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- **Mathematics** 7-10 (includes SEAL)
- **VCE Mathematics** (Foundation, General, Further, Methods, Specialist)
- **Science** 7-10 (includes SEAL)
- **VCE Sciences** (Physics, Chemistry, Biology, Psychology)
- **Languages** 7-10 Italian
- **VCE Languages** Italian
- **The Arts (Performing Arts)** Music, Drama 7-10
- **VCE Performing Arts** (Music Performance, Music Investigation, Cert III Music Industry, Drama)
- **The Arts (Visual Arts)** Art, Visual Communication, Photography, Introduction to Studio Arts 7-10
- **VCE The Arts** (Studio Arts, Visual Communication, Media Studies)
- **Health and Physical Education** 7-10
- **VCE Health and Physical Education** (Health and Human Development, Physical Education, Outdoor Education, Cert III Sport and Recreation, Cert II Community Services)
- **Product Design and Technology** Food, Textiles, Metal, Wood
- **VCE Product Design and Technology** Wood, Textiles, Cert II Hospitality
- **Digital Technology** 7-10
- **VCE Digital Technology** (Computing, Software Development, Cert III Creative and Digital Media)
- **VCAL** Literacy, Numeracy, Personal Development Skills, Work Related Skills

### Key Contacts

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<td>VCE Performing Arts (Music Performance, Music Investigation, Cert III Music Industry, Drama)</td>
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<td>The Arts (Visual Arts) Art, Visual Communication, Photography, Introduction to Studio Arts 7-10</td>
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<td>VCE The Arts (Studio Arts, Visual Communication, Media Studies)</td>
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<td>Health and Physical Education 7-10</td>
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<tr>
<td>VCE Health and Physical Education (Health and Human Development, Physical Education, Outdoor Education, Cert III Sport and Recreation, Cert II Community Services)</td>
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<td>Product Design and Technology Food, Textiles, Metal, Wood</td>
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Introduction

A warm welcome to Wangaratta High School and a fabulous new phase in your educational experience. Our aim is to provide all students with the maximum opportunity for personal and academic growth in a supportive environment that will meet the particular learning needs of individuals. We have adopted an Individualised Pathways Program approach, which offers a broad range of program options.

The key to success is making sensible and informed choices. We place a strong emphasis on individual program development and course counselling support. Our staff make the time to work with students and their families to undertake extensive course counselling and pathway development. Please ensure that you take advantage of these services.

We wish all students the very best in their future studies regardless of the pathway they choose.

Learning Community Structure

In order to ensure that we are able to cater for the academic as well as wellbeing needs of all of our students we have a ‘Learning Community Structure’, consisting of the Middle Years Learning Community (students in years 7 - 9) and the Senior Years Learning Community (students in years 10 - 12).

Each Learning Community has an area of the school and the students are able to develop meaningful relationships with their fellow students, as well as their Mentor Group and other main classroom teachers. The teachers within each of the Learning Communities are responsible for the well-being of their students as well as the implementation of curriculum, and teaching and learning strategies consistent with school policies.

The Victorian Curriculum – Years 7 - 10

Students at Wangaratta High School in Years 7 to 10 study curriculum developed from The Victorian Curriculum Foundation–10 (F–10). The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

Learning Areas and Capabilities

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practiced, deployed and demonstrated by students in and through their learning across the curriculum. The design of the Victorian Curriculum F–10 is set as follows: http://victoriancurriculum.vcaa.vic.edu.au/overview/curriculum-design/learning-areas-and-capabilities
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Capabilities</th>
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<tbody>
<tr>
<td>The Arts</td>
<td>Critical and Creative Thinking</td>
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<td>Ethical</td>
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<td></td>
<td>Intercultural</td>
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<td>Personal and Social</td>
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<tr>
<td>Dance</td>
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<td>Drama</td>
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<td>Media Arts</td>
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<td>Music</td>
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<td>Visual Arts</td>
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<td>Visual Communication Design</td>
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<td>English</td>
<td></td>
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<tr>
<td>Health and Physical Education</td>
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<tr>
<td>The Humanities</td>
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<td>Civics and Citizenship</td>
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<tr>
<td>Economics and Business</td>
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<tr>
<td>Geography</td>
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<td>History</td>
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<td>Languages</td>
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<tr>
<td>Italian</td>
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<td>Mathematics</td>
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<td>Physical Science</td>
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<tr>
<td>Chemical Science</td>
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<td>Biological Science</td>
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<td>Earth and Space</td>
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<tr>
<td>Design and Technologies</td>
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<tr>
<td>Digital Technologies</td>
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</tr>
</tbody>
</table>

The Victorian Curriculum Assessment Authority is the state authorised authority that oversees curriculum for students in Victorian Schools. Visit - [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) for more information.
Year 7 and 8 Curriculum

Students follow a compulsory program during Years 7 and 8. The achievement standards reflect the **breadth stage** of the Victorian curriculum. This stage gives students the opportunity to engage with all learning areas and capabilities, with a focus on English, Mathematics and ScienceBelow is a table of subjects offered that students will study.

<table>
<thead>
<tr>
<th>Years 7 &amp; 8</th>
<th>English</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Languages</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>Technology</th>
<th>Digital Tech.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English</td>
<td>Humanities</td>
<td>SEAL Humanities</td>
<td>Maths</td>
<td>SEAL Maths</td>
<td>Science</td>
<td>SEAL Science</td>
<td>Italian</td>
<td>Drama</td>
</tr>
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<td>Year 8</td>
<td>English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English SEAL English</td>
<td>Humanities</td>
<td>SEAL Humanities</td>
<td>Maths</td>
<td>SEAL Maths</td>
<td>Science</td>
<td>SEAL Science</td>
<td>Italian</td>
<td>Art</td>
</tr>
</tbody>
</table>

Year 9 Curriculum

At Year 9 students consolidate their core learning as well as beginning to choose electives from the Arts, Technologies and Languages learning areas.

All Year 9 students undertake a student directed, community based independent learning experience Community Leadership Challenge (CLC).

The achievement standards reflect the **pathways stage** of the Victorian curriculum, where students can begin to plan for their senior secondary program.

<table>
<thead>
<tr>
<th>Years 9</th>
<th>English</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Languages</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>Technology</th>
<th>Digital Tech.</th>
</tr>
</thead>
</table>

**Community Leadership Challenge (CLC)**

Project Based Learning

(Full day for one semester)

**Skill Elective**

VET Taster Electives:

Sport & Recreation, Music Industry, Hospitality

**Skill Compulsory**

Digital Technology

(3 periods each for one semester)
Year 10 Curriculum

At Year 10 students undertake 7 subjects each Semester. These include Core English, Mathematics, Science (one semester), Health and Physical Education (including Traffic Safety) (one semester). Remaining elective subjects are chosen from Humanities, The Arts, Product Design & Technology, Languages. Students may be approved to undertake more individualised pathway option that may see them include an ‘Acceleration’ Vocational Education and Training (VET) program, or a Victorian Certificate of Education (VCE) study as part of their course whilst in Year 10.

Year 10 Semester units are designed with two aims:
● To consolidate and extend skills and knowledge prescribed in the middle years of schooling by the Victorian Curriculum.
● To provide an introduction to related VCE / VET / VCAL Studies.

COURSE EXPECTATIONS

Students who successfully meet the course expectations as shown will have proven their readiness to commence a full VCE/VET/VCAL program. Students who do not meet these expectations will be counselled regarding their future options.

Please note:

Students wishing to accelerate into Year 11 VCE or VET subjects will need to refer to the table listing VCE subjects offered in 2019.

Acceleration

VCE / VET acceleration studies are considered on an individual basis - students must complete and submit the relevant Acceleration Application Form. Students in Year 10 may be granted exemption from core Science or Humanities units if they have attained Australian Victorian Essential Learning Standards (AusVELS) Level 10 by the end of Year 9.

<table>
<thead>
<tr>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
<th>Humanities</th>
<th>Language</th>
<th>The Arts</th>
<th>Health &amp; Physical Education</th>
<th>Technology</th>
<th>Digital Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Extensions Or English Or Foundation English</td>
<td>Mathematical Methods Or General Mathematics Or Foundation Mathematics</td>
<td>Science (core) Or Evolution, Motion, Chemical reactions &amp; Memory</td>
<td>World war II &amp; the Holocaust Or Rights, Freedoms &amp; popular Culture Or Environmental Fieldwork in Diverse Environments</td>
<td>Italian</td>
<td>Intro to Studio Arts Or Photography Or Visual Communication Or Music Performance Or Drama Or Media Studies</td>
<td>Health and Physical Education (HAPE) &amp; Traffic Safety</td>
<td>Food Technology – Life Skills Or Wood Technology – Furniture design Or Textiles Technology – Textile design Or Technology – Design and Print</td>
<td>Digital Technology</td>
</tr>
<tr>
<td>Science Extension</td>
<td>Science (electives) Or Biology and Psychology Or Environmental Science</td>
<td>Material and Consumer Science Or Science Extension</td>
<td>World war II &amp; the Holocaust Or Rights, Freedoms &amp; popular Culture Or Environmental Fieldwork in Diverse Environments</td>
<td>Italian</td>
<td>Intro to Studio Arts Or Photography Or Visual Communication Or Music Performance Or Drama Or Media Studies</td>
<td>Health and Physical Education (HAPE) &amp; Traffic Safety</td>
<td>Food Technology – Life Skills Or Wood Technology – Furniture design Or Textiles Technology – Textile design Or Technology – Design and Print</td>
<td>Digital Technology</td>
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VCE and VCAL

The Senior Years Learning Community is where you will build on what you have learnt and explore the wide range of pathways that we make available to you at Wangaratta High School.

The key qualifications we enable students to attain are:

- The Victorian Certificate of Education (VCE)
- The Victorian Certificate of Applied Learning (VCAL)
- Vocational Education & Training (VET)
- School Based Apprenticeships & Traineeships (SBAT)

The Victorian Certificate of Education (VCE), with an Australian Tertiary Admission Rank (ATAR) score; can lead to further education at a university or Technical and Further Education (TAFE).

The Victorian Certificate of Applied Learning (VCAL) is very flexible and is focused on extending students whose preferred learning style is hands on. It prepares students for the world of work as well as TAFE and other tertiary studies.

Vocational Education and Training (VET) subjects are very versatile; while they allow students interested in vocational subjects like Engineering, Hospitality and Automotive to gain credit in a future apprenticeship or tertiary course. They also count towards VCAL, as a VCE subject and some VET programs contribute towards an ATAR score. The majority of VET programs need to be taken as a two year sequence and do attract additional fees for specialist materials and uniforms which may be significantly more than other subjects.

School Based Apprenticeships & Traineeships (SBAT) allow students to undertake a part time Apprenticeship at the same time as being enrolled in school and working towards attaining a VCE or VCAL qualification.

It is essential that all students and families understand that a subject from the English group is always counted in the calculation of an ATAR score, regardless of whether you want to be a radiographer, a nurse or a journalist. So it is essential to work very hard in that subject to maximise your choices.

At Year 11 students continue their chosen pathway to either a VCE or VCAL qualification.

Victorian Certificate of Education (VCE):

Students must choose a VCE course that they will meet entry requirements to their desired university or TAFE course, whilst also considering subjects they will enjoy studying. To check university subject pre-requisites, please refer to individual university websites and VTAC. For further support, please see Ms Mascas, Ms Whatley or Mr Wighton.

Please Note: To be eligible for a VCE certificate, it is compulsory to study and pass VCE English, or an equivalent subject which may be VCE English Language or VCE Literature.

- Students can then select an additional 5 subjects to study in VCE at Year 11

VET Subjects: Year 11 students may include a VET program in their studies. Please note that most VET programs run as a two-year sequence and as a whole day program on Wednesdays if taught at GOTAFE. Not all VET courses enable students to undertake Scored Assessment and therefore gain an ATAR. Students need to check this carefully when selecting their program. Additional compulsory subject fees must be paid for all VET courses by Friday 22nd September or the student will not be able to study that program in 2019 and will need to re-select their course.
**Victorian Certificate of Applied Learning (VCAL)** students undertake a set course with a VET program and a work-related component, to be negotiated. The VCAL learning program is made up of four curriculum strands:

- Literacy / Numeracy
- Industry specific skills
- Work-related skills
- Personal development skills

VCAL can be studied at ‘Foundation’, ‘Intermediate’ levels or ‘Senior’ Certificate levels. VCAL programs can include a combination of VCAL, VET and VCE subjects. Each of the three certificate levels requires a **minimum requirement of 1,000 nominal hours** of study, made up of both timetabled classes and independent learning. For a full time enrolment, each unit equals approximately 100 hours.

**At Year 12** students continue their VCE or VCAL pathway:

To be eligible for a VCE certificate, it is compulsory to study and pass VCE English, or an equivalent subject which may be VCE English Language or VCE Literature. Students can then select an additional 4 subjects to study in VCE at Year 12. However, students must also take into account Victorian Curriculum and Assessment Authority (VCAA) graduation requirements.

**VCE GRADUATION REQUIREMENTS**

- 3 units from the English Group, with at least one unit at Units 3 and 4 level
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met
- At least 16 units all together
- The 16 units minimum may include an unlimited number of units of Vocational Education and Training *(please note not all VET units attract an ATAR score)*

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

**Year 12 students studying a VET** will continue with the second year of their VET program. VCAL students continue their chosen VCAL pathway and may elect to continue or proceed to the ‘Intermediate’ or ‘Senior’ level.

Wangaratta High School is pleased to be offering the following subjects at Year 11 and 12 VCE in 2019.

In Year 10 or Year 11 students may begin their Vocational Education and Training (VET) studies. A VET program usually takes two years to complete. A School Based Apprenticeship or Traineeship (SBAT) can be counted as one VET program.

The VET’s listed in the Year 11 & Year 12 rows of the table above are taught by appropriately qualified teachers at WHS, and are based at Wangaratta High School.

*Please note; the Wangaratta High School Whole School Curriculum Overview contains the complete list of ‘Subjects Offered’ at Wangaratta High School for 2019. The actual running of classes is dependent on student pathways choices. Where a subject does not attract enough student enrolments to be considered viable it may not run, it may be run as a combined class or it may run as a Unit 3 & 4 only.*
### Year 11

<table>
<thead>
<tr>
<th>English</th>
<th>VCE Work Related Skills</th>
<th>Foundation Maths</th>
<th>Biology</th>
<th>Italian</th>
<th>Studio Arts</th>
<th>Physical Education</th>
<th>Product Design &amp; Technology Wood or Textiles</th>
<th>VCE: Computing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Business Management</td>
<td>General Maths</td>
<td>Chemistry</td>
<td>Visual Communication</td>
<td>Health &amp; Human Development</td>
<td>VCE VET: Creative &amp; Digital Media</td>
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<td></td>
<td>Legal Studies</td>
<td>Specialist Maths</td>
<td>Physics</td>
<td>Media Studies</td>
<td>Outdoor and Environmental Studies</td>
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<td></td>
<td>Global and Australian Politics</td>
<td>Maths Methods</td>
<td>Psychology</td>
<td>VCE/VET Units 1/2: Certificate II in the Music Industry (sound production)</td>
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<tr>
<td></td>
<td>Ancient History</td>
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<td></td>
<td>VCE/VET Units 1/2: Certificate II in the Music Industry (performance)</td>
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<td></td>
<td>VCAL/Barossa VET Business</td>
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<td>Music Performance</td>
<td>VCE/VET Certificate III in Sport &amp; Recreation</td>
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<td></td>
<td></td>
<td>Drama</td>
<td>VCE/VET: Hospitality Certificate I</td>
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### Year 12

<table>
<thead>
<tr>
<th>English</th>
<th>Revolutions</th>
<th>VCE Numeracy</th>
<th>Biology</th>
<th>Italian</th>
<th>Studio Arts</th>
<th>Physical Education</th>
<th>Product Design &amp; Technology Textiles or Wood</th>
<th>VCE: Software Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>Business Management</td>
<td>Further Maths</td>
<td>Chemistry</td>
<td>Visual Communication</td>
<td>Outdoor &amp; Environmental Studies</td>
<td>VCE VET: Certificate III Creative and Digital Media</td>
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<td></td>
<td>VCAL Work Related Skills</td>
<td>Maths Methods</td>
<td>Physics</td>
<td>Media Studies</td>
<td>Health and Human Development</td>
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<td></td>
<td>Legal Studies</td>
<td>Specialist Maths</td>
<td>Psychology</td>
<td>VCE/VET Units ¾: Certificate III in Music Industry (sound production)</td>
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<td></td>
<td>Global and Australian Politics</td>
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<td></td>
<td>Music Performance</td>
<td>VCE Personal Development</td>
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<td></td>
<td>Ancient History</td>
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<td></td>
<td>Music Investigation</td>
<td>VCE/VET: Hospitality Certificate II</td>
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<td>VCAL/Barossa VET Business</td>
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<td>Food Studies</td>
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### External VETis Offerings 2019

The following Vocational Education and Training (VET) programs are available to students via external Registered Training Organisations (RTO’s) and usually require students to attend another training facility such as a TAFE College or other Education Provider:

- **Automotive Studies** (Pre-Vocation) (VCE VET)
- **Make up**
- **Building & Construction** (Carpentry) (Pre-Apprenticeship) (VCE VET) *(partial completion)*
- **Salon Assistant** (Hairdressing)
- **Health Services Assistance** & Certificate III in **Allied Health Assistance** (Combined) (VCE VET)
- **Electrical**
- **Engineering**
- **Landscaping**
- **Plumbing**
- **Outdoor Recreation** (through GOTafe)
- **Agriculture** (through AgSchools – Wodonga Tafe)
(Please note: these programs may not be ‘VCE / VET’s’ and therefore attract no / or only a partial A.T.A.R score.)

The details of the courses listed above are found in the ‘GOTAFE VET in Schools 2019 Course Guide’ and "Wodonga TAFE Ag Schools’.

Given the requirements and costs associated with access to external VET programs, they require an internal interview with WHS Pathways Leaders as well as the external provider and full payment for the materials fees payable by the end of term 3. If payment is not made you will not be able to access the course. A full refund will be made if the student is not successful in obtaining a place in the course, or if the course does not run.

University Enhancement Studies – available online from individual universities. Please see Mrs Mascas or Mrs Walters for further information.

Whilst we are happy to support our students to enrol in these courses, please note that most universities require on campus after school attendance as part of the program.

Planning Your Future
Set your goals and plan ahead:
You will make the best of your educational opportunities if you set goals and plan your future.

Start planning for your future by exploring your options:
Ask yourself… Who am I?
Explore your abilities, talents and interests.
Be generous to yourself - do not sell yourself short.

What sorts of careers are available?
Explore a wide range of career options. Include some you might not automatically think about and find out about some you have never heard of.

What do I need to know about Further Education and Training?
Develop an understanding of the requirements of further training such as Traineeships, Apprenticeships, TAFE courses and University courses.

How can the programs at school help?
You need to develop an understanding of all programs offered at WHS, in particular in your senior years at the school. Find out about the programs offered such as VCE, VCAL & VET which can assist you to match your career goals with an appropriate program. Ask yourself, and find out...

Do I need a full VCE? Do I need high grades?
Do I need a VCAL Certificate? Which subjects do I need?
Do I need a VET Certificate? What work experience would be beneficial?

While this can sometimes be a difficult process, there are many resources available to ensure a successful outcome. In particular, you should make an appointment with your Mentor Teacher and Careers Advisors on your Course Counselling day and make good use of the resources available to you at WHS.

Begin with the end in mind!
Course Counselling Information

An extensive Course Counselling process takes place during Term 3. As part of this process each student is provided with individual course counselling. Parents are expected to accompany their young person(s) to assist them with final decision-making.

The WHS Course Counselling process for all students in Years 10, 11 & 12 in 2018 includes the following key dates:

<table>
<thead>
<tr>
<th>Pathways Information Night:</th>
<th>Monday 30th July at 6.30pm WHS Senior Years Learning Community</th>
<th>Course Selection Booklets will be available on the night or during Mentor Group the following day.</th>
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</thead>
<tbody>
<tr>
<td>Career Based Pathway Activities:</td>
<td>Week 1 to week 6 – Term 3</td>
<td>During extended Mentor Group meetings</td>
</tr>
<tr>
<td>Individual Pathway Counselling: Years 9, 10 and 11 students</td>
<td>Thursday 16th August 11.00am to 6.45pm</td>
<td>(Appointments for both can be made via COMPASS or by contacting the General Office on 03 57230500)</td>
</tr>
<tr>
<td>Individual Future Pathway Counselling: Current (2018) Year 12 students</td>
<td>Thursday 16th August 11.00am to 6.45pm</td>
<td></td>
</tr>
<tr>
<td>Final subject selection forms and Acceleration, VCAL and VET Applications</td>
<td>3.30pm Friday 24th August</td>
<td></td>
</tr>
<tr>
<td>Interviews for acceleration and/or take on a VCAL and/or VET Class:</td>
<td>Week starting the 27th August</td>
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</tbody>
</table>

Further information in regards to making individual Course Counselling appointment times will be emailed home via COMPASS after Friday 3rd August.

COURSE SELECTION CONFIRMATION

Courses are confirmed in December when student results are available and when School staffing details and other resources have been established. Every endeavour is made to provide our students with the subjects that they select for their individual pathways. Pathways options for students are our paramount consideration. However, unfortunately there is no guarantee that we will be able to offer each and every student their first preference, so please ensure that you think carefully about your other preferences.

COURSE CHANGES

Course changes can only be made within the first two weeks of each semester. All class changes and course change requests need to be submitted to the General Office using the appropriate proforma that requires a Parent/Carer and Learning Community Leader /Assistant Principal signature.

When determining class/course changes, consideration is always given to the pathway, social, emotional and academic characteristics of the student(s) requesting the class/course change as well as other students impacted upon by the change.

VCE / VCAL ENROLMENT

VCE / VCAL Students are required to enrol with the Victorian Curriculum and Assessment Authority (VCAA) as well as with WHS. This enrolment is organised by the school. It is the students’ responsibility to ensure that their enrolments are correct by following School Administrative procedures, attending relevant meetings and checking VCE / VCAL ‘full details’ sheets and other enrolment information as they are issued.

Please note: Students are liable for VCAA & school charges for course changes requested after VCAA deadlines.
Course Information 2019

Year 9 Community Leadership Challenge Program (CLC)

In Year 9, the Community Leadership Challenge Program provides students with the opportunity to engage in activities that promote initiative, independence, interdependence and leadership. The students evaluate their contribution to group tasks and suggest improvements to enable achievement of a team goal.

The CLC program involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

Students critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.

The CLC program involves students interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate with others; work in teams, positively contribute to groups and collaboratively make decisions; develop leadership skills, resolve conflict and reach positive outcomes. Students develop the ability to initiate and manage successful personal relationships.

By the end of the CLC program, students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.

Links to the Community:

The CLC program allows students to access community organisations and resources beyond the normal school program. A feature of the program is an ongoing “Community Project” that integrates learning in collaboration with the community.

Home base for the Program:

The CLC program operates from the CLC Year 9 Learning Space, providing a welcoming but educative atmosphere for all involved. The students wear a CLC T-Shirt for the duration of the program.

Project Choices:

Students choose community projects presented from a range of community groups such as: Primary schools, St Johns, Yooralla, Sustainable waterways, Loaves and Fishes, Relay for Life, Care Van, Hope Foundation, Make a Wish.
English - Years 7 – 10

English curriculum in Years 7-10 is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs will balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating. Students will learn to develop a genuine, personal voice as a writer.

Year 7 English
The Year 7 program focuses on the study of a wide range of informative, narrative, persuasive and poetic texts, with a special study of the novel ‘Blueback’ by Tim Winton in which students explore the themes of family, belonging and the how to respect the natural environment.

Students learn how to craft analytical, informative and persuasive texts including simple essays, feature articles and texts expressing an argument supported with researched evidence. They learn how to develop a lead paragraph that introduces the chosen topic, structure body paragraphs that provide more detailed information in a range of forms, as well as a conclusion. Students read and analyse poetry and short stories with a focus on understanding how good writers use language to create specific effects on the reader. They consolidate their knowledge of the Six Traits of Good Writing as well as the use of mentor texts as models for their own narrative and expressive writing.

Year 7 Literacy Support
Additional support will be provided for students with reading levels more than two years below average.

Year 7 SEAL English
The Year 7 SEAL program focuses on the study of a wide range of informative, narrative, persuasive and poetic texts, with a special study of the novel ‘The Giver’ by Lois Lowry in which students explore the themes of friendship, corruption and poverty.

Students learn how to craft analytical, informative and persuasive texts including essays, feature articles and texts expressing an argument supported with researched evidence. They learn how to develop a lead paragraph that introduces the chosen topic, structure body paragraphs that provide more detailed information in a range of forms, as well as a conclusion. Students read and analyse poetry and short stories with a focus on understanding how good writers use language to create specific effects on the reader. They consolidate their knowledge of the Six Traits of Good Writing as well as the use of mentor texts as models for their own narrative and expressive writing.

Year 8 English
The Year 8 program focuses on the study of a wide range of informative, narrative, persuasive and poetic texts, with a special study of the play of ‘Frankenstein’ by Philip Pullman, exploring the themes of technology verses humanity, the search for self-identity, and the responsibility they have to others. They also read the novel ‘Wonder’ by R.J.Palacio.

Students learn how to craft analytical, informative and persuasive texts including essays, feature articles and texts expressing an argument supported with researched evidence. They learn how to develop a lead paragraph that introduces the chosen topic, structure body paragraphs that provide more detailed information in a range of forms, as well as a conclusion. Students read and analyse poetry and short stories with a focus on understanding how good writers use language to create specific effects and using these mentor texts as models for their own narrative and expressive writing.
Year 8 Literacy Support / Extreme Reading
Additional support will continue to be provided for students who followed the Extreme Reading Program in year 7.

Year 8 SEAL English
The Year 8 SEAL program focuses on the study of a wide range of informative, narrative, persuasive and poetic texts, with a special study of the novel ‘The Lord of the Flies’ by William Golding. Students learn how to craft analytical, informative and persuasive texts including essays, feature articles and texts expressing an argument supported with researched evidence. They learn how to write an effective lead paragraph that introduces the chosen topic, structure body paragraphs that incorporate researched evidence and detailed information in a range of forms, as well as a conclusion. Students read and analyse poetry and short stories with a focus on understanding how good writers use literary techniques and structures to create specific effects. They use these mentor texts as models for their own narrative and expressive writing.

Year 9 English
The Year 9 program focuses on the study of a wide range of informative, persuasive, poetic and narrative texts, with a comparative study of the short story ‘White Fantasy Black Fact’ by Jack Davis and the film ‘Bran Nue Dae’ directed by Rachel Perkins. Students learn how to craft analytical, informative and persuasive texts including essays, feature articles and texts expressing an argument supported with researched evidence. They learn how to develop a lead paragraph that introduces the chosen topic, structure body paragraphs that provide more detailed information in a range of forms, as well as a conclusion. Students read and analyse poetry and short stories with a focus on understanding how good writers use language to create specific effects and using these mentor texts as models for their own narrative and expressive writing.

Year 9 SEAL English
The Year 9 program focuses on the study of the following texts:
● The graphic novel ‘The Complete Maus’ by Art Spiegelman (Analytical and creative response to text)
● The play ‘Twelve Angry Men’ by Reginald Rose and the film of ‘To Kill a Mocking Bird’ directed by Robert Mulligan. (Comparative analysis)
● A range of current informative and persuasive media texts (Using language to persuade)

Students develop skills in crafting analytical essays in response to these texts as well as creating a range of written and oral multi-modal texts. They learn how to develop a lead paragraph that introduces the chosen topic, structure body paragraphs that provide more detailed information in a range of forms, as well as a conclusion. They develop their speaking and listening skills by engaging in formal and informal discussions as well as planning, rehearsing and presenting oral presentations designed to influence their audience.

Pathways
The Year 9 SEAL English program is designed to prepare students for studies in VCE English, VCE Literature, VCE English Language. Strong English students in any year 9 class may be eligible to join English Extensions in Year 10.
**Year 10 English**
The Year 10 program focuses on the study of the following texts:
- The play ‘Macbeth’ by William Shakespeare (Text analysis)
- The film ‘The Dressmaker’ directed by Jocelyn Moorhouse (Creative response to text)
- The novel ‘Animal Farm’ by George Orwell and the short film ‘Pumzi’ directed by Wanuri Kahu
- A range of current informative and persuasive media texts (Using language to persuade)
Students develop skills in crafting analytical essays in response to these texts as well as creating a range of written and oral multi-modal texts. They develop their speaking and listening skills by engaging in formal and informal discussions as well as planning, rehearsing and presenting oral presentations designed to influence their audience.

**Pathways**
The Year 10 English program is designed to prepare students for studies in VCE English, VCE Literature, VCE English Language and VCAL Literacy.

**Year 10 Foundation English**
The Foundation English course is designed for students who may require a more vocationally focused approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English, VCE Literature, or VCE English Language Units 1–4 and in other VCE studies.

**Pathways**
After completing Foundation English Units 1 and 2 in Year 10, students may proceed to VCE English, VCE Literature, or VCE English Language Units 1 and 2 and subsequently to Units 3 and 4 in any of the English group studies. Alternatively, they may also continue to complete VCAL Literacy as part of their Year 11 VCAL.

**Year 10 English Extensions**
The Year 10 Extensions program focuses on the study of the following texts:
- The play ‘Macbeth’ by William Shakespeare (Text analysis)
- A selection of short films from ‘The Turning’ produced by Robert Connelly (Creative response to text)
- The novel ‘Animal Farm’ by George Orwell and the short film ‘Abbreviation’ from ‘The Turning’. (Comparative analysis)
- A range of current informative and persuasive media texts (Using language to persuade)
Students develop skills in crafting analytical essays in response to these texts as well as creating a range of written and oral multi-modal texts using a range of literary and persuasive techniques and structures. They develop their speaking and listening skills by participating in formal and informal discussions as well as planning, rehearsing and presenting multi-modal oral presentations designed to influence their audience.

**Pathways**
The Year 10 English Extensions program is designed to prepare, and extend, students who wish to follow an academic pathway to tertiary level education and are aiming for a high score at VCE in one or more English subjects; English, Literature or English Language.
We strongly advise against accelerating in English as our data and experience tell us that students perform better in this subject with the maturity that an additional year brings.
The central importance of VCE English subjects
To be awarded your Victorian Certificate of Education (VCE), you must complete three (3) units of English, English Language or Literature, with at least one (1) unit at the Units 3 & 4 level (Year 12). To achieve an Australian Tertiary Admission Rank (ATAR), you must complete both Units 3 and 4 of that English, English Language or Literature sequence (a sequence is the study of both Units 3 and 4 in the one year). This means that a student’s results in Unit 3 and 4 of English, English Language or Literature must contribute to the calculation of their ATAR no matter their results in other subjects. Effectively, this means that all students must study Units 1-4 of English, English Language or Literature and must pass at least one (1) unit at Year 11 and BOTH (2) units at Year 12 if they are to successfully complete VCE and gain an ATAR.

Final Assessment for Units 3 & 4 in all English studies:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Contribution</th>
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</thead>
<tbody>
<tr>
<td>Unit 3 School-assessed Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 4 School-assessed Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>VCE Examination (end of year)</td>
<td>50%</td>
</tr>
</tbody>
</table>

**VCE English**

**Entry to VCE English:** There are no prerequisites for entry to Units 1, 2 and 3, although interest in and knowledge of current events is helpful.

**English Unit 1**
In Unit 1 students explore how texts create meaning. They approach it in two ways; through text response and creative writing. For text response students study the ideas that an author explores in their text, and strive to explain how those ideas are communicated through analysis of character, theme, setting, structure and language choices. Students are scaffolded to improve their ability to write essays in this unit, a skill that they will continue to build throughout their VCE, and will be assessed on in the VCE exam in year 12. Students may respond to a text creatively, either by creating an alternative scene, or explore an aspect of the text that is not fully covered in the original. They then write an explanation for their authorial choices, improving their understanding of the construction of text. Finally, students present an oral presentation on an issue that has recently been in the media, developing their understanding of persuasive language.

**English Unit 2**
The focus of Unit 2 is to compare and contrast two different texts that share a common theme or idea. Each text is initially studied individually, utilising a similar approach to text response in Unit 1. Once students have an understanding of each text, they begin to analyse and discuss similarities and differences between them. Focussing on textual features, students develop a greater understanding of both texts, as they discuss the different perspectives. Another component of the unit is a focus on Language Analysis, which asks students to understand and explain how a variety of authors use language in an attempt to persuade their audiences to agree with their point of view. Both of these aspects are assessed in the end of year exam in year 12. These units (1 & 2) are almost identical to the units of Year 12 (3 & 4). This provides students at Year 11 the opportunity to develop and begin to master skills required for Year 12. It is very important that students take their year 11 studies seriously, as it is the best opportunity they will have to adequately prepare for Year 12.

**English Unit 3**
In this unit students again explore how texts create meaning by undertaking a text response and a piece of creative writing. Students also undertake a language analysis as the second assessment in Unit 3. A further difference to year 11 is in the amount of private study and independent practice expected of the student. As they will be required to write a text response and language analysis essay in their end of year exam, it is important that students further develop their skills and understanding of these essay forms. Teachers expect that work is completed thoroughly and
quickly, with extra time at home devoted to study. Submission of practice essays is also expected, as this is the best way for students to improve, receiving constant feedback on all aspects of their essay writing practice.

**English Unit 4**

Students again compare and contrast two different texts that share a common theme or central idea. They also present an oral point of view based on arguing an issue that has recently been in the media. As with unit 3 there is a high expectation that students will work closely with their teacher, submitting multiple practice pieces to improve their essay writing skills. Additionally, multiple lessons will be devoted to strategies to approach the exam, as well as opportunities for revision.

**VCE Literature**

**Entry to VCE Literature:** There are no prerequisites for entry to Units 1, 2 and 3, although a strong interest in and knowledge of literature is helpful. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

**Literature Unit 1 Approaches to Literature**

In Unit 1, students focus on the ways in which the interaction between text and reader creates meaning. Students learn how to analyse of the features and conventions of texts in order to develop increasingly discriminating responses to a range of literary forms and styles, including short stories, poetry and plays. 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.

**Literature Unit 2: Context and connections**

In Unit 2, 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, including novels and films, 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. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

**Literature 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 transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

**Literature 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 views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.
Specifically, for Unit 4 Outcome 1, the literary criticism selected must reflect different perspectives, assumptions and ideas about the views and values of the text/s studied.

VCE English Language

Entry to VCE English Language: There are no prerequisites for entry to Units 1, 2 and 3, although interest in and knowledge of current events is helpful, as well as a capacity for analytical thinking. Students must undertake Unit 3 prior to undertaking Unit 4.

Unit 1: Language and communication
Language is an essential aspect of human behaviour and the means by which individuals relate to the world, to each other and to the communities of which they are members. In this unit, students consider 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 an 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
Students focus on language change. Languages are dynamic and language 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. They explore texts from the past and from the present, considering how all subsystems of the language system are affected – phonetics and phonology, morphology and lexicology, syntax, discourse and semantics. Attitudes to language change are also considered. Students also explore the various possibilities for the future of English. 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. Contact between English and other language has led to the development of geographical and ethnic varieties, and also the decline of indigenous languages.

Unit 3: Language variation and social purpose
Students investigate English language in contemporary Australian social settings, along a continuum of informal and formal registers. They consider language as a means of social interaction, exploring how through written and spoken texts we communicate information, ideas, attitudes, prejudices and ideological stances. Students also examine the stylistic features of formal and informal language in both spoken and written modes: the grammatical and discourse structure of language; the choice and meanings of words within texts; how words are combined to convey a message; the purpose in conveying a message; and the particular context in which a message is conveyed. Students learn how to describe the interrelationship between words, sentences and text as a means of exploring how texts construct message and meaning. They consider how texts are influenced by the situational and cultural contexts in which they occur. Students learn how speakers and writers select features from within particular stylistic variants, or registers, and this in turn establishes the degree of formality within a discourse. They learn how language can be reveal the power structures in relationships and how language varieties are used to exclude or include people from a social group.

Unit 4: Language variation and identity:
Students focus on the role of language in establishing and challenging different identities in contemporary Australian society, including national, regional, cultural and social variations. Standard Australian English is the variety that is granted prestige in contemporary Australian society and it has a role in establishing national identity. However, non-Standard English varieties also play a role in constructing users’ social and cultural identities. Students examine a range of texts to explore the ways different identities are constructed. These texts include extracts from novels, films or television programs, poetry, letters and emails, transcripts of spoken interaction, songs, advertisements, speeches and bureaucratic or official documents. Students also explore how our sense of identity evolves in response to situations and experiences. Through our
language we express ourselves as individuals and signal our membership of particular groups. Students explore how language can distinguish between ‘us’ and ‘them’, creating solidarity and reinforcing social distance.
**Humanities - Years 7 - 10**

**Year 7 Humanities**
Students explore living conditions and water resources as key themes in the Geography section of the course. They develop their skills in mapping, interpreting graphs and analysing information. In Economics, students build a glossary of key economic terms and explore the role that markets, government and consumers play within the world of business.
Civics and Citizenship studies the origins of democracy and various other types of government in an historical context. Students learn about how past societies such as Ancient Greece and Rome have influenced modern democracies. They describe the effects of change on societies, individuals and groups. Students explain the role of groups and the significance of particular individuals in society.

**Year 7 SEAL Humanities**
In Geography, students examine the processes that influence the characteristics of places. Their conceptual thinking is developed through the study of Water, Place and Liveability and Landforms and Landscapes. In Economics, students study how markets operate and why governments may influence the market’s operation. They describe the characteristics of successful businesses and how work contributes to the wellbeing of society. In History, students learn about ancient civilisations. They describe the effects of change on societies, individuals and groups. In Civics, students study the origins of democracy in an historical context.

**Year 8 Humanities**
In Economics students explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies. In Geography students learn about different landscapes and their distinctive landform features. In Changing Nations students explore urbanisation and its impacts as well as migration on a world and regional scale.
In History students explore continuity and change in Medieval Europe, identifying patterns in society and the way of life. They also identify and discuss the key features of the electoral process and how citizens can participate in Australia’s democracy.

**Year 8 SEAL Humanities**

**History**
Students continue to develop skills in critical thinking and questioning. They explore the making of the modern world by learning about the Enlightenment and the Industrial Revolution. They study the effects of rapid global development, the mass movements of people, and how political and social reforms changed the world by looking at the experience of family members. They then study in depth the causes of WWI and Australia’s involvement in that conflict.

**Geography, Economics, and Civics and Citizenship**
Through the study of this integrated unit students learn about biomes and food security and the geographies of interconnection. They investigate different economic structures, the Australian economy and how it is structured, and how Australia is situated within the global economy. They explain links between economic performance and living standards and give possible causes for variations. They analyse Australia’s system of government and compare this with the values and key features of different government systems. Finally, using what they have learned throughout the unit, students create their own nation state taking into consideration geographical features and resources, government and economic structures.
**Year 9 Humanities**

In Civics and Citizenship students evaluate features of Australia’s political system and evaluate the key features of government. They explain the key principles of Australia’s justice system and the role of our courts. In History, students study the making of the modern world from 1750 to 1918. They look at the way people lived, worked and thought through a period of rapid change.

In Geography students develop knowledge about the operation of one of the major natural systems that are part of the biosphere and atmosphere. Students examine the biomes of the world, their alteration and significance as a source. In Economics students develop their understanding of key economic concepts with respect to the Australian economy and how characteristics such as enterprise and innovation are needed in business to build the country’s future.

**Year 9 SEAL Humanities**

History and Economics

Students learn about the key political ideologies that impacted on the twentieth century. They explore the causes of WWII and study the main periods of the war. They conduct an in-depth research task on Australia’s involvement in WWII. In Economics students explain why and how people manage financial risks and rewards in the current global financial landscape. They explore the nature of innovation and research how the nature of work is changing in Australia and globally. They look at ways enterprising behaviours can be developed to improve work and business environments.

Geography, Civics and Citizenship

Students explore the geographies of human wellbeing and learn about the different ways that wellbeing can be measured and mapped. They assess issues affecting the development of places and analyse the impact of these issues on human wellbeing. They investigate the factors that influence environmental changes and analyse the causes and consequences of these changes on Australia and the world. Students take an in-depth look at the key features of Australia’s court systems, analyse the key principles of Australia’s justice system, and assess how effectively we meet our international legal obligations.

**Year 10 Humanities Electives**

**WORLD WAR II & THE HOLOCAUST**

This subject is aimed at students interested in studying history and links to VCE courses in 20th Century History, Global Politics, and other history subjects in general. In this elective you will learn about one of the most important periods in human history. World War II changed the world, and although it was the deadliest conflict in history, it set us on the path to the life we live today. You will learn about the causes of the war and the big ideas that saw countries become deadly enemies. You will be able to do a case study on a topic of your choice. This may include (but is not limited to!) weapons, specific battles, battle strategy and tactics, the changing role of women, technology and innovation, spying and secret coding machines, war as represented in film, or the experiences of individuals. You will also learn about the Holocaust, why it happened, and the lasting effects of the tragedy. **Students need to be aware they will go on an excursion to Melbourne to visit the Holocaust Museum. The cost for this will be approximately $70.**

**RIGHTS, FREEDOMS & POPULAR CULTURE**

This subject is aimed at students interested in studying history and links to VCE courses in 20th Century History, Global Politics, and other history subjects in general. It is also useful for students who want to study Textiles, VCE Music subjects, Visual Arts and Performing Arts subjects as you will learn about key cultural influences of the 20th century. There are two main parts to this elective: the Civil Rights movements in the USA and Australia, and the rise of popular culture from the 1950s onwards. Slavery ended in the United States in 1865, however its legacy of racism, violence and oppression
endured in the American experience. The Civil Rights Movement was an organised effort by black Americans to end racial discrimination and gain equal rights under the law. You will learn about key people and events, as well as about groups such as the Ku Klux Klan who tried to stop the movement through violence and intimidation. With popular culture you will learn about the cultural revolution that went around the world after World War II, led by the Baby Boomers who wanted to live in a different kind of world and pushed back against the cultural expectations of previous generations. The phrases “make love, not war” and “sex, drugs, and rock ‘n’ roll” helped define an era of massive social upheaval. You will learn about how this time has impacted on later generations, including yourself! You will also do a study of a decade of your choice from the 1950s-1990s, focusing on its popular culture influences in fashion, music, art, literature, and social/cultural movements.

ENVIRONMENTAL FIELDWORK IN DIVERSE ENVIRONMENTS
This subject is aimed at students wishing to study either VCE Geography, Biology or Outdoor Education & the Environment, and anyone interested in how Australian ecosystems are managed. This elective offers students a hands-on approach to studying environmental change, the effects of people’s travel, recreational, cultural and leisure activities on Australia’s smallest biome. Through the use of localised fieldwork, students develop a variety of skills including soil testing, scat analysis, transect line interpretation, and water testing. Students will have the opportunity to discuss management techniques with experts in the field and analyse management responses to environmental change. 

Students need to be aware that a fee of approximately $100 will be incurred for fieldwork including an overnight fieldtrip to Mt Hotham & Dinner Plain.

ENTREPRENEURSHIP & MICRO BUSINESSES
This subject is aimed at students wishing to study either VCE Business Management or VET Business, and anyone interested in how to establish and operate a micro business. In this elective you will learn about how to identify and assess the impacts of financial risks and rewards. You will have a hands-on approach to risk taking through playing the “Stock Market Game”. You will also develop knowledge and skills in innovation and innovative thinking, as well as learn about entrepreneurialism and how successful people have used their skills to look for opportunities and act on them when they appear. You will learn how to set up your own micro business and will become your own “$20 Boss”, where you are given $20 to get a micro business idea up and running.

BUSINESS TECHNOLOGY
This subject is aimed at students wishing to study either VCE Business Management, Accounting or VET Business, and anyone interested in how small businesses operate on a day-to-day basis. In this elective you will develop basic practical skills in office administration, including how to use key technology and software that are commonly used by small business operations. You will learn about, and how to use, basic accounting practices such as manual bookkeeping in order to record the transactions and financial activities of a small business. You will also develop skills in using a variety of technology that can be later used in different subjects for all types of pathways.

ISSUES IN AUSTRALIAN SOCIETY
This subject is aimed at students wishing to study either VCE Legal Studies, Global Politics, Sociology or Psychology, and anyone interested in learning about how the Australian legal and political systems work. In this elective you will learn about the influence of the media on the values of people. You will explore ideas and issues around social media, ‘fake news’ and ‘clickbaiting’, learning how to think critically about information and where it comes from. You will also investigate social issues that are having a significant impact on Australian society such as racism and religious extremism, as well as looking at issues that are important to Australian teenagers. You will learn about what justice and equality in Australia means for you and our wider Australian society. You will engage in fieldwork research where you get out into the community to find out what is affecting real people. By doing this you will develop skills in ethical data gathering which would be very useful for any student considering studying VCE Psychology or Sociology.
Humanities - VCE

VCE Australian and Global Politics

Unit 1: Ideas, actors and powers
In this unit students are introduced to the key ideas relating to the exercise of political power. They explore how these ideas shape political systems. Students consider the nature of power in Australian democracy and in a non-democratic political system, such as Cuba, Iran, China or North Korea. They explain and analyse the roles and functions of political parties, interest groups and the media and their influence on Australian politics. Throughout the unit, they define and explain key terms and concepts relating to power, ideas and political parties. They analyse contemporary issues and develop explanations, arguments and points of view, using contemporary evidence and examples.

Unit 2: Global connections
This unit, students consider how citizens in the 21st century interact and connect with the world. They investigate how new key political, economic and social links (for instance, non-government organisations and the rise of online shopping and social media) have influenced the global community. Students explore and apply two key theories about global politics: realism and cosmopolitanism. They investigate the ability of the global community to cooperate and respond to issues of global conflict and instability, for instance terrorism, people movement and human rights. Throughout the unit, students define and explain key global politics terms and use them in the appropriate context.

Unit 3: Global actors
In this unit students investigate the key global actors of contemporary world politics: states, Intergovernmental Organisations (IGOs), non-state actors, and one Transnational Corporation (TNC). They use evidence to analyse their aims, roles and power. They examine the way in which a specific Asia-Pacific state uses its power to pursue its national interests, and explore the factors that have shaped that state’s national interests in the last 10 years. For this area of study, students study one of the following states: Australia, China, Indonesia, Japan or United States of America. They evaluate the effectiveness of different types of power and foreign policy instruments in achieving a state’s national interests.

Unit 4: Global challenges
In this unit students investigate key global challenges facing the international community in the 21st century. Students use the concepts of cosmopolitanism and realism to examine and analyse the debates surrounding two ethical issues that fall under the jurisdiction of international law, and then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, such as climate change, armed conflict, terrorism and economic instability. They consider the varying effectiveness of responses and challenges to resolving them. They engage with the key aspects of each crisis.

Entry: There are no prerequisites for entry to Units 1, 2 and 3, however an interest in current affairs is recommended. Students must undertake Unit 3 prior to Unit 4. It would be unadvisable to do Units 3 and 4 without completing Units 1 and 2 and students would be required to undertake additional preparation.

Final Assessment for units 3 and 4:

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VCE Business Management

Unit 1: Planning a Business
In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. Students consider factors from the external environment such as legal, political, social and global and the effects these may have on the decisions made when planning a business. Throughout the unit students use business terminology including innovation, entrepreneur, stakeholders, marketing.

Unit 2: Establishing a Business
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. Students also consider effective public relations strategies and the benefits and costs these can bring to a business.

Unit 3: Managing a Business
In this unit students discuss the key characteristics of businesses, and analyse the variety of management styles and skills used by business leaders. Theories of motivation are explored, including Maslow’s hierarchy of needs, Lock and Latham’s Goal Setting Theory and Nohria’s Four Drive Theory of Motivation, and are applied to the management of employees. A local business is explored in detail, whereby students analyse their operations and evaluate strategies to improve their efficiency and effectiveness. Throughout the unit students use business related terminology such as, macro environments, operating environments, stakeholders, shareholders and operations management.

Unit 4: Transforming a Business
In this unit students examine the way business change comes about. They discuss driving and restraining forces involved in the change process and evaluate management strategies used to bring about change through the application of key performance indicators. Students investigate the ways a business can search for new business opportunities as a source of future business growth.

Entry: There are no prerequisites for entry to Units 1, 2 and 3, however an interest in the functioning of businesses and a desire to study commerce/business would be an advantage. Students must undertake Unit 3 prior to Unit 4.

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VCE/VET Business Management

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

Qualifications
The following qualifications are available in the VCE VET Business program:

BSB20115 Certificate II in Business: an entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role.

BSB30115 Certificate III in Business: provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge.

Credit in the VCE or VCAL

BSB20115 Certificate II in Business: recognition of up to four units of credit at Units 1 and 2 level.

BSB30115 Certificate III in Business: recognition of up to four units at the Units 1 and 2 level, including one Units 3 and 4 sequence. Students who are able to undertake further training to complete the Certificate III in Business qualification may be eligible for further credit at Units 3 and 4 level.

Note: The Units 3 and 4 sequence of VCE VET Business is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of VCE VET Business must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Where a student elects not to receive a study score for VCE VET Business, no contribution to the ATAR will be available.

Students who undertake additional training from certificate III and achieve a further Units 3 and 4 sequence may be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

Scored Assessment

Scored assessment is available for BSB30115 Certificate III in Business.

Students wishing to receive an ATAR contribution for VCE VET Business must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end-of-year examination, worth 34% of the overall study score.

Scored assessment is based on the Units 3 and 4 sequence of BSB30115 Certificate III in Business.
VCE Legal Studies

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 scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. You 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
Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions and remedies may be imposed. Through the investigation of recent cases, students develop their understanding of the ways rights are protected in Australia compared to another country. You will form a judgment about the ability of sanctions and remedies to achieve the principles of justice via the analysis of actual cases and their outcomes.

Unit 3: Rights and Justice
The Victorian justice system aims to protect the rights of individuals and uphold the principles of justice: fairness, equity and access. 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 purpose. The Victorian criminal justice system is used to determine whether an accused person is guilty beyond reasonable doubt of an offence for which they charged, and to impose sanctions where guilt has been found or pleaded.

Unit 4: The People and the Law
The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. 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 also develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution.

Entry: there are no prerequisites for entry into Units 1, 2 and 3, however students must undertake Unit 3 and Unit 4 as a sequence. It is recommended that students wishing to undertake Units 3 and 4, also complete Units 1 and 2. This subject would interest students who are considering studying Commerce, Business, Sports Management or Law at tertiary level. Students are expected to attend an over night trip to Canberra during Unit 4.

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VCE Accounting

Unit 1: Role of Accounting in Business
This unit explores the establishment of a business and the role 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 suitability of a business as an investment. Students record financial data and prepare reports for service businesses owned by sole proprietors. Where appropriate, the accounting procedures developed in each area of study should incorporate the application of the Conceptual Framework and financial indicators to measure business performance, and take into account the range of ethical considerations faced by business owners when making decisions, including financial, social and environmental.

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. Where appropriate, the accounting procedures developed in each area of study should incorporate application of the Conceptual Framework, financial indicators and ethical considerations for business owners when making business decisions, including financial, social and environmental.

UNITS 3 AND 4
These units will be offered in 2020 dependent on student interest.

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 the 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 a 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 entry into Units 1, 2 and 3, however students must undertake Unit 3 and Unit 4 as a sequence. It is recommended that students wishing to undertake Units 3 and 4, also complete Units 1 and 2.

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VCE Geography

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

For Units 1, 2 and 3 students engage in fieldwork and create a fieldwork report relating to key topics.

Unit 1: Hazards and Disasters
In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. 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 examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism
In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. For example, the interconnections of climate, landforms and culture help determine the characteristics of a place that can prove attractive to tourists.

Unit 3: Changing the Land
This unit focuses on two investigations of geographical change: change to land cover and change to land use. Land cover includes biomes such as forest, grassland, tundra and wetlands, as well as land covered by ice and water. Students investigate three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets. Students investigate the distribution and causes of these three processes. They select one location for each of the three processes to develop a greater understanding of the changes to land cover produced by these processes, the impacts of these changes and responses to these changes at different scales. At a local scale students investigate land use change using appropriate fieldwork techniques and secondary sources. They investigate the scale of change, the reasons for change and the impacts of change.

Unit 4: Human Population - Trends and Issues
In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world. Students study population dynamics before undertaking an investigation into two significant population trends arising in different parts of the world. They examine the dynamics of populations and their economic, social, political and environmental impacts on people and places.

Entry: There are no prerequisites for entry to Units 1, 2 and 3, however an ability and interest in critical thinking and asking questions is desirable. Students must undertake Unit 3 prior to Unit 4.

Studying Geography with Outdoor Education is a complimentary subject combination that can help build cross-curricular knowledge and skills.

Assessment weighting for Units 3 and 4:

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VCE Ancient History

Unit 1: Ancient Mesopotamia
In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the ‘cradle of civilisation’. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit also highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilisation.

Unit 2: Ancient Egypt
This unit prepares students for Unit 3/4 Ancient History by studying the origins of ancient Egypt. Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about Old and Middle Kingdom Egypt.

UNITS 3 AND 4
Egypt and Rome were major civilisations of the ancient Mediterranean that bestowed a powerful legacy on the contemporary world. In each of Units 3 and 4, students explore the structures of one of these societies and a period of crisis in its history. Life in these ancient societies was shaped by the complex interplay of social, political and economic factors. Trade, warfare and the exchange of ideas between societies also influenced the way people lived. Furthermore, both societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

Unit 3: Ancient Egypt
In this unit students discover what it was like to live in Ancient Egyptian society during the New Kingdom period. They explore the social, political and economic features of life for everyday Egyptians, as well as study the defining moments of the kingships of New Kingdom pharaohs such as Hatshepsut, Thutmose III and Ramses II. They look at warfare and its impact on Egyptian society, as well as exploring life in Thebes during the time of the great tomb building for kings such as Tutankhamun and Seti I. Students also delve deeply into the crisis of the Amarna Period, when Akhenaten and Nefertiti turned Egypt on its head by discarding the age old religious traditions of many gods to instead favour the worship of one god – the Aten sun disk. Students will learn about the effects of these momentous changes, question the nature of the crisis, and discover why Akhenaten’s name was destroyed by the kings who came after him.

Unit 4: Ancient Rome
This unit gives students the opportunity to explore what it was like to live in ancient Roman society during its early years of the Monarchy and Republic. They will discover how Rome came to exist and grew from a farming backwater to a great city state. Students will study the nature of Roman society such as its rigid hierarchies and class structures, and how these changed over time as the Republic developed. They will learn how the militarised nature of Roman society helped it to conquer the entire Italian peninsula, and explore some of the great battles of the ancient world such as the Punic Wars. Students will also undertake a depth study of the fall of the Roman Republic and the effects this crisis had on Roman society and the wider ancient world. Finally, they will explore the role of significant individuals from this period including giants such as Julius Caesar, Cleopatra and Augustus.

Entry: There are no prerequisites for entry to Units 1, 2 and 3, however an ability and interest in critical thinking and asking questions is desirable. Students must undertake Unit 3 prior to Unit 4. Completing Units 1 and 2 of a VCE history course would provide students with a distinct advantage.

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VCE 20th Century History

UNITS 1 AND 2
Twentieth Century History provides students with the opportunity to explore our modern history through the lens of the inter-war and post-war periods. This study’s focus is on the big political, social and cultural upheavals that occurred in the aftermath of both World Wars.

Unit 1: Twentieth Century History 1918 - 1939
In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The post-war treaties ushered in a period where the world was, to a large degree, reshaped with new borders, movements, ideologies and power structures. These changes affected developments in Europe, the USA, Asia, Africa and the Middle East. Economic instability caused by the Great Depression also contributed to the development of political movements. Despite ideals about future peace, reflected in the establishment of the League of Nations, the world was again overtaken by war in 1939. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. In Germany, the persecution of the Jewish people became intensified. In the USSR, millions of people were forced to work in state-owned factories and farms and had limited personal freedom. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth Century History 1945 - 2000
In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights. Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. The period also saw challenge and change to the established order in many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. 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.

Entry: There are no prerequisites for entry to Units 1 and 2, however an ability and interest in critical thinking and asking questions is desirable. Further study in History can be achieved in Unit 3 and 4 Revolutions, Unit 3 and 4 Australian History, or Unit 3 and 4 Ancient History.
VCE Revolutions

UNIT 3 AND 4

Revolutions represent great ruptures in time and are a major turning point which brings about the collapse and destruction of an existing political order resulting in dramatic changes to society. Revolutions are caused by the interplay of ideas, events, individuals and popular movements. Their consequences have a profound effect on the political and social structures of the post-revolutionary society. Revolutions are often characterised by extreme measures of violence, oppression and terror.

In these units students develop an understanding of the complexity of causes and consequences in the study of revolutions. They use primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people. They consider how different perspectives of the revolution give an insight into experiences of those who lived through dramatic revolutionary moments. They also analyse the contributions of historians in identifying the causes and consequences of revolutions.

Unit 3: French Revolution

In this unit students analyse the long-term causes and short-term triggers of the French Revolution. They look at the frictions between the monarchy and the courts, the grievances of the peasants, economic changes and food shortages. They explore the significant ideas that impacted on France at the time such as the Enlightenment, equality, attacks on feudalism, and critiques on aristocratic privileges. The roles of significant individuals such as Louis XVI, Marie Antoinette, and Marquis de Lafayette are analysed. Popular movements - such as the storming of the Bastille - that mobilised and galvanised French society are also studied. In Area of Study 2 the consequences of the French Revolution are explored. Challenges faced by the new regime such as the abolition of absolute monarchy, the use of the guillotine and the policy of ‘the Terror’ are investigated. The diverse experiences of social groups such as the bourgeoisie, urban and rural workers, women, peasants, and the nobility are also explored.

Unit 4: Russian Revolution

This unit gives students the opportunity to explore the events and social conditions that lead to the outbreak of revolution in Russia during the early part of the twentieth century. The effects of wars, peasant protests and uprisings, soldier and sailor mutinies, and political challenges to the ruling elite are all studied. Students investigate significant ideas that impacted on Russia such as nationalism, liberalism, Marxism, and revolutionary populism. The roles of significant individuals such as Tsar Nicholas II, Tsarina Alexandra, Rasputin, Lenin and Trotsky are analysed. Students then investigate the consequences of the Russian Revolution including challenges such as the civil war and the ‘Red Terror’. They also explore the experiences of different groups such as the aristocracy, peasants, Kulaks, bourgeoisie, women and workers.

Entry: There are no prerequisites for entry to Units 1, 2 and 3, however an ability and interest in critical thinking and asking questions is desirable. Students must undertake Unit 3 prior to Unit 4. Completing Units 1 and 2 of a VCE history course would provide students with a distinct advantage.

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**Year 7 Mathematics**

**Number and Algebra**
Students use index notation, represent numbers as products of powers of prime numbers, and investigate square roots of perfect squares. They use number properties to add, subtract, multiply and divide numbers, fractions and decimals, with and without technology. Students find equivalent fractions, express one quantity as a fraction of another, round to a specified number of decimal places, and convert between fractions, decimals and percentages. They find percentages of quantities and one quantity as a percentage of another. Students use pronumerals to construct simple algebraic expressions and substitute numerical values into these. They solve simple linear equations and plot points on the Cartesian plane.

**Measurement and Geometry**
Students use formulas for calculating areas of triangles and rectangles and volumes of cubes and rectangular prisms. They form two-dimensional representations of prisms, buildings and other structures. They use simple combinations of transformations, with and without technology, to create geometric patterns and identify line and point symmetry, apply parallel line and transversal angle properties, angles sums in triangles and quadrilaterals, classify triangles and quadrilaterals.

**Statistics and Probability**
Students construct sample spaces for simple experiments involving chance, and assign probabilities to outcomes. They employ data displays such as dot plots and stem and leaf plots to compare data sets, and calculate measures of centre and simple measures of spread to analyse and interpret the data.

**Year 7 SEAL Mathematics**

**Number and Algebra**
Students consolidate their proficiency with the four operations for involving integers and rational numbers, with and without the use of technology. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving fractions, decimals, percentages and their equivalences, and express fractions in their simplest form. Students use variables to represent numbers and substitute numbers into algebraic expressions. They assign ordered pairs to given points on the Cartesian plane and analyse graphs. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions.

**Measurement and Geometry**
Students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites. Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. Students name the types of angles and solve simple problems angles. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals.

**Statistics and Probability**
Students construct stem-and-leaf plots and dot-plots. They calculate mean, mode, median and range for data sets, using digital technology for larger data sets. Students determine the sample space for simple experiments with equally likely outcomes, assign probabilities outcomes and model situations with Venn diagrams and two-way tables. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.
Year 8 Mathematics

Number and Algebra
Students consolidate their proficiency with adding, subtracting, multiplying and dividing positive and negative numbers and fractions, with and without the use of technology. They extend the use of indices and develop the index laws using number examples. Students investigate the relationship between decimal and fraction representations of rational numbers (terminating and recurring decimals) and work with some irrational real numbers such as square roots and multiples and fractions of \( \pi \) (pi). They solve a range of problems involving ratios, proportions, percentages and rates, with and without the use of digital technologies. Students generalise from number to algebra, and expand, factorise, simplify and substitute into simple algebraic expressions. They plot linear relations on the Cartesian plane, with and without the use of digital technology and solve linear equations.

Measurement and Geometry
Students convert between units for area and for volume, and solve problems involving duration using 12-hour and 24-hour time, within a given time zone. They develop and use formulas for calculating perimeters and areas of quadrilaterals and circles, and volumes of prisms, and solve related measurement problems. Students use congruence and transformations to establish properties of plane shapes related to sides, angles and symmetry, and solve related problems.

Statistics and Probability
Students use Venn diagrams and two-way tables to calculate probabilities. They develop an understanding that probabilities range from 0 to 1 and that the sum of probabilities for events in a sample space is 1. Students use various techniques for collecting data, including random sampling. They use digital technology to explore the variability of proportions and means in random samples drawn from a given population, and investigate the effect of individual data values, including outliers, on the measure of centre (average).

Year 8 SEAL Mathematics

Number and Algebra
Students apply the index laws to variables and numbers, express numbers in scientific notation. They solve problems involving simple interest. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology. Students sketch and draw linear and non-linear relations and solve simple related equations.

Measurement and Geometry
Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

Statistics and Probability
Students construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. They identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events.
**Year 9 Mathematics**

**Number and Algebra**
Students apply the index laws to variables and numbers, express numbers in scientific notation. They solve problems involving simple interest. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology. Students sketch and draw linear and non-linear relations and solve simple related equations.

**Measurement and Geometry**
Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

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Students construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. They identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

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**Year 9 SEAL Mathematics**

**Number and Algebra**
Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They solve problems involving linear equations, inequalities and quadratic equations. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise simple non-monic quadratic expressions, with and without the use of digital technology.

**Measurement and Geometry**
Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles. Students solve surface area and volume problems relating to composite solids. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems. They use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions.

**Statistics and Probability**
Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables.
**Year 10 Foundation Mathematics**

Students cover a similar range of areas as General Mathematics but at a slower pace to consolidate their skills.

**Year 10 General Mathematics**

**Number and Algebra**

Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers. They solve problems involving linear equations with and without the use of digital technology. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, with and without the use of digital technology. They represent linear functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.

**Measurement and Geometry**

Students solve and explain surface area and volume problems relating to composite solids. They use trigonometry to solve practical problems. Students follow proofs of key geometric results involving the application of congruence and similarity.

**Statistics and Probability**

Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities.

**Year 10 Mathematical Methods**

**Number and Algebra**

Students apply mental, written or technology-assisted forms of computation as appropriate, and routinely use estimation to validate or provide bounds for their answers. They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology. They represent linear functions numerically, graphically and algebraically, and use them to model situations and solve practical problems. Students explore the connection between tabular, graphical and algebraic representations of non-linear relations, including circles with centres at any location in the Cartesian plane. They represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems.

**Measurement and Geometry**

Students solve practical problems in two and three dimensions involving right angled triangles, Pythagoras theorem and trigonometry. They extend the study of trigonometry to include an introduction to circular functions and equations, and extend the study of indices and exponential functions to logarithms, including an introduction to logarithmic functions.

**Statistics and Probability**

Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables.
Mathematics - VCE

VCE Foundation Mathematics

In Foundation Mathematics there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Across the year, students will be exposed to activities and tasks in four main areas of study. These are: Space and Shape, Patterns in Numbers, Handling Data and Measurement and Design.

In **Unit 1** students use basic number skills to investigate fractions, decimals and percentages in practical applications such as sport. They use data to construct tables and graphs, and interpret the data. They apply their knowledge of measurement and associated formulas of shapes to design and fashion a bedroom.

In **Unit 2** students investigate patterns and numbers in real life context of compound interest, tax calculations and completing a tax return. For data and measurement, the student will complete tasks relating to travelling, for example travel time tables, time zones across the world and actual travelling times and costs associated with travel. The students will explore data on water bills, in particular summary statistics. In a Waterwise investigation they will use their skills to interpret data about water quality, as well as reading scales and graphs about flow rates.

Students are encouraged to use appropriate technology in all areas of their study.

**VCE General Mathematics Units 1 and 2**

General Mathematics provides for different combinations of student interests and preparation for study of VCE Further Mathematics at the Unit 3 and 4 level.

Students cover representation and manipulation of linear relations and equations, including simultaneous linear equations. They cover mental, by-hand and technology assisted computation with rational numbers, practical arithmetic and financial arithmetic, including estimation, order of magnitude and accuracy. Students cover matrices, graphs and networks, and number patterns and recursion. They cover shape, measurement and trigonometry and their application to formulating and solving two- and three-dimensional problems involving length, angle, area and surface area, volume and capacity, and similarity and the application of linear scale factors to measurement.

Students cover continuous models involving linear and non-linear relations and their graphs, linear inequalities and programming, and variation. Students cover representing, analysing and comparing data distributions and investigating relationships between two numerical variables, including an introduction to correlation.

**VCE Further Mathematics Units 3 and 4**

**Unit 3 – Core**.

**Data analysis** students will investigate data distributions, associations between two variables, investigate and modelling linear associations and time series data.

**Recursion and financial modelling** covers the use of first- order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

**Unit 4 – Modules**

**Module 1 Matrices**

This module covers definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

**Module 2 Networks and decision mathematics**

This module also covers definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.
Final Assessment for units 3 and 4:

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**VCE Mathematical Methods**

**Unit 1 - Functions and graphs, Algebra, Calculus, Probability and Statistics**

In this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is explored in a variety of modelling contexts and theoretical investigations.

The focus is on the algebra of polynomial functions of low degree and transformations of the plane. Students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change. Students cover the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, venn diagrams, karnaugh maps, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

**Unit 2 - Functions and graphs, Algebra, Calculus, Probability and Statistics**

Students cover graphical representation of functions of a single real variable and the key features of graphs of functions such as axis intercepts, domain (including maximal, natural or implied domain), co-domain and range, asymptotic behaviour, periodicity and symmetry. The focus is on the algebra of some simple transcendental functions and transformations of the plane. Students cover first principles approach to differentiation, differentiation and anti-differentiation of polynomial functions and power functions by rule, and related applications including the analysis of graphs.

Students cover introductory counting principles and techniques and their application to probability and the law of total probability in the case of two events.

**Unit 3 and 4 - Functions and graphs, Algebra, Calculus, Probability and Statistics**

Students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. Students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required or which are not solvable by other methods. Students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. Students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.
Final Assessment for units 3 and 4:

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<td>VCE Examination 2 (end of year)</td>
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Specialist Mathematics

Unit 1 and 2
Students cover number systems and recursion, geometry in the plane and proof, vectors in the plane, graphs of non-linear relations, logic and algebra, linear transformations of the plane, identities, principles of counting, graph theory, kinematics, simulation, sampling and sampling distributions

Unit 3 and 4 - Functions and graphs, algebra, calculus, vectors, mechanics, probability and statistics.
Students cover inverse circular functions, reciprocal functions, rational functions and other simple quotient functions, the absolute value function, graphical representation of these functions, and the analysis of key features of their graphs including intercepts, asymptotic behaviour and the nature and location of stationary points, points of inflection, periodicity, and symmetry. Students cover the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane; introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra. Students cover advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics. Students cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions. Students cover an introduction to Newtonian mechanics, for both constant and variable acceleration. Students cover statistical inference related to the definition and distribution of sample means, simulations and confidence interval.

Final Assessment for units 3 and 4:

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Science - Years 7 - 10

Year 7 Science
Students will study Chemistry, Earth Science, Biology and Physics. Students will learn the safety and requirements of the Science Rooms. They will develop their practical skills in a variety of experiments. The relationships in an Ecosystem will be investigated and they will examine how different interactions occur. Students will learn about patterns, order and organisation in Classification. They will learn experiment skills that demonstrate different ways mixtures can be separated. Students will understand how Earth fits into space, and the variety of resources it has. Different forces will be investigated and how they apply in the real world. Assessment tasks include practical investigations, research assignments, tests, presentations and bookwork.

Year 7 SEAL Science
Students will study Chemistry, Earth Science, Biology and Physics. Students will learn the safety and requirements of the Science Rooms. They will develop their practical skills in a variety of experiments. The relationships in an Ecosystem will be investigated and they will examine how different interactions occur. Students will learn about patterns, order and organisation in Classification. Students will learn about patterns, order and organisation in Classification. They will be introduced to the Digestive System and compare the human structure to other organisms. They will be introduced to the Cell structure and how to use a microscope to investigate cells in detail. They will learn experiment skills that demonstrate different ways mixtures can be separated. Students will explore rock types and how they form. Different forces will be investigated and how they apply in the real world. Students will explore rock types and how they form. Assessment tasks include practical investigations, research assignments, tests, presentations and bookwork.

Year 8 Science
Students will study Chemistry, Earth Science, Biology and Physics. They will investigate Matter, Elements and Compounds. Students will learn about the different Body Systems and how individual organs work. They will be introduced to the Cell structure and how to use a microscope to investigate cells in detail. Students will explore rock types and how they form. Observations will be made of how Energy can be transferred into different forms. Assessment tasks include practical investigations, research assignments, tests, presentations and bookwork.

Year 8 SEAL Science
Students will study Chemistry, Earth Science, Biology and Physics. They will investigate Atomic Structure and Radioactivity. Students will learn about Acids and Bases and investigate various chemical reactions involving Acids. They will study the way our Body Systems work together to ensure survival. Students will investigate a variety of Ecosystems and the effects that humans can have on them. They will learn about renewable and non-renewable energy sources and the efficiency of energy transfers. They will design their own investigation into renewable energy production through the STELR program. Students will investigate the nature of light and sound. Assessment tasks include practical investigations, research assignments, tests, presentations and bookwork.

Year 9 Science
Students will study Chemistry, Earth Science, Biology and Physics. They will learn atomic structure and different types of chemical reactions. Students will investigate a variety of Ecosystems and the affects that humans can have on them. They will learn about the different Body Systems and Diseases which can affect them. In Earth Science they explore the origins of the Plate Tectonics. Students will investigate the transfer of Energy through the STELR program. Assessment tasks include practical investigations, research assignments, tests, presentations and bookwork.
Year 9 SEAL Science
Students will study Chemistry, Earth Science, Biology and Physics. Students will investigate Chemical Bonding. They will use chemical symbols and balanced chemical equations to summarise chemical reactions. Students will compare the properties of a range of elements representative of the major groups and periods in the periodic table. Students will investigate the theory of evolution by natural selection, inheritance and geological time lines. They will be introduced to the concept of Motion and Newton’s Laws. In Earth Science they explore the origins of the Universe and the various ecological cycles and the effects human can have on their environment. Students will explore the human Immune System and the diseases that can infect us and threaten our survival.
Assessment tasks include practical investigations, research assignments, tests and examinations, presentations and bookwork.

Year 10 Science - Core
Biology – Evolution, Physics – Motion, Chemistry - Chemical reactions, Psychology – Memory

Year 10 Science Electives
Biology and psychology
This unit explores aspects of human Biology, including cells, common life processes, the chemistry of common molecules, and basic body systems. The principles of inherited traits are examined in Genetics, as well as genes, mutations, advances in biotechnologies, gene modifications and uses in forensic science.
In Psychology students will learn about the brain structure, neurons and neurotransmitters in the synapses. They will investigate the effects of drugs on the brain

Environmental Science
Students will learn about how the Universe began and the evidence to support the current theory. The requirements that life needs to survive on Earth is investigated. Students will learn what happens when the cycles become unbalanced and its effects. They will study the relationships between living things and their surroundings, or environment.

Material and Consumer Science
The Physics section includes a range of Newtonian elements such as gravity, forces, speed, Newton’s Laws, energy transfer and conservations. Relating physic theories to real life sporting examples.
Chemistry will involve the study of chemical changes in food when cooked, how food is converted into useful energy and energy efficiency.

Year 10 Science Extensions
In Year 10 Science Extensions, students will examine the requirements needed to conduct a solid scientific investigation. They will undertake a range of experiments and activities to develop the skills and confidence needed to design and carry out all aspects of scientific research. Students will complete an in-depth research project or experiment of their choice and present their findings. This is the perfect opportunity for students to investigate an area of Science they would love to know about in more detail and will allow students to develop the skills necessary for success in VCE Science. This subject is a suitable pathway for year 10 students that have completed Year 9 SEAL Science and/or have a keen interest in undertaking a VCE Science. Students must be highly motivated and working at or above the expected level in Year 9 Science.
Unit 1: What ideas explain the physical world?
In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. These include investigating the thermodynamic principles related to heating processes, conceptual models to analyse electrical phenomena and the nature of matter, considering the origins of atoms, time and space and examining the currently accepted theory of what constitutes the nucleus, the forces within the nucleus and how energy is derived from the nucleus.

Unit 2: What do experiments reveal about the physical world?
In this unit students explore the power of experiments in developing models and theories. These involve study of motion and explaining the effects of balanced and unbalanced forces on motion. Twelve options are available for selection in Area of Study 2 with each option, which is based on a different observation of the physical world to be selected by the student. Students also design and conduct a practical investigation related to knowledge and skills developed in Unit 1 or Unit 2.

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. Students examine the similarities and differences between three fields: gravitational, electric and magnetic. They use empirical evidence and models of electric, magnetic and electromagnetic effects to explain how electricity is produced and delivered to homes. They use Newton’s laws of motion to analyse relative motion, circular motion and projectile motion and compare Newton’s and Einstein’s explanations of motion and evaluate the circumstances in which they can be applied. They explore the relationships between force, energy and mass.

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. Students use evidence from experiments to explore wave concepts in a variety of applications. They explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter. They conduct a student-designed practical investigation related to waves, fields or motion undertaken either in Unit 3 or Unit 4, or across both Units 3 and 4. The student is expected to design and undertake an investigation involving two continuous independent variables.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. 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.

Final Assessment for units 3 and 4:

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<th>Assessment Component</th>
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<td>VCE Examination (end of year)</td>
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VCE Chemistry

Unit 1 and 2 Chemistry
In Unit 1 students explore how the diversity of materials can be explained by chemistry. This commences with a review of the history of the atom and the periodic table. This leads to modelling of the properties of metals, salts and organic molecules. Numerical calculations are made to make a link between mass and the amount of a chemical. The study of organic chemistry molecules such as polymers, carbon nano-tubes and distillates of crude oil is commenced. A student choice Research Investigation of a material is conducted in Unit 1.

In Unit 2 the underlying theme is the unique chemistry of water. This starts with water and its connection with heat capacity, solubility and precipitation. Instrumental analysis of acids and dissolved matter in water is introduced. Equation writing and calculations are used to determine quantities of chemicals produced for a wide range of reactions.

Practical skills are an essential component of the coursework and an analytical Practical Investigation is completed in Unit 2.

Unit 3 and 4 Chemistry
In Unit 3 students study the connection of chemistry to energy production and use. This includes energy resources and applications such as biofuels, fossil fuels, batteries and fuel cells. Calculating the amount of energy produced is also investigated. The concept of reaction optimisation is studied in the context of rate and extent of a chemical reaction. This is fundamental to the production of any chemical.

In Unit 4, students focus on organic chemistry through naming, reactions and analysis. Identification of the structure of an organic molecule using a wide range of instrumental techniques is studied.

Organic chemistry is applied to investigations of food chemistry. This includes the structure and processes associated with digestion.

Practical skills are an essential component of the coursework and an analytical Practical Investigation is completed in Unit 4.

Entry: There are no prerequisites for entry to Units 1, 2 and 3, however an ability and interest in problem solving is desirable. Students must undertake Unit 3 prior to Unit 4. It would unadvisable to do Units 3 and 4 without completing units 1 and 2 and students would be required to undertake additional preparation.

Final Assessment for units 3 and 4:

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<th>Coursework</th>
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<tr>
<td>VCE Examination (end of year)</td>
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</table>
VCE Biology

Unit 1
In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet’s biodiversity is classified and the factors that affect the growth of a population. A student practical investigation related to the survival of an organism or species is undertaken in Area of Study 3.

Unit 2
In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of this. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students use chromosome theory and terminology from classical genetics to explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They explore the relationship between genes, the environment and the regulation of genes in giving rise to phenotypes. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3
In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study nucleic acids and proteins as key molecules in cellular processes. They explore the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen. A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4.

Unit 4
In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine change in life forms using evidence from paleontology, biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications,
of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

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

Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

**Final Assessment for units 3 and 4:**

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**Psychology Unit 1**

**Unit 1**
In this area of study students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world around us. They analyse the roles of specific areas of the brain and the interactions between different areas of the brain that enable complex cognitive tasks to be performed. Students explore how brain plasticity and brain damage can affect a person’s functioning. Students apply and extend their knowledge and skills developed in Areas of Study 1 and/or 2 to investigate a question related to brain function and/or psychological development, which they analyse and communicate the findings of their research investigation.

**Unit 2**
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**
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. A student practical investigation related to mental processes and psychological functioning is undertaken in either unit 3 or unit 4. The findings of the investigation are presented in a scientific poster.

**Unit 4**
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 to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

**Final Assessment for units 3 and 4:**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 School-assessed Coursework</td>
<td>16%</td>
</tr>
<tr>
<td>Unit 4 School-assessed Coursework</td>
<td>24%</td>
</tr>
<tr>
<td>VCE Examination (end of year)</td>
<td>60%</td>
</tr>
</tbody>
</table>
Languages - Years 7 – 10

Year 7 Italian

Comincia l’avventura! – The adventure begins!
Students will be introduced to Italian culture, its cities and its world-famous landmarks. They will be taught to look for connections between the Italian and English languages, as well as patterns and clues which help them to work out what a new Italian word might mean. Students will communicate using modelled phrases in order to ask for and give information about themselves such as name, age, nationality, feelings and physical appearance. They will also be introduced to basic Italian grammar concepts.

Descrivere le persone – Describing people
Students will be taught about Italian youth socialise, such as the ‘piazza’ (town square) and the ‘gelateria’ (ice-cream shop). They will further explore Italian grammar concepts, particularly those which differ from English grammar systems, such as masculine and feminine nouns, adjectives and definite articles. Students will continue to describe people using modelled phrases. They will begin to create their own sentences by applying Italian grammar concepts and vocabulary in spoken and written activities.

Year 8 Italian

Fare shopping, viaggiare e mangiare – Shopping, travelling and eating
Students will be taught useful phrases for shopping and travelling in Italy. They will apply those phrases as well as Italian grammar concepts to describe clothes, conduct financial transactions and talk about how to get around. Students will be introduced to a range of phrases and vocabulary related to pets and family.

Il mio mondo – My world
A variety of topics will be studied this semester which will help students to describe their world more fully, such as school and sport. Students will be introduced to Italian verbs through the topic of food and cooking. They will continue to build on their knowledge of Italian grammar systems related to articles, nouns and adjectives. They will apply that knowledge to a range of classroom activities and assessments, including role-plays, posters, floor plans and games.

Year 9 Italian

Tutto in un giorno! – All in one day
This semester students will learn how to talk about leisure and free time by exploring topics such as music and cinema. They will describe their daily schedule using reflexive verbs, and use common Italian expressions to talk about their favourite things. Students will learn how to offer, accept and decline invitations while using more advanced grammar elements, such as conjunctions and interrogatives, to sound more fluent. They will be able describe the weather using the appropriate vocabulary and structures.

L’Italia: presente e passato – Italy: past and present
This semester students will be introduced to one of the most common verb tenses used in Italian – il passato prossimo. They will talk about past events and experiences such as holidays, trips to Italy and weekend activities. Students will explore the ways in which Italy’s geography has influenced the life-style and regional characteristics of the country. They will also study the historical significance of Florence and the Renaissance, including three great Renaissance figures: Leonardo da Vinci, Dante Alighieri and Galileo Galilei.

Year 10 Italian

Il mondo intorno a me – The world around me
Students will consolidate their knowledge of passato prossimo and will learn how to use imperfetto to talk about past actions. They will learn how to use comparative adjectives to compare and contrast. Students will become familiar with phrases used to ask for and give directions. They will expand their knowledge of food-related vocabulary and use it to order food in a restaurant.
L'Italia: ieri e domani – Italy: yesterday and tomorrow
This semester students will extend their ability to communicate in Italian by studying the simple future tense, il futuro, and other useful grammar elements such as pronouns, partitives and superlative adjectives. Students will then begin to explore modern Italy, including Italian cinema, professions and quality consumer products.

Languages - VCE

ITALIAN

Unit 1: Il mio mondo – My world
In this unit, students develop an understanding of the language and culture of Italian-speaking communities. They access and share useful information in Italian 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. Students apply acquired knowledge of Italian 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: Il mondo che cambia – The changing world
In this unit, students analyse visual, spoken and written texts. Cultural products and 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: Questioni globali – Global issues
In this unit students learn vocabulary, structures and text types used to analyse and discuss contemporary issues occurring at personal as well as global levels, such as peer pressure, generational conflict, the environment and migration. They use their knowledge of first and third person narrative perspectives in order to create personal and imaginative texts focusing on events or experiences in the past, present or future. Students analyse information from spoken texts, inferring points of view, attitudes and emotions from the context or the choice of language and intonation. They use appropriate forms of address for familiar and unfamiliar audiences, as well as appropriate intonation, stress and gesture to exchange information, opinions and experiences.

Unit 4: Il passato e il futuro – Past and future
In this unit students use their knowledge of vocabulary, structures and text types to identify similarities and recognise differences between various aspects of Italian and Australian culture, such as history, the arts and music. They compare and contrast aspects of different written texts on a similar topic to summarise, interpret and evaluate information. Students select and make use of relevant reference materials to reflect on aspects of the language and culture of Italian-speaking communities both within Australia and abroad.

Entry
There are no prerequisites for entry to Units 1, 2 and 3, however it is highly recommended that students have completed Year 9 Italian or an equivalent 200 hours of study of the language prior to the commencement of Unit 1. Students must undertake Unit 3 prior to Unit 4. It would unadvisable to do Units 3 and 4 without completing Units 1 and 2 and students would be required to undertake additional preparation.

Final Assessment for units 3 and 4:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 School-assessed Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>Unit 4 School-assessed Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>VCE Examination (end of year)</td>
<td>oral component: 12.5%</td>
</tr>
<tr>
<td>NB: a single grade is awarded</td>
<td>written component: 37.5%</td>
</tr>
</tbody>
</table>
The Arts (Performing Arts) - Years 7 -10

**Year 7 Drama**
In year 7 Drama, students will increase their confidence and communication skills. The students will participate in a range of practical Drama games and activities. These activities will develop their performance skills through focus tasks, understanding the expressive skills to create engaging characters and ability to work effectively in a team.
At the start of the semester, students will learn the ‘rules’ of improvisation. They will participate in a range of improvisation tasks and will work in teams to think on their feet to compete in the ‘Improv Olympics’ – an activity where they compete against each other in some improvisation theatre sport games.
In the second half of the semester, students will work in groups to devise an extended performance piece. They will work with their group to script the performance, rehearse and perform the final piece. They will develop their playmaking and expressive skills to create an engaging storyline and engaging characters.

**Year 7 Music**
In Year 7 Music students will study the different instrument families and how they operate. Students also explore basic composition skills for writing rap songs using computer music technology to assist with the process. Students will work in groups to perform a piece of music for the Year 7 Music Festival applying the following music skills: analysis of music, listening, aural and theory skills, instrument specific skills and ensemble playing skills.

**Year 8 Music**
In Year 8 Music students will learn basic composition and computer music software techniques to create their own music technology piece. Students will work in small groups to perform on instruments applying the following music skills: analysis of music, listening, aural and theory skills, instrument specific skills and ensemble playing skills. Students will investigate the History of Blues Music and perform a basic 12 bar blues on various rock instruments. Students will also work as a class to perform a piece of music for the Year 8 Music Festival applying the following music skills: analysis of music, listening, aural and theory skills, instrument specific skills and ensemble playing skills.

**Year 9 Music**
In Year 9 Music students will work in small groups to perform applying the following music skills: analysis of music, listening, aural and theory skills, instrument specific skills and ensemble playing skills. Students will also perform solo on a chosen instrument or voice. Students will investigate the History of Rock Music, researching the different music styles and artists from a particular decade. Students will learn basic musicianship and analysis skills.

**Year 9 VET Taster Music Industry**
In VET Music Industry Taster, students will learn basic composition and computer music software techniques to create their own music technology piece. Students will work in small groups to learn skills and create a radio advertisement and news report that will form part of a radio program to be recorded using recording software. Students will investigate strategies into producing sound for animated film including voice-overs, sound FX and ambient sound. Students will also learn basic skills in lighting and audio system set up. Students may also have the opportunity to learn and put on an Event!!

**Year 9 Drama**
In year 9 Drama, students will focus on ‘Comedy’. They will explore a range of different styles of Comedy, including slap stick, farce and black comedy. They will participate in a range of practical Drama games and activities. These activities will develop their performance skills with a focus on exaggerated movement, physical theatre and comic timing.
Students will work individually or in groups to script their own piece of comedic theatre. They will individually or in small groups to script the performance, rehearse and perform the final piece. They will develop their playmaking and expressive skills to create an engaging storyline and engaging comical characters.

The students will also view and respond to a range of comedians and will create a presentation about a comedian of their choice for the class. Outlining the performance skills used by their chosen comedian and providing examples of their work. Comedic skills will also be developed through using comical scripts written by professional playwrights.

**Year 10 Music Performance**
This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

**Year 10 Drama**
In year 10 Drama, students will be introduced to naturalistic and non-naturalistic theatre styles. They will explore the work of some key theatrical practitioners – Stanislavski, Brecht, Artaud and Grotowski. Students will demonstrate an understanding of their theatre styles through both theory work and practical activities.

The students will work in groups and will be allocated one of the theatre practitioners. They will devise a practical workshop to teach their peers about the theatrical style and techniques of their allocated practitioner.

Students will develop their theory work in preparation for VCE Drama and understanding of how professional actors use a range of performance skills to create a piece of theatre. To do this, they will attend an external performance (please note there will be a cost to this excursion) and will complete a ‘Performance Analysis’ where they will identify and analyse a range of skills, including the theatrical conventions, dramatic elements and stagecraft used by the actors in the performance. In the second half of the semester students will be introduced to the performance style of Commedia Dell Arte – an Italian comedy. They will participate in activities that introduce them to the stock characters and will use the commedia masks to demonstrate an understanding of the characters.

This performance style focuses on physical comedy. Students will work in groups to create their own piece of Commedia Dell Arte theatre.
The Arts (Performing Arts) - VCE

**VCE Music Performance – Units 1 & 2**
Music Performance focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

<table>
<thead>
<tr>
<th>Area of Study 1</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of Study 2</td>
<td>Preparing for Performance</td>
</tr>
<tr>
<td>Area of Study 3</td>
<td>Music Language</td>
</tr>
<tr>
<td>Area of Study 4</td>
<td>Organisation of Sound (Unit 2 only)</td>
</tr>
</tbody>
</table>

**VCE Music Performance – Units 3 & 4**
Music Performance prepares students to present convincing performances of group or solo works. In this unit students select a program of group or solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances and prepare for performance. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in aural perception and comprehension, transcription, music theory and analysis.

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<th>Area of Study 1</th>
<th>Performance</th>
</tr>
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<tbody>
<tr>
<td>Area of Study 2</td>
<td>Preparing for Performance</td>
</tr>
<tr>
<td>Area of Study 3</td>
<td>Music Language</td>
</tr>
</tbody>
</table>

**Final Assessment for units 3 and 4:**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 &amp; 4 School-assessed Coursework</td>
<td>30%</td>
</tr>
<tr>
<td>End of Year Performance Exam</td>
<td>50%</td>
</tr>
<tr>
<td>End of Year Written Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

**VCE Music Investigation – Units 3 & 4**
Music Investigation Units 3 & 4 involves both performance research in an Investigation Topic selected by the student, and performance of works that are representative of the Investigation Topic. Students' research of music characteristics and performance practices representative of the Investigation Topic underpins the Investigation, Composition/Arrangement/Improvisation and Performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study.

<table>
<thead>
<tr>
<th>Area of Study 1</th>
<th>Investigation (Unit 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Preparing a Performer’s Statement (Unit 4)</td>
</tr>
<tr>
<td>Area of Study 2</td>
<td>Composition/Improvisation/Arrangement</td>
</tr>
<tr>
<td>Area of Study 3</td>
<td>Performance</td>
</tr>
</tbody>
</table>

**Final Assessment for units 3 and 4:**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Unit 3 &amp; 4 School-assessed Coursework</td>
<td>50%</td>
</tr>
<tr>
<td>End of Year Performance Exam</td>
<td>50%</td>
</tr>
</tbody>
</table>
VCE VET: Music Industry – Certificate II in Music Industry (sound production focus) – Units 1 & 2

Certificate II in Music provides students with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include Developing and Updating Industry Knowledge, Participating in Work, Health and Safety Processes and Working Effectively with Others. The elective units in the program allow students to specialise in the area of Sound Production: Preparing for Mixing Sound in a Broadcasting Environment, Assist Sound Recording, Develop Basic Audio Skills in using Audio Equipment, Basic Editing and Creating Music using Music Technology.

NOTE: This certificate is set up for a pathway to Certificate III

NEW!! VCE VET: Music Industry – Certificate II in Music Industry (performance focus) – Units 1 & 2

Certificate II in Music provides students with the foundation knowledge and skills required for entry into the music industry. Core units of competency in the program include Developing and Updating Industry Knowledge, Participating in Work, Health and Safety Processes and Working Effectively with Others. The elective units in the program allow students to specialise in Performance: Developing Ensemble & Playing Skills, Simple Music Written Notation, Develop Listening Skills, Play Simple Music Pieces and Creating Music using Music Technology. This is for the performer who may not be strong at theory!

NOTE: This certificate is set up for a pathway to Certificate III

VCE VET Music Industry – Certificate III in Music Industry (sound production) – Units 3 & 4

The aim of Certificate III in Music (sound production) is to provide students with the opportunity to experience a specialist training in Sound Production – studio recording, live production and multimedia. Certificate III comprises a minimum of 11 units of competency: 4 compulsory units and a minimum of 7 elective units, with flexibility to undertake a specialisation. Scored assessment is available for the Sound Production specialisation. To gain a study score a student must be competent in the prescribed training; complete all scored VCE VET assessments; and complete an end of year exam. The course is nationally accredited through the College of Sound and Audio Production.

VCE Drama

Unit 1 – Dramatic Storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories.
This unit also involves analysis of a student’s own performance work and of a performance by professional drama practitioners. Please note that there will be a compulsory excursion to see a professional performance so that students can complete the ‘Performance Analysis’ outcome. Students will demonstrate an understanding of naturalistic and non-naturalistic theatre styles. They will work in small groups to create a devised ensemble performance. Students will be given an outline to work with as stimulus and will need to script, devise and perform to an audience.

<table>
<thead>
<tr>
<th>Area of study 1</th>
<th>Creating a devised performance - ensemble</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of study 2</td>
<td>Presenting a devised performance - ensemble</td>
</tr>
<tr>
<td>Area of study 3</td>
<td>Analysing a devised performance - ensemble</td>
</tr>
<tr>
<td>Area of study 4</td>
<td>Analysing Drama performances presented by other practitioners</td>
</tr>
</tbody>
</table>
Unit 2 – Non-naturalistic Australian Theatre

This unit focuses on the processes involved in constructing a devised solo performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. The students will devise a 7 minute non-naturalistic solo performance that will be performed to an audience using Australia as inspiration. This task helps prepare students for the Unit 4 Drama performance exam.

Students analyse their own performance work as well as undertake the analysis of a performance of an Australian work by other actors. Please note that there will be a compulsory excursion to see a professional performance so that students can complete the ‘Performance Analysis’ outcome.

<table>
<thead>
<tr>
<th>Area of study 1</th>
<th>Using Australia as inspiration – documenting the solo process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area of study 2</td>
<td>Presenting a devised performance - solo</td>
</tr>
<tr>
<td>Area of study 3</td>
<td>Analysing a devised performance - solo</td>
</tr>
<tr>
<td>Area of study 4</td>
<td>Analysing Australian Drama performances</td>
</tr>
</tbody>
</table>

Unit 3 – Devised non-naturalistic ensemble performance

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. This performance will be presented to an audience. Students will complete a written analysis of their devised ensemble performance, identifying how they used a range of elements and conventions to create their final piece.

Students also analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama Unit 3 Playlist. Please note this is a compulsory excursion as students will complete an outcome in response to it and it will make up part of the end of year exam.

| Area of study 1 – Devising and presenting non-naturalistic ensemble performance | 80 marks |
| Area of study 2 – Responding to devised ensemble performances                  | 20 marks |
| Area of study 3 – Analysing non-naturalistic performances                      | 20 marks |

Unit 4 – Non-naturalistic solo performance

This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles from a diverse range of contemporary and cultural performance traditions. They develop skills in using stimulus material to develop their ideas and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present both a short solo performance and a devised solo performance in response to a prescribed structure as outlined by VCAA. This solo is part of the final exam and will be presented to external examiners and is 7 minutes in length. The short solo performance is presented in class to help prepare for the extended solo piece.

Students will complete a written analysis in response to their solo performance. Analysing and evaluating the creative processes used in the creation, development and presentation of their devised non-naturalistic solo performance.

The students will also complete an end of year written exam during the exam period.

| Area of study 1 – Working with stimulus material – devising a short solo performance | 20 marks |
| Area of study 2 – Devising a non-naturalistic solo performance                     | Performance exam |
| Area of study 3 – Analysing devised non-naturalistic solo performance              | 20 marks |
## Final Assessment for units 3 and 4:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 School-assessed Coursework</td>
<td>30%</td>
</tr>
<tr>
<td>Unit 4 School-assessed Coursework</td>
<td>10%</td>
</tr>
<tr>
<td>End of Year Performance Exam (solo)</td>
<td>35%</td>
</tr>
<tr>
<td>End of Year Written Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>
The Arts (Visual Arts) - Years 7 - 10

Year 7 & 8 Art
In Year 7 and 8 Art, students create and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles in their Visual Diary. Through analysing artworks and recording their own annotated notes, students develop an informed opinion about chosen artworks. Based on their research of artists and knowledge of art elements and principles, students discuss and explore art practices confidently. They examine their own culture and develop a deeper understanding of their practices as an artist. Mediums explored include: Visual Diary, Mixed Media on Canvas, Water Colour on Paper, Digital Ink on Paper, Acrylic Paint on Paper and Board, Sculpture and Oil Pastels on Paper.

Year 8 Visual Communication Design
In this course, students research and investigate the practices and viewpoints of designers in the creation of visual communications and gain an understanding of how to visually communicate ideas to an audience. They experiment and develop their skills in creative, critical and reflective thinking through the use of the design process. Students consider social, ethical, economic, and environmental factors of visual communication design practice. Tasks Include: One and Two Point Perspective, the Design Process, Elements and Principles of Visual Communication

Year 9 Visual Communication Design
In Year 9 Visual Communication Design, students build on their awareness of how designers communicate ideas with specific purpose, to a targeted audience, using different visual communication design processes and viewpoints. They refine their own personal aesthetic through the development of knowledge, understanding and skills in making and responding to visual communications. Students study a design movement and use their understanding of this movement to complete an individual design process. Tasks Include: The Design Process, Observational Drawing and Design Movement Brief

Year 9 Art
In Year 9 Art, students build on their awareness of how and why artists realise their ideas through a variety of visual arts practices. They refine their personal aesthetic in their Visual Diary through art production and responding perceptively as an artist or audience to other artworks. Through annotation and individual research students identify and explain how artists and audiences interpret artworks through explorations of different viewpoints. Mediums explored include: Visual Diary, Aerosol on Paper, Oil Pastel on Paper, Acrylic Paint on Paper/Board

Year 9 & 10 Photography
In Years 9 and 10 Photography, students refine and extend their understanding and use of structure, intent, settings, viewpoints and genre conventions in their compositions. As they use media technologies they extend the use of photography techniques and digital skills. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks. Methods Include: DSLR Basics, Adobe Suite, Printing Skills, Photographic Styles

Year 10 Introduction to Studio Arts
In Year 10, students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different art practices. They refine their personal aesthetic through working and responding perceptively as an artist, craftsperson or audience. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints. Students are required to study a particular art movement, where they will then apply this knowledge and style to a relevant sculpture. Students will also develop their skills with digital
applications to enhance their individual mixed media, manual and digital processes.

Methods Include: Sculptural and Studio Processes

**Year 10 Visual Communication Design**
In Year 10, students build on their awareness of how designers communicate ideas with specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic through the development of knowledge, understanding and skills in making and responding to visual communications. Students undertake a design process, where they create their own branding for a business using digital technology. In addition to this, students study a particular design movement and apply their knowledge of this movement in an individual design process. Students will investigate ways in which they can create final presentations that meet the client needs in the brief.

**Tasks Include:** T Shirt Design Process, Design Movement Brief

**Year 10 Media Studies**
In year 10, students enhance and increase their understanding and use of media through structure, intent, character, settings, viewpoints and genre conventions in their compositions. As they use media technologies they extend the use of production elements such as time, space, sound, movement and lighting. They analyse the way in which audiences make meaning and how audiences interact with and share media artworks.

**Tasks Include:** Film Analyses, Creation of Short Films
UNIT 1
In this unit students focus on developing an understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using a visual diary, students refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice. They will use this knowledge to apply materials and techniques in their own artwork development. Students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

UNIT 2
In this unit students focus on using a studio practice to produce artworks. The studio practice includes the use of an individual approach to documenting sources of inspiration, and experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Using a range of art periods, movements or styles, students develop a broader knowledge about the history of art. Students are encouraged to visit a variety of exhibition spaces throughout the unit, reflect on the different environments and examine how artworks are presented to an audience.

UNIT 3
In this unit students focus on an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is important to assist them in creating their final artworks for Unit 4 of this course. For this study, the exploration proposal supports the student to identify a direction for their studio process. The student determines the studio process. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. From this process students progressively develop and identify a range of potential directions. Students will select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students’ own approaches to art making. They explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art forms. The exhibition of artworks is integral to Unit 3 and students are expected to visit a variety of exhibitions throughout the unit, reflect on the different environments where artworks are exhibited and examine how artworks are presented to an audience.

UNIT 4
In this unit students focus on the planning, production and evaluation required to develop, refine and present two cohesive artworks. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 explores their theme. The development of these artworks should be refined and use skillful application of materials and techniques. They must also include the aesthetic qualities explored in
their exploration proposal. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions.

Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions. Students examine a range of environments for the presentation of artworks including public galleries and museums, commercial and private galleries, university art galleries, artist-run spaces, alternative art spaces and online gallery spaces.

**ASSESSMENT TASKS**

*These assessment tasks contribute to your overall grade for the unit. Students must complete all learning activities and assessment tasks to a satisfactory standard.*

UNIT 3 PRACTICAL FOLIO: 30%

UNIT 3 WRITTEN TASK (ARTWORK ANALYSIS): 5%

UNIT 4 PRACTICAL FOLIO: 30%

UNIT 4 WRITTEN TASK (PRACTICES OF ART SPACES): 5%

**END OF YEAR EXAMINATION: 30%**

**VISUAL COMMUNICATION DESIGN**

**UNIT 1**

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves applying design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practise their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Through study of design elements and design principles, students develop an understanding of how they affect designs and the way information and ideas are understood. Students review the context of visual communication through an investigation of design styles, which introduces the broader context of place and purpose of design. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

**UNIT 2**

This unit focuses on visual communication design knowledge, design thinking and drawing methods to create visual communications. Students use presentation drawing methods that incorporate the use of technical drawing to communicate information through industrial and environmental design. They also investigate how typography and imagery are used in all fields of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts. Students develop an understanding of the design process to discover approaches to solving design problems and presenting ideas. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

**UNIT 3**

In this unit students gain an understanding of the process designers use to communicate their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through written analysis and practical tasks, 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. Students use designs they have analysed to inspire and develop their own designs. They develop a brief for a client and list parameters in which they will create a visual communication through the use of the design process. Students use observational and visualisation drawings to generate a wide range
of design ideas and apply design thinking strategies to organise and evaluate their ideas. The brief and research underpin the developmental and refinement work undertaken in Unit 4.

UNIT 4
The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief (written in Unit 3). This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief. They explore a range of digital and manual two- and three-dimensional methods, media and materials.

They apply the design elements and design principles to create different communication messages and 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 a further understanding of the progressive nature of the design process. Ongoing reflection and evaluation of design solutions against the brief assists students with keeping their endeavours focused.

ASSESSMENT TASKS
These assessment tasks contribute to your overall grade for the unit. Students must complete all learning activities and assessment tasks to a satisfactory standard.

UNIT 3, OUTCOME 1 SAC: 3.75%
UNIT 3, OUTCOME 1 PRACTICAL TASKS: 15%
UNIT 3, OUTCOME 2 WRITTEN TASK: 6.25%
UNIT 3, OUTCOME 3 (BRIEF, RESEARCH AND IDEA GENERATION):
6.25% UNIT 4 FOLIO WORK: 35%
UNIT 4, ORAL PRESENTATION (PITCH):
5% END OF YEAR EXAMINATION: 35%

VCE Media Studies
The media is ubiquitous in today’s world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. It entertains, teaches, informs, and shapes audiences’ perception of their lives and the worlds in which they live. Stories in all their forms are at the heart of the media and its relationship with audiences. Through stories narratives are constructed that engage, and are read, by audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences.

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.
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.

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.

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.

ASSESSMENT TASKS
These assessment tasks contribute to your overall grade for the unit. Students must complete all learning activities and assessment tasks to a satisfactory standard.
UNIT 3 SAC 10%
UNIT 3/4 School Assessed Task 40%
UNIT 4 SAC 10%
Examination 40%
Health and Physical Education - Years 7 -10

Year 7 Health and Physical Education

Semester 1:
In Term 1 students will complete Fitness Testing, a Swimming Unit with a focus on training for the swimming carnival and water safety and an Athletics Training Unit. In Term 2 students will complete a Fundamental Motor Skills Unit with a focus on the following FMS, throw, catch, run, dodge, ball bounce, forehand and backhand strike. These skills will be the foundation for all sport units.

Health units start in Term 2. Students will cover a Puberty Unit with a visit from the school Health Nurse.

Semester 2:
In Term 3 students will complete sport units that build on their Fundamental Motor Skills. These units include Netball, Soccer Gymnastics and Minor Games. Students will also assess their fitness with the same Fitness Tests they completed in Term 1. This allows students to compare their results and critique their fitness needs. In Term 3, Health students will cover an anti-bullying program, a unit on mental health and well-being and look at the health benefits of being physically active.

In Term 4 students will cover T-Ball, Cricket, Speedball and Ultimate Frisbee with a focus on team play and sportsmanship.

Year 8 Health and Physical Education

Semester 1:
In Term 1 students will complete Fitness Testing, a Swimming Unit with a focus on training for the swimming carnival and water safety and an Athletics Training Unit. In Term 2 students will cover the following sport units with a focus on team play, tactics and strategies; Badminton, Hockey indoor and outdoor, Basketball, Touch Rugby, Bat Tennis and Aussie Rules. Health commences in Term 2, students will focus on Respectful Relationships with a visit from the school Health Nurse and positive Body Image.

Semester 2:
In Term 3 students will complete Fitness Testing to compare their results from Term 1. Students will cover the following sport units with a focus on team play, tactics and strategies; Volleyball, Table Tennis, Gymnastics, European Handball and Speedball. In Health students will cover anti-smoking and alcohol units and sexual education covering STI's and contraception. in Term 4 students will cover Softball, Cricket, Speedminton, Tcoukball and Ultimate Frisbee.

Year 9 Health and Physical Education

Semester 1:
In Term 1 students will complete Fitness Testing, a Swimming Unit with a focus on training for an Aquathon and an Athletics Training Unit. In Term 2 students will start sport units that are taught via a game sense model. The game sense approach to teaching and learning focuses on the development of tactics and decision making. Game sense focuses on the game, rather than on technical skill drills and practice, (this is covered in year 7 & 8) to encourage participants to make better decisions during games. In Term 2 students will focus on Invasion Sports for example Netball, Football, Basketball, and Lacrosse.

Semester 2:
In Term 3 students will cover Net Wall category sports for example Volleyball, Squash, Badminton, Table Tennis and Tennis. In Term 4 students will cover Strike and Field category sports for example Softball and Cricket and Target Games for example Golf and Bocce. The game sense model allows transfer of understanding from previous movement experiences to create solutions in movement challenges.

Health in Year 9 is covered by the CLC program.
Year 9 VET Taster Sport and Recreation
This subject gives students an understanding of VCE VET Sport and Recreation Certificate III that is offered in Year 11 and Year 12. This Year 9 elective subject will give students a sample of units covered in VCE VET. Students will study muscles, bones, coaching styles, training programs, warm-up, cool-down procedures and students will be required to plan and teach a lesson. The subject has practical and theoretical components.

Year 10 Health and Physical Education
Physical Education
Year 10 Physical Education is run as a two week elective units. Students choose the sporting elective that they would like undertake. In these units students will devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams. Students will also reflect on how fair play and ethical behaviour can influence the outcomes of movement activities and perform and refine specialised movement skills in challenging movement situations. Some of the sporting electives include; Yoga, Pilates, Self-defence, Squash, all Football codes, Netball, Basketball and Racquet ball.

Health Education
In year 10 health, students complete the following units. Traffic Safety, Food and Nutrition, the Health benefits of being physically active, Relationships and Sexuality. These units allow students to evaluate health information from a range of sources and apply to health decisions and situations. The Traffic Safety Unit will allow students to study for their drivers licence, allow students to explore a range of influences on their driving skills and enable students to make safe driving choices.

Year 10 Outdoor Education
Year 10 Outdoor Education is a great introduction to VCE Outdoor and Environmental studies. The subject covers practical activities and theory related to the outdoors. Three to four field trips are spread across the unit to put the newly acquired skills into practice. At the end of the unit, students are expected to have an understanding of clothing and equipment used for the safe participation in outdoor activities, practical skills including map reading, minimal impact bushwalking, and an understanding of hypothermia, weather reports and trip planning.

Field work Cost
Students are expected to attend all the field trips for this subject. Payment needs to be made prior to the trip. Note all costings are approximate.

<table>
<thead>
<tr>
<th>Term</th>
<th>Activity</th>
<th>Venue</th>
<th>Number of days / nights</th>
<th>Approximate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 or 3</td>
<td>High Ropes Bushwalk</td>
<td>Valley Homestead Wobonga Plateau</td>
<td>1 day / 2 days / 1 night</td>
<td>$110 / $80</td>
</tr>
<tr>
<td>2 or 4</td>
<td>Rogaining or Windsurfing</td>
<td>Warby Ranges Yarrawonga</td>
<td>1 day / 1 day</td>
<td>$30 / $60</td>
</tr>
</tbody>
</table>

Year 10 Child Development
Year 10 Child Development is a great introduction to VCE Health and Human Development. The subject covers the growth and development of children throughout the early childhood stages of the life span (under 5 years of age). The subject explores the following topics; pregnancy and childbirth, stages of growth and development, childhood health, nutrition and safety, play and the developing child, parenting styles and child neglect. There will be a visit to a child care centre to give students the opportunity to work with and observe children in the early childhood stages.

Year 10 Advanced Physical Education
This elective is for the student who is strongly considering the study of VCE Physical Education in years 11 and 12. This elective mainly focuses on Sports Science and would suit the student who is very keen to understand the body and its relationship with physical activity. Topics covered in this elective include exercise physiology, which covers the body systems of cardiovascular, muscular,
Concepts relating to skill acquisition, application of training principles and evaluation of performance will be investigated. Students who have been successful in Health and PE in Years 8 and 9 are strongly recommended to consider this elective. Independent study skills will be practised, as well as assessment in the criteria of acquire, apply and evaluate, to prepare students for study in the senior subject. A variety of physical activities will be engaged in, balanced by the theoretical foundations of this subject.

**Girls on the Move**
Specific Physical Education class for Year 10 Girls. This semester unit will focus on girls fitness and will run as elective and core sports that focus on improving aerobic capacity, local muscular endurance, flexibility and core body strength. Core Sport units will include; Dance, Yoga, Gymnastics and Pilates. The remainder sport units will be elected by the class.

**Boys on the Move**
Specific Physical Education class for Year 10 Boys. This semester unit will focus on boys fitness and will run as elective and core sports that focus on improving aerobic capacity, strength (including core body strength), speed and local muscular endurance. Core sport units will include; Weights, Distance and sprint running, Contact sports with tackling- Rugby / Aussie Rules / American Football. The remainder sport units will be elected by the class.
Health and Physical Education - VCE

VCE Health and Human Development

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.

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.

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 Unit 4 as a sequence. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Final Assessment for units 3 and 4:
Unit 3 School-assessed Coursework | 25%
Unit 4 School-assessed Coursework | 25%
VCE Examination (end of year) | 50%

**VCE Physical Education**

**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.

**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 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

**Final Assessment for units 3 and 4:**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Unit 3 School-assessed Coursework</td>
<td>15%</td>
</tr>
<tr>
<td>Unit 4 School-assessed Coursework</td>
<td>25%</td>
</tr>
<tr>
<td>VCE Examination (end of year)</td>
<td>50%</td>
</tr>
</tbody>
</table>

**VCE Outdoor Education**

**Unit 1: Exploring outdoor experiences**

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

**Unit 2: Discovering outdoor environments**

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.

**Unit 3: Relationships with outdoor environments**

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

**Unit 4: Sustainable outdoor relationships**

In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population.

**Entry**

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

**Final Assessment for units 3 and 4:**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Unit 3 School-assessed Coursework</td>
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</tr>
<tr>
<td>Unit 4 School-assessed Coursework</td>
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</tr>
<tr>
<td>VCE Examination (end of year)</td>
<td>50%</td>
</tr>
</tbody>
</table>

**Field work Cost**

Students are expected to attend all the field trips for this subject. Payment needs to be made prior to the trip. Note all costings are approximate.

<table>
<thead>
<tr>
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<th>Venue</th>
<th>Number of days / nights</th>
<th>Approximate Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Canoe</td>
<td>Barmah National Park – Murray River</td>
<td>3 days 2 nights</td>
<td>$120</td>
</tr>
<tr>
<td>2</td>
<td>Cycle</td>
<td>Tolmie / Ned Kelly Tree</td>
<td>2 days 1 night</td>
<td>$80</td>
</tr>
<tr>
<td>3</td>
<td>Overnight Snow Camp</td>
<td>Mt Buffalo</td>
<td>2 days 1 night</td>
<td>$90 extra cost for Sorel Boot hire</td>
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</tbody>
</table>
White Water Rafting
King River
1 Day
$70

Total = $360

<table>
<thead>
<tr>
<th>Unit 3 &amp; 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Term</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
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</tbody>
</table>

Total = $500

VCE VET Sport and Recreation
The following qualifications are available in the VCE VET Sport and Recreation program for enrolment:
- **SIS30510 Certificate III in Sport and Recreation**

**Note:** The Units 3 and 4 sequence of VCE VET Sport and Recreation is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2. Students cannot achieve a certificate III in Vet Sport and Recreation unless they complete the two year sequence.

Program 3: SIS30510 Certificate III in Sport and Recreation
Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry.
In Units 1 and 2, students complete core units such as responding to emergency situations, work health and safety and managing personal and work priorities. Students also complete an elective unit on sport coaching.
Units 3 and 4 offers scored assessment and include core units such as conduct basic warm-up and cool-down programs plan and conduct sport and recreation sessions and undertake a risk analysis of activities.
Program 3 consists of a minimum of 15 units of competency:
- Units 1 and 2: six compulsory units plus a minimum of 30 hours of elective units
- Units 3 and 4: six compulsory units plus a minimum of 40 hours of elective units.

On successful completion of Program 3, students are eligible for:
- The award of SIS30510 Certificate III in Sport and Recreation
- Recognition of up to two units at Units 1 and 2 levels and a Units 3 and 4 sequence.

Credit in the VCE
Credit into the VCE for the new VCE VET Sport and Recreation program:
- Program 3: SIS30510 Certificate III in Sport and Recreation: recognition of up to two units at Units 1 and 2 level and a Units 3 and 4 sequence.

Credit into the VCE for continuing students enrolled in the VCE VET Sport and Recreation program:
- Students who undertake a qualification from the VCE VET Sport and Recreation program will be eligible for up to five units of credit towards their VCE: up to three units at Units 1 and 2, and a Units 3 and 4 sequence.

ATAR Contribution
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake
scored assessment for the purposes of gaining a study score. This study score can contribute directly to the primary four or as a fifth or sixth study. A student who opts out of scored assessment in the VCE VET Sport and Recreation program will not be eligible for a contribution towards their ATAR.

**Scored Assessment**

Scored assessment consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

**VCE VET Community Services**

Program 1: CHC32015 Certificate III in Community Services (incorporating CHC22015 Certificate II in Community Services): offers students the opportunity to learn about the community services sector and explore specific contexts of work. Skills will be developed in communication, working with diversity, workplace health and safety, administration support, and responding to clients.

**ATAR Contribution**

Students wishing to receive a study score or an ATAR contribution for the Units 3 and 4 sequence in VCE VET Community Services (CHC32015 Certificate III in Community Services) must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study. Where a student elects not to receive a study score for VCE VET Community Services (CHC32015), no contribution to the ATAR will be available. The increment is awarded by the Victorian Tertiary Admissions Centre (VTAC). Further information can be found on the VTAC website: [www.vtac.edu.au](http://www.vtac.edu.au)

**Scored Assessment**

This consists of three coursework tasks worth 66% of the overall study score and an end of year examination worth 34% of the overall study score.
Technology - Year 7 - 10

**Year 7 Food Technology**
Food Technology focuses on students working safely and hygienically in a kitchen environment. Students use a range of ingredients, equipment and processes, to produce a variety of products. They consider the nutritional requirements for growth and activity, and learn to use the Australian Guide to Healthy Eating as a way of making healthy food choices. Students explore sustainability issues and develop an understanding of the choices they have in their everyday life. Students also learn how to use the design process in response to a design brief to create their own product.

**Year 7 Materials Technology Textiles**
Students investigate and select from a range of textile technologies skill sets. They consider the ways characteristics and properties of fibres can be combined to create design solutions to problems for individuals and communities whilst considering society, ethics, economic, environmental and social sustainability factors. Students respond to feedback from others and evaluate the use of the design processes to develop design solutions. Students use creativity and innovation with increasing independence and confidence.

*Common Assessment tasks: Investigating and designing work booklet, producing and evaluating, pin cushion, tie dye bag, character cushion.*

**Year 8 Metal Technology**
Students are introduced to a range of metal working skills and processes. They learn about a range of the characteristics and properties of copper, brass and nickel silver. A range of design briefs are given, students develop and create their own design solutions for each of the products they produce. Students are introduced to design factors covering society, ethics, economic, environmental and social sustainability. Students learn how to evaluate using the design process to develop and improve future design solutions.

*Common Assessment Tasks: Metal fabrication- Pendant or Key Tag, Etching and Soldering- Ring, Sheet metal folding and riveting – Tool box or small container*

**Year 8 Wood Technology**
Students are introduced to a range of woodworking skills and processes. They learn about a range of the characteristics and properties of timber. A range of design briefs are given, students develop and create their own design solutions for each of the products they produce. Students are introduced to design factors covering society, ethics, economic, environmental and social sustainability. Students learn how to evaluate using the design process to develop and improve future design solutions.

*Common Assessment Tasks: Phone holder - introduction to hand tools and sawing, Bread board - Laminating timber, Container or box- introduction to joinery*

**Year 9 Food Technology**
Students will study the principles of food safety, safety when working in a kitchen setting, preparation and presentation techniques as well as investigating sustainability and ethical issues and how these could influence their food choices. They will research the cultural history of the Australian cuisine and the factors that have had an impact on the Australian diet. Students research and modify recipes to promote healthy eating. Recipes are also adjusted for food allergies and intolerances. Students create food solutions for healthy eating based on the Australian Guide to Healthy Eating in response to a design brief and by using the design process.
**Year 9 Textiles Technology**

Use design and technology knowledge and understanding of textile processes and production skills to produce design solutions in response to identified opportunities using fibre and fabrics. Students consider combining characteristics and properties of fibres and fabrics to create design solutions for individuals and communities whilst considering society, ethics, economic, environmental and social sustainability factors. Students reflect and respond to feedback from others and evaluate the use of the design process to develop solutions. Students use creativity, innovation and enterprise skills with increasing confidence and independence.

*Common Assessment Tasks:* Investigating and designing and evaluating, folio, designer research, producing, negotiated textile articles-woven cushion and sleepwear

**Year 9 Jewellery Technology**

Students are introduced to a range of Jewellery working skills and processes. They learn about a range of the characteristics and properties of sterling silver, copper, brass and nickel silver. A range of design briefs are given, students develop and create their own design solutions for each of the jewellery they produce. Students are introduced to design factors covering society, ethics, economic environmental and social sustainability. Students learn how to evaluate the use of the design process to develop and improve future design solutions and increase students confidence and independence.

*Common Assessment Tasks:* Design Folio, Wearable product - Metal fabrication, Etching and Soldering, Student designed product – Metal working processes

**Year 9 – VET Hospitality Taster - Industry Practices**

Students will learn about:
- Food preparation techniques
- Food presentation skills
- Workplace hygiene for food handlers
- Basic methods of cookery
- Gain insight into the work involved in Certificate II in VCE/VET hospitality. Students will learn how to:
  - Clean and maintain kitchen premises
  - Prepare and serve Non-alcoholic beverages
  - Prepare appetizers and salads
  - Prepare stocks, sauces and soups
  - Prepare vegetables, fruit, eggs and farinaceous dishes
  - Select, prepare and cook poultry
  - Prepare hot and cold desserts
  - Plan and prepare foods for buffets.

*Cost:* This subject includes an essential $60 materials contribution.

**Year 10 Food Technology – Life Skills**

Food Technology is often referred to as a life skills subject as many students take the knowledge and skills learnt at school and apply it beyond the classroom. Food Technology is a practical and theoretical subject that gives students the opportunity to develop food preparation and presentation skills and techniques as well as understanding of nutritional considerations in order to produce good quality, healthy, savoury and sweet products. It addresses the importance of hygienic and safe working practices and legislation in the production of food. Students investigate the part that food plays in our society, the future of sustainable food production and the ethical issues that are also part of food production. They will also use the design process to plan, produce and evaluate a number of dishes.

Pathways: Year 10 Food Technology units are designed to prepare students for studies in VCE Food Studies units 1 & 2 or VCE/VET Hospitality Certificate II.
**Year 10 Textiles Technology – Textiles Design**

Students use design and technology knowledge and understanding of Textile processes and production skills to produce design solutions in response to identified opportunities using fibre and fabrics. Students consider combining characteristics and properties of fibres and fabrics to create design solutions for individuals and communities whilst considering society, ethics, economic, environmental and social sustainability factors and using strategies such as life cycle thinking.

Students reflect and respond to feedback from others and evaluate the use of the design process to develop solutions. Students use creativity, innovation and enterprise skills with increasing confidence and independence.

*Common Assessment Tasks:* Investigating and designing and evaluating, folio, designer research, producing, negotiated textile article of own choice.

*Pathway:* The Year 10 Textile unit is designed to prepare students for studies in VCE Product Design & Technology-Textiles.

**Year 10 Wood Technology – Furniture Design**

Students use design and technology knowledge and understanding of Wood processes and production skills to produce design solutions in response to identified opportunities using timber. Students consider combining characteristics and properties of timber to create design solutions for individuals and communities whilst considering society, ethics, economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students reflect and respond to feedback from others and evaluate the use of the design process to develop solutions. Students use creativity, innovation and enterprise skills with increasing confidence.

*Common Assessment Tasks:* Design Folio, produce a product of student choice.

*Pathway:* The Year 10 Wood unit is designed to prepare students for studies in VCE Product Design & Technology-Wood.

**Year 10 Technology – Design and print**

Course outline: Hands-on course which allows students to explore a variety of hand printing and colour application techniques to create their own designs on fabric using both hand-cut stencils and computer generated stencils for screen printing onto premade clothing or an article of their choice.

Units covered
- Fabric Design for digital printing
- Natural dyeing of fabrics
- Custom T-shirt printing (computer generated and hand cut screens)
- Block printing on fabrics using traditional wood calved technique and lino printing technique.
Product Design and Technology - VCE

VCE Product Design and Technology Textiles or Wood

The study is made up of four units.

Unit 1: Sustainable product redevelopment
This unit focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

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 product design process
In this unit students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), 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.

Final Assessment for units 3 and 4:

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3&amp;4 School-assessed Coursework</td>
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<tr>
<td>Unit 3&amp;4 School-assessed Task</td>
<td>50%</td>
</tr>
<tr>
<td>VCE Examination (end of year)</td>
<td>30%</td>
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VCE/VET Hospitality Certificate II (Kitchen Operations)
The VCE VET Hospitality program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with the knowledge and skills to prepare them for a diverse range of occupations in the hospitality industry including commercial cookery, catering and food and beverage service.

What qualification will I receive?
SIT20416 Certificate II in Kitchen Operations: prepares students with a limited range of food preparation and cookery skills to prepare food and menu items. Includes units such as: preparing appetisers and salads, preparing stocks, soups and sauces, preparing vegetable, fruit and farinaceous dishes, preparing poultry dishes.

VET Hospitality Certificate II – Kitchen Operations (2 year sequence)
The Units 3 and 4 sequences of VCE VET Hospitality are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing the core units of competency from the Units 1 and 2 program, plus the appropriate electives.

Scored Assessment option
Students wishing to receive a study score for VCE VET Hospitality must undertake Scored Assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

VCE VET Hospitality Program Booklet - Extract (pdf - 166kb)

Cost: To be confirmed

VCE Food Studies

Unit 1: Food Studies (Food Origins)
This unit explores the origins and cultural roles of food, from early civilisations through to today’s industrialised and global world. Through an overview of the earliest food production regions and systems, students gain an understanding of the natural resources, climatic influences and social circumstances that have led to global variety in food commodities, cuisines and cultures with a focus on one selected region other than Australia. The practical component explores the use of ingredients available today that were used in earlier cultures. It also provides opportunities for students to extend and share their research into the world’s earliest food-producing regions, and to demonstrate adaptations of selected food from earlier cuisines.

Unit 2: Food Studies (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 small-scale domestic settings, as both a comparison and complement 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.

Unit 3: Food Studies (Food in Daily Life)
This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They investigate the physiology of eating and appreciating food, and the microbiology of digestion. Students also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements. Students will study influences on food choice: 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. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Unit 4: Food Studies (Food issues, challenges and futures)
In this unit students examine debates about global and Australian food systems. Students focus on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students 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.

Students develop their own individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They 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.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

There are no prerequisites for Units 3 and 4 Food Studies.

**Final Assessment for Units 3 and 4:**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3 coursework</td>
<td>30%</td>
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<tr>
<td>Unit 4 coursework</td>
<td>30%</td>
</tr>
<tr>
<td>Exam</td>
<td>40%</td>
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</tbody>
</table>
**Digital Technology - 7 – 10**

**Year 7 Introduction to Information Communication Technology**

Course outline: Students will learn basic skills in using the network and being safe in the digital world. A range of presentation tools digital objects created including image editing, animation and mind maps. Students will play a game to learn basic coding skills.

- Cyber safety
- School networking
- Image editing
- Animation
- Citing, copyright, plagiarism and bibliographies
- Coding basics

**Year 9 Digital Technology**

As part of this subject students will explore a range of programming languages, digital technologies and software packages in order to develop the skills and knowledge necessary to become confident and creative developers of digital solutions.

Learning areas covered include:

- Designing, creating, managing and evaluating sustainable and innovative digital solutions that meet and redefine current and future needs
- Using computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions.
- Applying systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
- Confidently using digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Applying protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

**Pathways:** The Year 9 Digital Technology units are designed to prepare students for studies in Year 10 Digital Technology, VCE Computing and VCE/VET Creative & Digital Media.

**Year 10 Digital Technology**

As part of this subject students will explore a range of programming languages, digital technologies and software packages in order to develop the skills and knowledge necessary to become confident and creative developers of digital solutions.

Learning areas covered include:

- Designing, creating, managing and evaluating sustainable and innovative digital solutions that meet and redefine current and future needs
- Using computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions.
- Applying systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
- Confidently using digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Applying protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

**Pathways:** The Year 10 Digital Technology units are designed to prepare students for studies in VCE Computing and VCE/VET Creative & Digital Media.
**Digital Technology - VCE**

**VCE Computing**

VCE Computing focuses on the application of a problem-solving methodology, and strategies and techniques for managing information systems in a range of contexts, to create digital solutions that meet specific needs. The study examines the attributes of each component of an information system including people, processes, data and digital systems (hardware, software, networks), and how their interrelationships affect the types and quality of digital solutions.

This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital. VCE Computing supports students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.

VCE Computing provides a pathway to further studies in areas such as computer science, information systems, business, systems engineering, robotics, linguistics, logistics, database management and software development, and to careers in digital-technologies based areas such as information architecture, web design, business analysis and project management.

**Unit 1: Computing**

Area of Study 1 – Data and Graphic Solutions
Area of Study 2 – Networks
Area of Study 3 – Collaboration and Communication

**Unit 2: Computing**

Area of Study 1 – Programming
Area of Study 2 – Data Analysis and Visualisation
Area of Study 3 – Data Management

**Unit 3: Software Development**

Area of Study 1 – Programming Practice (10% of Study Score)
Area of Study 2 – Analysis and Design (30% of Study Score with U4O1)

**Unit 4: Software Development**

Area of Study 1 – Software Solutions (10% of Study Score)
Area of Study 2 – Interactions an Impact (30% of Study Score with U302)
Exam (50% of Study Score)
VCE/VET Creative & Digital Media

The VCE VET Creative & Digital Media program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the screen and media industry in areas such as film and television production, animation and 3D game development.

Qualifications
The following qualification is available in the VCE VET Creative & Digital Media program:

- **CUF30107 Certificate III in Screen Media**
  Certificate III in Screen & Media has been designed to provide students with the opportunity to gain comprehensive entry level training in the game design industry. The program covers a broad range of skills and knowledge from the game design industry including 3D modelling, texturing, lighting, rendering, game design and production, website development and image creation and manipulation. Units 3 and 4 offers scored assessment and incorporates units such as 2D and 3D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

Credit in the VCE
Students who complete CUF30107 Certificate III in Screen & Media will be eligible for up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

**Note:** The Units 3 and 4 sequence of VCE VET Creative & Digital Media is not designed as a stand-alone study. Students are required to complete Units 1 and 2 prior to commencing Units 3 and 4.

ATAR Contribution
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Certificate III in Screen & Media must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

**Note:** Where a student elects not to receive a study score for VCE VET Creative & Digital Media, no contribution to the ATAR will be available.

Scored Assessment
Students wishing to receive a study score for VCE VET Creative & Digital Media must undertake scored assessment. This consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score. Scored assessment is based on the Units 3 and 4 sequence of CUF30107 Certificate III in Screen & Media.
**Victorian Certificate of Applied Learning (VCAL)**

In 2018, VCAL students will attend Wangaratta High School on Monday, Tuesday and Thursday. On Wednesday they will attend their VET program, and on Fridays they will be required to arrange a Work Placement. Cate West is available to support students obtain Work Placements and SBAT’s.

Students will study the following compulsory VCAL subjects.
- VCAL Literacy or VCE English
- VCAL Numeracy or VCE Foundation Maths (Year 11) or any VCE Maths
- VCAL Work Related Skills or a VCE Technology Studies subject.
- VCAL Personal Development Skills
- Industry Specific Skills – VCAL students are required to study at least one VET subject from our many offerings.

NB. It is possible for VCAL students to study a VCE subject, however this opportunity will only be available once the timetable has been constructed for 2016.

**LITERACY**

The VCAL Literacy Skills Units are designed for use within the Literacy and Numeracy Skills Strand of VCAL.

**Purpose**
The purpose of the VCAL Literacy Skills Units is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:
- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life.

Literacy (reading, writing, speaking and listening) occurs in all these contexts and different domains or areas of literacy practice correspond with these social contexts.

**VCAL Certificate award level requirements**

There are six VCAL Literacy Skills Units; two at each of the three levels:

**Foundation**
- Literacy Skills Foundation Reading and Writing Unit
- Literacy Skills Foundation Oral Communication Unit

**Intermediate**
- Literacy Skills Intermediate Reading and Writing Unit
- Literacy Skills Intermediate Oral Communication Unit

**Senior**
- Literacy Skills Senior Reading and Writing Unit
- Literacy Skills Senior Oral Communication Unit. Each unit has a nominal duration of 100 hours

**VCAL Levels**

**Foundation**
The purpose of this unit is to enable students to develop skills and knowledge to read and write simple or short texts. Texts will deal with mainly personal and familiar topics but may include some unfamiliar aspects.

**Intermediate**
The purpose of this Reading and Writing Unit is to enable learners to develop the skills and knowledge to read and write a range of texts on everyday subject matters which include some unfamiliar aspects or material. At this level, once they have identified the audience and purpose
of the text, learners use the writing process to produce texts that link several ideas or pieces of information. In reading, learners identify how, and if, the writer has achieved their purpose and express an opinion on the text, taking into account its effectiveness. At the end of the unit learners will be able to read, comprehend and write a range of texts within a variety of contexts.

**Senior**
This level focuses on developing skills for further study. The Reading and Writing Unit aims to enable learners to develop the skills and knowledge to read and write complex texts. The texts will deal with general situations and include some abstract concepts or technical details. Learners will produce texts that incorporate a range of ideas, information, beliefs or processes and have control of the language devices appropriate to the type of text. In reading, the learner identifies the views shaping the text and the devices used to present those views. The learner will also express an opinion on the effectiveness and content of the text.

**Integrating curriculum**
The Literacy Skills Units are based on the concept that the application of literacy skills cannot be separated from the social context and that skills and knowledge are best developed when applied to real life (social) contexts. In most real life contexts we do not read, write, speak, listen or complete mathematical tasks in isolation. We use a range of skills and knowledge to successfully complete a task.

Integrating learning outcomes across literacy and numeracy domains and across VCAL strands reflects the integration of skills and competencies in social and work activities. The Literacy Skills Units recognise the connection between the curriculum areas and provide a structure for an integrated approach.

**READING AND WRITING UNITS**
For people to be able to participate effectively in the four social contexts they need to have competence in the four reading and writing domains: Literacy for self expression; Literacy for practical purposes; Literacy for knowledge; and Literacy for public debate. Neither the social contexts nor the domains are autonomous; they overlap and each social context and domain contains traces of the other domains.

**ORAL COMMUNICATION UNITS**
The Oral Communication Units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. The Oral Communications Units reflect the theory that language use varies depending upon the social context and purpose of the interaction and uses this as its main organising principle.

In the Oral Communication Units, the domains provide a framework by which learners can become aware of genres, social contexts and areas of social practices in which they operate.

**Numeracy**
The VCAL Numeracy Skills Units are designed for use within the Literacy and Numeracy Skills Strand of VCAL.

**Purpose**
Underpinning the VCAL Numeracy Skills Units is the concept that skills development occurs best when it takes place within social contexts and for social purpose. Like the VCAL Literacy Skills Units, the purpose of the VCAL Numeracy Skills Units is to develop skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society:

- Family and social life
- Workplace and institutional settings
- Education and training contexts
- Community and civic life.
Numeracy and mathematics is used in all these social contexts.

Organising framework
The learning outcomes are organised into four different domains which focus on the social purposes of numeracy and mathematics:

- **Numeracy for Personal Organisation** focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- **Numeracy for Interpreting Society** relates to interpreting and reflecting on numerical, statistical and graphical information of relevance to self, work or community.
- **Numeracy for Practical Purposes** addresses aspects of the physical world to do with designing, making and measuring. It incorporates mathematical skills related to the appreciation and application of shape and measurement.
- **Numeracy for Knowledge** is included at the Senior level. It deals with learning about formal mathematical skills and conventions needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions. The mathematics areas of number; space and shape, data, measurement, and algebra are present within the above domains.

VCAL Certificate award level requirements
There are four VCAL Numeracy Skills units, one at Foundation and Intermediate Level and two at Senior Level: Senior and Advanced Senior. *Each unit has a nominal duration of 100 hours.*

Integrating curriculum
The Numeracy Skills Units are based on the concept that the application of mathematics skills cannot be separated from social context and that skills and knowledge are best developed when applied to real life contexts. In most real life contexts we do not read, write, speak, listen or complete mathematical tasks in isolation. We use a range of skills and knowledge to successfully complete a task. Integrating learning outcomes across literacy and numeracy domains and across VCAL strands reflects the integration of skills and competencies in social and work activities. The Numeracy Skills Units recognise the connection between the curriculum areas and provide a structure for an integrated approach.

The levels

**Foundation**
The purpose of this unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes measurement, shape, numbers and graphs that are part of the student’s normal routines to do with shopping, travelling, cooking, interpreting public information, telling the time etc. On successful completion of this unit students will be able to perform everyday mathematical tasks which involve a single mathematical step or process. Their communication about mathematical ideas would mainly be spoken rather than written responses.

**Intermediate**
The purpose of this Numeracy Unit is to enable learners to develop everyday numeracy to make sense of their daily, personal and public lives. It also introduces learners to the mathematics required outside their immediate personal environment. This may be related to work or the community. At the completion of this unit, learners will be able to undertake a series of numerical tasks with some confidence including straightforward calculations either manually and/or using a calculator. They will also be able to select the appropriate method or approach required, and be able to communicate their ideas both verbally and in writing.

**Senior**
The Senior level unit aims to enable learners to explore mathematics beyond its familiar and everyday use to its application in wider, less personal contexts such as newspapers, workplace documents and procedures, and specific projects at home or in the community. The
mathematics covered includes measurement, graphs and simple statistics, use of maps and
directions and an introductory understanding of the use of formulae and problem solving
strategies. Learners who successfully complete the unit are expected to have the capacity to
interpret and analyse how mathematics is represented and used, and to recognise and use
some of the conventions and symbolism of formal mathematics.

**Personal Development Skills**

**Unit purpose** - The purpose of the Personal Development Skills strand is to develop
knowledge, skills and attributes that lead towards:
- The development of self
- Social responsibility
- Building community
- Civic and civil responsibility, e.g. through volunteering and working for the benefit of others
- Improved self-confidence and self-esteem
- Valuing civic participation in a democratic society.

**Rationale** - The PDS units have been developed to recognise learning, not recognised within
other qualifications, that is valued within the community. The units enable students to develop
personal development skills through participation in locally developed curriculum. The locally
developed programs must be consistent with purpose statement of the PDS strand and enable
the achievement of the PDS unit learning outcomes.

**Structure** - The PDS strand is designed at three levels – Foundation, Intermediate and Senior.
These levels reflect the progression in knowledge, skills and attributes relating to personal
development. For further information on the three levels please refer to the VCAL Unit
Assessment Planning Guide

**Gaining credits towards the award of the VCAL**
A student’s VCAL program must contain curriculum components to the value of ten credits, six of
these must be at the award level or above, of which one must be for literacy and one credit must
be for a VCAL Personal Development Skills unit.

**Personal Development Skills units**
Two PDS units exist in each level.
- In Unit 1, for all levels, the content of learning programs should link to one of the
  following curriculum contexts:
  - Personal development (self)
  - Health and wellbeing
  - Education
  - Family
- In Unit 2, for all levels, the content of learning programs should link to one of the
  following curriculum contexts:
  - Community engagement
  - Social awareness
  - Civic and civil responsibility
  - Active citizenship.

**Entry**
There are no prerequisites for entry to the VCAL PDS units.

**Nominal duration**
Each PDS unit has a nominal duration of 100 hours – 1 credit.

**Learning Outcomes**
There are five learning outcomes in each unit. Students must achieve all learning outcomes to
be credited with the unit.

**Elements**
The elements give information on the requirements for satisfying learning outcomes. The learning outcome is achieved when the student demonstrates achievement in all the elements. All elements, in the PDS units, within each learning outcome must be met in the one assessment task. However, one task may be used to assess a number of learning outcomes.

**Work Related Skills**

**Purpose statement**
The purpose of the Work Related Skills (WRS) Strand is to develop employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment.

**Aims**
The Work Related Skills units are designed to:
- Integrate learning about work skills with prior knowledge and experiences
- Enhance the development of employability skills through work related contexts
- Develop critical thinking skills that apply to problem solving in work contexts
- Develop planning and work related organisational skills
- Develop OH&S awareness
- Develop and apply transferable skills for work related contexts.

**Employability Skills** Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include:
- Communication
- Team work
- Problem solving
- Initiative & Enterprise
- Planning & organising
- Learning
- Self-management
- Technology

**Credit towards WRS strand** The following curriculum options can be used to meet the requirements for the WRS strand.
- VCAL WRS units
- VCE units aligned to the Work Related Skills Strand e.g. VCE Outdoor & Environmental Studies, VCE Industry and Enterprise and any VCE Technology studies e.g. Food and Technology
- VCE VET units
- Selected accredited Further Education modules or certificates
- Nationally accredited VET modules/units of competency

**Entry**
There are no prerequisites for entry to the VCAL WRS units.

**Nominal duration**
Each WRS unit has a nominal duration of 100 hours – 1 credit.

**Learning Outcomes**
There are between 6-8 learning outcomes in each WRS unit. Students must achieve all learning outcomes to be credited with the unit.

**VCAL and Structured Workplace learning**
There are no formal on-the-job training or structured workplace learning requirements within the
accredited units of the VCAL. However, if a VET module/unit of competency is used to meet some of the requirements of the VCAL, this VET module/unit of competency may require a structured workplace learning placement.

Structured workplace learning can be used to meet some or all of the learning outcomes of the WRS units. Schools will need to refer to information on structured workplace learning requirements on the following website: www.education.vic.gov.au/sensecyouth/careertrans/worklearn/default.htm

If a student undertakes structured workplace learning as part of their VCAL learning program, they must complete relevant accredited OH&S training prior to commencement of the structured workplace learning placement.

**Key Contacts**

Acting Assistant Principal Teaching & Learning
Mrs. Libby Walters

Middle Learning Community Leader (Years 7 - 9)
Mr. John Paola

Senior Years Learning Community Leader (Years 10 - 12)
Ms. Karen Mascas

Transitions Year 6 into 7
Ms. Kasey Doyle

Business Manager
Ms. Kylie Fountain

Pathways & Careers Officer
Ms. Cate West

**Year Level Co-ordinators**

Year 7
Ms. Liz Crawford

Year 8
Mr. John Paola

Year 9
Ms. Katherine Sullivan

Year 10
Mr. Jud Mullins

Year 11
Ms. Lyn Higgins

Year 12
Ms. Andrea Belci

**Domain Leaders**

Arts
Mr. Shane Castricum

Performing Arts
Mr. Scott Solimo

Technology
Ms. Gayle O'Keefe

English
Ms. Lesley Milne

Languages
Ms. Silvia Moro

Mathematics
Ms. Lisa McLean

Science
Ms. Erika Lombard

Health & Physical Education
Ms. Zelda Yeates

Humanities
Mr. Meryl Herman

VCAL
Ms. Leisa Graham

Select Entry Accelerated Learning (SEAL)
Ms. Jody Neilson

CLC
Ms. Michelle Wilson