an Experiential learning process to research, explore, experiment and develop, and to evaluate and reflect upon their use of the Creative Practice.

## Unit 2: Interpreting artworks and developing the Creative Practice

Students use Inquiry learning to investigate the artistic and collaborative practices of artists. They use the Cultural Lens, and the other Interpretive Lenses as appropriate, to examine artworks from different periods of time and cultures, and to explore the different ways that artists interpret and communicate social and personal ideas in artworks

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

Students examine the importance of the social and cultural contexts of artworks and analyse the varying social functions that art can serve. They also investigate how artworks can be created as forms of expression for specific social and cultural contexts. Students research historical and contemporary artworks and explore diverse and alternative approaches to making and presenting artworks.

While the focus of this unit is on the Cultural Lens, students should continue to apply aspects of the Structural and Personal Lenses where relevant in the analysis and interpretation of artworks and in the documentation of their art practice.

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

Students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

In Unit 3, the Interpretive Lenses are used in Making and Responding throughout the students' art practice. Students apply the Interpretive Lenses to researched artworks and in their reflective analysis and evaluation of their use of the Creative Practice. They use critical and creative thinking skills to explore and develop ideas, and experiment with materials, techniques and processes.

## Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

Students continue to develop their art practice through Project-based and Inquiry learning as their research and exploration continues to support the development of their Body of Work. Throughout their research students study the practices of selected historical and contemporary artists to inform their own art practice. They use the Interpretive Lenses to analyse,

compare and interpret the meanings and messages of artworks produced by the artists they study. Students also apply the Interpretive Lenses throughout the Creative Practice to resolve and refine their Body of Work.

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

In Unit 4, Areas of Study 1 and 2 are taught concurrently. The critique in Area of Study 1 takes place before the resolution and presentation of the Body of Work. Documentation of the Creative Practice is carried throughout Areas of Study 1 and 2 in the refinement, resolution and presentation of the student's Body of Work.

The students' use of the Creative Practice involves both Making and Responding and is underpinned by the Interpretive Lenses. Students use the Interpretive Lenses to analyse and interpret the meanings and messages of artworks created by the artists they study and to investigate the practices used to create them.

## Entry

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

# VCE Art Making and Exhibiting

## Rationale

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

## Unit 1: Explore, expand, and investigate

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

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

## Unit 2: Understand, develop, and resolve

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

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

### Unit 3: Collect, extend, connect

Students are actively engaged in art making using materials, techniques and processes. They explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. They also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form the students work with are fundamental to the artworks they make. Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

### Unit 4: Consolidates, preserve and conserve

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected finished artworks and evaluate the materials, techniques and processes used to make them.

Students articulate their development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and

care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

### **Entry**

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

# VCE Biology

## Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system and species levels. In undertaking this study, students develop an understanding that, in the dynamic and interconnected system of life, all change has consequences that may affect an individual, a species or the collective biodiversity of Earth. Students gain insights into how molecular and evolutionary concepts and key science skills underpin much of contemporary biology, and how society applies such skills and concepts to resolve problems and make scientific advancements.

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

VCE Biology provides for continuing study pathways within the discipline and can lead to a range of careers.

Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of human endeavour including bioethics, biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

## Area of study 1 How do organisms regulate their function?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

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

## Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Students analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies. They study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

A student-directed research investigation into a contemporary ethical issue is to be undertaken in Area of Study 3. The investigation relates to the application of genetic knowledge, reproductive science, inheritance or adaptations and interdependencies beneficial for survival. The investigation draws on key knowledge and key science skills from Area of Study 1 and/or Area of Study 2.

## Unit 3: How do cells maintain life?

In this unit students investigate the workings of the cell from several perspectives. They explore the relationship between nucleic acids and proteins as key molecules in cellular processes. Students analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules. They examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.

Students explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. They explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.

Students apply their knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue. Examples of investigation topics include, but are not limited to: discovery and development of the model of the structure of DNA; proteomic research applications; transgenic organism use in agriculture; use, research and regulation of

gene technologies, including CRISPR-Cas9; outcomes and unexpected consequences of the use of enzyme inhibitors such as pesticides and drugs; research into increasing efficiency of photosynthesis or cellular respiration or impact of poisons on the cellular respiration pathway.

A student-designed scientific investigation related to cellular processes and/or responses to challenges over time is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

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

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

Students consider how evolutionary biology is based on the accumulation of evidence over time. They investigate the impact of various change events on a population's gene pool and the biological consequences of changes in allele frequencies. Students examine the evidence for relatedness between species and change in life forms over time using evidence from paleontology, structural morphology, molecular homology and comparative genomics. Students examine the evidence for structural trends in the human fossil record, recognising that interpretations can be contested, refined or replaced when challenged by new evidence.

Students demonstrate and apply their knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue. Examples of investigation topics include, but are not limited to: deviant cell behaviour and links to disease; autoimmune diseases; allergic reactions; development of immunotherapy strategies; use and application of bacteriophage therapy; prevention and eradication of disease; vaccinations; bioprospecting for new medical treatments; trends, patterns and evidence for evolutionary relationships; population and species changes over time in non-animal communities such as forests and microbiota; monitoring of gene pools for conservation planning; role of selective breeding programs in conservation of endangered species; or impact of new technologies on the study of evolutionary biology.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work. Students must undertake Unit 3 and 4 as a sequence.

# VCE Business Management

## Rationale

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management fields such as small business owner, project manager, human resource manager, operations manager and executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

## Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation, therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking



a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas, the internal and external environments within which businesses operate and the effect of these on planning a business.

## Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

## Unit 3: Managing a business

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve key business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and using contemporary business case studies from the past four years, can compare theoretical perspectives with current practice.

## Unit 4: Transforming a business

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Entry

There are no prerequisites for entry to Units 1 and 2. Students must undertake Unit 3 and 4 as a sequence.

# VCE Chemistry

Rationale

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

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate

the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications. Students are introduced to quantitative concepts in chemistry including the mole concept. They apply their knowledge to determine the relative masses of elements and the composition of substances. Throughout the unit students use chemistry terminology including symbols, formulas, chemical nomenclature and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena.

## Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants.

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

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions. Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

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

In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3.

Students who enter the study at Unit 2 or 3 may need to undertake preparatory work. Students must undertake Unit 3 and 4 as a sequence and in view of the sequenced nature of the study it is strongly advised that students undertake Units 1 to 4.

Note: It is highly recommended that students study Units 1 and 2 Mathematical Methods in conjunction with Units 1 and 2 Chemistry.

# VCE Chinese First Language

## Rationale

The study of Chinese develops students' ability to understand and use a language which is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia.

From Year 10 onwards students must study their VCE Chinese subject in formally assessed mode at Wantirna College except for the following circumstances;

- They have never studied Chinese at Wantirna College in any year levels prior to taking a VCE Chinese, or
- There is not an appropriate VCE Chinese subject running at Wantirna College that year
- They are studying with a language school in tuition mode only

Chinese first Language will only run as a separate subject given there are the numbers to warrant a class. It will not be combined with Chinese as a Second Language Advanced or Chinese as a Second Language.

## Units 1-4: Common areas of study

The areas of study for Chinese First Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

There are three prescribed themes:

- Self and others
- Tradition and change in the Chinese-speaking communities
- Global issues

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

# VCE Chinese (Second Language/ Second Language Advanced)

## Rationale

The study of Chinese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages students to examine the influences on their perspectives and society, and to consider issues important for effective personal, social and international communication. It also encourages students to be open to different ways of thinking, acting and interacting in the world. Students are able to engage with Chinese-speaking communities in Australia and internationally in a variety of endeavours, including tourism, technology, finance, services and business.

## Unit 1

In this unit students develop an understanding of the language and culture/s of Chinese-speaking communities through the study of three or more topics from the prescribed themes. Each area of study in the unit will focus on a different subtopic. They focus on analysing cultural products or practices including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Students apply acquired knowledge of Chinese culture and language to new contexts.

Students reflect on the interplay between language and culture, and its impact on the individual's language use in specific contexts and for specific audiences.

## Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more topics from the prescribed themes. Each area of study will focus on a different subtopic. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Chinese and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

## Unit 3

In this unit students investigate the way Chinese speakers interpret and express ideas, and negotiate and persuade in Chinese through the study of three or more subtopics from the prescribed themes and topics. Each area of study will cover a different subtopic. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Chinese, and consolidate and extend vocabulary and grammar knowledge and language skills. Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Chinese-speaking communities. They reflect on how knowledge of Chinese and Chinese-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

## Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Chinese-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Chinese. Students identify and reflect on cultural products or practices that provide insights into Chinese-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Students reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. VCE Chinese Second Language is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Entry to VCE Chinese Second Language and Second Language Advanced is governed by eligibility criteria which are determined by the VCAA.

## Eligibility criteria

### Chinese Second Language

**A student is NOT eligible for Chinese Second Language if they have had either:**

- 12 months or more education in a school where Chinese is the medium of instruction, or
- 3 years (36 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong or Macau.

### Chinese Second Language Advanced

A student is eligible for Chinese Second Language Advanced if:

- they have had no more than 7 years of education in a school where Chinese is the medium of instruction
- the highest level of education attained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school.

The time periods referred to in these criteria will be counted cumulatively since the time of the student's birth.

As the formal education commencement age for a Victorian student is 5 years of age, then all applicants will be deemed to have commenced formal education by the end of their 5th year of age, regardless of the setting."

Source: <http://www.vcaa.vic.edu.au/Pages/vce/studies/lote/chinese2nd/chin2ndindex.aspx>

Students who wish to enrol in these two studies must complete a VCAA application form. This form is available from the Later Years Office and must be completed and submitted to the Later Years Administrator by the end of Term 3 this year.

### Studying a Language outside school:

The College supports students who wish to study a language outside school, (on the weekends), however under the following guidelines.

1. Students MUST select & inform the College of this on the Online Selection Program 'Web Preferences' during Term 3, 2019.
2. Failure to inform the College of this will result in the College NOT approving the student to study at a Language School.
3. If the College runs the chosen VCE Language subject in 2020, students must complete that subject with Wantirna College, with the College operating as the assessing school.
4. Students are then welcome to undertake Language School, but only for tuition purposes only – they will not be assessed at the Language School.
5. If you meet these criteria, the student MUST ensure that the correct VCAA paperwork is completed by the Language School and returned to the Later Years Administrator for processing.

# VCE Chinese Language, Culture and Society

## Rationale

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China, Taiwan and Singapore, and is widely used by Chinese communities throughout the AsiaPacific region, including Australia. This study enables students to strengthen their communication skills in Modern Standard Chinese and to learn about

aspects of the culture, history and social structures of Chinese-speaking communities through the medium of English. It also prepares students for further study and employment in areas such as tourism, technology, finance, services and business

## Unit 1

In this unit students focus on important aspects of life in modern China. They explore the tradition of filial piety and examine and explore the impact of generational change in families. Students analyse the schooling system to consider and reflect on cultural values in China. They participate in discussions and analyse research about family and education in China. Students interact with other learners of the language and share information related to aspects of their personal world and life in Chinese-speaking communities. Students develop their reading and comprehension skills in Chinese and produce texts. They also exchange information using appropriate vocabulary and expressions.

## Unit 2

This unit focuses on the importance of myths, legends and Chinese art. Aspects of Chinese culture are explored through Chinese mythology as reflected through contemporary culture. Students undertake research related to, for example, mythology, legends and art. This unit also focuses on developing the students' capacity to interact in spoken Chinese. Students develop their language skills by initiating, maintaining and closing an exchange. Tourism, geographical features and regional differences in China are considered. Students are given opportunities to write appropriately for context and situation.

## Unit 3

In this unit students investigate and examine significant and influential schools of thought throughout Chinese history and their impact on contemporary culture in China. Students explore and discuss in English the significance of Chinese philosophy and concepts related to contemporary Chinese culture and Chinese-speaking communities. Students present information on leisure in China using appropriate intonation, tones and stress with the appropriate vocabulary and expressions. Students produce simple texts using their knowledge to infer meaning from linguistic and contextual features of various sources.

## Unit 4

This unit focuses on an exploration of contemporary Chinese social values through aspects of change in China as well as through China's role in the global economy. Students investigate technological, social and political change in China. They reflect upon their own and others' cultural values and further develop the capacity to interact with other speakers of the language. Information is also accessed through a range of spoken texts on the world of work and there is an emphasis on conveying meaning accurately in spoken Chinese. Students also further develop their writing skills in the area of future employment.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence. VCE Chinese Language, Culture and Society is designed for students who have already studied Chinese as part of their secondary education. Students will have typically studied the language for at least 100 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

## Eligibility criteria for VCE Chinese Language, Culture and Society

Students are not eligible for this study if they have had either:

- six months or more education in a school where Chinese is the medium of instruction, or
- two years (24 months) or more residence in any of the VCAA nominated countries or regions.

The nominated countries and regions are China, Taiwan, Hong Kong and Macau. Students cannot receive credit for both this study and any other Chinese study. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

Students who wish to enrol in VCE Chinese Language, Culture and Society must complete a VCAA application form. This form is available from the Later Years Office and must be completed and submitted to the Later Years Administrator by the end of Term 3 this year.

# VCE Dance

## Rationale

VCE Dance develops students' physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider influences on the expressive intention and movement vocabulary of their own dances and also on works created by choreographers working in a range of styles, genres and traditions. Influences on aspects of production in dance works are also studied.

## Unit 1

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary.

Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe use of technical and physical skills.

## Unit 2

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form.

Students are also introduced to dance traditions, styles and works. Dance traditions, styles and works selected for study might encompass dance traditions of indigenous cultures or other culturally specific dance through to the works of ballet choreographers, modern dance, early musical theatre/ film choreography and the work of tap/jazz or street performers.

## Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. The dance-making and performance processes involved in choreographing, rehearsing and performing the solo dance work, and learning, rehearsing and performing the learnt group dance work are analysed.

## Unit 4

This unit focuses on choreography, rehearsal and performance of a unified solo dance work which has a beginning, development/s and resolution. When rehearsing and performing this work students focus on expressive and accurate execution of choreographic variations of spatial organisation and demonstration of performance skills. Students also document and analyse the dance-making and performance processes involved in the choreography, rehearsal and performance of the unified solo dance work.

### Entry

There are no prerequisites for Units 1, 2 and 3.

# VCE English/English as an Additional Language

## Rationale

The study of English empowers students to read, write, speak and listen in different contexts. VCE English and English as an Additional Language (EAL) prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

Through engagement with texts drawn from a range of times, cultures, forms and genres, and including Aboriginal and Torres Strait Islander knowledge and voices, students develop insight into a varied range of ideas. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience and context of their responses.

By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.

## Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

## Unit 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

## Unit 3

In this unit students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts. EAL students also listen and respond to texts.

## Unit 4

In this unit students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.



## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

# VCE English Language

## Rationale

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Informed by the discipline of linguistics, it provides students with metalinguistic tools to understand and analyse language use, variation and change. Students are expected to study a range of texts, including publications and public commentary about language in print and multimodal form. Knowledge of how language functions provides a useful basis for further study or employment in numerous fields such as arts, sciences, law, politics, trades and education. Students will learn about personal and public discourses in workplaces, fields of study, trades or social groups.

## Unit 1: Language and communication

This unit covers the way language is organised so that its users have the means to make sense of their experiences and to interact with others. Students explore the various functions of language and the nature of language as a highly elaborate system of signs. The relationship between speech and writing as the dominant modes of language and the impact of situational and cultural contexts on language choices are also considered. Students investigate children's ability to acquire language, and the stages of language acquisition across a range of subsystems.

## Unit 2: Language change

Languages are dynamic and change is an inevitable and a continuous process. Students consider factors contributing to change over time in the English language and factors contributing to the spread of English. Attitudes to language change vary considerably and these are also considered. They consider how the global spread of English has led to a diversification of the language, and to English now being used by more people as an additional or a foreign language than as a first language. Students also consider the cultural repercussions of the spread of English.

## Unit 3: Language variation and social purpose

In this unit students investigate English language in the Australian social setting. They consider language as a means of societal interaction, understanding that through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances.

Students examine formal and informal language, how texts are influenced by different contexts and how language can be indicative of relationships, power structures and purposes.

## Unit 4: Language variation and identity

The role of language in establishing and challenging different identities is examined in this unit. Many varieties of English exist in contemporary Australian society, including national, regional, cultural and social variations. Students explore how our sense of who we are is constantly evolving and responding to the situations in which we find ourselves and is determined not only by how we see ourselves, but by how others see us.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence. Students interested in undertaking English Language Units 3&4 are strongly recommended, but not required, to take Units 1&2.

# VCE Environmental Science

## Rationale

VCE Environmental Science enables students to explore the interrelationships between Earth's four systems. Students examine how past and current human activities affect the environment and how future challenges can be managed sustainably. In undertaking this study, students gain an understanding of the complexity of environmental decision-making, and how innovative responses to environmental challenges can reduce pressure on Earth's natural resources and ecosystem services.

In VCE Environmental Science, students develop a range of scientific inquiry skills including practical experimentation, research and analytical skills, problem-solving skills including critical and creative thinking, and communication skills. Students pose questions, formulate hypotheses, conduct investigations, and analyse and critically interpret qualitative and quantitative data. They assess the limitations of data, evaluate methodologies and results, justify their conclusions, make recommendations and communicate their findings. Students investigate and evaluate environment-related issues, alternative proposals and responses to challenges by considering both short- and long-term consequences for the individual, the environment and society.

VCE Environmental Science provides direct pathways to a range of careers related to atmospheric sciences, ecology, environmental chemistry and geosciences. The interdisciplinary nature of the study leads to pathways including, but not limited to, architecture, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, and teaching and research. Environmental scientists also work in cross-disciplinary solutions-oriented areas such as coastal management, climate risk management and disaster risk management.

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

Earth has been dramatically altered over the past 4.5 billion years by naturally occurring climate swings, volcanic activity, drifting continents and other transformative processes. Human activities and lifestyles have an impact on, and are impacted by, Earth's systems both directly and indirectly, and with both immediate and far-reaching effects.

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

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

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

A sustainable food and water system with a minimal environmental footprint is necessary to secure the food and water supplies that can meet the demands of current and future populations of Earth's species, including humans. Both natural and human activities can generate pollution that can cause adverse effects across Earth's four interrelated systems – the

atmosphere, biosphere, hydrosphere and lithosphere – and consequently affect food and water security. Pollution can make air and water resources hazardous for plants and animals. It can directly harm soil microorganisms and larger soil-dwelling organisms, with consequences for soil biodiversity, as well as impacting on food security by impairing plant function and reducing food yields.

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

A student-directed investigation is to be undertaken in Area of Study 3. The investigation explores how science can be applied to address Earth's capacity to sustain life in the context of the management of a selected pollutant and/or the maintenance of food and/or water security.

The investigation draws on the key science skills and key knowledge from Area of Study 1 and/or Area of Study 2.

### Unit 3: How can biodiversity and development be sustained?

In this unit students focus on environmental management through the application of sustainability principles. They explore the value of the biosphere to all living things by examining the concept of biodiversity and the ecosystem services important for human health and well-being. They analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a selected threatened endemic animal or plant species. Students use a selected environmental science case study with reference to sustainability principles and environmental management strategies to explore management from an Earth systems perspective, including impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

A student-designed scientific investigation involving the generation of primary data related to biodiversity, environmental management, climate change and/or energy use is undertaken in either Unit 3 or Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3.

### Unit 4: How can climate change and the impacts of human energy use be managed?

In this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students compare sources, availability, reliability and efficiencies of renewable and non-renewable energy resources in order to evaluate the suitability and consequences of their use in terms of upholding sustainability principles. They analyse various factors that are involved in responsible environmental decision-making and consider how science can be used to inform the management of climate change and the impacts of energy production and use.

Measurement of environmental indicators often involves uncertainty. Students develop skills in data interpretation, extrapolation and interpolation and test predictions. They recognise the limitations of contradictory, provisional and incomplete data derived from observations and models. They explore relationships and patterns in data, and make judgments about accuracy and validity of evidence.

#### Entry

Entry There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work. Students must undertake Unit 3 and 4 as a sequence.

# VCE Food Studies

A subject charge of \$220 applies to both Units 1-2 and Units 3-4

## Rationale

Australia has a varied and abundant food supply. Globally, many people do not have access to a secure and varied food supply and many Australians, amid a variety of influences, consume food and beverage products in quantities that may harm their health. Also, food and cooking, and their central roles in our lives, have become prominent topics in digital media and publishing. This study examines the various factors for this increased exposure and the background to this abundance of food, and it explores reasons for our food choices.

VCE Food Studies is designed to build the capacities of students to make informed food choices and develop an understanding about food security, food sovereignty and food citizenship. Students develop

their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

## Unit 1: Food Origins

In this unit students focus on food from historical and cultural perspectives and investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humans have historically sourced their food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance

of food through inquiry into one particular food-producing region of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

## Unit 2: Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in domestic and small-scale settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

## Unit 3: Food in daily life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health. They analyse the scientific evidence, including nutritional rationale, behind the healthy eating recommendations of the Australian Dietary Guidelines and the

Australian Guide to Healthy Eating (see Error! Hyperlink reference not valid.), and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness, and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

## Unit 4: Food issues, challenges and futures

In this unit students examine debates about Australia's food systems as part of the global food systems and describe key issues relating to the challenge of adequately feeding a rising world population.

In Area of Study 1 students focus on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. They also consider the relationship between food security, food sovereignty and food citizenship. Students consider how to assess information and draw evidence-based conclusions, and apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

In Area of Study 2 students focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. They research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures. The focus of this unit is on food issues, challenges and futures in Australia.

### Entry

There are no prerequisites for entry to Units 1 and 2. Students must undertake Unit 3 and 4 as a sequence.

# VCE Geography

## Rationale

In VCE Geography students develop a range of skills, many of which employ geospatial and digital technologies. Investigative skills develop students' ability to conduct geographic study and inquiry including the collection of primary data through observation, surveys and fieldwork, and the collection of relevant secondary data and information. Interpretative and analytical skills enable students to interpret information presented in a variety of formats including maps, graphs, diagrams and images. These skills encourage students to critically evaluate information for its validity and reliability. Presentation and communication skills enable students to communicate their knowledge and understanding in a coherent, creative and effective manner, with the use of appropriate geographic terminology. The skills developed in investigation, collection of data, interpretation, analysis and communication of geographic information are enhanced through the use of geospatial technologies, both in the classroom and in the field. The geospatial industry is evolving and students with spatial skills continue to be in high demand, with the potential for a variety of career pathways.

## Unit 1: Hazards and disasters

This unit investigates how people have responded to specific types of hazards and disasters. Hazards represent the potential to cause harm to people and or the environment, whereas disasters are defined as serious disruptions of the functionality of a community at any scale, involving human, material, economic or environmental losses and impacts. Hazards include a wide

range of situations including those within local areas, such as fast-moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them. Students examine the processes involved with hazards and hazard events, considering their causes and impacts, human responses to hazard events and the interconnections between human activities and natural phenomena, including the impact of climate change. Students undertake fieldwork and produce a fieldwork report.

## Unit 2: Tourism - Issues and Challenges

In this unit students investigate the characteristics of tourism: where it has developed, its various forms, how it has changed and continues to change and its impact on people, places and environments, issues and challenges of ethical tourism. Students select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. Tourism involves the movement of people travelling away from and staying outside of their usual environment for more than 24 hours but not more than one consecutive year. The scale of tourist movements since the 1950s and its predicted growth has had and continues to have a significant impact on local, regional and national environments, economies and cultures. The travel and tourism industry is directly responsible for a significant number of jobs globally and generates a considerable portion of global GDP. The study of tourism at local, regional and global scales emphasises the interconnection within and between places as well as the impacts, issues and challenges that arise from various forms of tourism. The growth of tourism at all scales requires appropriate management to ensure it is environmentally, socially, culturally and economically sustainable. Students undertake fieldwork and produce a fieldwork report.

## Unit 3: Changing the land

This unit focuses on two investigations of geographical change: change to land cover and change to land use. Students investigate two major processes that are changing land cover in many regions of the world: melting glaciers and ice sheets and deforestation. They investigate the distribution and causes of the two processes. They select one location for each of the processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. People have modified land cover to produce a range of land uses to satisfy needs such as housing, resource provision, communication and recreation. Land use change is a characteristic of both urban and rural environments and occurs at both spatial and temporal scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the processes of change, the reasons for change and the impacts of change. Students undertake fieldwork and produce a fieldwork report. They develop a research question and hypothesis and use both primary and secondary sources to collect data. Fieldwork techniques including geospatial technologies are employed to collect and present data.

## Unit 4: Human Population - Trends and Issues

Students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their environmental, economic, social, and cultural impacts on people and places. The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. Much of the current growth is occurring within developing countries while the populations in many developed countries are either growing slowly or are declining. Populations change through growth and decline in fertility and mortality, and by people moving to different places. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to environmental, economic, social, and cultural conditions. Many factors influence population change, including the impact of government policies, economic conditions, wars and revolution, political boundary changes and hazard events. Students investigate the interconnections between the reasons for population change. They evaluate strategies developed in response to population

issues and challenges, in both a growing population trend of one country and an ageing population trend of another country, in different parts of the world.

## Entry

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

# VCE History

## Rationale

The study of VCE History assists students to understand themselves, others, and the contemporary world, and broadens their perspective by examining events, ideas, individuals, groups and movements. Through studying VCE History students develop social, political, economic and cultural understandings of the conditions and features which helped shape the present. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. It fosters an understanding of human agency and informs decision making in the present. It also develops a range of transferable skills including analytical, evaluative, communicative and the ability to develop precise written arguments using evidence.

## Unit 1: Modern History - Change and Conflict

Challenges to existing empires in the late 19th century increasingly brought these world powers into contact and conflict which would result in two major wars within the space of thirty years. Modernisation and industrialisation also challenged and changed the existing political, social and economic authority of empires and states. During this time the everyday lives of people significantly changed. In this unit, students explore the time period between the World Wars and the post-war treaties that saw a reshaping of the world in terms of its borders, ideologies and power structures. Economic instability brought by the Great Depression also contributed to the development of political movements such as the fascist governments of Italy and Germany which would help to start World War II. This time period increasingly saw governments use the military, education and propaganda to impose controls on the way people lived. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

## Unit 2: Modern History - The Changing World Order

Despite attempts following World War II to safeguard human rights, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism which set the backdrop for the Cold War. By 1989 the Cold War came to an end but it was followed by continuities, challenges and changes to the established social, political and economic order of many countries. Decolonisation and independence movements grew in former colonial nations, new countries were created and ethnic and sectarian conflicts grew, seeing a rise in terrorism which became increasingly global and has gone on to change the world order of the twenty-first century, influencing politics, social dynamics and the migration of people across the world. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements, and new political partnerships, such as the UN, European Union, APEC, OPEC, ASEAN and the British Commonwealth of Nations. As the world moved into the twenty-first century, global conflicts influenced by the spread of terrorism significantly impacted daily life around the world, and crises such as the Global Financial Crisis brought change in the social, political and economic features and structures of the world. Likewise, technology, particularly the internet, played a key role in shaping social and political change in different contexts.

## Units 3 and 4: Revolutions - Causes and Consequences

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. This investigation is conducted in the context of the French Revolution of 1789 in Unit 3 and the Russian Revolution of October 1917 in Unit 4. Revolutions represent great ruptures in time and are a major turning point in the collapse and destruction of an existing political order which results in extensive change to society. Revolutions are caused by the interplay of events, ideas, individuals and popular movements, and the interplay between the political, social, cultural, economic and environmental conditions. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolution is a dramatically accelerated process whereby the new regime attempts to create political, social, cultural and economic change and transformation based on the regime's ideology. Change in a post-revolutionary society is not guaranteed or inevitable and continuities can remain from the pre-revolutionary society. The implementation of revolutionary ideology was often challenged internally by civil war and externally by foreign threats. These challenges can result in a compromise of revolutionary ideals and extreme measures of violence, oppression and terror. In these units students construct an argument about the past using historical sources (primary sources and historical interpretations) as evidence to analyse the complexity and multiplicity of the causes and consequences of revolution, and to evaluate the extent to which the revolutions brought change to the lives of people. Students analyse the different perspectives and experiences of people who lived through dramatic revolutionary moments, and how society changed and/or remained the same. Students use historical interpretations to evaluate the causes and consequences of revolution and the extent of change instigated by the new regime.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence.

# VCE Health and Human Development

## Rationale

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice. VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges. VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

## Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus



on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

## Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

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

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

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

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

# VCE Legal Studies

## Rationale

In contemporary Australian society there are a range of complex laws that exist to protect the rights of individuals and to achieve social cohesion. These laws are made by bodies such as parliament and the courts and are upheld by a number of institutions and processes within the legal system. Members of society interact with the laws and the legal system in many aspects of their lives and can influence law makers. Legal Studies enables students to become active and informed citizens by providing them with valuable insights into their relationship with the law and the legal system.

## Unit 1: Guilt and liability

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students 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. In doing so, students 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.

## Unit 2: Sanctions, remedies and rights

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

## Unit 3: Rights and justice

In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Students investigate the extent to which the principles of justice are upheld in the justice system. They discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

## Unit 4: The people and the law

In this unit, students 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. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

## Entry

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

# VCE Literature

## Rationale

The study of VCE Literature fosters students' enjoyment and appreciation of the artistic and aesthetic merits of stories and storytelling, and enables students to participate more fully in the cultural conversations that take place around them. By reading and exploring a diverse range of established and emerging literary works, students become increasingly empowered to discuss texts. As both readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices.

Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students expand their frameworks for exploring literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in challenging fiction and non-fiction texts, discovering and experimenting with a variety of interpretations in order to develop their own responses.

## Unit 1: Approaches to Literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

## Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them.

## Unit 3: Form and Transformation

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformation to develop creative responses to texts.

## Unit 4: Interpreting Texts

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated view on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence. Students interested in undertaking Literature Units 3&4 are strongly recommended to take Units 1&2.

# VCE Mathematics

## Rationale

Mathematics is the study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and events. It is both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. Mathematics also provides a means by which people can understand and manage human and natural aspects of the world and inter-relationships between these. Essential mathematical activities include: conjecturing, hypothesising and problem posing; estimating, calculating and computing; abstracting, proving, refuting and inferring; applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the interests, needs, dispositions and aspirations of a wide range of students, and introduces them to key aspects of the discipline and its applications. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society and globalised world, and to develop confidence and the disposition to make effective use of mathematical concepts, processes and skills in practical and theoretical contexts.

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning Mathematics and its application in different contexts.

The study is made up of the following units:

- Foundation Mathematics Units 1 and 2
- General Mathematics Units 1 and 2
- Mathematical Methods Units 1 and 2
- Specialist Mathematics Units 1 and 2
- Foundation Mathematics Units 3 and 4
- General Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Mathematics Unit 3 and 4

## Units 1 and 2: Foundation Mathematics

Foundation Mathematics Units 1–4 provide for the continuing mathematical development of students with respect to problems encountered in practical contexts in everyday life at home, in the community, at work and in study.

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

Foundation Mathematics Units 1 and 2 consists of four main Areas of Study:

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics – financial and consumer mathematics
- Space and measurement

Students should check with tertiary institutions to determine if Units  $\frac{1}{2}$  or Units  $\frac{3}{4}$  Foundation Mathematics will satisfy any tertiary requirements for pre-requisite studies of Mathematics. The school will provide assistance and advice in this area.

## Units 1 and 2: General Mathematics

General Mathematics Units 1–4 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are ‘Data analysis, probability and statistics’, ‘Algebra, number and structure’, ‘Functions, relations and graphs’ and ‘Discrete mathematics’.

## Units 1 and 2: Mathematical Methods

Mathematical Methods Units 1–4 provide for the study of simple elementary functions, transformations and combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, technology, engineering and mathematics (STEM), humanities, economics and medicine.

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

## Units 1 and 2: Specialist Mathematics

Specialist Mathematics Units 1–4 provide for the study of various mathematical structures, reasoning and proof. The areas of study in Units 3 and 4 extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. They also provide background for advanced studies in mathematics and other STEM fields. Study of Specialist Mathematics Units 3 and 4 assumes concurrent study or previous completion of Mathematical Methods

Units 3 and 4. The areas of study for Specialist Mathematics Units 1 and 2 are ‘Algebra, number and structure’, ‘Data analysis, probability and statistics’, ‘Discrete mathematics’, ‘Functions, relations and graphs’ and ‘Space and measurement’.

## Units 3 and 4: Foundation Mathematics

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

## Units 3 and 4: General Mathematics

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. Unit 3 comprises Data analysis and Recursion and financial modelling, and Unit 4 comprises Matrices and Networks and decision mathematics.

## Units 3 and 4: Mathematical Methods

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

## Units 3 and 4: Specialist Mathematics

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and key skills from Mathematical Methods Units 1 and 2; the key knowledge and key skills from Specialist Mathematics Units 1 and 2; and concurrent study or previous completion of Mathematical Methods Units 3 and 4..

### Entry

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before attempting Unit 4 of that study.

Students are able to select the following combinations of Mathematics subjects:

Year 11	Year 12
Foundation Mathematics Units 1 & 2	Foundation Mathematics Units 3 & 4
General Mathematics Units 1 & 2	General Mathematics Units 3 & 4
General Mathematics Units 1 & 2	Foundation Mathematics Units 3 & 4
Mathematical Methods Units 1 & 2 and General Mathematics Units 1 & 2	General Mathematics Units 3 & 4
Mathematical Methods Units 1 & 2 and General Mathematics Units 1 & 2	Mathematical Methods Units 3 & 4 and General Mathematics Units 3 & 4
Mathematical Methods Units 1 & 2 and General Mathematics Units 1 & 2	Mathematical Methods Units 3 & 4
Mathematical Methods Units 1 & 2	Mathematical Methods Units 3 & 4
Mathematical Methods Units 1 & 2	General Mathematics Units 3 & 4
Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2	Mathematical Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4

Table continued on next page

Mathematical Methods Units 1 & 2 and Specialist Mathematics Units 1 & 2	Mathematical Methods Units 3 & 4
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# VCE Media

## Rationale

This study provides students with the opportunity to examine the media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms. VCE Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way. Students consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products. VCE Media supports students to develop and refine their planning and analytical skills, critical and creative thinking and expression, and to strengthen their communication skills and technical knowledge. Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. This study leads to pathways for further theoretical and/or practical study at tertiary level or in vocational education and training settings; including screen and media, marketing and advertising, games and interactive media, communication and writing, graphic and communication design, photography and animation.

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

The relationship between audiences and the media is dynamic and changing. Audiences engage with media products in many ways. They share a common language with media producers and construct meanings from the representations within a media product. In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

## Unit 2: Narrative across media forms

Fictional and non-fictional narratives are fundamental to the media and are found in all media forms. Media industries such as journalism and filmmaking are built upon the creation and distribution of narratives constructed in the form of a series of interconnected images and/or sounds and/or words, and using media codes and conventions. New media forms and technologies enable participants to design, create and distribute narratives in hybrid forms such as collaborative and user-generated content, which challenges the traditional understanding of narrative form and content. Narratives in new media forms have generated new modes of audience engagement, consumption and reception. In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and

audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

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

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Narratives are defined as the depiction of a chain of events in a cause and effect relationship occurring in physical and/or virtual space and time in non-fictional and fictional media products. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

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

In this unit students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

#### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

## VCE Music Performance (Group/Solo)

VCE Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language. VCE Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.



## Unit 1 - Organisation of Music

In this unit students explore and develop their understanding of how music is organised. By performing, creating, analysing and responding to music works that exhibit different approaches, students explore and develop their understanding of the possibilities of musical organisation.

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

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

They develop knowledge of music language concepts as they analyse and respond to a range of music, becoming familiar with the ways music creators treat elements of music and concepts and use compositional devices to create works that communicate their ideas.

## Unit 2 - Effect in Music

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

Students prepare and perform ensemble and/or solo musical works to develop technical control, expression and stylistic understanding using their chosen instrument/sound source. They should perform at least one work to convey a specified effect and demonstrate this in performance.

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

As they analyse and respond to a wide range of music, they become familiar with the ways music creators treat elements and concepts of music and use compositional devices to create works that communicate their ideas. They continue to develop their understanding of common musical language concepts by identifying, recreating and notating these concepts.

## Unit 3 & 4 Music - Music Inquiry, Music Repertoire Performance, Music Contemporary Performance.

Across Units 3 & 4 Music is streamed into three different but complimentary subjects – Music Inquiry, Music Repertoire Performance and Music Contemporary Performance.

Students may undertake one of these subjects as an early start subject and another in Year 12.

## Unit 3 & 4 Music Inquiry

This study offers pathways for students whose main interest is a combination of performing, composing/arranging and investigating music through music making, analysing and responding in relation to their particular interests. It recognises that music is frequently a collaborative art where students work with others, and at other times individually.

Music making is a collective and integrated experience. It involves composing, arranging, interpreting, reimagining, improvising, recreating, performing and critiquing music in an informed manner. All these activities involve active engagement in imaginative music making, responding and remaking. Students perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others.

Students develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced subsequent music makers, including students' own works. They develop an understanding of how the treatment of music elements, concepts and compositional devices in one work and/or style can be identified and explained in the works of others, leading to a reflection on their own music making.

## Unit 3 & 4 Music Repertoire Performance

This study is designed for students whose musical interests are grounded in the recreation and interpretation of notated musical works, and who wish to gain and share knowledge of musical styles and performance practices. Students may present on any instrument for which there is an established repertoire of notated works. They work towards a recital program that demonstrates highly developed technical skills and stylistic refinement as both a soloist and as an ensemble member. They develop the capacity for critical evaluations of their performances and those of others, and an ability to articulate their performance decisions with musical evidence and independence of thought.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers and study music language concepts such as scales, harmony and rhythmic materials.

The works selected for assessment must have sufficient range to convey understanding of the key knowledge and application of the key skills for Outcome 1. Music styles in this study may include (but are not limited to) early music, baroque, classical, romantic, 20th and 21st century art music styles, musical theatre, and classical musics outside the Western tradition (for example, Indian, Chinese).

The most significant task in Music Repertoire Performance is the preparation of a recital program of up to 20 minutes' duration. Students may present primarily as a soloist or as an ensemble musician. However, students must present at least one ensemble work (that is, a performance with at least one other live musician) as part of their final program and include at least one work created since 1990 by an Australian composer. Programs may also consist entirely of ensemble works, with one or more students being assessed. One work in the final program must be selected from the separately published Prescribed List. An application process will apply for instruments without a list. Students must also bring copies of their works to the performance examination.

## Unit 3 & 4 Music Contemporary Performance

This study offers pathways for students whose performance practice includes embellishment and/or improvisation, uses collaborative and aural practices in learning, often takes recordings as a primary text, and projects a personal voice. Students study the work of other performers and analyse their approaches

to interpretation and how personal voice can be developed through reimagining existing music works. They refine selected strategies to enhance their own approach to performance.

Students identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. They listen and respond to a wide range of music by a variety of performers in contemporary styles. They also study music language concepts such as scales, harmony and rhythmic materials that relate to contemporary music.

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

Students prepare a program for assessment in a live performance. They may be assessed as primarily a member of a group or as a solo performer. All performances must include at least one ensemble work with another live musician and an original work created by an Australian artist since 1990. All performances must include a personally reimagined version of an existing work. Original works may also be included in the program.

Students submit a program list along with a Performer's Statement of Intent. Part of the statement should include information about their reimagined piece and explain how the existing work has been manipulated. This must be accompanied by an authentication document. As part of their preparation, students are able to present performances of both ensemble and solo music works and take opportunities to perform in both familiar and unfamiliar venues and spaces.

Across Units 3 and 4 all students select works of their own choice for performance that allow them to meet examination requirements and conditions as described in the performance examination specifications.

## Entry

It is recommended that all students undertaking VCE Music enrol in instrumental music lessons either through the College or externally. Students wishing to enrol in VCE Music must seek approval from the Leader of Performing Arts.

# VCE Physical Education

## Rationale

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

## Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

## Unit 2: Physical activity, sport and society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities,

social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. They then create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

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

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

## Unit 4: Training to improve performance

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

### Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

# VCE Physics

## Rationale

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

VCE Physics provides students with opportunities to explore questions related to the natural and constructed world. Students will be able to explore from a selection of topics which may include: atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

## Unit 1: What ideas explain the physical world?

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter. Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how it can be manipulated and utilised.

## Unit 2: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations. In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary.

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

In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.

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

In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

### Entry

There are no prerequisites for entry into Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who commence the study at Unit 3 should be willing to undertake some preparation as specified by the teacher. Students must undertake Unit 3 prior to Unit 4.

# VCE Psychology

## Rationale

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a bio psychosocial approach.

As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

## Unit 1: How are behaviour & mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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

In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

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

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

### Entry

There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence. However, students who enter the study at unit 3 may need to undertake preparatory work.

# VCE Spanish

## Rationale

The study of Spanish develops students' ability to understand and use a language that is spoken by approximately 500 million people across four continents and which is one of the official languages of the United Nations and the European Union. The Spanish language is the most widely spoken Romance language, both in terms of the number of speakers and the number of countries in which it is an official language, and it offers a strong literary and artistic heritage.

All VCE Spanish units study prescribed topics from three prescribed themes. These are 'The Individual', 'The Spanish Speaking Communities', and 'The World Around Us.'

## Unit 1

In this unit students develop an understanding of the language and culture/s of Spanish-speaking communities through the study of three or more subtopics from the prescribed themes. Students access and share useful information on the topics and subtopics through Spanish and consolidate and extend vocabulary and grammar knowledge and language skills. They focus on analysing cultural products or practices including visual, spoken or written texts.

## Unit 2

In this unit students develop an understanding of aspects of language and culture through the study of three or more subtopics from the prescribed themes, different to those selected for Unit 1. Students analyse visual, spoken and written texts. They access and share useful information on the topics and subtopics through Spanish and consolidate and extend vocabulary, grammar knowledge and language skills. Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Students reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

## Unit 3

In this unit students investigate the way Spanish speakers interpret and express ideas, and negotiate and persuade in Spanish through the study of three or more subtopics from the prescribed themes and topics. Students interpret information, inform others, and reflect upon and develop persuasive arguments. They access and share useful information on the subtopics through Spanish, and consolidate and extend vocabulary and grammar knowledge and language skills.

Students consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Spanish-speaking communities. They reflect on how knowledge of Spanish and Spanish-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business or community involvement.

## Unit 4

In this unit students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. Students build on their knowledge of Spanish-speaking communities, considering cultural perspectives and language and explaining personal observations. Students consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through Spanish. They identify and reflect on cultural products or practices that provide insights into Spanish-speaking communities, and the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

## Entry

Although there are no prerequisites for entry to Units 1, 2 and 3, VCE Spanish is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1.

Students must undertake Unit 3 and Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curricula.

# VCE Product Design and Technology - Wood or Textiles

A subject charge of \$70 applies to both Units 1-2 and Units 3-4

## Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions. VCE Product Design and Technology offers students a range of career pathways in design in fields such as industrial, transport, service, interior and exhibition, engineering, fashion, furniture, jewellery, textile and ceramics, at both professional and vocational levels. Moreover, VCE Product Design and Technology informs sustainable behaviours and develops technical skills enabling students to present multiple solutions to everyday life situations. It contributes to developing creative problem solvers and project managers well-equipped to deal with the multidisciplinary nature of modern workplaces.

## Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability. Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

## Unit 2: Collaborative design

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

## Unit 3: Applying the Design Process

In this unit, students are engaged in the design and development of a product that addresses a personal, local, or global problem, or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design;



innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

## Unit 4: Product development and evaluation

In this unit, students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

Entry Level

There are no prerequisites for entry to unit 1, 2 or 3. Students must undertake Unit 3 and 4 as a sequence.

# VCE Art Making and Exhibiting

Rationale

Learning in VCE Art Making and Exhibiting provides students with opportunities to recognise their individual potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity. The study allows students to explore and experiment in creating, developing and engaging with the visual arts and helps build a strong skill set. Learning through, about and in the visual arts develops students' critical thinking skills and their ability to interpret the worlds they live in. Students are encouraged to work both independently and collaboratively, as learning from each other can develop innovative and exciting ideas.

By engaging with artworks in different galleries, museums, other exhibition spaces and site-specific spaces, either in person or using online content, students have the opportunity to view and research artworks and artists from local, national and international contexts. They also gain an understanding of how institutions present and display artworks and how they work with artists.

Looking at the artworks of a range of artists encourages students to become aware of difference and diversity in the views of others working in the arts industry, giving students a stronger understanding of the various forms that art may take. Importantly, students also gain an understanding of how their own and others' artworks are curated, displayed and conserved.

## Unit 1: Explore, expand and investigate

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

Students explore the different ways artists use materials, techniques and processes. The students' exploration and experimentation with materials and techniques stimulates ideas, inspires different ways of working and enables a broad understanding of the specific art forms. Their exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

## Unit 2: Understand, develop and resolve

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

Students respond to a set theme and progressively develop their own ideas. Students learn how to develop their ideas using materials, techniques and processes, and art elements and art principles. They consolidate these ideas to plan and make finished artworks, reflecting on their knowledge and understanding of the aesthetic qualities of artworks. The planning and development of at least one finished artwork are documented in their Visual Arts journal.

Students investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Working in their Visual Arts journal they begin to discover and understand how each of the art elements and art principles can be combined to convey different emotions and expression in their own and others' artworks. They also explore how art elements and art principles create visual language in artworks.

Students begin to understand how exhibitions are planned and designed and how spaces are organised for exhibitions. They also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces. This offers students the opportunity to engage with exhibitions, whether they are in galleries, museums, other exhibition spaces or site-specific spaces.

## Unit 3: Collect, extend, connect

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

Students use their Visual Arts journal to record their art making. They record their research of artists, artworks and collected ideas and also document the iterative and interrelated aspects of art making to connect the inspirations and influences they have researched. The Visual Arts journal demonstrates the students' exploration of contexts, ideas and subject matter and their understanding of visual language. They also document their exploration of and experimentation with materials, techniques and processes. From the ideas documented in their Visual Arts journal, students plan and develop artworks. These artworks may be made at any stage during this unit, reflecting the students' own ideas and their developing style.

In order to receive constructive feedback on the progress of their art making, and to develop and extend their ideas, students present a critique of their artworks to their peer group. Students show a selection of their developmental work and artworks from their Visual Arts journal in their presentation. After the critique students evaluate their work and revise, refine and resolve their artworks.

Students will visit an exhibition in either a gallery, museum, other exhibition space or site-specific space. They must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. The exhibitions can be selected from the recommended list of exhibitions in the VCE Art Making and Exhibiting Exhibitions List, which is published annually on the VCAA website. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students research the exhibition of artworks in these exhibition spaces and the role a curator has in planning and writing information about an exhibition.

## Unit 4: Consolidate, preserve and conserve

Students make connections to the artworks they have made in Unit 3, consolidating and extending their ideas and art making to further refine and resolve artworks in -specific art forms. The progressive resolution of these artworks is documented in the student's Visual Arts journal, demonstrating their developing technical skills in a specific art form as well as their refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. Students also reflect on their selected

finished artworks and evaluate the materials, techniques and processes used to make them.

Students articulate their development of subject matter, ideas, visual language, their choice of materials, their understanding of the inherent characteristics and properties of the material, their use of techniques and processes, and aesthetic qualities. Acting on their critique from Unit 3, students further develop their ideas and broaden their thinking to make new artworks.

Students organise the presentation of their finished artworks. They make decisions on how their artworks will be displayed, the lighting they may use, and any other considerations they may need to present their artworks. Students also present a critique of their artworks and receive and reflect on feedback.

Students continue to engage with galleries, museums, other exhibition spaces and site-specific spaces and examine a variety of exhibitions. They review the methods used and considerations involved in the presentation, conservation and care of artworks, including the conservation and care of their own artworks. Students must visit or view a minimum of two exhibitions during the current year of study. Exhibitions studied must be from different art spaces, to give students an understanding of the breadth of artwork in current exhibitions and to provide a source of inspiration and influence for the artworks they make. Students must select one exhibition space for study in Unit 3 and a different exhibition space for study in Unit 4. Students document the investigation and review of artworks and exhibitions in their Visual Arts journal.

### Entry Level

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

# VCE Systems Engineering

A subject charge of \$60 applies to both Units 1-2 and 3-4.

### Rationale

VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the application of the systems engineering process. The study is based on integrated mechanical and electrotechnological engineered systems. The study provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. Students gain knowledge and understanding about technological systems and their applications. VCE Systems Engineering integrates aspects of designing, planning, producing, testing and evaluating in a project management process. It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships. The study provides a rigorous academic foundation and a practical working knowledge of design strategies, production processes and evaluation practices. People with these skills, and the ability to apply systems engineering processes, are in increasing demand as participants in teams that are engaged with complex and multidisciplinary projects.

## Unit 1: Mechanical systems

This unit focuses on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems. The term 'mechanical systems' includes systems that utilise all forms of mechanical components and their linkages. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the focus is on the creation of a system. The creation process draws heavily upon design and innovation processes. Students create an operational system using the systems engineering process. The focus is on a mechanical system; however, it may include some electrotechnological components. All systems require some form of energy to function. Students research and quantify how systems use or convert the energy supplied to them. Students are introduced to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems.

## Unit 2: Electrotechnological systems

In this unit students study fundamental electrotechnological engineering principles. The term 'electrotechnological' encompasses systems that include electrical/electronic circuitry including microelectronic circuitry. Through the application of the systems engineering process, students create operational electrotechnological systems, which may also include mechanical components or electro-mechanical subsystems. While this unit contains fundamental physics and theoretical understanding of electrotechnological systems and how they work, the focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes. Electrotechnology is a creative field that responds to, and drives rapid developments and change brought about through technological innovation. Contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control through the inclusion of microcontrollers and other logic devices. In this unit students explore some of these emerging technologies. Students study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.

## Unit 3: Integrated and controlled systems

In this unit students study engineering principles used to explain physical properties of integrated systems and how they work. Students design and plan an operational, mechanical and electrotechnological integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the creation of an integrated and controlled system using the systems engineering process. This production work has a strong emphasis on innovation, designing, producing, testing and evaluating. Students manage the project, taking into consideration the factors that will influence the creation and use of their integrated and controlled system. Students' understanding of fundamental physics and applied mathematics underpins the systems engineering process, providing a comprehensive understanding of mechanical and electrotechnological systems and how they function. Students learn about sources and types of energy that enable engineered technological systems to function. Comparisons are made between the use of renewable and non-renewable energy sources and their impacts. Students develop their understanding of technological systems developed to capture and store renewable energy and technological developments to improve the credentials of non-renewables.

## Unit 4: Systems control

In this unit students complete the creation of the mechanical and electrotechnological integrated and controlled system they researched, designed, planned and commenced production of in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students continue producing their mechanical and electrotechnological integrated and controlled system using the systems engineering process. Students develop their understanding of the open-source model in the development of integrated and controlled systems, and document its use fairly. They effectively document the use of project and risk management methods throughout the creation of the system. They use a range of materials, tools, equipment and components. Students test, diagnose and analyse the performance of the system. They evaluate their process and the system. Students expand their knowledge of emerging developments and innovations through their investigation and analysis of a range of engineered systems. They analyse a specific emerging innovation, including its impacts.

# VCE Theatre Studies

## Rationale

Theatre as a form of cultural expression has been made and performed for audiences from the earliest times and is an integral part of all cultures. Theatre is ever evolving and exists as entertainment, education, ritual, an agent for change, a representation of values and a window on society. Theatre practice has developed and has influenced cultures over many centuries through a wide variety of productions in diverse spaces and venues for a range of audiences. Theatre makers work as playwrights, actors, directors and designers, producing theatre for diverse purposes. Through the study of VCE Theatre Studies students develop, refine and enhance their analytical, evaluative and critical thinking skills as well as their expression, problem-solving, collaborative and communication skills. They work both individually and in collaboration with others to interpret scripts. Through study and practice, students develop their aesthetic sensibility, including an appreciation for the art form of theatre, interpretive skills, interpersonal skills and theatre production skills. The study of theatre, in all its various forms, prepares students for further study in theatre production, theatre history, communication, writing, acting, direction and design at tertiary level. VCE Theatre Studies also prepares students for further learning in vocational educational training settings or for industry or community-related pathways.

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

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

## Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

## Unit 3: Producing theatre

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

## Unit 4: Presenting an interpretation

In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. This work includes exploring theatrical possibilities and using dramaturgy across the three stages of the production process. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified

scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend. Students analyse acting, direction and design and the use of theatre technologies, as appropriate to the production. In conducting their work in Areas of Study 1 and 2, students develop knowledge in and apply safe and ethical theatre practices.

## Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and 4 as a sequence.

# VCE Visual Communication Design

A subject charge of \$80 applies to both Units 1-2 and Units 3-4

## Rationale

Visual Communication Design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. Through the consideration of ethical and environmental sustainability issues, students are able to make informed choices that affect current and future practices. The study of Visual Communication Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

## Unit 1: Introduction to Visual Communication Design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to create messages, ideas and concepts, both visible and tangible. Through experimentation and exploration of the relationship between design elements and design principles, students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived. Students look at the multiple influences that shape design styles. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

## Unit 2: Applications of Visual Communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

## Unit 3: Visual Communication Design practices

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing

visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

## Unit 4: Visual Communication Design development, evaluation and presentation

In this unit students focus on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They utilise a range of digital and manual two- and three-dimensional methods, media and materials. They investigate how the application of design elements and design principles creates different communication messages and conveys ideas to the target audience. As students revisit stages to undertake further research or idea generation when developing and presenting their design solutions, they develop an understanding of the iterative nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

# VCE – Vocational Major Overview

The VCE Vocational Major (VM) is the replacement for the Intermediate and Senior VCAL in 2023. It is a two-year program over Year 11 and 12. Only students who enrol in the full VCE VM program can choose these new VCE VM studies.

The VCE VM is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an ‘Applied Learning approach’. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

### Rationale

The VCE VM aims to prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive study scores and are not eligible to receive an ATAR.

### VCE VM structure

The VCE VM has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above). Students at Wantirna College will also complete compulsory structured workplace learning.

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

### VCE VM Requirements

Students must successfully finish the minimum requirements of at least 16 units, including:

- VCE VM Literacy units (including a Unit 3–4 sequence)
- 3 other Unit 3-4 VCE VM sequences
- 2 VCE VM Numeracy 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 hours)
- A Structured Work Placement

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.

## Unit 1-4 Literacy

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

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

## Unit 1-4 Numeracy

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations. VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel.

Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward. VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

## Unit 1-4 Personal Development Skills

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing. Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level.

Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need. The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within



personal and community contexts. Students participate in an extended project relating to a community issue. Students will reflect on how community awareness of their selected issue can be improved.

## Unit 1-4 Work Related Skills

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge. Students learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy and collegiate workplace.

Students think about and investigate potential employment pathways, develop a career action plan, and seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability, specialist, and technical work skills; to understand transferable skills and identify their personal skills and capabilities and promote them through development of a cover letter and resume and through mock interviews. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.

# Victorian Pathways Certificate

The Victorian Pathways Certificate (VPC) is an inclusive year 11 and 12 certificate that will meet the needs of some students who not able or ready to complete a certificate at the VCE level. Suitable students will be identified by the college and students and their parents/carers will be contacted to discuss this option.

The VPC provides students with a standards-based certificate and has been developed to be flexible, without a mandated period in which a student must complete the certificate. This allows students to complete it in a timeframe that suits their capability. It will provide an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC aims to support students to transition to the VCE Vocational Major, entry level VET or employment.

# VET Curriculum Overview

VET stands for Vocational Education and Training (VET). VET courses provide students with vocational training and education in the workplace and provide successful students with a nationally recognised qualification in addition to their VCE or VCAL. Whilst VET is a compulsory component of a VCAL course a VET course can also be studied by a VCE student with some VET courses having scored assessments that can contribute to the final ATAR score. Unscored VET courses are awarded a 10% increment towards the ATAR as a 5th or 6th subject.

VET programs are organised and offered by the Mullum VET cluster after negotiation and confirmation with a wide range of providers including TAFE institutes, Registered Training Organisations and other Secondary Schools. Students will receive access to a digital handbook from the [Mullum Cluster](#) outlining all VET courses on offer for 2023.

Where there are VET courses that students are interested in that are not offered by the Mullum Cluster the student should speak to the VET Coordinator.

## Timetable Arrangements

Most VET subjects occur on a Wednesday afternoon and do not impact on classes at school. A small number may be all day Wednesday or run on other days. This can impact on the school-based program.

## Cost of VET/TAFE Courses

The final materials fees cannot be finalised until all charges and government subsidy levels are known.

### Arrangements for 2023

Students and parents are welcome to contact Tony Stirling, Head of Later Years, if they require any further information.

The following are the VET courses chosen by Wantirna College students in 2022. This list is not exhaustive, but can be used as a guide for VET course options.

When searching for an appropriate VET course, we suggest that students access the Mullum VET Cluster Handbook <https://www.mullumvetcluster.com.au/> and the Get VET website <https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>. Any queries may be emailed to Jen Silalahi on [vet@wantirnacollege.vic.edu.au](mailto:vet@wantirnacollege.vic.edu.au)

ALL VET Enrolment forms need to be submitted by Monday 15 August 2022.

NB: Unless otherwise specified, courses at Box Hill Institute are available at both Elgar and Lilydale campuses.

Unless otherwise specified, courses at Swinburne are available at both Wantirna and Croydon campuses.

# Summary of VET offerings

VET Course and Venue	Total years
Acting (Screen), Units 1, 2, 3 & 4 – ACDA, Boronia	2
Allied Health Assistance, Units 1, 2, 3 & 4 - Box Hill Institute, Elgar	2
Allied Health Assistance, Units 1, 2, 3 & 4 – Swinburne, Wantirna	2
Animal Care, Units 1, 2, 3 & 4 - Box Hill Institute	2
Animal Care, Fast track - Units 1, 2, 3 & 4 - Box Hill Institute *	1
Animal Care, Units 1, 2, 3 & 4 – Donvale CC	2
Applied Fashion, Units 1,2, 3 & 4 - Donvale CC	2
Automotive, Units 1, 2, 3 & 4 – Ringwood Training	2
Beauty Services * ##, Units 3 & 4 – Inspiring Beauty, Bayswater	1
Beauty Services, Units 1, 2, 3 & 4 – The Masters Institute, City	2
Build & Con/Carpentry, Units 1, 2, 3 & 4 (partial) – Aquinas College, Ringwood	2
Build & Con/Carpentry, Units 1, 2, 3 & 4 (partial)– St Joseph's College, Ferntree Gully	2
Build & Con/Carpentry, Units 1, 2, 3 & 4 (partial) - Wantirna College	2
Business (Workplace Skills), Units 1, 2, 3 & 4 – Swinburne, Wantirna	2
Christian Ministry and Theology, Units 1, 2, 3 & 4 – Waverley CC, Wantirna South *	1
Community Services, Units 3 & 4 (partial) - Box Hill Institute, Elgar	2
Community Services, Units 1 & 2 – Swinburne, Wantirna *	1
Dance, Units 1, 2, 3 & 4 – Fairhills, Knoxfield	2
Design Fundamentals, Units 1, 2, 3 & 4 – Box Hill Institute, City	2
Early Childhood, Units 1, 2, 3 & 4 – Box Hill Institute	2
Electrotechnology (pre-voc), Units 1, 2, 3 & 4 – Swinburne	2
Engineering, Units 1, 2, 3 & 4 – Ringwood Training	2
Engineering, Units 1, 2, 3 & 4 – Swinburne, Wantirna	2
Horticulture, Units 1, 2, 3 & 4 – Swinburne, Wantirna	2
DUAL Horticulture/Landscaping, Units 1, 2, 3 & 4 – Swinburne, Wantirna	2
Hospitality Operations, Units 1, 2, 3 & 4 – Aquinas College, Ringwood	2
Information, Digital Media & Technology (IT Networking, Partial Completion), Units 1, 2, 3 & 4 – Ringwood Training	2
Information, Digital Media & Technology (Virtual Reality & Game Design), Units 1, 2, 3 & 4 – Ringwood Training	2
(CISCO) Integrated Technology (Partial Completion), Units 1, 2, 3 & 4 – Ringwood Training	2
Information, Digital Media & Technology (Games Focus),	2
Interior Decoration, Units 1, 2, 3 & 4 – Box Hill Institute, Nelson	2
Kitchen Operations, Units 1, 2, 3 & 4 – Aquinas College, Ringwood	2
Laboratory Skills, Units 1, 2, 3 & 4 – Swinburne, Wantirna	2
Music Industry (Performance), Units 1, 2, 3 & 4 – Scoresby Secondary College	2
Music Industry (Sound), Units 1, 2, 3 & 4 - Aquinas College, Ringwood	2
Plumbing (pre-app), Units 1, 2, 3 & 4 – Swinburne	2
Retail Cosmetics ## *, Units 1 & 2 – Inspiring Beauty, Bayswater	1
Salon Assistant^, Units 1 & 2 – Inspiring Beauty, Bayswater	1
Salon Assistant^, Units 1 & 2 – The Masters Institute, City	1
Screen & Media, Units 1, 2, 3 & 4 – Box Hill Institute, City	2
Sport & Recreation, Units 1, 2, 3 & 4 – Aquinas College, Ringwood	2
Sport & Recreation (Fitness), Units 1, 2, 3 & 4 - Scoresby Secondary College	2
Tourism, Units 1, 2, 3 & 4 – Holmesglen Waverley	2

## VET Building & Construction

In addition to VET courses offered off campus, Wantirna College also offers VET Building and Construction onsite.

VET Building & Construction is designed for students who may want to enter the building and construction industry as an apprentice carpenter. It will provide the knowledge and practical skills associated with working in the building and construction industry and equip students with the knowledge to work safely in the industry. It involves both theory and practical skills relating to building and construction with an emphasis on carpentry.

Students will be required to attend one week of classes in second or third term holidays, dates to be confirmed.