Senior Studies Courses – Year 10, VCE, VCAL, TAFE

Information for Parents and Students 2013

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SECTION 1 – How the VCE Works.

VCE SUBJECTS

For a student to study a Unit 1/2 subject in Year 10 they must complete a VCE application form and ensure their Semester One Report meets the pre-requisites as advised by the relevant Learning Area Leaders. Students should also be prepared to attend an interview.

Studies and Units

A study can be thought of as equivalent to a "subject". The College offers a wide range of VCE studies which are listed on page 2 of the Table of Contents. Most studies are made up of 4 units. The College also offers VCAL and a variety of TAFE Courses.

Requirements for Satisfactory Completion of the VCE

These requirements relate to the number and spread of units. They are:

- 16 units satisfactorily completed

Including:

- At least 3 selected from a range of English studies to complete the English requirement.
- At least 3 sequences of 3 and 4 level units in studies other than English.

It is assumed that students at St. Francis Xavier College will study thirteen (13) units in their first year and eleven (11) units in their second year. These numbers may be varied with approval from the Director of Learning or Deputy Principal Head of Campus Beaconsfield. These units can include units from a range of VETIS programs.

For the calculation of a student’s ATAR, satisfactory completion of both Units 3 and 4 of an English study is required.
SECTION 2 –
Assessment of Units

Reporting Standards

In Units 3&4 you must still satisfactorily complete all learning outcomes to satisfy VCE requirements. In addition there will be a system of graded assessment based on School Assessed Coursework. These assessments will be included on your statement of results from VCAA.

The GAT (General Achievement Test) is an essential part of VCE assessment procedures. It is used by the VCAA to check that all schools are marking to the same standard in their school assessments. For studies with coursework assessment, each school’s coursework scores in the study are statistically moderated (adjusted) to match the level and spread of the combined examination and GAT scores for all the students in the school during a particular study.

The GAT is used by VCAA as part of the statistical moderation for school assessments and as a check on examination marking.

The GAT does not count towards the students’ VCE; however some tertiary institutions now do use the GAT to assist in Middle Band selection.

This Test will measure what level of general achievement students have accomplished across 3 broad areas: Written Communication/ Mathematics, Science, Technology/ Humanities, Arts, Social Sciences.

All students enrolled for any Unit 3 - 4 VCE and/or VET study will be required to sit for the GAT.
First Get The Right Advice

How on earth do you sort through the huge range of jobs and careers that are open to you? Using your ‘Careerwise’ information is a good starting point.

Of course you'll have some ideas yourself, and parents and teachers will have suggestions too.

But you'll find it's really worthwhile to sit down with a careers teacher who can provide the right advice and point you in the direction of other sources.

Good advice is an enormous help. It can make you aware of the range of jobs that are available and suggest which ones might suit your interests and talents.

It can open your eyes to the sort of work that is done in each of these jobs.

It can indicate which courses lead to the occupations in which you are interested and it can tell you where these courses can be studied and what the prerequisites are. (Prerequisites are units which you must have satisfactorily completed before you can be considered for selection into particular tertiary courses).

Tertiary Entrance

Victoria's tertiary institutions have a joint selection system administered by the Victorian Tertiary Admissions Centre (VTAC).

VTAC's job includes:
- organising the application procedure
- receiving and processing applications
- forwarding the appropriate applications, and accompanying information, to the relevant tertiary institutions
- making offers to prospective students on behalf of tertiary institutions

It produces a publication with which you should become familiar, the VTAC Guide to Courses in TAFE Colleges and Universities which is published every year. This contains a comprehensive list of courses.

VTAC will produce a booklet called Victorian Tertiary Entrance Requirements VICTER 2015 (for Year 11 students 2013), which gives details of prerequisites for tertiary courses.

The College will have copies of this publication by August.

Career and Course Information Resources

As the following outline indicates, the College has quite a well-developed careers/course resource facility to assist you in planning courses and careers. Most of these resources are available through the Careers room in Student Services Centre.
Resources

- **The Job Guide** has up-to-date and comprehensive information. This, together with OZJAC, is the important school resource and is the text for careers related class work. OZJAC is available in the Careers Room and the Library system. [www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)

- **VTAC Guide to Courses in T.A.F.E. Colleges and Universities** – new editions will be available at newsagents in late July early August each year. This has an extensive outline of courses available in the tertiary institutions in Victoria and advice on how to apply for them. [www.vtac.edu.au](http://www.vtac.edu.au)

- **The Directory of Higher Education Courses** – provides information about courses available at higher education institutions concerning associate diploma level and above. There is also an outline of TAFE higher education courses.

- **T.A.F.E. Handbooks** – These are important handbooks for those who do not plan to go to a University and/or are interested in the variety of services and programmes made available at a T.A.F.E. institution.

- **T.A.F.E. Courses Directory** – However, up to date information about all T.A.F.E. courses is now included in the OZJAC programme (see above).

- **Jobs, Careers and Further Studies** – This book has useful information on employment and further study.

- **Undergraduate Careers** – This publication explains how graduate skills can be applied in contexts that are not traditionally related to their courses of study.

- **Tertiary Handbooks** – Most Colleges and Universities have made these available to us. They give details of course structures, individual subjects and assessment and information on student facilities and services. Most are also on CD Rom in the Careers Room.

- **Brochures** – These have been made available from almost all colleges and universities. They give brief descriptions of courses and subjects. Also tertiary institutions regularly send out important supplementary information to their handbooks or news about course development.

- Various magazines and periodicals

All of the above resources/publications are updated as they become available.

Other Sources of Information

**The Careers Room** – Is open at lunchtimes. The most active students use this facility to receive updates on all of the above information, to seek course guidance, to use OZJAC, etc., on a regular basis. There is an extensive bank of brochures and handbooks mentioned above. There are also two computers for students use at lunchtime or Private Study time.

**Information Evenings** – These are vital to course and career development. Students/parents regularly report that these events are very informative and helpful. Non-attendance at these functions jeopardises our efforts to assist and guide students.

**Open Days** – All Universities have Open Days, as do most TAFE Colleges.
There is one further piece of advice – keep your options open. Don’t cut down your chances by choosing a narrow course too early. The active, career conscious student frequently discusses careers issues with parents, friends and advisers, reads the careers advice section in such papers as ‘The Age’ on a regular basis, attends Open Days and Careers/Course Evenings. Such students tend to choose careers and courses that are consistent with their ability and performance levels and therefore have fewer problems seeing a course through. That is one of the reasons why VCE students are encouraged to choose units from a broad range of studies.

**Parents – The Closest Resource**

Your parents or guardians can discuss courses and career advice with you, and help you get the facts.

They can also:

- Support you in your studies (by helping you, not doing it for you)
- Check on your progress, and remind you when things are due
- Talk to your teachers and work with them to help you
- Attend Parent/Teacher nights and information evenings. Having up-to-date information is vital for them to be able to help.
A program is the complete list of VCE or VCAL units you will do over 2 or more years. Most students undertaking VCE will do at least 24 units over the 2 (or 3) years they are in Year 11 and Year 12. VCAL students undertake a program of 1,000 hours.

**Choosing Units**

There is a wide range of studies offered. Take the time to research them all. *Take care with subjects that require pre-requisites. Ensure that you have these requirements met if you wish to undertake a particular study or unit.*

You will be choosing Semester long units. For your sake and the sake of the College it is a good idea to plan your whole program well in advance. Changing subjects in Units 1-4 is permissible but only within the Orientation periods at the end of each school year and at the end of a Semester (Unit 1&2 only). There may also be problems related to class sizes which may not allow a particular change.

Because of timetabling the list of all the units the College offers is not necessarily the list of what you can actually do. For example you might have to choose between Chemistry and Studio Arts because you are the only student who wanted to do both. This happens because the Timetabler has to juggle teachers and rooms as well as suiting student program requests.

If you have got your heart set on doing some combination that is not immediately on offer, don't despair. Something can often be worked out. Once again this underlines the importance of your planning. The earlier you can tell the College what you want the more likely it is that we will be able to offer it.

Fill out your subject selection form with care and keep a copy. It is important to hand the form in by the due date.

**NB:** Final decisions on the availability of units will be dependent on the number of students enrolling and will be determined by the College Principal.
SECTION 5 -
VET & TAFE Courses available in 2013/2014

VETIS (Vocational Education & Training in Schools) courses – these are part of the VCE and contribute to units of the VCE and ATAR score.

All VET courses enable students to study and gain two certificates. This gives these students a big advantage in gaining employment or continuing their studies at TAFE or University. VETIS courses throughout Victoria represent the largest growth area in the VCE

VET Programs Offered by the College

As an RTO the College operates a wide variety of VET courses on the Beaconsfield Campus.

Certificate II in Business
Certificate II in Information Technology
Certificate II in Hospitality (Operations)
Certificate II in Hospitality
Certificate III in Music Industry (Technical Production)
Certificate III in Multimedia
Certificate III in Sport and Recreation
SECTION 6 –
A plan for your senior programme over 2 or more years.

### Year 10

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English Study 1*</th>
<th>Mathematics Study</th>
<th>ONE compulsory HISTORY</th>
<th>One ARTS</th>
<th>One Technology</th>
<th>Elective 2</th>
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<tbody>
<tr>
<td></td>
<td>English Study 2*</td>
<td>Mathematics Study</td>
<td>ONE compulsory SCIENCE</td>
<td>One PE/Health</td>
<td>Elective 1</td>
<td>Elective 3</td>
</tr>
</tbody>
</table>

*Students eligible to enrol in the ESL class will be notified and advised to elect this option*

There are compulsory Year 10 Units filled in for you. These include those now mandated according to the Australian Curriculum.

You will need to plan for another 6 units for the remainder of Year 10.

### Year 11

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English Study 1*</th>
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<th>One PE/Health</th>
<th>Elective 1</th>
<th>Elective 3</th>
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<tr>
<td></td>
<td>English Study 2*</td>
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</table>

*Students eligible to enrol in the ESL class will be notified and advised to elect this option*

There are 3 VCE Units filled in for you. You will need to plan for another 10 units for the first year of study.

#Students who wish to study Literature are strongly advised to enrol in English 1 & 2 as well.

Students are invited to discuss this recommendation with the English Learning Area Leader

### Year 12

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<tr>
<th>Religious Education</th>
<th>English 3, OR Literature</th>
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<tbody>
<tr>
<td></td>
<td>English 4, OR Literature</td>
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</table>

Some VCE Units are filled in for you. You will need to plan for at least another 6 and up to a maximum of 10 units for the second year of study. We suggest that another 8 units is a heavy enough workload for most people.

**CAREER CHOICES** (in order of priority)

1. _______________________________________________

2. _______________________________________________

3. _______________________________________________

*Don't forget to include:* – at least 3 other sequences of Units 3 & 4 besides English 3 & 4 or its equivalent.
SECTION 7 – VCAL

The Victorian Certificate of Applied Learning (VCAL) is a ‘hands on’ option for senior (Year 10, Year 11 or Year 12) students. Like the VCE, VCAL is a recognised senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, VCAL focuses on ‘hands on learning’. Students who undertake VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job. It is important to note that students who undertake VCAL do not receive an ATAR Score.

Students who may be eligible for VCAL include;

- Students with a proven interest in a vocational pathway (e.g. previous work experience / TAFE courses)
- Students who are more suited to “hands-on”, Applied Learning
- Students (supported by teachers’ advice) who have concerns that the academic demand of VCE is not appropriate
- Selected Integration students / students with Learning Difficulties

Students undertaking a VCAL certificate will attend school 4 days per week, attend TAFE one day per week and participate in four weeks of Structured Workplace Learning in 1 or 2 week blocks during the year.

VET (TAFE) COURSES:

All VCAL students enrol in a Certificate II VET Course at a local TAFE. Popular VET Courses include:

- Building and Construction
- Hospitality
- Child Care
- Automotive
- Hairdressing

However, other VET Courses may also be available. Please see the Careers Advisor, Mr. Apperley or the VCAL Coordinator, Mr. Keet to investigate appropriate courses.

VET (TAFE) COSTS:

PLEASE NOTE: College policy is that the cost of the TAFE Course is shared 50/50 by the College and parents. For example, if the TAFE fee for Building and Construction (based on 2009 costs) is $1,109.00, the College would pay $554.50 and parents would pay $554.50. This cost is in addition to normal school fees. Each VCAL student is required to pay a $250 curriculum development fee for each year of the VCAL program. This fee is additional to any school fees and will cover all curriculum development and text books for that school year. Parents are not required to purchase books from a school book list.

VCAL PROGRAM:

VCAL is accredited at 3 levels:

- Victorian Certificate of Applied Learning (Foundation).
- Victorian Certificate of Applied Learning (Senior).

The 3 qualification levels cater for a range of students with different abilities and interests. Generally all students enter VCAL at the Intermediate Level and progress to Senior Level the year after. Foundation Level is designed for students who aren’t ready to enter VCAL at the Intermediate Level and may need extra time to complete the certificate. Students will be assessed on skills, abilities and experience to determine their entry level. Once a student enters a VCAL certificate very little importance is placed on the year level they are completing and students from all levels will work together to meet the outcomes of their courses.
To obtain a VCAL Level Certificate, students must successfully complete 10 units (or credits) over the school year. Of the 10 units, students must complete units from the following 4 compulsory VCAL strands:

1. Literacy and Numeracy Skills  
2. Work Related Skills  
3. Industry Specific Skills (VET course)  
4. Personal Development Skills

A credit is gained for successful completion of a unit of study. A unit of study can be:
1 VCAL unit, 1 VCE unit, 1 VCE / VET unit, approximately 100 hours of VET modules/units of competence and/or Further Education (FE) modules (i.e. TAFE course)

<table>
<thead>
<tr>
<th>VCE</th>
<th>VCAL</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Unit 1 or 2 Foundation Maths</td>
<td>2&amp;3. VCAL Literacy Skills (Unit 1 Reading &amp; Writing and Unit 1 Oracy)</td>
<td>9. VET 1 (Semester 1) (TAFE)</td>
</tr>
<tr>
<td>4. VCAL Unit 1 Numeracy Skills</td>
<td>10. VET 2 (Semester 2) (TAFE)</td>
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<tr>
<td>5&amp;6. VCAL Work Related Skills (WRS) Units 1&amp;2</td>
<td><strong>total = 10 units (required for VCAL certificate)</strong></td>
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<tr>
<td>7&amp;8. VCAL Personal Development Skills (PDS) Units 1&amp;2</td>
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</table>

The above table is an example only and a learning program is in place for each level of the VCAL program. Students who may be interested in undertaking a VCAL program should seek further information from the VCAL Co-ordinator, Mr Gary Keet or Careers Advisor, Mr Phil Apperley. All applicants must complete a selection process, including an interview.

Please note that there are limited places for VCAL. Students will need to demonstrate during the selection process that they are best suited to the requirements and demands of Applied Learning. Not all applicants will be successful in being offered a position in VCAL. For this reason, to ensure a position at the College in 2012, all VCAL applicants must **ALSO** fill out a VCE Subject Selection Form - i.e. apply for BOTH VCAL and VCE.
SECTION 8 – Promotion from Year 10 to Year 11 (VCE)

**Promotion from Year 10 to Year 11 is not automatic.**

Students are required to satisfy specific criteria in each subject, they must satisfactorily complete all work requirements/outcomes to be eligible for automatic promotion from Year 10 to Year 11.

If a student does not satisfy the criteria in one or more subjects in Semester 1, a meeting is arranged to explore issues and possible strategies and alternatives. The meeting of the relevant House Co-ordinator or Care Group teacher, parent(s)/guardian and where necessary Education Support representative and Student Welfare Representative will devise an appropriate Individual Learning Program (ILP) (a program/contract designed to ensure that the situation is rectified). The student is then monitored and supported during Terms 3/4 with another evaluation of his/her status towards the end of Semester 2.

*As a result of this evaluation:*

Students who have not satisfactorily completed the work requirements/outcomes of one or more subjects will be required to meet the House Co-ordinator or Care Group teacher with their parent(s)/guardian.

Such students will need to satisfy the House Co-ordinator or Care Group teacher that they will satisfy work requirements/outcomes in Year 11. A contract to this effect will be drawn up.

The House Co-ordinator or Care Group teacher may recommend that students who do not satisfy requirements in a particular subject do not proceed with that subject in Year 11.

Students who have not satisfied work requirements/outcomes may be promoted on probation. This situation will be reviewed when Interim Reports for Term 1 are received from teachers.

Students who breach this ILP may not be promoted to the next level.

Admission to the VCE is also dependent upon the student being able to construct a viable and educationally sound course of studies. In establishing the educational soundness of a course of studies, the College will examine the requirements of the VCE, the range of studies selected in terms of the student’s past achievements, declared career options and the appropriateness of the mix of studies.

A minimum of seven units (including at least 1 unit of English or equivalent) by the end of Year 11 must be satisfactorily completed in order for students to be eligible to complete VCE in Year 12.
ST FRANCIS XAVIER COLLEGE
YEAR 10 - VCE RELIGIOUS EDUCATION PATHWAYS

YEAR 10

CORE UNIT
INCORPORATING-
RELIGION AND
SOCIETY UNIT 1
OR
TEXTS AND
TRADITIONS UNIT 1

CATHOLIC
YOUTH
MINISTRY
Selection process

VCE RELIGION &
SOCIETY
UNIT 1 & 2* (T.R.O)

VCE TEXTS AND
TRADITIONS
UNIT 1 & 2* (T.R.O)

LITURGICAL
CHOIR
THEORY COMPONENT
& ELEMENTS OF
UNITS 1 & 2

YEAR 11

RELIGION AND
SOCIETY
UNIT 2

TEXTS AND
TRADITIONS
UNIT 2

RELIGION AND
SOCIETY
UNIT 3 & 4*
***

TEXTS AND
TRADITIONS
UNIT 3 & 4*
***

"ASCENT" PROGRAM
SCHOOL BASED
RELIGIOUS
EDUCATION CORE
ELECTIVE BASED
3PPC

YEAR 12

RELIGION AND
SOCIETY
UNIT 3 & 4*

TEXTS AND
TRADITIONS
UNIT 3 & 4*

LITURGICAL
CHOIR
THEORY COMPONENT
& ELEMENTS OF
UNITS 1 & 2

LITURGICAL
CHOIR
THEORY COMPONENT
& ELEMENTS OF
UNITS 1 & 2

TEACHER
RECOMMENDATION
ONLY

*All students studying a
Unit 1&2 or Unit 3&4 in
1 year will have 3 study
periods built into their
timetable

*** Any student
choosing 3/4 sequence
in Year 11 will not be
required to complete
any Religious Education
Units in Year 12

(T.R.O.)
At Year 10 level
students can access
this option in
consultation with
Campus Directors of
Religious Education.
This option would
run as a 6 period per
cycle.
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE MUSIC/DRAMA PATHWAYS

YEAR 9
- MUSIC PERFORMANCE: INSTRUMENTAL AND/OR VOICE
- MUSIC PERFORMANCE: NON INSTRUMENTAL AND/OR VOICE
- BOO HISS HOORAY... and/or PUNCH PUPPETS
- MASKS and MUPPETS
- SO YOU THINK YOU CAN DANCE (H&PE)

YEAR 10
- MUSIC PERFORMANCE (Group and/or Solo)
- DRAMATIC PERFORMANCE and IMPROVISATION
- PRODUCING A PLAY
- DANCE

YEAR 11
- MUSIC PERFORMANCE 1&2
- VET MUSIC INDUSTRY SKILLS 1&2
- DRAMA 1&2
- DANCE 1&2

YEAR 12
- MUSIC PERFORMANCE 3&4
- VET MUSIC INDUSTRY SKILLS 3&4
- DRAMA 3&4
- DANCE 3&4
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE HEALTH & PE PATHWAYS

YEAR 9

OLYMPIC SPIRIT
And/or
SEPEP
and/or
HEALTH & FITNESS
And/or
SO YOU THINK YOU CAN DANCE?

YEAR 10

FAST BALL SPORTS (PE)

FITNESS I (PE)

SEPEP (PE)

IT’S MY LIFE (Health)

YEAR 11

ADVANCED FITNESS TRAINING
(Semester 2 after successful completion of semester 1 PE)

PHYSICAL EDUCATION 1&2

VET SPORT & RECREATION CERT II

HEALTH & HUMAN DEVELOPMENT 1&2

YEAR 12

PHYSICAL EDUCATION 3&4

VET SPORT & RECREATION

HEALTH & HUMAN DEVELOPMENT 3&4

NOTE
1. Students may undertake VCE PE, Health or VET without prior learning however it is not recommended.
2. Advance Fitness can only be studied after successful completion of either: Fitness, Fastball or SEPEP. Students will need the recommendation of their teacher.
3. Global Health can only be studied after successful completion of It’s My Life.
4. Fastball, Fitness1, SEPEP & It’s My Life can be studied in either semester providing you are not wishing to follow up with Advanced Fitness or Global Health.
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE HISTORY & GEOGRAPHY PATHWAYS

YEAR 9

AUSTRALIANS AT WAR
PIONEERS & IMMIGRANTS
SAND, SURF & PEOPLE
FEAST TO FAMINE

YEAR 10

ONE HISTORY UNIT IS COMPULSORY in 2013

AUSTRALIA IN THE MODERN WORLD
OR
MISSISSIPPI BURNING

21ST CENTURY GEOGRAPHY
GREENIES Vs GLOBALISATION

YEAR 11

VCE UNITS 1 & 2
20TH CENTURY HISTORY

VCE UNITS 3 & 4
AUSTRALIAN HISTORY

VCE UNITS 3 & 4 REVOLUTIONS

YEAR 12

VCE UNITS 1 & 2 GEOGRAPHY
VCE UNITS 3 & 4 GEOGRAPHY

St Francis Xavier College – Berwick, Beaconsfield & Officer - 22 -
ST FRANCIS XAVIER COLLEGE
YEAR 9 – YEAR 10 - VCE LOTE JAPANESE PATHWAYS

HAI! 6
HAI! 6+
HAI! IMA

YEAR 10 JAPANESE

JAPANESE 1 & 2

JAPANESE 1&2

JAPANESE 3&4

JAPANESE 3 & 4

TEACHER RECOMMENDATION ONLY
Realignment of Year 9 Advanced and Year 10 Advanced classes will be done each semester based on student performance on all assessments conducted throughout the semester as well as the semester examination.
VET INFORMATION TECHNOLOGY AND VET MULTIMEDIA CAN BE STUDIED IN CONJUNCTION WITH ANY OF THE ABOVE.
YEAR 10 SUBJECTS
CATHOLIC YOUTH MINISTRY

Content

Catholic Youth Ministry is a course which explores Christian leadership and includes liturgical formation. It is hoped that this course will enable students to support the spiritual aims of the College by leading in areas of Reflection Days, Retreats, school liturgies and community service. The course has links to the Remar group, and hopes to form young people who will share their faith actively within the College. The course will be assessed in the same way as the Year 10 Divine Messiah course and will lead to the VCE options for Religious Education.

CORE RELIGIOUS EDUCATION

RELIGION AND SOCIETY UNIT 1 OR TEXTS AND TRADITIONS UNIT 1

Content

Core Religious Education at Year 10 will combine the mandated units from the Sale Diocese ‘Journeying Together in Hope’ with Unit 1 from either Texts and Traditions or Religion and Society. Students will need to choose which VCE Unit to complete.

The course covers some or all of the following topics, depending upon the VCE Unit chosen, ‘Jesus of History, Christ of Faith’, ‘Stewardship’, ‘Prayer and Meditation’, ‘Celebrating Religious Diversity’, ‘Eucharist – Source of Life’ and ‘The Human Search for Meaning’.

The personal qualities and mission of Jesus of Nazareth form the basis of the study, along with the expression of faith through history, the environment, other religions, morality and ritual.

Areas studied will include: Mark’s Gospel, Environment, Prayer, World Religions, Ecumenism, and Eucharist.

Unit 1: Religion in Society

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live.

Throughout this unit at least two religious traditions should be studied. Different religious traditions may be selected for each area of study. Religious traditions to be studied are to be chosen from more than one of the following groups:
Unit 1 – Texts in Traditions

This unit examines the place of narrative within a religious tradition. Story telling is one of the major forms of literature in religious traditions. Other common types of sacred literature are codes of law, prophecy, songs of praise, wisdom sayings, apocalyptic writings, and others. This unit explores the variety of narrative at the source of a tradition, the importance of narrative for the tradition, and how we might find and describe its meaning for the earlier and continuing tradition.

Students undertake 3 areas of study:

- Exploring Narrative
- The Formation and Exegesis of Narrative
- Later Uses and Interpretations of Narrative

3 outcomes must be met to successfully complete the course, each of which includes key knowledge and key skills.

Unit 1 & 2 Religion and Society (Teacher Recommendation Only)
This sequence can be done in one year as 6 periods per cycle

Unit 1: Religion in Society

In this unit students explore the origins of religion, identifying the nature and purpose of religion past and present. They investigate the contribution of religion to the development of human society and then focus on the role of religious traditions in shaping personal and group identity. Students examine how religious traditions are affected and changed by individuals and groups. The unit provides the opportunity for students to understand the often complex relationships that exist between individuals, groups, religious traditions and the society in which they live. Throughout this unit at least two religious traditions should be studied. Different religious traditions may be selected for each area of study. Religious traditions to be studied are to be chosen from more than one of the following groups:

Unit 2: Ethics and Morality

Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level. In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.

Throughout this unit at least two religious traditions should be studied. Different religious traditions may be selected for each area of study. Religious traditions to be studied are to be chosen from more than one of the following groups: Buddhism, Hindu, Judaism, or Islam.
Unit 1 & 2 Texts and Traditions (Teacher Recommendation Only)
This sequence can be done in one year as 6 periods per cycle

Unit 1 – Texts in Traditions

This unit examines the place of narrative within a religious tradition. Story telling is one of the major forms of literature in religious traditions. Other common types of sacred literature are codes of law, prophecy, songs of praise, wisdom sayings, apocalyptic writings, and others. This unit explores the variety of narrative at the source of a tradition, the importance of narrative for the tradition, and how we might find and describe its meaning for the earlier and continuing tradition.

Students undertake 3 areas of study:

- Exploring Narrative
- The Formation and Exegesis of Narrative
- Later Uses and Interpretations of Narrative

3 outcomes must be met to successfully complete the course, each of which includes key knowledge and key skills.

Unit 2 – Texts in Society

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. The texts selected for study should therefore be among those which can be sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values. Others may call for changes in social and political institutions. Others again may justify or support existing social and political institutions.

The investigation includes consideration of the social context which the texts were produced, the conditions under which they are currently read, the reasons for reading them, the kinds of authority attributed to them by traditions, and the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Students undertake 3 areas of study:

- The Texts in the Past
- The Texts Today
- Sacred Texts and World Religions

3 outcomes must be met to successfully complete the course, each of which includes key knowledge and key skills.

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Students undertake 3 areas of study:

- Exploring Narrative
- The Formation and Exegesis of Narrative
- Later Uses and Interpretations of Narrative

3 outcomes must be met to successfully complete the course, each of which includes key knowledge and key skills.
Liturgical Choir - Incorporating elements of current Units 1 & 2

This is a new initiative at St Francis Xavier College in 2012. The liturgical choir group is made up of students from years 10, 11 and 12 who come together to form the nucleus of the senior choir. This choir plays a vital part in our school liturgies: Masses, Holy Thursday, Assumption, etc. This is a practical course during which students are engaged in ‘doing’ liturgy through their participation via their singing. All students participating in the Liturgical Choir will be required to attend functions out of school hours. Students will also complete elements of the Core Religious Education curriculum which comprise material from units 1 and 2 of Religion and Society and Social Justice strands. Elements of Texts and Traditions will also be included to promote a holistic and complete program and experience. It is an expectation that students who choose this elective complete the course in its entirety depending on year of entry.

YEAR 10 ENGLISH

These are compulsory units for ALL Year 10 students.

Content

1. **Text Response**
   Students study four texts (two texts per semester) including two novels, one Shakespearian drama and a film. For each text students complete a reading log, short answer questions and extended responses (analytical and creative).

2. **Writing Folio**
   Students complete four folio pieces per semester showing a range of purposes and audiences.

3. **Response to Issues**
   To achieve the purpose of response to issues students will take an active part in discussion of the issue. They will produce critical responses to issues. Work requirements may take the form of a sustained piece of writing, an oral presentation (e.g. debates) or short answer responses.

4. **English Expression**
   Students complete a variety of "grammar/vocabulary" activities designed to develop and enhance students’ written expression.

5. **Book Report/Wide Reading**
   Students are encouraged to read as many novels per semester as possible.

6. **Oral Communication**
   Students complete at least one formal oral communication per semester.

7. **Workbook**
   The purpose of the workbook is to assist students to:
   - reflect critically on their use of language and that of other people;
   - maintain a complete record of all work set and undertaken;
   - plan and organise their work;
   - develop a collection of resource materials for completing work requirements.
YEAR 10 LITERATURE

Objectives

The Year 10 Literature Course offers a challenge to students who have the desire to broaden their reading experiences. The course provides the students with an awareness of the importance of literature within our culture and the many ways in which it can be presented. For instance, students may study the impact of poetry, prose or drama upon a society from an historical or contemporary point of view, thereby gaining some understanding of the way that literature is a purveyor of cultural trends. The study is designed to enhance students’ ability to read closely and develop skills of critical analysis through discussion and writing.

Content

The course begins with the place of picture story books and the manner in which they transfer values and views to children. Discussions on childhood perceptions and how they are moulded by literature will form the beginnings of critical analysis for students. Students will then study a novel accompanied by information (print and non-print), relevant to the context, setting and societal views of the time.

Students will gain knowledge in the following areas:

- The ways in which human and societal experiences can be represented in texts
- The importance of technique and style of language in representing characters, events and settings
- The influence of literature in supporting or challenging the views and values of a particular society

YEAR 10 ART 1 (SEMESTER 1) AND ART II (SEMESTER 2)

Objectives

- To encourage students to look at the environment and their experiences as well as the work of others as a source of inspiration.
- To develop skills and techniques in a variety of mediums and media.
- To build skills relating to the ability to critically analyse and evaluate art works in an informed and appropriate way.

Content

This course is made up of 4 specific development areas, which relate to four main areas of Australian Art

<table>
<thead>
<tr>
<th>Practical Work</th>
<th>Areas of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recording</td>
<td>1. 1780 - 1850 “Colonial Art”</td>
</tr>
<tr>
<td>2. Impression</td>
<td>2. 1880 - 1890 “Heidelberg School”</td>
</tr>
<tr>
<td>4. Expression</td>
<td>4. 1960+ Individual Artists</td>
</tr>
</tbody>
</table>

It is advisable that students undertake both studies in Year 10 if they have intentions of studying Art or Studio Arts in Year 11. However students may choose to study ART 1 in Semester One if they wish.
YEAR 10 ART – SCULPTURE AND 3D STUDIES

Objectives

Studies in sculptural form as another Art subject at year 10 level is an exciting, energetic and engaging subject to be explored by a wide student body.

- To encourage students to explore and investigate materials through critical selection and manipulation of a range of media and technologies.
- Engage students in object making, designing, fabricating and constructing, digitally and materially, to evaluate and make critical, cognitive and aesthetic decisions.
- Promote art and design thinking, and create works that embody conceptual and problem-solving processes.
- To develop an understanding of the relationships between art works, artists, audiences and users in the visual arts industries.

Content

- Students will explore and investigate the boundaries and scope of 4 materials looking at technique and its historical and contemporary context. Students will respond by creating and making a finished Art work. Students will respond to
  - Timber – construction or carving
  - Ceramics – repetition and production
  - Metal works (could be bronze casting) – figurative art
  - Assemblage/Installation art. – situational art

- Students will present to class on a chosen medium, exploring its Historical, Theoretical, Social and Material contexts. Interrogating artists who work in this medium students will present (via a variety of presentation modes, i.e. demonstration, video, speech etc.), to the class a report.
- Students will write an essay comparing and contrasting 2 artworks of their choice, using the formal frameworks of arts theory. Students will apply the elements and principles of art and design in their analysis of each work.
YEAR 10 DANCE

Objectives

• To expose students to the dynamic and varied expression of Dance in a range of contexts.
• To bring an awareness of the development of various movement styles throughout the ages and particular to certain cultures.
• To enable students to express themselves individually and co-operatively through a range of dance styles.

Content

Students will engage in a theoretical and practical dimension of the course. They will be exposed to a range of dance styles from tribal dance to traditional ballet and contemporary movement. Students will research a style and dancer of their choice and explore these styles through practical workshops. Students will work collaboratively to choreograph and perform a variety of movement sequences, based on music, theme, and style. In an individual capacity, students will create their interpretation of a piece of music and workshop their performance with a variety of audiences. They will be expected to complete journals, participate in workshops and perform solo and ensembles pieces.

YEAR 10 DRAMA: TWO MILLENNIA OF TRAGEDY AND COMEDY IN PERFORMANCE

Objectives

• Understand and manipulate the conventions of Ancient, Medieval and Renaissance theatre styles
• Develop greater skill in collaboration, conducting research and performance shaping
• Extend ensemble and solo performance skills
• Extend physical and vocal performance skills to present a wider range of characters
• Develop skills in analysing both student devised and professional theatre

Content

Students prepare for VCE Drama study in the exploration of Ancient, Medieval and Renaissance theatre styles from Europe. Skills in manipulating theatrical devices from these dramatic traditions will be developed in both ensemble and solo performance works.

Students will extend skills in techniques to develop engaging and relevant dramatic narratives for a range of audiences, exploring and local and global issues.

Physical and vocal awareness and performance skills will also be strengthened to enable students to play a range of characters appropriate to the theatre styles studied.

Theatrical analysis skills will also be introduced, as students will examine and evaluate the work of professional theatre practitioners, discussing the devices manipulated in the professional presentation of a dramatic narrative.
YEAR 10 DRAMA: 19TH AND 20TH CENTURY STYLES

Objectives

- Understand and manipulate the conventions of 19th and 20th Century theatre styles
- Develop greater skill in collaboration, conducting research and performance shaping
- Extend ensemble and solo performance skills
- Extend physical and vocal performance skills to present a wider range of characters
- Develop skills in analysing both student devised and professional theatre

Content

Students prepare for VCE Drama study in the exploration of theatre styles of the 19th and 20th Centuries, including Naturalism, Melodrama and aspects of Non-Naturalism. Skills in manipulating theatrical devices from these dramatic traditions will be developed in both ensemble and solo performance works.

Students will extend skills in techniques to develop engaging and relevant dramatic narratives for a range of audiences, exploring and local and global issues.

Physical and vocal awareness and performance skills will also be strengthened to enable students to play a range of characters appropriate to the theatre styles studied.

Theatrical analysis skills will also be introduced, as students will examine and evaluate the work of professional theatre practitioners, discussing the devices manipulated in the professional presentation of a dramatic narrative.

YEAR 10 MEDIA: PRINT AND PHOTO MEDIA

Objectives

On completion of this subject, students will be able to:

- critically analyse different aspects of both photographic and print media
- demonstrate knowledge of theoretical and historical aspects
- develop ideas and directions for their own creative focus
- learn the roles of different professionals within these industries
- use technology to edit then produce final photographic folio
- employ the drafting process to complete journalistic pieces of writing
- reflect upon others’ work
- recall the facets of these forms of media for examination
- demonstrate ability to discuss these media using correct terminology

Content

Students will undertake a multitude of tasks through investigation, analysis, production and group discussion of the role of media in our society. Such topics will include an examination of the information explosion, the role of print media, photography and the subsequent popularity of photojournalism and their influence on our society. Students will be required to produce a range of folios and assignments.
YEARN 10 MEDIA: FILM AND RADIO

Objectives

On completion of this subject, students will be able to:

- critically analyse different aspects of both audio and film media
- use information from study of short film to script own project
- engage in short drama activities to assist in development of ideas
- learn the roles of different professionals within the media industry
- use technology to edit then screen final product
- reflect upon the success of radio shows and short films
- recall the facets of these forms of media for examination
- demonstrate ability to discuss media using correct terminology

Content

Students will undertake a multitude of tasks through investigation, analysis, production and group discussion of the role of media in our society. Such topics will include an examination of the information explosion, the role of radio, marketing and publicity and short DVD production. Students will undertake radio, film and documentary analysis and the complete process of putting ideas to script and then to DVD. Students will complete a range of activities, including production and analysis.

YEAR 10 MUSIC PERFORMANCE

Objectives

At the completion of this subject, students will be able to:

- prepare and perform works within a group
- prepare and perform works as a soloist
- perform cohesively in an ensemble
- study the history and development of different artists and performance technique
- have a knowledge of music theory

Content

Students will study the correct techniques to perform on their major instrument. They will analyse a range of performance techniques: acknowledging an audience, preparing for performances and rehearsing for a performance. Students will perform solo and group works in class throughout the Semester. There will also be a component of both written and aural theory. Students must be having instrumental lessons on at least one instrument. There will be a performance evening at the completion of the semester.
YEAR 10 VISUAL COMMUNICATION

Objectives

The Visual Communication and Design component provides a wide variety of studies and practices to enable the student to explore and practise the Visual Communication Production Process in a problem-solving framework. This process aims at having the student proceed from initial ideas to producing rough drawings and designs, selecting the most appropriate solutions, and finally, producing finished visual and written pieces. Students will also be expected to analyse and evaluate the design process and final folio pieces.

Content

Areas of study will include:

- Instrumental Drawing and Systems Drawing, 2D and 3D
- Freehand Drawing, and Drawing from Observation
- Computer Applications – Small Product Development

Subsequent to these areas are explorations in structures of Letterforms, Visual Communications from different cultures, and Visual Communications from the print media, and some theory where appropriate to the task.

HEALTH & PHYSICAL EDUCATION / HUMAN DEVELOPMENT

IT’S MY LIFE

Objectives

- Students participate in a variety of recreational physical activities to gain an understanding of lifelong physical activities
- Understand the development of personal identity and values
- Identify and describe the rights and responsibilities associated with developing greater independence
- Demonstrate an understanding of sexual matters and sexual relationships
- Describe mental health issues relevant to young people
- Evaluate perceptions of challenge, risk and safety
- Demonstrate an understanding of resilience and assertiveness strategies
- Analyse health outcomes of personal behaviours and community actions
- Identify health services and products provided by government and non-government bodies
- Identify and describe strategies that address current trends of nutritional status of Australians and food consumption in Australia.
Content

- Sex, sexuality and reproduction
- Community resources
- Nutrition
- Determinants of health
- Health Status of Population Groups
- National Health Priority Areas
- Risk, safety and healthy choices
- Recreational physical activity
- National Health Priority Areas

Future directions

This unit is particularly recommended to students wishing to pursue VCE Health and Human Development.

GLOBAL HEALTH & DEVELOPMENT – HEALTH
(SEMESTER TWO ONLY)

Objectives

- Students participate in a variety of recreational physical activities to gain an understanding of lifelong physical activities
- Understand the various lifespan stages while caring for real life babies/infants
- Demonstrate an understanding of Nutrition at the various lifespan stages
- Identify and describe the rights and responsibilities associated with developing greater independence
- Demonstrate an understanding of Individual development across the lifespan
- Identify health care services provided across the lifespan
- Analyse health status of Australia compared to Developing countries
- Identify and describe strategies that address current health issues in Developing countries

Content

- Lifespan Stages
- Stages of Development
- Nutrition
- Health care services
- Community resources
- Global Health
- Government and Non-government organisations
- Strategies implemented in Developing Countries

Future Directions

This unit is particularly recommended to students wishing to pursue VCE Health and Human Development.
HPE THEORETICAL COMPONENT

All students undertaking the following units will study Anatomy and Body Systems and training Principles and Practices as part of the theoretical components of the units.

- Fastball Sports
- SEPEP
- Fitness Training One

**Semester 1:** Anatomy, Body Systems, Fitness Components & Fitness Testing  
**Semester 2:** Training Principles, Training Practices, Skill Acquisition, Skill Classification, Stages of Learning & Biomechanics

**Semester 1: Anatomy, Body Systems, Fitness Components & Fitness Testing**
- Students identify the basic structures, functions and types of musculoskeletal anatomy. This is followed by an understanding of the structure and function of the important cardio-respiratory system and how they work together during physical activity.
- Students will also identify what Fitness Components are and how they specifically relate to different sports. This will be followed by the explanation of Energy Systems and Oxygen uptake and how these interplay during physical activity.

**Semester 2: Training Principles and Practices, Skill Acquisition & Biomechanics**
- Students learn how to conduct a variety of tests to assess their fitness levels. This knowledge is then used to study Training Methods and Principles that will improve or maintain these levels.
- The different types, classification and ways to teach practical skills are the focus of this topic. The Biomechanical ways to improve skill technique follow.

While students will study the same theory, the practical element will be different for all Physical Education subjects.

FAST BALL SPORTS

**Objectives**

This subject aims to promote understanding of the skills involved in a series of “fast ball sports” by undertaking sports such as European Handball, Football Codes, Softball & Basketball. Students employ and devise skills and strategies to counter tactical challenges in game situations. They assume responsibility for aspects of a sporting competition in which roles are shared. The subject promotes appropriate sporting behaviours, leadership and skilful play.

**Assessment**

Practical participation, theoretical component and examination
SPORT EDUCATION IN THE PHYSICAL EDUCATION PROGRAM (SEPEP)

Objectives

This subject aims to assist students learning of skills relating to game play, to gain knowledge of sports management, value in fair play and develop as leaders in specialist sporting areas. It encourages students not only to learn more about the rules, strategies and skilled play in specific sports, but also to manage and coordinate their sporting experiences. The subject aims to develop:

- A competent sportsperson, who has sufficient skills to participate and execute game strategies;
- A sportsperson who values the rules, rituals and traditions of the sport; and
- Organisational and administrative skills and the ability to design, implement and participate in a round robin competition.

The sports most commonly used to implement this program are Volleyball and Badminton.

Assessment

Practical participation, completion of roles and responsibilities as part of SEPEP, theoretical components and examination.

FITNESS TRAINING

Objectives

This subject is aimed at developing the student's knowledge and understanding of the factors involved in fitness training, conditioning and physical activity. Students examine different fitness testing procedures; identify related fitness components, as well as developing an understanding of the musculoskeletal and cardiorespiratory systems. The application of training principles is examined and students will display an understanding of how to plan a training session.

Practical components include:

- Participation in continuous, interval, resistance, circuit, fartlek, plyometrics and flexibility training sessions.

Assessment

Practical participation, theoretical component and examination
ADVANCED FITNESS TRAINING
(Semester 2 only)

Objectives

This subject is aimed at developing and extending students’ knowledge and understanding of the factors involved in advanced fitness training and conditioning. Students build upon their foundation knowledge of fitness training methods and principles by completing games analyses and undertaking fitness testing. The results from this compilation of work will be utilised to develop a personal training program and enable a review of training responses. Most of the practical activities are completed at the College whilst a commercial venue and excursions will be utilised where appropriate.

Theoretical Component

• Movement patterns, games analysis and data analysis.
• Pre Fitness Testing
• Development of training program for a specific sport. Incorporating training methods and principles.
• Short and long term responses to exercise.
• Post Fitness Testing

Assessment

Practical participation, training program development and implementation, theoretical component and examination

Future Direction

These units are recommended to students wishing to pursue VCE Physical Education or VET Recreation and Sport.

It is a recommendation that any student who wishes to complete VCE Physical Education (Units 1-4) undertake Physical Education at Year 10 in both semesters of Year 10.

It is a recommendation that any student who wishes to complete VCE Health & Human Development (Units 1-4) undertake a Health unit at Year 10 in at least one of the semesters.
GEOGRAPHY – 21ST CENTURY GEOGRAPHY

Objectives

This course is designed to provide students with an insight into Geography in the 21st Century. In this unit we will investigate urban development, the growth of cities and urban sprawl including our own local region. We will explore threatened environments and finally find out what climate change and global warming is all about.

Content

Urban Development
- Patterns of Development
- Mega Cities
- The development of Melbourne
- Rural Urban Fringe
- Sustainable Urban Development

Threatened Environments
- Land Degradation
- Erosion
- Salinity
- Murray-Darling Basin
- Three Gorges Dam
- Animal Conservation

Climate Change
- What is it?
- Our Climate
- The Globe Warming
- Greenhouse Effect
- Consequences
- Taking Action

Future Directions

This unit leads to VCE Geography units 1 & 2.

GEOGRAPHY – GREENIES VS GLOBALISATION

Objectives

This course is designed to allow students to investigate the issues facing both the greenies and that of globalisation. What is globalisation? Why do we always see greenies protesting to save the trees? Is globalisation good, bad or the way of the future? Do the greenies stand a chance? In this unit globalisation will be discussed and investigated to determine how it affects the world today. In contrast we will investigate the plight of the greenies and the environmental issues such as deforestation and climate change which they fight for. Who will win; the greenies or globalisation?

Content

- Globalisation
- What is Globalisation?
- Good or Bad?
- Who is Involved?
- Characteristics
- Issues and Effects
- Case Studies
- The Way of the Future?

- Environmental Issues
- Natural Resources
- Rainforests
- Environmental effects
- Environmental issues
- Possible Solutions
- Green Peace

Future Directions

This unit leads to VCE Geography units 1 & 2.
HISTORY – MISSISSIPPI BURNING

Objectives

The United States of America has long prided itself on being the ‘Land of the Free’. However, for a significant proportion of the American population, they have long felt marginalised. African Americans first arrived on American shores in chains, and many would still argue that even today they do not receive the same opportunities as their white counterparts. This unit examines the history of that relationship, from the earliest white settlements through to the uneasy existence of today. Direct comparison is made with the experiences of Indigenous Australians, following their journey from the 1967 referendum through to Kevin Rudd’s Sorry Speech.

Content

- Settlement Patterns of the Early American Colonies
- Civil War 1861-1865
- Reconstruction Era
- Civil Rights Movement of the 1960’s
- What Now?
- Experiences of Indigenous Australians

Future Directions

This unit can lead to VCE History units 1 & 2 – Twentieth Century History.

HISTORY – AUSTRALIA IN THE MODERN WORLD

Objectives

The period since the end of World War I to the present day has seen Australia emerge as an entity in its own right, rather than being viewed as an extension of Great Britain. Australia’s signing of the Treaty of Versailles was the first significant indication of this new and separate stance. After the excitement of the Roaring Twenties, the inter war years saw the Great Depression cause a massive disruption to the world economy. Not long after, the outbreak of World War II would lead to the deaths of over 60 million people. The United Nations was formed as a means of preventing future world wars; however, rivalry between the two super powers – the Soviet Union and the USA – resulted in the Cold War, which had global ramifications for the next 45 years.

Content

- World War II
- Rights and Freedoms of Indigenous Australians
- Popular Culture
- Migration Experiences

Future Directions

This unit can lead to VCE History units 1 & 2 – Twentieth Century History.
CIVICS AND CITIZENSHIP – REALITY BITES: THE LAW AND YOU

Objectives

- To interpret and analyse information, critically examining sources/structures.
- To be more informed/aware/know the process of action.
- To be able to research and collect relevant information.
- To be able to present information in a variety of formats (oral, written, technological, and visual).
- To work co-operatively/collaboratively in groups.
- To develop the confidence and independence for decision-making.

Content

This course covers an overview of Australia’s legal system, focusing mainly on the State of Victoria.

Parliament – history of the Australian Parliaments, the different levels of government, lawmaking, voting
Rules – legal and non-legal rules, effective laws
Criminal Law – different types of offences, sanctions and defences
Court System – different levels of courts and the jury
Rights/ Responsibilities – police powers and individual rights

Future Directions

This unit leads directly to VCE units 1 & 2 Legal Studies. It is also a useful introduction to other VCE units 1 & 2 in other Humanities subjects, such as Global and Australian Politics.

CIVICS AND CITIZENSHIP – ORDER IN THE HOUSE

Objectives

Politics and politicians influence our everyday lives. Decisions made by our political representatives may have far reaching consequences. It is vital to be involved in a political system that we ultimately have a say in come election time. This unit examines the key structures of Australia’s political system including; the different levels of government, key structures within both federal and state parliaments, how we make our choices on Election Day, political parties and how our governments are pressured to make change by both groups and individuals. This unit has a strong focus on politics and allows students to be prepared for the possibility of studying VCE International Politics.

Content

- Government in Australia
- Federal Parliament
- Victorian Parliament
- Political Parties
- Voting and Elections
- Influencing change

Future Directions

This unit leads directly to VCE units 1 & 2 Legal Studies or International Politics.
Objectives

The focus of this unit is on enterprise and work. Students will investigate the nature, meaning and history of work, work in the future, career paths, and begin to develop career goals and job seeking skills. They will also look at the factors which determine small business success and have the opportunity to establish and run their own small business. Enterprise skills will be developed throughout the unit.

Content

- Enterprise and innovation
- The eCommerce innovation
- Planning and managing a small business
- Types of business structures
- Choosing a business
- Cash receipts and cash payments
- Cash receipts and cash payments journals
- Statements of receipts and payments
- Economic assumptions
- Factors of production
- Choice and opportunity cost
- Price mechanisms (including supply and demand)
- Economic systems

Future Directions

This unit leads directly to VCE units 1 &2 in Economics, Accounting and Business Management.
LOTE
(Student selecting Japanese Studies must select the subject for both semesters i.e. 2 subjects)

Japanese Studies

In recent years, knowledge of an Asian language has proven to be a great advantage in many job areas, such as business, trade, administration and the hospitality industry. (To provide students with a broad understanding of the Japanese language, this course will include studies of the language itself as well as incorporate historical, social and cultural aspects of Japan.)

Course Structure

The Year 10 Japanese Studies course is divided into two units, each a semester in duration. Common aims apply to both units and each unit will contain a variety of communication topics.

Pre-requisites

It is expected that students who wish to study Japanese at the Year 10 level have completed Hai 6 or Hai Ima Japanese studies to a satisfactory level.

Common Aims

1. Knowledge of how to use the Japanese language.
2. Knowledge of a broad range of communication rules; and
3. Knowledge of sociocultural behaviour, necessary for communication in situations of contact with the Japanese.

Content and Communication Topics

Semester One

* Writing forms – Hiragana, Katakana and Kanji
* Basic listening and speaking skills
* Using Japanese writing paper
* Topics such as shopping, school and study and daily routines

Semester Two

* Writing forms – Hiragana, Katakana and Kanji
* Variety of text types
* Further listening and speaking skills
* Writing a letter in Japanese
* Topics such as family, Japanese housing and clothing

Assessment

This subject will be assessed in various ways including:

* written tests
* oral and aural tests
* role plays and group work
* class participation
* assignments

Future Directions

This subject may be continued through to VCE Japanese. Students can only continue with VCE Japanese studies after satisfactory completion of Year 10 Japanese Semester 1 and Semester 2.
Rationale

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Mathematical activities include abstracting, applying, investigating, modelling and problem solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into consideration the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society as well as develop confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical subjects offered in Year 10 will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Year 10 Options

VCE UNIT 1 / 2 – FOUNDATION MATHEMATICS

Pre-requisites

Entry to Foundation Mathematics Units 1 and 2 will require satisfactory completion of Year 9 Core Mathematics and/or teacher recommendation. Foundation Mathematics is designed for those students who need to consolidate their basic mathematical skills. It is a suitable course of study for those students who intend to undertake VET or TAFE courses, or for those who do not wish to pursue any further VCE Maths course in Year 11 or 12.

Unit 1 & 2

The study of Foundation Mathematics has a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study and students are encouraged to use appropriate technology to support their investigations. The areas of study for these units are ‘Space, Shape and Design’, ‘Patterns and Number’, ‘Handling Data’ and ‘Measurement’.

On completion of VCE Foundation Mathematics Units 1 and 2, the student should be able to use confidently and competently mathematical skills and concepts from all areas of study, be able to select and use technology to apply mathematics in a range of practical contexts and be able to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.

Future Directions

PLEASE NOTE: This pathway is recommended for students who DO NOT wish to pursue any further studies in mathematics. Students must be aware that Foundation Mathematics Units 1 and 2 DO NOT lead to the study of any other VCE Mathematics subjects.
YEAR 10 MATHEMATICS

Pre-requisites

Students would be expected to have satisfied the work requirements of Year 9 Mathematics.

Content

Year 10 Mathematics builds on the skills developed in previous years. It is expected that most students selecting Year 10 Mathematics will have a good understanding of all topics studied in Year 9 Mathematics.

The areas of study in Year 10 Mathematics include Simple and Compound Interest, solving Linear Equations and Inequalities, Surface Area and Volume of Composite Solids, Deductive Reasoning, Univariate and Bivariate Statistics, Quadratics, Simultaneous Equations, Pythagoras, Trigonometry and Congruence and Similarity of triangles.

Future Directions

Satisfactory completion of Year 10 Mathematics will provide a sound foundation for students to proceed to VCE General Mathematics units.

PLEASE NOTE: In all cases, student VCE Mathematics selections are reviewed and parents/guardians contacted where there are any concerns.

YEAR 10 A MATHEMATICS

Pre-requisites

Students undertaking this study are expected to have satisfied the work requirements of Year 9 Mathematics to a very high standard (90% plus average). Other students may have undertaken Year 9 Accelerated Mathematics. There is an opportunity at the end of Semester 1 for students to be accepted in 10 A Mathematics from standard Mathematics, based on the results of assessment and demonstrated work ethic during the first half of the year.

Content

Mathematics 10 A includes all of the content covered in standard Year 10 Mathematics as well as extending their mathematical skills and problem solving abilities.

Additional topics to be covered in 10 A include Number Theory, three dimensional Trigonometry and the studies of a variety of functions and their graphs: (Polynomials, Exponentials, Hyperbolas, and the Circular Functions). Students will also learn to apply the Laws of Logarithms, the Sine and Cosine Rules and other non-right angle trigonometric concepts. In statistics, students will explore the concept of standard deviation and linear regression of bivariate data. NOTE: Prior to the introduction of the Australian Curriculum many of these concepts were not studied until VCE Units 1 and 2.

Future Directions

Satisfactory completion of these topics will provide a very sound foundation for students to proceed to any VCE Mathematics Units. In particular, students undertaking Year 10 A Mathematics will be well prepared and strongly encouraged to consider studying both VCE Mathematical Methods Units 1 and 2 and VCE General Mathematics (Advanced) Units 1 and 2 in Year 11.

PLEASE NOTE: In all cases, student VCE Mathematics selections are reviewed and parents/guardians contacted where there are any concerns.
GENERAL MATHEMATICS (ADVANCED)

From 2013, this course will no longer be offered to Year 10 students. This allows for the introduction of the new Australian Curriculum. Close examination of the 10 A course has shown that it provides much improved preparation for the Unit 1 and 2 VCE subject Mathematical Methods than did the previous practice of General Mathematics Advanced in Year 10.

General Mathematics Advanced will continue to be offered at Year 11 until the implementation of the Senior Australian Curriculum in a few years time. This also allows for many of the concepts in General Mathematics Advanced that lead to Specialist Mathematics to be explored in more detail than has previously been the case.

TECHNOLOGY: CAREERS IN HOSPITALITY

Rationale

In Careers and Hospitality, students complete a semester of work discovering a wide range of career paths available in the Australian Hospitality Industry. They have an opportunity to role play a variety of functions and duties from the food preparation and service to a supervisory role.

This study focuses on the development of awareness of various careers in the food industry, work related skills, business principles, demonstration of safe and hygienic methods of food preparation and storage, effective work methods and safe working practices. It is also designed to enable students to develop an understanding and appreciation of qualities of catering for an employee, career pathways, menu and time planning economics, safe use of equipment, hygiene safety and styles of food preparation.

Assessment is made in planning, organising, implementing and evaluating within a practical food environment. Other forms of assessment allow students to apply for a position in the food industry, developing a journal, menu writing, small catering operation assignment and a report based on a visit to a market and TAFE.

Future Directions

This course provides an excellent basis for VCE Food and Technology or VET Hospitality.
TECHNOLOGY: INTERNATIONAL CUISINE

Rationale

In International Cuisine, students are given the opportunity to broaden their cultural horizons. This study reflects on how culture determines food choices and how food affects ways of life and different cultural attitudes. Using this knowledge, students are required to prepare and evaluate dishes from various cultures studied.

This study focuses on the development of awareness of various cultures in the International Food Industry, work related skills and briefs are prepared by students in Asian and Mediterranean styles of cooking. This study is designed to enable students to develop an understanding and an appreciation of different qualities of food preparation and cultures enabling students to become aware of different cooking and serving styles. On completion of this subject, students will be able to prepare, cook and serve a variety of international foods, identify and demonstrate safe work practices, hygienic methods of food preparation and storage, reflect upon strategies that address areas of concern related to current trends in the nutritional status of Australians and people of other nationalities, evaluate the factors that influence food selection and consumption and discuss the multi-cultural nature of the Australian population and its effects upon our lives.

Assessment is made in planning, organising, implementing and evaluating within a practical cultural food environment. Other forms of assessment are to produce a folio, theory and an exam.

Future Directions

This course provides an excellent basis for VCE Food and Technology or VET Hospitality.

INFORMATION TECHNOLOGY: GENERAL

Rationale

Students explore features and techniques to use applications such as MS Word and Excel. They also design and develop WebPages using applications such as Dreamweaver. Students study computer hardware and software theory.

Assessment is made actively developing and achieving skills and knowledge in software use, creating solutions to problems in order to perform specific tasks, integrating software, communicating and presenting this information to users to see whether it has established the required outcomes set in briefs, demonstrating skills learnt through completion of practical exercises, written and short answer assignments to challenge understanding and learning of students. Students are also required to fulfil tasks in class and assessment is made by the teacher when tasks are completed.

Future Directions

This study will provide an excellent introduction to VCE units in Information Technology as well as a range of VET courses. For those students who choose not to continue with Information Technology at VCE the skills acquired in this course will greatly assist in other VCE units as well as future employment.
INFORMATION TECHNOLOGY: MULTIMEDIA

Rationale

Students explore the design and implementation of multimedia products, with a focus on PowerPoint, Flash, Photoshop and Power Director. The skills in using these software products are acquired through extensive exercises. Students also construct major projects individually and in groups.

Assessment is made actively by developing designs and achieving skills and knowledge in software use, creating solutions to problems given in order to perform specific tasks using Photoshop, producing animations using Flash and video editing. Demonstrating skills learnt through completion of practical exercises to challenge understanding and learning of students. Students are also required to fulfil tasks in class and assessment is made by the teacher when tasks are completed.

Future Directions

This study will provide an excellent introduction to VCE units in Information Technology as well as a range of VET courses. For those students who choose not to continue with Information Technology at VCE the skills acquired in this course will greatly assist in other VCE units as well as future employment.

INFORMATION TECHNOLOGY: PROGRAMMING

Rationale

Students explore the design and implementation of programming products, with a focus on understanding the applications of producing software to produce outcomes from a brief. The skills in using these software products are acquired through extensive exercises. Students also construct major projects individually and/or in groups.

Assessment is made actively by developing designs and achieving skills and knowledge in software use, creating solutions to problems given in order to perform specific tasks. Students are also required to fulfil tasks in class and assessment is made by the teacher when tasks are completed.

Future Directions

This study will provide an excellent introduction to VCE units in Information Technology as well as a range of TAFE computer courses. For those students who choose not to continue with Information Technology at VCE the skills acquired in this course will greatly assist in other VCE units as well as future employment.
PRODUCT DESIGN & TECHNOLOGY: TEXTILES

Rationale

Technology education aims to introduce and develop in students a systematic and creative approach to generating technological solutions, the ability to apply knowledge and skills, to use a variety of equipment and materials and demonstrate safe operating practices, the capacity to explore and assess the potential consequences of using technology and give a sense of self confidence and self sufficiency. Students will work with a variety of materials such as textiles and apply elements of design.

Students explore a range of factors that affect product design and technological innovation, including function; aesthetics; and social, environmental and economic factors. Design briefs are implied with students working through the technology process independently.

Students are assessed on the appropriateness of using particular materials, including emerging materials, for specific purposes. Students prepare detailed design proposals, make products using some complex equipment, and analyse the products’ effectiveness with reference to specified criteria. Students must achieve these outcomes and students will design and construct one “Fully Jointed Fur Fabric Bear”.

Future Directions

This unit will provide students with the necessary skills to proceed to VCE Product Design and Technology (Textiles).

PRODUCT DESIGN & TECHNOLOGY: WOOD

Rationale

Technology education aims to introduce and develop in students a systematic and creative approach to generating technological solutions, the ability to apply knowledge and skills, to use a variety of equipment and materials and demonstrate safe operating practices, the capacity to explore and assess the potential consequences of using technology and give a sense of self confidence and self sufficiency. Students will work with a variety of materials and apply elements of design.

Students will be assessed on developing, analysing and describing characteristics and appropriateness of manufactured materials and processes in this area. Preparing detailed designs using appropriate communication techniques and reasons for their existence (research) are required. Selection and use of techniques and equipment safely and responsibly to produce a specified and finished design product is essential to understand the processes of designing. Students will prepare an evaluation report that assesses the product on aesthetics, durability, strength and function.

Working through the design process students are to design and produce functional pieces of work using various materials such as wood, plastic and metal.

Students explore a range of factors that affect product design and technological innovation, including function; aesthetics; and social, environmental and economic factors. Design briefs are implied with students working through the technology process independently.

Students are assessed on the appropriateness of using particular materials, including emerging materials, for specific purposes. Students prepare detailed design proposals, make products using some complex equipment, and analyse the products’ effectiveness with reference to specified criteria.

Future Directions

This unit will provide students with the necessary skills to proceed to VCE Product Design and Technology - Wood.
TECHNOLOGY: HORTICULTURE

Rationale

Horticulture is the production of raw materials from plants to meet consumer needs. Horticulture has a unique place in the history of human society. It underpins social structures and provides basic human needs. The Year 10 Horticulture course is designed to develop students’ knowledge and understanding about the production and marketing of plant products. Students will also develop the associated skills and responsible attitudes that are necessary to manage and market these products in a sustainable manner. Students will also be introduced to basic Agricultural practices including animal maintenance.

Students in this subject study the role of Horticulture and its role in the Australian society, commercial production of plants and the effects of climate and pests, the processes occurring in plants and their effects on Horticultural Production, an in-depth study of a horticultural product as it is processed and marketed.

Students have choice of either (a) Research Project or (b) Two Electives.

Future Directions

This course provides an excellent basis for VCE Agriculture / Horticulture.

TECHNOLOGY: SYSTEMS ENGINEERING

Rationale

Systems Engineering focuses on the mechanical and electronic systems and how they can be incorporated together to make new and innovative projects. Students utilise mechanisms, electronics and the manipulation of materials such as plastics and metal to create objects that move.

Students will develop the ability to:

- Analyse and explain the elements and operation of a system and how they are controlled and used by people.
- Propose detailed designs using graphics, conventions and technical language and giving reasons for their proposal.
- Select the appropriate materials and equipment to safely produce the finished design.
- Prepare a report that satisfies the design outcome and evaluation of the effectiveness and suitability of the product, in comparison with other functional designs, performance, quality and safe use.
- Acknowledge the differences between safe and unsafe work practices in the systems workshop.

Working through the design process students are to produce a functional piece of work that satisfies the design brief of an operational system that encompasses various sources of energy.
Students will:

- Learn how systems are applied and recognise the interrelationships between inputs, processes and outputs.
- Examine a variety of energy sources and roles of people as creators, controllers and users of systems.
- Provide a workbook – used to communicate their ideas of the design process and understanding of a system.
- Understand the design process – plan to carry out production of the system under investigation and produce a working model.
- Research – development of the system under investigation throughout history and future developments of the system so as to prepare students for a technological world.
- Undertake practical work – demonstrate correct tool use, skills, joints, etc. and evaluation of the finished product.
- Be assessed – appropriateness of materials and processes used to meet the design requirements and suggestions of modifications of their design.

Future Directions

The study can provide a sound basis for entry into a broad range of tertiary technology courses such as engineering and applied sciences, skilled trades and vocational training, in the electro technology and automotive sectors or lead to employment in technological enterprises.

This unit will provide students with relevant skills for VCE Systems Engineering or VCE Design subjects.

BEHAVE YOURSELF – PSYCHOLOGY

Rationale

Behave yourself! Think about what this phrase actually means. Why do we behave the way we do? What is it about our brain that affects our emotions? Understanding people’s personalities help us understand why people behave the way they do. How would you describe your personality? The average human brain weighs around 1.3 kilograms. Does intelligence depend on brain size? How do you remember your name and where you live? Can I improve the way I learn things? What causes us to be sad, happy or angry? If you want to learn more about behaviour then this is the subject for you!

Future Directions

Behave Yourself will prepare students who are considering completing VCE Psychology. Psychology will be useful for students considering tertiary courses such as psychology, applied science, nursing, health care, marketing and arts.
**FLIGHT AND LIGHT - PHYSICS**

**Pre-requisites**

Students considering doing Year 11 or 12 Physics are required to do this unit.

**Rationale**

Did you know that light travels at the speed of 300 000 km per second and takes over 8 minutes to reach the Earth from the sun? Have you ever looked down when in a swimming pool and noticed that your legs were not as long as you thought they were? Why is it that we see one type of apple as red and another as green? What happens when we sky dive? How does air resistance and pressure affect our speed? Electric circuits – just how can they be used to make electronic devices? Do you own a DVD player, a television and a CD player? Here’s your chance to find out how they work.

**Future Directions**

Flight and Light will prepare students who are considering completing VCE Physics. Specific careers related to physics could include scientists, laboratory technician, teaching and managing. Specialised fields of physics can include acoustics, astronomy, astrophysics, medical physics and geophysics.

**OF MICE AND MEN – BIOLOGY**

**Rationale**

What characteristics do you have in common with other members of your class? Why is there such an amazing variety of organisms living on the Earth? What can be done when things go wrong from one generation to the next? In this unit we will investigate the structure and function of cells, describe the genetic basis of inheritance and evaluate evidence about the evolution of species. Don’t be a mouse extend your knowledge by undertaking this unit.

**Future Directions**

Of Mice and Men will prepare students who are considering completing VCE Biology. It would be advantageous to have Biology if intending to study Biological Science, Science, Environmental Science, Wildlife and Conservation Biology, Health Science or Veterinary Science at the tertiary level.
POTIONS AND POISONS – CHEMISTRY

Pre-requisites

Students considering doing Year 11 or 12 Chemistry are required to complete this unit.

Rationale

Do you like Chemistry? Do you like doing experiments and observing chemical reactions? This unit comprises of the topics chemical magic, poisons in the body, biochemistry, nanotechnology and green chemistry. Students will develop an understanding of the electron structure of atoms, chemical properties of matter and types of chemical reactions. The effect of toxins, venoms and antibody productions will also be discussed.

Future Directions

Potions and Poisons will prepare students who are considering completing VCE Chemistry at Year 11 and 12. Specific careers with a chemistry basis include educator, research scientists, and environmental scientists and also include the fields of meteorology, pollution regulation, mining and petroleum, medical research, product design and management and resource management.
A VCE student has a number of choices at Year 11 and Year 12. All students undertake a minimum of 1 unit of VCE Religion at Year 11 and Year 12. At both levels, students may choose to undertake a Unit 3/4 sequence.

Units on offer are Religion and Society Units 2 to 4 and Texts and Traditions Units 2 to 4. A new school-based Religious education program is introduced for students not wishing to pursue a 3/4 sequence and this will be run over 3 periods per cycle. Texts and Traditions Unit 3/4 may only be undertaken after completion of Unit 1. Religion and Society Unit 3/4 should preferably be undertaken after completion of Unit 2.

Students should note that Unit 3/4 studies in Religious Education are quite demanding as is any equivalent Unit 3/4 study, and students need to fully explore the Unit requirements. Two new initiatives a school-based Year 12 program called “Ascent” program and “Liturgical Choir” available for years 10-12 has also been introduced with details listed below.

School-based Religious Education “Ascent” Program (Year 12 2012)

This new initiative has been generated as a result of staff wanting to offer a program which suits the needs of senior students who are about to leave our school and provide them with some professional knowledge and Catholic experiences to assist in future development of our young men and women. Students were consulted and as a result a variety of delivery modes are planned including teacher student workshops, lecture tutorials and guest speakers. Elements of the program will include:

- Lifestyle choices
- Social Justice initiatives (including community service)
- Reflection/Stillness activities
- Film as text
- Development of Catholic identity in morality and ethics

Liturgical Choir (NEW 2012) Incorporating elements of current Units 1 & 2

This is a new initiative at St Francis Xavier College in 2012. The liturgical choir group is made up of students from years 10, 11 and 12 who come together to form the nucleus of the senior choir. This choir plays a vital part in our school liturgies: Masses, Holy Thursday, Assumption, etc. This is a practical course during which students are engaged in ‘doing’ liturgy through their participation via their singing. All students participating in the Liturgy stream must attend morning and after school rehearsals. A possibility of other time commitments may also be required. Students will also complete elements of the Core Religious Education curriculum which comprise material from units 1 and 2 of Religion and Society and Social Justice strands. Elements of Texts and Traditions will also be included to promote a holistic and complete program and experience. It is an expectation that students who choose this elective complete the course in its entirety depending on year of entry.
RELIGION AND SOCIETY

Unit 2: Ethics and Morality (Year 11 only if not done in Year 10)

Choosing which values to live by in principle and in practice is fundamental to being human. Ethics is a discipline that investigates the various methods for making ethical decisions; it involves reflection on what ‘right’ and ‘wrong’, and ‘good’ and ‘bad’ mean when applied to human decisions and actions. Ethics is concerned with discovering principles that guide practical moral judgment. Ethics is particularly concerned with the justification for moral choices – identifying the arguments and analysing the reasoning behind them. Ethical questions are raised at the personal, family, local, wider community, national and global level. In this unit students survey various approaches to ethical decision-making and then explore at least two religious traditions in detail. They explore contemporary ethical issues in the light of their investigations into ethical decision-making and ethical perspectives, and moral viewpoints in religious traditions.

Unit 3: The search for meaning

Across time and cultures, humanity has sought to understand the why and how of existence. In this quest humans have consistently posed big questions of life such as: Where did we come from? Is there someone or something greater than us – an ultimate reality? What is the purpose of our existence? How should we live? Why do we die? Is there anything beyond death? In response to this quest for meaning, religions have developed systems of belief that have offered ways of establishing meaning and purpose – not only for human existence but also for all that exists. Such religious beliefs have also attempted to explain the nature of relationships between humans, between humans and the rest of the natural world, and between humans and ultimate reality.

In this unit students begin by studying the religious beliefs developed by one or more than one religious tradition in response to the big questions of life. They explore the ways in which these religious beliefs create meaning for religious traditions and their members. The religious beliefs of any religion arise from the beliefs held about ultimate reality, and these in turn inform particular beliefs about human existence; about its meaning, purpose and destiny. Religious beliefs may be expressed through the other aspects of religion, such as myths and other stories, sacred texts and other religious writings (such as formal creeds), rituals, symbols, social structures, ethical principles and oral or written codes of behaviour, religious experience and spirituality.

Unit 4: Challenge and response

The focus of Unit 4 is the interaction of religious traditions and the societies of which they are a part. Religious traditions are dynamic, living institutions that contribute in many ways, both positively and negatively, to wider societies – stimulating, supporting, as levers for change or resisting changes in those societies. Religious traditions also change over time; this change may be in the form of growth or decline or both. The eight aspects of religion provide a framework for understanding these changes that happen as religious traditions respond to the internal challenges arising from the needs and insights of their membership, and to the external challenges provoked by changes in the wider society. The impetus for these changes in society may come from religious traditions themselves or from other groups, individuals, events or movements within the wider society.

In this unit students explore challenge and response in historical and contemporary contexts. Students investigate historical challenges to religious traditions arising internally and externally. They explore the challenge to religious traditions in contemporary pluralistic society for action on behalf of social justice and for assessment of new problems arising from social and technological change.
TEXTS AND TRADITIONS

Unit 2 – Texts in Traditions (Year 11 only if not done in Year 10)

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. The texts selected for study should therefore be among those which can be sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values. Others may call for changes in social and political institutions. Others again may justify or support existing social and political institutions.

The investigation includes consideration of the social context which the texts were produced, the conditions under which they are currently read, the reasons for reading them, the kinds of authority attributed to them by traditions, and the ways in which the texts shape, and are shaped by, the content of the message contained in them.

Students undertake 3 areas of study:
- The Texts in the Past
- The Texts Today
- Sacred Texts and World Religions

3 outcomes must be met to successfully complete the course, each of which includes key knowledge and key skills.

Unit 3 – Texts and the Early Tradition

Pre-requisite Unit 1 of Texts and Traditions Students must undertake Unit 3 prior to undertaking Unit 4.
Traditions differ in the ways their texts account for their beginnings. In some traditions texts have a clear historical perspective, setting out the beginnings of the tradition in narrative and sequential form. In other traditions some texts present beginnings in mythological and allegorical form, while others combine these and other approaches.

The teachings contained in some texts of a tradition are regarded as essential for the continuation of the tradition. This may be because they function as repositories of law, wisdom or theology or because they present the teachings of significant individuals who have had key roles in the formation of the tradition.

Students undertake 3 areas of study:
- The Background of the Tradition
- Approaches to Texts
- Interpreting Texts

3 outcomes must be met to successfully complete the course, each of which includes key knowledge and key skills.
Unit 4 – Texts and their Teaching

Some texts are regarded as essential for the continuation of a tradition because they function as a means of communicating teachings or understandings about the relationship between the human and the transcendent.

As time goes on some of the themes contained in the fundamental texts have been reinterpreted in different times in the tradition.

The main part of study in this unit continues the exegetical study of foundational texts begun in Unit 3. However, the themes contained in the foundational texts have been reinterpreted at different times within traditions and such developments are also included in the area of study.

Students undertake 2 areas of study:

- Interpreting Texts (Part 2)
- Religious Ideas, Beliefs and Social Themes

2 outcomes must be met to successfully complete the course, each of which includes key knowledge and key skills.

VCE – ENGLISH

Pre-requisites

There are no VCAA prerequisites for entry to Units 1, 2 and 3; however, students should have satisfactorily completed Year 10 English. Students must undertake Unit 3 prior to undertaking Unit 4.

Rationale

The English language is central to the way in which students understand, critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

The study design draws on interstate and international models and reflects recent developments in the study of English. Students will continue the learning established through the Victorian Essential Learning Standards (VELS) in the key discipline concepts of texts and language, and the dimensions of reading, writing, speaking and listening.

The study of texts focuses on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis.

Structure

The study is made up of 4 units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each unit contains 3 distinct Areas of Study.
Units 1 - 4

The focus of each unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. The term ‘set text’ refers to texts chosen by the school for the achievement of Outcomes 1 and 2.

Area of Study 1 – Reading and Responding

On completion of this unit the student should be able to identify and discuss key aspects of a set text, and to construct a response in oral or written form.

Area of Study 2 – Creating and Presenting

On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

Area of Study 3 – Using language to Persuade

On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers.

Future Directions

Students must pass either English or English Literature in order to satisfactorily complete the VCE. Many tertiary courses also require a study score of 25 or higher as a prerequisite for entry. English is also an essential skill in communication and understanding the world around us.

ENGLISH – VCE LITERATURE

Pre-requisites

There are no pre-requisites for entry into Units 1 or 2 of Literature, but students would be expected to have satisfied the work requirements of Year 10 English and have the recommendation of their English teacher. Students may enter the study at any Unit, although Units 3 and 4 are designed to be taken as a sequence.

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students’ analytical and creative responses to texts, which will assist students in the workforce and in future academic study.
Unit 1:

This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

Unit 2:

The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Unit 3:

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Unit 4:

This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Future Directions:

The study of Literature demonstrates to students the need to read closely. This skill is advantageous to all areas of study, but is particularly helpful if the student wishes to study law, journalism, arts or humanities at a tertiary level.
**VCE – ART**

**Pre-requisites**
There are no VCAA pre-requisites for entry to Units 1, 2 or 3; however, students should have undertaken an appropriate Year 10 Art Unit. Students must undertake Unit 3 prior to undertaking Unit 4.

**Rationale**
This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through personal and independent investigation and experimentation. It emphasises the progressive development of personal concepts and the refinement of skills. The presentation of artworks may be in the form of exploratory visual solutions and/or through more finished artworks.

The study also equips students to respond to art in an informed and articulate manner through a study of how art relates to the society for which it was created and different expressions of artistic identity. Students also develop and refine personal points of view about the meanings and messages of artworks.

**Unit 1**
This unit focuses on realising ideas in the form of visual solutions to set tasks. Students explore materials, techniques and working methods in art form(s) and/or media. Students also study the ways in which artworks relate to the social context for which they were created and how artists choose to interpret social issues and themes.

**Unit 2**
This unit focuses on the development of areas of personal interest in visual exploration. It encourages artistic development through the exploration of materials, techniques and working methods within art form(s) and/or media. Students also study the roles of artists, how artists are portrayed in society and how artists develop personal styles and approaches to artistic expression.

**Unit 3**
This unit focuses on a broad and innovative investigation including exploration and experimentation within art form(s) and/or media to develop and refine a sustained body of work. Student’s skill in interpreting artworks is developed through a study of artists and their works before and since 1970 through the application of interpretive frameworks and the comparison of artworks.

**Unit 4**
This unit focuses on the preparation and final presentation of ideas developed and refined from the visual directions explored in unit 3. The resolution of the student’s ideas may be through innovative and exploratory visual solutions and/or through more finished artworks. As well, students evaluate ideas, issues and arguments expressed in commentaries on art, apply interpretive frameworks, critically view artworks and develop personal points of view.
VCE – DANCE

Pre-requisites

There are no VCAA prerequisites for entry to Units 1, 2 and 3, however, students should have undertaken Year 10 Dance or are enrolled and have studied Dance at an appropriate Dance Studio. Students must undertake Unit 3 prior to undertaking Unit 4.

Rationale

This study is designed to develop students’ understanding and appreciation of dance as an art form that is based on the investigation and communication of ideas, themes and concepts.

The study focuses on development of students’ technical and physical skills, personal movement vocabulary, and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. They consider cultural influences on the expressive intention, form and movement vocabulary of their own dances and also on works created by choreographers working in a range of styles and/or traditions. Cultural influences on technical and production aspects in dance works are also studied.

Unit 1

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop technical and physical skills. Students discover the diverse range of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They discuss cultural influences on their own dance backgrounds, and on the expressive intentions and movement vocabulary in their own dances.

Unit 2

This unit focuses on expanding students’ personal movement vocabulary and choreographic skills through the exploration of the elements of movement; time, space (including shape) and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others.

Unit 3

This unit focuses on choreography, rehearsal and performance of a solo dance work and involves the physical execution of a diverse range of body actions and use of technical and performance skills. Students also learn a group dance work created by another choreographer. Students also develop an understanding of choreographic skills through an analysis of ways the expressive intention chosen by the choreographer of twentieth and/or twenty-first century solo dance works selected from the prescribed list of dance works.

Unit 4

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

Pre-requisites

There are no VCAA prerequisites for entry to Units 1, 2 and 3; however students should have undertaken a Year 10 Dramatic Performance Unit. Students must undertake Unit 3 prior to undertaking Unit 4.

Rationale

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create, embody and present dramatic works. They analyse the development of their performances and explore the actor–audience relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts.

The study provides students with opportunities to explore the ways in which drama represents social, political, and historical contexts, narratives and stories. Students develop an understanding of the language of drama including terminology and expressions appropriate to the context of the drama that students create, perform and analyse.

Unit 1: Dramatic Storytelling

Unit 1 Drama focuses on creating, presenting and analysing devised performances that include real or imagined character, based on personal, cultural and/or community experiences and stories. Students use performance styles from a range of contexts associated with Naturalism and Non-Naturalism and examine storytelling through the creation of ensemble and solo performances. They gain an understanding of how performance is shaped and given meaning and also develop an awareness of how characters and presented in dramatic narratives.

This unit also involves analysis of a student’s own performance work and analysis of a performance by professional practitioners in Melbourne.

Unit 2: Creating Australian Drama

This unit focuses on the use and documentation of the processes involved in constructing a devised ensemble performance. Students create, present, and analyse a performance based on a person, an event, an issue, a place, an art work, a text and/or an icon from a contemporary or historical Australian context. In this unit, students use performance styles from a range on historical, social and cultural contexts including styles associated with Non-Naturalism. Unit 2 Drama also involves analysis of a student’s own performance work and analysis of a professional Australian work.

Unit 3: Ensemble Performance

This unit focuses on non-naturalistic drama from a diverse range of contemporary and/or cultural performance traditions. Collaboration to create, develop and present ensemble performance is central to this performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance.

Unit 4: Solo Performance

This unit focuses on the use of stimulus material and resources from a variety of sources to create and develop character/s within a solo performance. Students complete 2 solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of a second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure. The processes involved in the creation and presentation of character/s in solo performance are analysed and evaluated.
Pre-requisites

There are no VCAA pre-requisites for entry to Units 1 or 2; however, students should have undertaken an appropriate Year 10 Media Unit. To study Unit 3 and 4 students are required to have studied Units 1 and 2 Media.

Rationale

VCE Media provides students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society.

This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

The study of media includes:

- media forms including
  - audiovisual media (film, television, radio, video, photography)
  - print-based media (newspapers, magazines and related publications)
  - digital media technologies (the Internet, computer games and interactive multimedia)
- media and cross media processes and developments such as advertising, news and current affairs production, popular music, popular culture, cyber culture and virtual worlds, convergence and hybridisation, information dissemination and retrieval technologies
- the media and its interrelationship with society and culture.

Unit 1

The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

Unit 2

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

Unit 3: Narrative and media production design

The purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional film, radio or television programs. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They design a media production for a specific media form with the relevant specifications presented as a written planning document with visual representations.
Unit 4: Media process, social values and media influence

The purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Organisational and creative skills are refined and applied throughout this process. In this unit students also analyse the ways in which media texts are shaped by social values and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

VCE – MUSIC: PERFORMANCE

Pre-requisites

Although there are no VCAA prerequisites for entry to Units 1, 2 and 3, students should have undertaken a Year 10 music performance course. Students must undertake Unit 3 prior to undertaking Unit 4. To undertake Units 3 and 4 Music Group performance or Music Solo performance, students should have about 3 years experience on a musical instrument or in voice prior to Year 11. Students should also have theory knowledge of at least grade 3 AMEB. Students may be subject to an interview and/or audition prior to being allowed to commence VCE Music. To ensure students are able to successfully meet the demands of this subject, all students commencing VCE studies in Music Performance are required to take instrumental lessons. Students and their parents will be asked to sign an agreement supporting this expectation.

Rationale

Music Performance develops intellectual, aesthetic and cultural understanding of the value and importance of music in solo and group settings. As soloists and members of groups, students develop skills in preparing programs of works. They learn about and apply musicianship as they create music and interpret and analyse solo and ensemble works in a range of styles. They also develop theoretical and aural skills.

Unit 1: Music Performance

This unit focuses on performance in solo and group contexts, studying approaches to performance and performing, and developing skills in aural comprehension. Students present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music. They also complete analysis of works and theoretical work.

Unit 2: Music Performance

This unit further develops skills in practical music and performance in solo and group contexts. Students present a prepared program/s of solo and group works, demonstrate prepared technical work, perform previously unseen music and develop skills in aural comprehension. Selected works are analysed to enhance performance interpretation. Students also learn to write parts using music software.

Unit 3: Music Performance

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and 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. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.
Unit 4: Music Performance

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/songwriters.

MUSIC INVESTIGATION

Unit 3: Music Investigation

In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Area of Study 2, Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Unit 4: Music Investigation

In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end-of-year performance program. In Area of Study 2, the Composition, improvisation and arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. This builds on and extends exercises completed in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.
VCE – STUDIO ARTS

Pre-requisites

There are no VCAA pre-requisites for entry to Units 1, 2 or 3; however, students should have undertaken an appropriate Year 10 Art Unit. Students must undertake Unit 3 prior to undertaking Unit 4.

Rationale

Studio Arts provides a framework for the establishment of effective art practices through an understanding and application of the process of design. The design process enables students to explore ideas and sources of inspiration, experiment with materials and techniques and practice specialised skills in a range of art forms. Students generate a range of directions and potential solutions and analyse and evaluate them before producing artworks. The theoretical component of the study informs students’ practice through an investigation of selected artworks, an examination of artists’ working methods and a study of professional practices and art industry issues.

Unit 1: Artistic inspiration and techniques

The focus of this unit is the use of sources of inspiration and ideas as the bases for artworks and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

Unit 2: Design exploration and concepts

The focus of this unit is to establish and use an effective design methodology for the production of design explorations and artworks. Students also develop skills in the analysis of artworks to understand how aesthetic qualities are created, ideas communicated and identifiable styles developed.

Unit 3: Studio production and professional art practices

The focus of this unit is the implementation of a design process leading to the production of a range of potential solutions. A work brief is initially prepared to set out the framework for the design process. Students also examine professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks.

Unit 4: Studio production and art industry contexts

The focus of this unit is to produce a cohesive folio of finished art works developed from potential solutions generated in Unit 3. Visual and written documentation explaining how the potential solutions will be used to produce the folio of artworks is also prepared. Students also examine the presentation of artworks and current art industry issues, with reference to the exhibition, promotion and critique of art works.
Pre-requisites

There are no VCAA pre-requisites for entry to Units 1, 2 or 3; however, students should have undertaken an appropriate Year 10 Art Unit. Students must undertake Unit 3 prior to undertaking Unit 4.

Rationale

This study is intended to assist students in the understanding, production and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, principles and design process in visual communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

Unit 1: Visual Communication

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes. Students study how the design process is applied in the production of visual communications.

Unit 2: Communication in context

The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others. The design process is applied in developing visual communication solutions to set tasks.

Unit 3: Visual communication practices

The main purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications.

Unit 4: Designing to a brief

The main purpose of this unit is to enable students to prepare a brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.
Pre-requisites

There are no VCAA pre-requisites for entry to Units 1, 2 and 3, however students should have satisfactorily undertaken an appropriate Year 10 Humanities Unit in particular Commerce and Enterprise. Units 3 and 4 are designed to be taken as a sequence and it is an advantage if students have undertaken units 1 & 2.

Rationale

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

The preparation and presentation of financial statements is governed by Australian Accounting Standards and guided by the Framework for the Preparation and Presentation of Financial Statements (AASB Framework).

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Unit 1: Establishing and Operating a Service Business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users.

Students examine the role of accounting in the decision-making process using single entry recording of financial data and information for the owner of a service business.

Unit 2: Accounting for a Trading Business

This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business.

Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Unit 3: Recording and Reporting for a Trading Business

This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students are introduced to the double entry system of recording using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.
Unit 4: Control and Analysis of Business Performance

This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process.

The unit covers the accrual recording and reporting system for a single activity trading business using the perpetual inventory recording system. Students learn about the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, financial performance and financial position. In this unit students evaluate the information prepared and analyse the results in order to suggest strategies to the owner.

Future Directions

It would be advantageous to have completed Accounting if intending to progress to further studies in business and finance at the tertiary level.

VCE – BUSINESS MANAGEMENT

Pre-requisites

There are no VCAA pre-requisites for entry to Units 1, 2 and 3, however students should have satisfactorily undertaken an appropriate Year 10 Humanities Unit in particular Commerce and Enterprise. Units 3 and 4 are designed to be taken as a sequence and it is an advantage if students have undertaken units 1 & 2.

Rationale

In contemporary Australian society, there is a wide variety of business organisations which vary in terms of size, ownership, objectives, resources and location. These organisations are managed by people who put in place systems and processes to achieve a range of objectives.

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Unit 1: Small Business Management

Small rather than large businesses make up the vast majority of all businesses in the Australian economy. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and Management

This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.
Unit 3: Corporate Management

In this unit students investigate how large-scale organisations operate. They develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4: Managing People and Change

This unit commences with a focus on the human resource management function. It then progresses to the analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Future Directions

The study of Business Management would be of considerable benefit to students who wish to pursue a career in business after Year 12.
Students who complete Business Management Units 1/2 may carry on with Business Management Units 3/4. The nature of these Units would provide students with a rounded understanding of Business Management in the Australian Economy.

VCE – ECONOMICS

Pre-requisites

There are no VCAA pre-requisites for entry to Units 1, 2 and 3, however students should have satisfactorily undertaken an appropriate Year 10 Humanities Unit in particular Commerce and Enterprise. Units 3 and 4 are designed to be taken as a sequence and it is an advantage if students have undertaken units 1 & 2.

Rationale

Economics is the study of how society tries to satisfy the unlimited needs and wants of people with limited resources with the aim of maximising our standard of living. Economics is about earning an income, producing and buying goods and services, paying taxes, borrowing money, investing, and selling goods to others. The VCE Economics course focuses on the Australian Economy.

The study of Economics requires an understanding of the influence of political, ethical, environmental and social forces on economic decision-making.

Economic events, issues and controversies are often reported in the media because they are relevant to society. Economic issues frequently influence votes in local, state and national elections. Learning about economics will assist students in their everyday lives as it helps them to be more informed citizens, consumers, workers, voters, producers, savers and investors.

Skills, as well as knowledge, play an important part in the study of economics. In particular, students develop an ability to identify, collect and process data from a range of sources. They use the inquiry process to plan economics investigations, analyse data and form conclusions supported by evidence. They also use economic reasoning, including cost/benefit analysis, to solve economic problems which assist them in understanding the economy, society and environment and to clarify values and attitudes about issues affecting the economy, society and environment.
Unit 1: Economics: choices and consequences

This unit introduces basic economic concepts and the workings of markets. In addition students will study current issues which impact on the stability of the Australian economy and our standard of living including economic growth and sustainable development.

Unit 2: Economic change: issues and challenges

This unit will examine Australia’s population and labour markets and analyse how changes in these areas may impact on living standards and then study 2 global economic issues which impact on the stability of the Australian economy and our living standards.

Unit 3: Economic Activity

The focus of this unit is the study of economic activity in Australia. Students will study the role of markets in the allocation of scarce resources and the extent to which markets operate freely in Australia and then move on to consider the nature and importance of key economic goals in Australia and the factors that have influenced achievement of these goals in recent years as well as the impact of these goals on living standards.

Unit 4: Economic Management

The focus of this unit is the study of the management of the Australian economy, which concentrates on budgetary/fiscal, monetary and microeconomic reform policies.

Future Directions

The study of Economics will be of considerable benefit to students who wish to study Commerce, Accounting or other Business Studies after Year 12 or intend to pursue a career in business after finishing school. However, the knowledge and skills developed in the study of Economics are of benefit to all citizens.

VCE – GEOGRAPHY

Pre-requisites

There are no VCAA pre-requisites for entry to Units 1, 2 and 3, however students should have satisfactorily undertaken an appropriate Year 10 Humanities Unit in particular Greenies versus Globalisation or Twenty First Century Geography. Units 3 and 4 are designed to be taken as a sequence and it is an advantage if students have undertaken units 1 & 2.

Rationale

This study focuses on the geography of place and change. Each place on the earth’s surface possesses characteristics that make it unique and subject to change.

Geographers investigate the changing pattern of places using a range of geographical resources and skills. Geographers adopt specific ways of interpreting what is happening to places through the use of key geographic ideas: location, distance, distribution, movement, region, scale, spatial association, spatial interaction and spatial change over time.

This study is designed to enable students to develop an understanding and appreciation of place and change in natural ecosystems and the built environment. They will develop skills of observation, data collection, analysis, synthesis and evaluation fundamental to geographic inquiry.
Unit 1: Natural Environments

This unit focuses on the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It also examines how the interactions between natural processes and human activities can also change natural environments.

Unit 2: Human Environments

This unit focuses on the characteristics of human environments and change in them. It considers the dynamic nature of rural and urban environments and the factors contributing to change that affect the management and the sustainability of the human environments.

Unit 3: Regional Resources

This unit considers the characteristics of resources. One of the most important features in this unit is the study of the use and management of the Murray Darling Basin Region. Fieldwork is mandated in this area of study.

Unit 4: Global Perspectives

This unit focuses on the geographic characteristics of global phenomena and responses to them. It considers the factors primarily responsible for generating global phenomena and focuses on the ways in which people and organisations respond to the impact of the global phenomenon. It analyses and evaluates policies and strategies including those that promote sustainability.

Future Directions

It would be advantageous to have Geography if intending to study in generalist courses such as Arts or Humanities at the tertiary level.

Specific careers with a geographical basis include Town Planning, Teaching, National Parks, Forestry, Tourism and Recreation, Surveying, Civil Aviation and Meteorology.

VCE — HISTORY

Pre-requisites

There are no VCAA pre-requisites for entry to Units 1, 2 and 3, however students should have satisfactorily undertaken an appropriate Year 10 Humanities Unit in particular Mississippi Burning or Australia Divided in the Twentieth Century. Units 3 and 4 are designed to be taken as a sequence and it is an advantage if students have undertaken units 1 & 2.

Rationale

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies.

It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records.

The study of history draws links between the social/political institutions and language of contemporary society and its history. It sets accounts of the past within the framework of the values and interests of that time.
Unit 1 – Twentieth Century History (1900-1945)

The first part of this century was marked by significant change. The order and certainty of the 19th century was challenged and overturned. There was much change; new political and economic organizations emerged and people expressed responses to these changes in many different ways. This unit examines these events, the responses and how the changes were expressed.

Unit 2 – Twentieth Century History (1945-2000)

Since 1945 there have been many themes and events that have dominated the world; basically they involved a combination of domestic, regional and international factors. This Unit examines the principal events of post-World War II history – Cold War, Middle East conflicts, peace and disarmament movements, Vietnam War, the emergence of Social movements and globalisation.

Unit 3 and 4 – Revolutions

Revolutions mark the deliberate attempts of societies at new directions. They share the aim of breaking with the past by destroying the old regimes and embarking on a program of political and social transformation. Being a process of accelerated social change they have a profound impact on the country itself as well as important international repercussions. This study of revolutions and the process of revolution will be examined through the case studies of the French and Russian Revolutions. It will cover analysis of the society before the revolution, the revolution itself and evaluation of the new society.

Unit 3 and 4 - Australian History

Australian History looks at the development of Australia as a nation: from the background to the European discovery of Australia and the reasons for settlement of the Port Phillip District; the effect of the gold rushes on the people, cities and nation and the development of Australia as a nation after Federation; the impact of WWII on the home front; and the changes to Australia with its ever-growing social conscience as evidenced during the Vietnam War.

Future directions

Like all Humanities, History is a useful preparation for any career where high-levels of literacy and oral skills are required. It teaches students to think about issues, to research, record, argue and analyse their ideas and broaden and enrich their general knowledge and outlook. It can lead directly to Humanities/Arts courses in all Colleges and Universities.

VCE – AUSTRALIAN AND GLOBAL POLITICS

Pre-requisites

There are no VCAA pre-requisites for entry to Units 1, 2 and 3, however students should have satisfactorily undertaken an appropriate Year 10 Humanities Unit in particular Reality Bites or Order in the House. Units 3 and 4 are designed to be taken as a sequence and it is an advantage if students have undertaken units 1 & 2.

Rationale

VCE Australian and Global Politics offers students the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.
Unit 1: The National Citizen

This unit examines politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political ideology and values, political involvement and active citizenship. Students examine the reasons why people seek political power, the characteristics of successful political activists and leaders, and the political ideas that motivate them. The ways in which political power is exercised and how that power is challenged and resisted by others is also explored.

Unit 2: The Global Citizen

This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. They explore the myriad ways their lives have been affected by the increased interconnectedness – the global threads – of the world through the process of globalisation and consider the extent to which the notion of an international community exists, investigating its ability to manage areas of global cooperation and respond to issues of global conflict and instability.

UNITS 3 AND 4 - AUSTRALIAN POLITICS

Australian Politics increases awareness of the nature of power and its influence. It allows students to become informed observers of, and active participants in, their political system. As students begin to think critically, they recognise that democratic ideals are often difficult to achieve in practice.

Unit 3: Evaluating Australian Democracy

This unit provides an overview of the operation of Australian democracy. Area of Study 1 focuses on democratic theory and practice, comparing the practice of Australian politics and government with democratic ideals. The major elements of representative and liberal democracy are introduced and significant aspects of the Australian system are evaluated in terms of their democratic strengths and weaknesses.

In Area of Study 2 students compare the Australian political system with one other contemporary democratic nation. Students analyse key aspects of the selected political system, including the electoral process, the operation of the legislative branch and the protection of rights and freedoms. They then consider an aspect of the selected political system that Australia might adopt to strengthen its democracy.

Unit 4: Australian Public Policy

This unit focuses on Australian federal public policy formulation and implementation. During the formulation stage of many public policies, the government is subject to pressures from competing stakeholders and interests. As the government responds to these influences and pressures, policy proposals are often subject to change and compromise. Students investigate the complexities the government faces in putting public policy into operation.

Area of Study 1 examines domestic policy whereas Area of Study 2 considers contemporary Australian foreign policy.

Future directions

Australian and Global Politics provide knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia (Arts/Commerce/Law) management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.
Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical understanding of the world in which they live and contemporary global issues. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life and the understanding, awareness and critical thinking skills which underpin active citizenship.

Unit 3: Global Actors

In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. They develop an understanding of the key actors through an in-depth examination of the concepts of national interest and power as they relate to the state, and the way in which one Asia-Pacific state uses power within the region to achieve its objectives.

Unit 4: Global Challenges

In this unit students investigate key global challenges facing the international community in the twenty-first century. They examine and analyse the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship. They then evaluate the effectiveness of responses to these issues. Students also explore the context and causes of global crises, and consider the varying effectiveness of responses and challenges to solving them.

Future Directions

Australian and Global Politics provide knowledge and skills that prepare students for formal study at the tertiary level or in vocational education and training settings. It also leads to opportunities in a range of careers, including academia (Arts/Commerce/Law) management, and government. Students may also pursue occupations in corporate and private enterprises in fields such as journalism, law, research and politics.

VCE – LEGAL STUDIES

Pre-requisites

There are no VCAA prerequisites for entry to Units 1, 2 and 3, however, students should have satisfactorily undertaken Year 10 Commerce units in particular Reality Bites. Students must undertake Unit 3 prior to undertaking Unit 4.

Rationale

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.
Unit 1: Criminal Law in Action

This unit focuses on the need for laws in society. Students investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law.

Students also consider the role of parliament and subordinate authorities in law-making, as well as the impact of the Victorian Charter of Rights and Responsibilities on law enforcement and adjudication in Victoria.

Students investigate the processes and procedures followed by courts in hearing and resolving criminal cases. They explore the main features and operations of criminal courts and consider the effectiveness of the criminal justice system in achieving justice.

Unit 2: Issues in Civil Law

This unit focuses on the rights that are protected by civil law, as well as obligations that laws impose. Students investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

Students focus on cases that have had a broader impact on the legal system and on the rights of individuals.

Unit 3: Law-making

This unit focuses on the role of parliament and the citizen and the principles of the Australian parliamentary system and the passage of a bill through Parliament.

The Constitution and the protection of rights focuses on an investigation of the role of the Commonwealth Constitution in establishing and restricting the jurisdiction of the law-making powers of Parliament. Students will also undertake an exploration of the importance of the Constitution in protecting democratic and human rights in order to develop an awareness of the rights and responsibilities of Australian citizens. This is a central focus of study in Unit 3.

The role of the courts focuses on developing an appreciation of the role played by the courts in law-making.

Unit 4: Resolution & Justice

This unit focuses on institutions that adjudicate criminal cases and civil disputes. Students investigate methods of dispute resolution that can be used as an alternative to civil litigation and the processes and procedures followed in courtrooms.

Students investigate the adversary system of trial and the jury system, as well as pre-trial and post-trial procedures that operate in the Victorian legal system. Using the elements of an effective legal system, students consider the extent to which court processes and procedures contribute to the effective operation of the legal system. They also consider reforms or changes that could further improve its effective operation.

Current or recent cases are investigated to support learning, and legal principles are applied to these illustrative cases.

Future Directions

It would be advantageous to study Legal Studies if intending to study in generalist courses such as arts, humanities or business studies at the tertiary level.

Specific careers with a Legal Studies basis include Law, Business, International Business, Legal Administration, Police (both Victoria and Federal), Correctional Officers and Politics.
VCE – JAPANESE

Pre-requisites

It is essential that students who wish to enter at Unit 1 have satisfactorily completed study in Year 10 Japanese Studies in both Semester 1 and 2 or have satisfactorily completed the Year 9 Hai Ima Unit in Semester 2

Units 3 and 4 are designed to be taken as a sequence.

Rationale

The study of a Language Other Than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities within the wider Australian communities and beyond.

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism, banking technology and education.

Structure

The areas of study for Japanese comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all 4 units.

The themes and topics are designed to be the vehicle or subject through which the student will demonstrate achievement of the outcomes.

There are 3 prescribed themes, each comprising of 3 prescribed topics as listed below;

1. *The Individual*
   - Personal world
     - Daily Life
   - Past and Future

2. *The Japanese speaking community*
   - Visiting Japan
   - Life in Japan
   - Getting to know people in Japan

3. *The Changing World*
   - The world of work
   - Changes in daily life
   - Home and neighbourhood

Unit 1

For a satisfactory completion of this unit students are required to demonstrate achievement of 3 outcomes
1. Establish and maintain a spoken or written exchange related to personal areas of experience.
2. Listen to, read and obtain information from written and spoken texts.
3. Produce a personal response to a text focusing on real or imaginary experience.
Unit 2

For a satisfactory completion of this unit students are required to demonstrate achievement of 3 outcomes
1. Participate in a spoken or written exchange related to making arrangements and completing transactions.
2. Listen to, read and extract and use information and ideas from written and spoken texts.
3. Give expression to real or imaginary experience in written or spoken form.

Unit 3

For a satisfactory completion of this unit students are required to demonstrate achievement of 3 outcomes
1. Express ideas through the production of original texts.
2. Analyse and use information from spoken texts.
3. Exchange information, opinions and experiences.

Unit 4

For a satisfactory completion of this unit students are required to demonstrate achievement of 2 outcomes
1. Analyse and use information from written texts
2. Respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.

Future Directions

This study is designed to enable students to:

- Use Japanese to communicate with others
- Understand and appreciate the cultural contexts in which Japanese is used
- Understand their own culture(s) through the study of other cultures
- Understand language as a system
- Make connections between Japanese and English, and/or other languages
- Apply Japanese to work, further study, training or leisure
VCE – MATHEMATICS

Rationale

VCE Mathematics should not be seen as simply Year 11 and 12 Mathematics but rather as mathematic studies to be undertaken when a student is ready. This will mean some students will have undertaken certain Units 1 and 2 when they were in Year 10, while a few students may not be ready for Units 1 and 2 until they are in Year 12.

If mathematics is required for tertiary or TAFE entrance then it should be further ascertained as to the standard of result that is required to make pursuing the subject worthwhile.

In addition to a sound preparation in the content of the particular mathematics study, a student needs to have developed good study and work habits evidenced by good use of class time and the ability to meet deadlines with quality work. They must also be well on the way to having good analytical skills, an ability to work independently and good communication skills.

VCE Options

VCE Mathematics comprises the following options;

- Foundation Mathematics Units 1 and 2
- General Mathematics Units 1 and 2
- General Mathematics (Advanced) Units 1 and 2
- Mathematical Methods Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods Units 3 and 4
- Specialist Mathematics Units 3 and 4

Foundation Mathematics Units 1 and 2 is generally selected when only basic mathematics in Year 11 is required and no mathematics in Year 12.

General Mathematics Units 1 and 2, followed by Further Mathematics Units 3 and 4 are recommended for those students who require a study in mathematics to support other areas of interest such as Business and Social Sciences.

Mathematical Methods Unit 1 and 2 in Year 11, followed by Mathematical Methods Units 3 and 4 are selected when strong algebraic and mathematical graphing skills are required a foundation for further studies in “disciplines such as economics, teaching, computer science, and all branches of science and engineering. It is also advantageous for further studies in the health and social sciences.”

General Mathematics (Advanced) Units 1 and 2 in Year 11 is selected to enhance students’ skill level in Mathematical Methods Units and well as being a necessary pre-requisite course of study for selecting Specialist Mathematics Units 3 and 4 in Year 12. (In the change to the Australian Curriculum, General Mathematics Advanced is specifically aligned with the current Specialist Mathematics course and is renamed Specialist Mathematics Units 1 and 2).

In the Australian Curriculum Specialist Mathematics is “designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university”. During the interim period between the introduction of the Australian Curriculum up to Year 10 and the Senior component, students will be counselled according to the new standards so as to most comprehensively prepare them for their tertiary choices.

PLEASE NOTE: Mathematics teachers will review all student subject selections and where we have concerns regarding student choice of a particular mathematics study, or failure to choose a mathematics study, parents/guardians will be contacted to discuss these concerns.
**VCE – FOUNDATION MATHEMATICS**

**Pre-Requisites**

Entry to Foundation Mathematics Units 1 and 2 is satisfactory completion of Year 10 Essential Mathematics and/or teacher recommendation.

**Unit 1 and Unit 2**

The study of Foundation Mathematics has a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study and students are encouraged to use appropriate technology to support their investigations.

The areas of study for these units are ‘Space, Shape and Design’, ‘Patterns and Number’, ‘Handling Data’ and ‘Measurement’.

**Future Directions**

Foundation Mathematics is designed for those students who wish to continue their Mathematical development and to support their other VCE subjects including VET studies.

Foundation Mathematics Units 1 and 2 DO NOT lead to the study of ANY Mathematics at Units 3 and 4 level.

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**VCE – GENERAL MATHEMATICS**

**Pre-Requisites**

Prerequisites for entry to General Mathematics Units 1 and 2 is satisfactory completion of Year 10 Mathematics. These units are intended for students who wish to pursue Further Mathematics and have no interest in pursuing Mathematical Methods or Specialist Mathematics at the 3/4 level.

**Unit 1 and Unit 2**

General Mathematics provides a course of study for a diverse group of students. The areas of study from which the course material can be constructed are Arithmetic (matrices, sequences and series), Graphs of Linear and Non-Linear Relations (linear graphs and modelling, sketching and interpreting linear and non-linear graphs), Data Analysis and Simulation (univariate data, bivariate data, simulation) Decision and Business Mathematics (financial arithmetic) and Geometry and Trigonometry (shape and measurement, geometry in 2 and 3 dimensions, trigonometric ratios and their applications)
FURTHER MATHEMATICS UNITS 3 AND 4

Pre-Requisites

Entry to Further Mathematics Units 3 and 4 is the satisfactory completion of General Mathematics Units 1 and 2. Students who have only completed Mathematical Methods Units 1 and 2 may undertake this study; however they will need to complete preliminary work on statistics prior to the commencement of Year 12.

Unit 3 and Unit 4

Further Mathematics consists of a compulsory area of study Data Analysis and then a selection of 3 from six modules in the ‘applications’ areas of study. These modules are Number Patterns, Geometry and Trigonometry, Graphs and Relations, Business Related Mathematics, Networks and Decision Mathematics and Matrices.

This course of study comprises core material of univariate statistics, bivariate statistics (including regression analysis and the transformation of non-linear data) and time series analysis. Students must also undertake 3 optional modules which are selected from Number Patterns, Geometry and Trigonometry, Graphs and Relations, Business Related Mathematics, Networks and Decision Mathematics and Matrices. This choice is made by staff, based upon students’ strengths in their Year 11 General Mathematics studies.

Future Directions

General Mathematics Units 1 and 2 in Year 11, together with Further Mathematics 3 and 4 in Year 12 are recommended when Mathematics studies are required to pursue and support potential careers and interests in Business and Social Sciences.

VCE – MATHEMATICAL METHODS

Pre-requisites

Students attempting Mathematical Methods are expected to have a sound background in Algebra, Linear and Quadratic Functions, and Probability together with teacher recommendation.

The study of Mathematical Methods Units 1 and 2 is seen as preparation for students intending to undertake Mathematical Methods 3 and 4 and when studied alongside of General Mathematics (Advanced) as preparation for Specialist Mathematics 3 and 4.

Pre-requisite entry to Mathematical Methods Units 1 and 2 is the very sound completion of Year 10 Problem Solved Mathematics, completion of General Mathematics (Advanced) Units 1 and 2 or Teacher Recommendation.

Pre-requisite entry to Mathematical Methods Units 3 and 4 is the satisfactory completion of Mathematical Methods Units 1 and 2 or Teacher Recommendation.

Unit 1 and Unit 2

The areas of study in Mathematical Methods Units 1 and 2 comprise Functions and Graphs (Linear, Quadratic, Cubic & Quartic), Probability, Differentiation and Anti-Differentiation of Polynomial Functions and their Applications, Circular Functions and Exponential and Logarithmic Functions.
Unit 3 and Unit 4

This course of study follows on from Mathematical Methods Units 1 and 2. It covers Co-Ordinate Geometry including Polynomial, Power, Exponential and Logarithmic Functions, Trigonometric Functions, Calculus, Statistical Sampling and Estimation and Probability Distributions.

Future Directions

The course is intended for students intending to pursue a career in science, engineering or mathematics and may be taken concurrently with Specialist Mathematics or as a pre-requisite for the study of Specialist Mathematics.

VCE – GENERAL MATHEMATICS (ADVANCED)

Pre-Requisites

Students intending to undertake General Mathematics (Advanced) require a very sound background in mathematics from 10 A and teacher recommendation. These units are designed for students who are preparing to undertake Mathematical Methods. The study of Mathematical Methods Units 1 and 2 is assumed as a co-requisite.

Unit 1 and Unit 2

The areas of study from which the course material is constructed are Advanced Algebraic Techniques, Number Systems and Sets, Variation, Ratios and Similarity, Circular Functions, Vectors, Trigonometric Ratios and Their Applications, Circle Theorems, Polar Coordinates, Complex Numbers and Kinematics.

Future Directions

Students who undertake General Mathematics (Advanced) Units 1 and 2 will benefit from the consolidation of skills also required in Mathematical Methods Units 1 and 2. They will also find themselves very well prepared for further studies in Mathematical Methods Units 3 and 4 as well as Specialist Mathematics 3 and 4.

VCE – SPECIALIST MATHEMATICS

Pre-requisites

Pre-requisite entry to Specialist Mathematics Units 3 and 4 is the satisfactory completion of Mathematical Methods Units 1 and 2 and/or General Mathematics (Advanced) Units 1 and 2. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

Unit 3 and Unit 4

Specialist Mathematics consists of the following areas of study; Functions, Relations and Graphs, Algebra, Calculus, Vectors and Mechanics. It has a core section of co-ordinate geometry, trigonometric functions, functions of a real variable, complex numbers, differential and integral calculus, kinematics and vectors in 2 and 3 dimensions. The development of course content highlights mathematical structure and proofs.

Future Directions

This course is for students intending to pursue careers in science, mathematics or engineering.
VCE – PHYSICAL EDUCATION

Pre-requisites

There are no VCAA prerequisites for entry to Units 1, 2 and 3; however students should have satisfactorily undertaken Year 10 Physical Education units SEPEP, Fast Ball Sports, Fitness I or Advanced Fitness Training (Fitness II). Students must undertake Unit 3 prior to undertaking Unit 4.

Rationale

This study is designed to enable students to:

- understand the social, cultural, physiological, psychological and biological factors which influence participation and performance in physical activity
- analyse the processes associated with skill development in the performance of physical activity
- study physical activity and sedentary behaviour which is significant for the understanding of health, wellbeing and the performance of people
- examine the interrelationships between motor learning and sociological, biomechanical and physiological factors that influence physical performances and participation in physical activity
- develop a critical perspective on physical activity and performance
- use practical activity to enhance the theoretical understanding of physical performance.

Unit 1: Bodies in motion

In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway.

Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

In Area of Study 3, there are two detailed studies: Technological advancements from a biomechanical perspective and Injury prevention and rehabilitation, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.

Unit 2: Sports coaching and physically active lifestyles

This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

In Area of Study 3, there are two detailed studies: Decision making in sport and Promoting active living, which will expand and build on the knowledge and skills introduced in Areas of Study 1 and 2. Students select one of these detailed studies to explore in greater depth.
Unit 3: Physical activity participation and physiological performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity.

Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

Unit 4: Enhancing performance

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Future Directions

VCE Physical Education is suitable for students with a wide range of aspirations, including tertiary studies, vocational education and training settings. Careers include Recreation, Camps, Teaching, Gymnasium Work, Youth Work and careers involved with medicine such as nursing, physiotherapy, occupational therapy and other health related areas.

VCE – HEALTH AND HUMAN DEVELOPMENT

Pre-requisites

There are no VCAA pre-requisites for Units 1 and 2; however students should have satisfactorily undertaken an appropriate Year 10 study including It’s My Life, a PE unit or Science unit. Units 3 and 4 are designed to be taken as a sequence.

Rationale

The study of Health and Human Development provides an opportunity for students to investigate health and human development in the local, Australian and global communities.

Students will learn about health attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development, and the health of their local and global communities. The study also promotes the understanding that many factors, both inherited and environmental, play a major role in determining health and development; and that 1 of the most significant influences on health and development is nutrition. Promoting good nutrition enhances an individual’s quality of life as well as his or her physical, social, emotional and intellectual development. In addition, it contributes to the social and economic wellbeing of society.
Health is a dynamic quality that is influenced by a complex interrelationship between individuals and their physical, social, economic and political environments. This interrelationship is reflected in a social view of health which sees health as being created in the settings where people live and work. It recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health, an awareness of the impacts on health of public policies and the need for health services to be oriented towards the prevention of ill health and health promotion.

Development is about change and is a lifelong process that begins at conception and continues until we die. Developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past.

By understanding development and the inherited factors that determine development and the environmental influences that shape development, students are better equipped to critically evaluate policies and programs designed to promote health and development and understand choices that are consistent with better health outcomes.

The study of Health and Human Development is also based on the premise that health and development needs to be promoted at an individual level, and within group and community settings at national and international levels to truly maximise developmental potential. This underpins the structure of the 4 units of Health and Human Development.

Unit 1: The Health and Development of Australia’s Youth

This unit introduces students to the concepts of health and individual development. They learn that this process is lifelong beginning at conception and finishing at death. This process involves a series of orderly and predictable social, emotional, physical and intellectual changes. This unit focuses on the health and development of Australia’s youth. Unit 1 identifies issues that impact on the health and individual community and government strategies or programs that affect youth and individual health and development.

Unit 2: Individual Human Development & Health Issues

In this unit there is a focus on the lifespan stages of childhood and adulthood. The health and development that occurs during childhood in particular the development that occurs in their social environment plays a major impact on the health and development for the rest of their life. Students investigate these factors. Adulthood is a stage of the lifespan the can occur over a time frame of sixty years which allows for a large amount of change and development to occur. Students investigate these factors. The study of health is 1 which is constantly changing with many emerging issues. With new technologies developing, human rights and ethics issues to be considered when planning for the future of the health system.

Unit 3: Australia’s Health

Students will explore the health status of Australians and will learn about terminology used to measure this. They will investigate the National Health Priority Areas which is the national approach used to improve our health status and determine what aspects determine the burden of disease. Students will also be investigating the health system in Australia, looking at how it is funded and how it works and the government and non-government initiatives used.

Unit 4: Global Health and Development

This unit focuses on the global perspective and achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people’s choices and enhancing capabilities, having access to knowledge, health and a decent standard of living.

Future Directions

Health and Human Development leads ion to careers in Recreation, Camps, Teaching, Youth Work, Health Promotion and careers involved in medicine such as nursing, physiotherapy and occupational therapy.
VCE – BIOLOGY

Pre-requisites

Students would be expected to have satisfied the work requirements of 1 Year 10 (Level 6) Science Unit in particular Of Mice and Men, or have the recommendation of a Science teacher. Students must complete at least Unit 1 if they wish to enter Unit 3/4. Units 1 & 2 Chemistry may replace Unit 1 Biology if a bridging course is undertaken prior to Unit 3.

Rationale

This study attempts to provide students with knowledge and understanding of Biology as a science and the capacity to apply these principles in appropriate biological settings. To be informed about the living world - its structure, its interactions and our relationship within it - can lead to wiser decision making on issues such as nutrition, health and relationships with other people. Being able to see ourselves, too, as part of the whole living world can lead to a different view of ourselves.

Unit 1: Unity and Diversity

In this unit students will complete a more detailed exploration of cellular activity and the relationship between cells. The first area of study - Cells in Action focuses on the activities of cells and the relationships between the specialised structures of cells and the processes that maintain life. The second area of study Functioning Organisms - focuses on relationship between features of organisms and how organisms meet their requirements for life.

Unit 2: Organisms and their Environment

In this unit students learn how resources within ecosystems are utilised. The first area of study Adaptations of Organisms- focuses on the kinds of environmental factors that are common to all habitats and how organisms use resources and adapt to their particular ecological niche. The second area of study Dynamic Ecosystems- focuses on the complex and finely balanced relationships that exist between living things and resources in their particular habitat.

Unit 3: Signatures of Life

This unit contains new and emerging areas of Biology such as proteomics and the design of new pharmaceuticals and the expansion of molecular genetics into genomics although it remains focused on Molecular Biology. The first area of study Molecules of Life- focuses on the activities of cells at molecular level, the synthesis of biomolecules that form components of cells and the role of enzymes in catalysing biochemical processes. The second area of study Detecting and Responding- focuses on how biomolecules respond depending on whether molecules are ‘self’ or ‘non-self’ and the role of signalling molecules in coordination and regulation.

Unit 4: Continuity and Change

This unit explores the mechanisms of inheritance, genes, DNA, mitosis and meiosis, the causes of variation, leading to investigation of the origins and diversity of living organisms. The first area of study Heredity- focuses on molecular genetics and the investigation of individual units of inheritance and the genomes of individuals and species. Included is an investigation of asexual and sexually reproducing organisms. The second area of study Change Over Time- focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms.
Future Directions

It would be advantageous to have Biology if intending to study Biological Science, Science, Environmental Science, Wildlife and Conservation Biology, Health Science or Veterinary Science at the tertiary level.

Specific careers with a biology basis include Nursing, Teaching, Genetic Research, National Park Ranger, Marine Biologist, Zoologist, Research Biologist, Health Care and Environmental Management etc.

VCE – CHEMISTRY

Pre-requisites

Students would be expected to have satisfied the work requirements of Potions and Poisons in Year 10. It is advisable for students to attempt the 4 Units as a sequence. The 2-year course is divided into 4 units which will run for a semester each.

Rationale

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Unit 1: The big ideas of chemistry

In this unit students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students investigate the uses of materials and how these have changed. Examples could include improved corrosion prevention or limitation and carbon nanotubes and self-repairing materials.

Students are introduced to the development and application of ‘smart’ materials. Developing new materials has escalated with the use of synchrotron science that explores particle behaviour at an ever-decreasing size. Some examples of new materials are alloys, fibres and compounds incorporating polymers, ceramics, biopolymers, films and coatings.

Students use the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.

Unit 2: Environmental chemistry

Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. In this unit students will investigate how chemistry is used to respond to the effects of human activities on our environment.

Typical tasks of environmental chemists include monitoring the concentration of wastes in the effluent from an industrial plant and monitoring air quality. Quantitative chemical calculations play an essential role in these tasks and students are introduced to the types of calculations used every day by analytical chemists.

Students are introduced to new, cleaner and more efficient chemical processes that have been designed using green chemistry principles along with continuing to use and develop the language of chemistry, its symbols and chemical formulas and equations, to explain observations and data collected from experiments.
Unit 3: Chemical pathways

In this unit students investigate the scope of techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway.

In this unit students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. In the wake of the work done on the genome project, synthesis of new medicines is 1 of the growth industries for the coming decades. Students investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis.

Students will also continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

Unit 4: Chemistry at work

In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Our society uses a range of energy sources, including coal to generate electricity and gas for heating, oil for transport, and solar and wind for small and large scale production of electricity. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource.

Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy used in appliances such as mobile phones and personal computers. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells. Students will also continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

Future Directions

A study of Chemistry is a prerequisite for a wide range of careers. Tertiary courses such as Science, Applied Chemistry, Biotechnology and Biochemistry have Chemistry as a prerequisite.

Specific careers with a chemistry basis include educator, research scientists, environmental scientists and also include the fields of meteorology, pollution regulation, mining and petroleum, medical research, product design and management and resource management.
VCE – PHYSICS

Pre-requisites

Students would be expected to have satisfied the work requirements of Flight and Light in Year 10. Students are advised to take Unit 2 before Unit 3. The use of mathematics is the most powerful way of solving problems and making predictions. Consequently, developing skills in physics requires the development of mathematical skills such as: numerical skills, proportionality, basic algebra, trigonometry, geometry, and logarithms. Units 3 and 4 are designed to be taken as a sequence.

Rationale

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Unit 1

This unit covers the areas of light, radioactivity and nuclear energy, and a choice of astronomy, medical physics or energy from the nucleus. The unit promotes the development of students’ ability to explain phenomena and events, and technical and social applications. Students will complete areas of study in wave-like properties of light, nuclear and radioactivity physics and complete a detailed study selected from astronomy, medical physics or energy from the nucleus.

Unit 2

This unit covers the areas of movement and electricity. The unit promotes the development of students’ ability to explain phenomena and events, and technical and social applications. Students will complete areas of study in movement, electricity and complete a detailed study selected from astrophysics, aerospace or alternative energy sources.

Unit 3

This unit covers the areas of motion, electronics and photonics and also a detailed study in 1 of 3 areas. The unit promotes the development of students’ ability to explain phenomena and events, and technical and social applications. Students will complete areas of study in motion in 1 and 2 dimensions, electrics and photonics and complete a detailed study selected from Einstein’s relativity, investigating structures and materials or further electronics.

Unit 4

This unit covers the diverse areas of light and matter, electric power and a detailed study in 1 of 3 areas. The unit promotes the development of students’ ability to explain phenomena and events, and technical and social applications. Students will complete areas of study in interactions of light and matter, electric power, and complete a detailed study selected from synchrotron and applications, photonics or recording and reproducing sounds.

Future Directions

Physics will be useful to students considering tertiary courses such as Applied Physics, Science and Engineering. Physics will also be useful for students in pursuing hobbies, exercising responsibilities as citizens, confronting technologies, understanding the physical and social environment and appreciating the challenge of a particular way of knowing the world.

Specific careers related to physics could include scientists, laboratory technician, teaching and managing. Specialised fields of physics can include acoustics, astronomy, astrophysics, medical physics and geophysics.
Pre-requisites

Students would be expected to have satisfactorily undertaken 1 Year 10 (Level 6) Science Unit in particular Behave Yourself. Students must undertake Unit 3 prior to Unit 4.

Rationale

Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

Unit 1

This unit introduces students to the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion. Students learn about the use of theories, models and controlled observations to describe and explain human behaviour. Students will complete areas of study in the introduction to psychology, social relationships and the development of individual behaviour.

Unit 2

This unit looks at different methods and models that describe and explain human behaviour. This unit focuses on internal physical, chemical and biological processes that inform behaviour. This context is based on the understanding of neuronal structures and the nervous system at the basic level. Methods of studying the differences in behaviour between people are evaluated. Research methods in psychology continue to be integrated throughout Unit 2. Students will complete areas of study in the introduction to neurons and the nervous system, individual differences and social attitudes.

Unit 3

This unit develops student understanding of the brain and nervous system, visual perception and states of consciousness. It includes the role of the nervous system in understanding human behaviour, and the ways in which information is acquired, processed, stored and used. Students will complete areas of study in the brain and nervous system, visual perception and states of consciousness.

Unit 4

This unit develops understanding of cognitive psychological methods through the concepts of memory and learning. This unit is designed to enable students to develop knowledge and skills in research methods in psychology and to relate the areas of study of learning and memory to everyday experience. Students will complete areas of studies in memory, learning and research investigation.

Future Directions

Psychology will be useful for students considering tertiary courses such as Psychology, Applied Science, Nursing, Health Care, Marketing and Arts.

Specific career fields which can involve psychology can include academic and applied research, counselling, working with the mentally ill, private practice, education, government, police force and sports psychology.
Pre-requisites

Students would be expected to have satisfactorily undertaken 1 Year 10 Science Unit in particular Of Mice and Men or Potions and Poisons. Students must undertake Unit 3 prior to Unit 4.

Rationale

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impact of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations.

Environmental Science investigates the interactions between natural and human systems. This study examines the application of environmental science to ecologically sustainable development and environmental management. Students should understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behaviour of individuals and groups for positive environmental outcomes.

Unit 1

This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components are investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems.

Unit 2

This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted.

Unit 3

This unit focuses on 2 major ecological issues which provide challenges for the present and the future. The consequences on the atmosphere of natural and enhanced greenhouse effects, and issues of biodiversity and its significance in sustaining ecological integrity, will be examined.

Unit 4

This unit focuses on pollution and its relationship to the health of humans and the environment. It advances further understanding of managing the environment to ensure development meets human needs while maintaining ecological integrity of the environment.

Future Directions

Environmental Science will be useful to students considering tertiary courses such as Science, Environmental Science, Resource Management, Ecology, Biology and Geography.

Environmental Science will also be useful for students with a general interest in environmental issues, and for those with clear Environmental Science career aspirations.
VCE – AGRICULTURAL AND HORTICULTURAL STUDIES

Pre-requisites

Students would be expected to have satisfied the work requirements of 1 Year 10 (Level 6) Horticulture subject or have the recommendation of a Horticulture teacher. Students may enter the study at any Unit, although Units 3 and 4 are designed to be taken as a sequence.

Rationale

The Australian social and economic fabric is reliant on its primary industries. Agricultural and Horticultural Studies provides opportunities for students to experience and understand these industries. The study allows students to develop and apply theoretical knowledge and skills to real world business and practices. They apply their acquired knowledge and skills to design, develop and manage an agricultural or a horticultural business as a project for part of this study. Agricultural and Horticultural Studies is designed to develop students’ understanding of the operations and practices involved with sustainable agricultural and horticultural systems. The study provides a contextual overview of the scientific, management and operational skills and knowledge required to run a small agricultural and horticultural businesses project. It complements the skills focus of competency training available through VET agriculture and horticulture certificates. The study considers current and future practices. Students are expected to research change and innovation with regard to an agricultural and/or horticultural business.

Unit 1: Agriculture and horticulture operations

In this unit students study local agricultural and horticultural operations and the factors that influence these operations, including historical, environmental, social and economic factors. Students apply their knowledge and skills in researching the feasibility and establishment of a small agricultural and/or horticultural business project.

Unit 2: Production

This unit focuses on an analysis of production systems in terms of time, and physical, biological, social and economic factors. A scientific approach to investigating aspects of production is also included in this unit. The role of production systems in adding value to products is explored through an agricultural and/or horticultural business.

Unit 3: Food preparation, processing and food controls

Technology in this unit refers to the equipment, techniques and processes that can be used to maintain and enhance efficiency and effectiveness of agricultural and horticultural systems. To achieve sustainable agricultural and horticultural systems, operators need to be aware of the available range of equipment and processes that may be used in their business. This includes the currently commonly used technologies and the new or innovative technologies that utilise new ideas. Understanding the capabilities of equipment and application of processes can assist decision making and management practices in agricultural and horticultural enterprises. This unit focuses on a range of technology that is currently used by commercial agricultural and/or horticultural businesses, and reviews the areas where change and innovation are occurring. The likely impact of new and emerging developments in technology on the business will be reviewed and analysed.
Unit 4: Food product development and emerging trends

This unit focuses on the management of agricultural and/or horticultural systems within the context of ecological sustainability. It takes a holistic ecological approach to issues associated with land, plant and animal management. Students are expected to apply the principles and concepts of such an approach across a range of agricultural and/or horticultural situations.

Future Directions

The broad applied nature of the study prepares students to make decisions about employment or further studies in agriculture, horticulture, land management, business practice and natural resource management.

VCE – PRODUCT DESIGN AND TECHNOLOGY - TEXTILES

Pre-requisites

Students would be expected to have satisfied the work requirements of 1 Year 10 (Level 6) Design and Technology Textiles subject or have the recommendation of a Design and Technology studies teacher. Students may enter the study at any Unit, although Units 3 and 4 are designed to be taken as a sequence.

Rationale

Designers play an important part in our daily lives. They determine the form and function of the products we use and wear. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever increasing array of products has given designers an increased responsibility to think sustainably.

Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions while using tools, resources and human capabilities to complete a task for a given context.

Unit 1: Product re-design for improvement

In this area of study students are introduced to the Product Design process, IP and Product design factors, with an emphasis on materials and sustainability. Students consider case studies of designers who claim to have incorporated sustainable practices.

Students examine how an existing product currently fulfils the need of the user. They consider how the product could be improved. Students write a design brief for the product’s modification and improvement by altering at least three points of the original design, ensuring the primary purpose/function of the original product remains. One of the alterations should aim to improve the product’s sustainability.

Students develop evaluation criteria for design options, the completed product, and judge the efficiency of design and production activities.

They develop practical skills and implement risk management for the use of tools, equipment and machines.

Students use their knowledge of the characteristics and properties of materials and refer to their record of progress to complete the evaluation of their production work.

Unit 2: Collaborative design
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 human needs and wants, function, purpose and context for product design; aesthetics, materials and sustainability; and the impact of these factors on a design situation.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

**Unit 3: Applying the Product design process**

In this area of study students examine the Product design process and develop skills in writing a design brief, which is vital for the development of a viable solution. They focus on the role of the designer and the relationship between the designer, client and/or end-user/s of the intended product. They consider methods used to establish a client’s or end-user’s needs and requirements for the development of a solution to a design problem or to meet a need.

**Unit 4: Product development and evaluation**

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the sustainability and viability of design ideas and options, referring to the design brief and evaluation criteria in collaboration with a client and/or end-user. Comparison between similar products helps to judge the success of a product in relation to a range of Product design factors. Environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

**Future Directions**

The study of Product Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training.

**VCE – PRODUCT DESIGN AND TECHNOLOGY - WOOD**

**Pre-requisites**

Students would be expected to have satisfied the work requirements of 1 Year 10 (Level 6) Design and Technology Wood subject or have the recommendation of a Design and Technology studies teacher. Students may enter the study at any Unit, although Units 3 and 4 are designed to be taken as a sequence.

**Rationale**

Designers play an important part in our daily lives. They determine the form and function of the products we use and wear. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever increasing array of products has given designers an increased responsibility to think sustainably.

Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions while using tools, resources and human capabilities to complete a task for a given context. They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.
Unit 1: Product re-design for improvement

In this area of study students are introduced to the Product Design process, IP and Product design factors, with an emphasis on materials and sustainability. Students consider case studies of designers who claim to have incorporated sustainable practices.

Students examine how an existing product currently fulfils the need of the user. They consider how the product could be improved. Students write a design brief for the product’s modification and improvement by altering at least three points of the original design, ensuring the primary purpose/function of the original product remains. One of the alterations should aim to improve the product’s sustainability.

Students develop evaluation criteria for design options, the completed product, and judge the efficiency of design and production activities.

They develop practical skills and implement risk management for the use of tools, equipment and machines.

Students use their knowledge of the characteristics and properties of materials and refer to their record of progress to complete the evaluation of their production work.

Unit 2: Collaborative design

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 human needs and wants, function, purpose and context for product design; aesthetics, materials and sustainability; and the impact of these factors on a design situation.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

Unit 3: Applying the Product design process

In this area of study students examine the Product design process and develop skills in writing a design brief, which is vital for the development of a viable solution. They focus on the role of the designer and the relationship between the designer, client and/or end-user/s of the intended product. They consider methods used to establish a client’s or end-user’s needs and requirements for the development of a solution to a design problem or to meet a need.

Unit 4: Product development and evaluation

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the sustainability and viability of design ideas and options, referring to the design brief and evaluation criteria in collaboration with a client and/or end-user. Comparison between similar products helps to judge the success of a product in relation to a range of Product design factors. Environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

Future Directions

The study of Product Design and Technology can provide a pathway to a range of related fields such as industrial, product and interior design, engineering, fashion, furniture, jewellery, textile and ceramic design. An understanding of design and its application can provide opportunities for students interested in undertaking further study in related fields in vocational education and training.
VCE – FOOD AND TECHNOLOGY

Pre-requisites

Students would be expected to have satisfied the work requirements of 1 Year 10 (Level 6) Food and Technology or International Cuisine subject or have the recommendation of a Food and Technology studies teacher. Students may enter the study at any Unit, although Units 3 and 4 are designed to be taken as a sequence.

Rationale

Food and Technology is engaging and challenging. It enables students to develop a theoretical understanding of the relationship between food and technology, and practical skills in the application of this understanding. The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced into the marketplace in response to changing social, economic and environmental needs of society. Technology plays an important role in food product development and the way food is produced, processed, packaged and marketed.

An understanding of the links between food, food processing, nutrition, health and well-being is a high priority in contemporary society. The study of Food and Technology challenges students to make these links and provides them with the opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle. Through the study of Food and Technology, students will develop knowledge of the functional, sensory, physical and chemical properties of food and will be able to apply this knowledge when using food in a practical situation. They will develop and apply the knowledge and skills for safe and hygienic work practices and food preparation techniques. They will use the design process, critical thinking and problem-solving skills to develop food products to suit specific situations or to meet the needs of individual consumers and their lifestyles. In this process, they will develop independent and cooperative learning skills. The study may also provide a foundation for exciting pathways to food science and technology, consumer science, home economics, education, the hospitality and food manufacturing industries, and nutrition and health studies.

Unit 1: Properties of Food

In this unit students are introduced to the diverse nature of food, how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices in the preparation of food. Food storage practices that maximise quality of raw and cooked food are also investigated. Students discover the links between classification of foods and their properties and how their enjoyment of food is associated with different cooking methods and properties of foods. They examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food.

Unit 2: Planning and preparation of food

This unit provides students with the opportunity to investigate the best methods and tools and equipment to use for optimum results, and what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food. Students work both independently and as a member of a team to research and implement solutions to a design brief, and to respond to exciting challenges of preparing food for a range of contexts. These contexts include nutritional considerations, cultural beliefs, and resource access and availability.
Unit 3: Food preparation, processing and food controls

This unit requires students to analyse the functions of the natural components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods. They develop an understanding of food processing techniques to prevent spoilage in industrial and domestic settings, and will also preserve food using some of these techniques. Students develop an understanding of food safety in Australia by investigating the causes of food poisoning and food spoilage, and the relevant regulations. Students apply safe work practices while preparing food. Students write a design plan developed from a design brief that they devise. In the design plan, they will apply their knowledge about key foods, properties of food, tools, equipment, cooking techniques and preservation techniques best suited to a particular context. They make decisions and choices related to their understanding of the brief. In developing this plan, students establish a timeline to complete the set of food items to meet the requirements of the brief in Unit 4.

Unit 4: Food product development and emerging trends

In this unit students work independently to complete the challenge of implementation of the design plan they established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan. Students examine food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing. Students investigate emerging trends in product development, including societal pressures to improve health, technological developments, and environmental considerations.

Future Directions

The study may also provide a foundation for exciting pathways to food science and technology, consumer science, home economics, education, hospitality and food manufacturing industry, nutrition and health studies.

VCE – INFORMATION TECHNOLOGY

Pre-requisites

Students would be expected to have satisfied the work requirements of 1 Year 10 (Level 6) Information Technology subject or have the recommendation of an Information Technology studies teacher. Students may enter the study at any Unit, although Units 3 and 4 are designed to be taken as a sequence.

Rationale

This study focuses on the processing of data and the management of information and information systems to meet a range of individual and societal purposes. The rapid pace of development in information and communications technology (ICT) is having a major influence on virtually all aspects of society. Social relations and cultural values influence the way ICT is used. With appropriate knowledge and skills, students will be equipped to make use of ICT and make informed personal and workplace choices about future developments and directions in this exciting and challenging field.

Unit 1: IT in Action

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. Students also explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. Another area of study includes examining how networked information systems allow data to be exchanged locally and within a global environment, and exploring how mobile devices, such as phones, are used within these networks.
Unit 2: IT Pathways

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

Students analyse data from large repositories and manipulate selected data to create visualisations. Students also develop skills in using programming or scripting language software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied when students solve problems for clients in the community.

VCE – IT: APPLICATIONS

Pre-requisites

Units 3 and 4 are designed to be taken as a sequence. In Unit 3, students use web authoring and database management software to solve information problems. In Unit 4, they use web authoring or multimedia authoring software as well as spreadsheet software to solve information problems. Additional software can be used to support the development of solutions and information products, for example, image editing software, such as Macromedia Flash and Adobe Photoshop.

Rationale

When using ICT to solve information problems, students apply a problem-solving methodology comprising the stages of analysing, designing, developing, testing, implementing and evaluating, and use techniques and procedures to efficiently and effectively process and manage data, information and files. The problem-solving stage of documenting is not addressed in this area of study. In the developing stage, students use database management software to create solutions and information products that utilise a relational database. They create effective user interfaces, apply mathematical calculations to data, and create macros to perform repetitive tasks, construct queries and sorts, and create reports that assist in decision-making.

Unit 3: IT Applications

The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Students use web authoring software to create prototype websites for particular online communities, taking into account both technical and non-technical constraints.

Students also focus on the use of a relational database management system (RDBMS). They examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS.

Unit 4: IT Applications

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. In the first area of study, either a relational database management system (RDBMS) or spreadsheet software is selected and used to create solutions to information problems. In addition, students use web authoring or multimedia authoring software to produce onscreen user documentation. When creating solutions to ongoing information problems, students apply all stages of the problem-solving methodology.

Students also explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.
Units 3 and 4 are designed to be taken as a sequence.

Rationale

Information systems support organisations to achieve their goals. Often these systems have to change for economic, social and technical reasons. The systems development life cycle (SDLC) is a methodology for controlling the development of new or modified information systems. While students develop knowledge of the SDLC, the emphasis in this area of study is on the analysis and design phases. Students acquire and apply knowledge of networks by examining network components and their relationships. They develop knowledge and understanding of strategies to analyse information systems, and use tools and techniques to describe the logical designs of existing and proposed systems.

Unit 3: Software Development

Unit 3 focuses on programming as a strategy for solving problems for specific users in a networked environment. Students develop knowledge and skills in the use of a programming language. The programming language selected will be studied for both Units 3 and 4. When programming in Unit 3, students are expected to have an overview of the problem-solving methodology and a detailed understanding of the stages of analysis, design and development.

The first area of study focuses on the analysis stage of the problem-solving methodology, which involves students developing and applying knowledge and skills in determining the requirements of solutions, identifying relevant factors that should be taken into account when designing the solutions, and in scoping the solutions. Students also engage in designing the detailed specifications of how solutions will be developed and undertake the development stage by using the selected programming language to create planned solutions.

Unit 4: Software Development

This unit focuses on how the information needs of individuals, organisations and society are and can be met through the creation of purpose-designed solutions in a networked environment. Students continue to study the programming language selected in Unit 3. In this unit students are required to engage in the design, development and evaluation stages of the problem-solving methodology.

The first area of study focuses on the design and development stages of the problem-solving methodology when solving problems suitable for use with mobile devices. The second area of study focuses on the final stage of the methodology, evaluation.

Future Directions

The study of Information Technology may provide pathways to further studies in IT and to careers in ICT-based areas. It may also prepare students for programs that require either an IT-related subject or for a vast range of careers that require efficient and effective use of ICT.
VCE – SYSTEMS ENGINEERING

Pre-requisites

Students would be expected to have satisfied the work requirements of 1 Year 10 (Level 6) Systems Engineering subject or have the recommendation of a Systems Engineering studies teacher. Students may enter the study at any Unit, although Units 3 and 4 are designed to be taken as a sequence.

Rationale

Contemporary society is exposed to the rapid advancement and pervasive influences of technology. Technological systems play an increasingly significant role in the human world. They mediate or control many aspects of human experience. Systems Engineering provides an opportunity for students to develop capabilities in, and knowledge about, the design, operation, construction, assembly, maintenance, diagnosis, repair and evaluation of technological systems, applicable to a diverse range of fields such as engineering, manufacturing, automation, control technologies, mechatronics, electro technology, robotics, and energy management. Students gain awareness and understanding of the interactions of these systems with human society and natural ecosystems. Students will gain appreciation, knowledge, understanding, and practical application of technological systems. The study promotes innovative thinking and problem-solving skills through a project-based learning approach. It provides opportunities for students to learn about and engage with systems from a practical and purposeful perspective. The study emphasises integration of basic engineering and physics theory with practical tasks. Technological principles and the associated mathematics are incorporated as essential tools employed in the processes of technological systems design, modification, production and evaluation. The terms mechanical and electro technology are used as descriptors for the types of systems covered by this study. Mechanical systems include pneumatic and hydraulic systems or subsystems. Electro technology systems include electrical, electronic and microelectronic systems or subsystems.

Unit 1: Mechanical Engineering Fundamentals

In this unit, students study fundamental mechanical engineering principles, including the representation of mechanical devices, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain the physical characteristics. The unit allows for a ‘hands-on’ approach, as students apply their knowledge and construct functional systems. These systems can be purely mechanical or have some level of integration with electrotech systems. The systems constructed can provide tangible and/or realistic demonstrations of some of the theoretical principles studied in this unit. All systems require some form of energy to function. Through applied research, students explore how these systems use or convert the energy supplied to them, and related wider environmental and social issues.

Unit 2: Electro Technology Engineering Fundamentals

In this unit, students study fundamental electro technology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations that can be applied in order to define and explain electrical characteristics of circuits. The unit offers opportunities for students to apply their knowledge in the construction of a functional system. Although the system can be predominately electro technological, it is highly desirable to have some mechanical integration within the system. The systems constructed provide a tangible demonstration of some of the theoretical principles studied in this unit. Electro technology is 1 of the fastest moving sectors in relation to developments and changes that are taking place through technological innovation. The contemporary design and manufacture of electronic equipment involves increased levels of automation and inbuilt control. The unit allows students to explore some of these new and emerging technologies.
Unit 3: Systems and Engineering Energy

In this unit, students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. This is underpinned by the study of human endeavour in which observations and ideas about the physical world are organised and explained. Through the application of their knowledge, students produce an integrated operational system. Students also apply their knowledge and skills to research, produce and present technical reports. In Unit 3 students commence work on the design and construction of 1 substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation. The engineering principles underpin students’ understanding in the fundamental physics and applied mathematics needed to provide a comprehensive understanding of mechanical and electrotech systems and how they function.

Unit 4: Integrated and Controlled Systems Engineering

This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. In recent times, commercial integrated systems have increased function, control and internal monitoring subsystems within them.

Future Directions

The study can provide a sound basis for entry into a broad range of tertiary technology courses such as engineering and applied sciences, skilled trades and vocational training, in the electro technology and automotive sectors or lead to employment in technological enterprises.
There are 6 VET (Vocational Education & Training) Courses offered at the College all contributing to the student’s ATAR score and units 1-4 of the VCE. VET is the largest growth area in VCE and St. Francis Xavier College (Beaconsfield Campus) offers a diverse range of courses to meet the needs of students and the Industries the courses represent. The course names and costs are listed below with detailed information on the following pages.

### VET (Vocational Education and Training programs)

The costs involved with these courses have been kept to a minimum and include books and equipment.

These are the costs for 2013 (after Government funding).

<table>
<thead>
<tr>
<th>Course</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Business (2 years)</td>
<td>$186 per year</td>
</tr>
<tr>
<td>Certificate II in Information Technology (1 year)</td>
<td>$223 per year</td>
</tr>
<tr>
<td>Second year units from Certificate III</td>
<td></td>
</tr>
<tr>
<td>Certificate II in Hospitality (Operations 1 year)</td>
<td>$187 per year + Chef Uniform $85</td>
</tr>
<tr>
<td>Second year units form Certificate III</td>
<td></td>
</tr>
<tr>
<td>Certificate III in Music Industry (Technical Production) (2 years)</td>
<td>$200 per year</td>
</tr>
<tr>
<td>Certificate III in Multimedia (2 years)</td>
<td>$200 per year</td>
</tr>
<tr>
<td>Certificate II in Sport and Recreation (2 years)</td>
<td>$226 per year</td>
</tr>
</tbody>
</table>

Application forms will be available from Mr. Apperley in August/September. Interviews will be required before final selection can be made.
Certificate II in Business

The Certificate II in Business is designed to meet the needs of students who wish to have training, which will prepare them for work in any office environment. Completion of the Certificate would enhance their future employment prospects and prepare them for further study at a Diploma Level Course.

Aims

- To provide skills/knowledge to enter employment in Clerical/Administrative workforce across all industries
- Students will gain experience and knowledge in a range of jobs
- Students will develop social and personal skills relevant to the Clerical/Administrative workforce
- Students will gain a recognised credential and credits in further education and training.

Course content

The course is divided into 4 main areas as outlined below:

- Office practices and protocol – role and function, workplace/team effectiveness, records handling and processing, equipment etc.
- Information Technology, keyboarding techniques and operation, numeric keypad, word processing and text production using Microsoft Office.
- Financial (basic accounting) – petty cash, financial source documents and bank deposits.
- Practical Placement – Time is spent developing practical skills in a work environment.

Assessment

- Assessment is based on topic tests, assignments and practical demonstration of skills.
- Assessment is competency based. This means students are judged against prescribed standard rather than the performance of others. This places emphasis on what the learner can actually do.
- Students are given 3 attempts to satisfactorily demonstrate competency in a learning outcome.

Course structure

The course is completed over 2 years and is divided into learning modules outlining specific components to be studied and learning outcomes to be achieved at the completion of each module. Students completing the full Certificate and end of year examination will gain a study score which will contribute to the ATAR SCORE. The Certificate contributes 4 units to the VCE 1&2 and 3&4 level over the 2 years.

Future directions

This course would be suitable for students wishing to pursue careers in the following types of areas:

- Office Manager
- Secretary
- Marketing Research Manager
- Real Estate Agent
- Retail Buyer
- Sports Administration
- Law Clerk
- Receptionist
- Purchasing Officer
- Managing a Small Business
- Bank Officer
- Articles Clerk
Information Technology Certificate II

Description

This is a 1 year course that teaches students Information technology skills and techniques that could be used in the IT industry as well as providing prerequisite knowledge for further Information Technology Certificate study. In the second year students will undertake selected units from Certificate III.

The course allows students to work in a simulated Information Technology environment working as part of a team in order to solve Information Technology problems such as building a computer from scratch and planning, designing and constructing a computer network.

Some of the topics that will be covered include:

- Communicate in the workplace
- Follow workplace safety procedures
- Work effectively in an IT environment
- Operate a personal computer
- Operate computer hardware
- Use computer operating system
- Operate computing packages
- Design organisational documents using computer packages
- Integrate commercial computing packages

Other possible topics could include

- Create user documentation
- Install software applications
- Connect internal hardware components
- Maintain system integrity
- Administer network peripherals
- Run standard diagnostic test
- Migrate to new technology

Students completing the full Certificate and end of year examination will gain a study score which will contribute to the ATAR SCORE. Students who complete Certificate II will gain 2 VCE Units 1 & 2. Students who also complete a second year (covering modules from the Certificate III course) will gain Units 3/4 of the VCE and a study score when they undertake the end-of-year examination.

Students who select this course will be required to undertake an interview.

Future Directions

Students completing Certificate II would be able to continue their studies in a variety of courses, e.g., Multimedia, Systems Administration, and Software Development. This in turn would have pathways into Degree courses in related areas of study or employment in the Information Technology Industry.
Certificate II in Hospitality/Kitchen Operations

(And units of competence leading to Certificate III)

Hospitality is one of the fastest growing industries in the world today with particular emphasis on the service sector. Due to vast employment opportunities and local demand, hospitality was regarded as the ideal program to offer to our students.

The Certificate II in Hospitality (Operations) is nationally recognised and is based on gaining competencies. It combines studies and practical experience gained at St. Francis Xavier College.

Course content

- Develop knowledge of the Hospitality industry
- Basic methods of cookery
- Presenting food
- Customer service
- Working in a socially diverse environment
- Health and safety related to the industry
- Organise and prepare food
- Providing responsible service of alcohol
- Hygiene and cleaning premises
- Process financial transactions

Course structure

The Certificate II in Hospitality will be completed over one year at St. Francis Xavier College and involve units with a qualified chef to be completed in our industrial kitchens. Units from the level III course will only be available in the second year for students who have completed Certificate II. Students who complete level II Hospitality will gain VCE Units 1/2. Students who also complete the second year (covering modules from the Certificate III course) will gain Units 3/4 of the VCE and a study score when they undertake the end-of-year examination.

Assessment

Assessment is based on topic tests assignments and practical demonstration of skills. All assessment is competence based, this means students are judged against set prescribed industry standard rather than the performance of other students. This places the emphasis on what the student can actually do. Students completing the full Certificate and end of year examination will gain a study score which will contribute to the ATAR SCORE.

Future Direction

The course provides an overview of the hospitality industry and the potential career paths within it. Students develop food preparation skills, interpersonal skills and knowledge for entry into the hospitality industry.

This course will provide a practical understanding and awareness of hospitality as well as opportunities to enter directly into the workforce or continue and expand studies at TAFE It can also serve as an extension towards apprenticeships and traineeships to further develop qualifications.
Music Industry Certificate III – Technical Production

Aims

The main aim of the Certificate III in Music Industry in the first year is to provide young people with the opportunity to gain basic training in the major areas of the Music Industry, which include Music Business, Music Technology, Music Promotion and Music Performance. Students applying for this course need to have an interest in the Music Industry, but do not need to play a musical instrument.

Course content:

First Year deals with an overview of the music industry including the following list of topics.

- Careers in the Industry
- Copyright and business practices
- Marketing music
- Making a low budget Music Video
- Health and safety in the Industry
- Basic recording techniques including multi-track recording
- Setting and operating lighting & sound systems
- Song writing
- Planning regional tour and organising a musical event

Second Year deals with Technical Production in the music industry through the following list of topics.

- Making a CD using the College recording studio
- How to release and market your own CD
- Setting up and operating a band PA system
- Introduction to digital recording
- Creating a web site
- How to do a basic contract
- Understanding the use of microphones and speakers

Course structure

Certificate II has 18 core units and 126 hours of elective units over 1 year. Certificate III has 25 core and 60 hours electives. Students who complete level II can go on to level III and would get 260 hours credits for that level.

Students will gain 4 VCE units from this program over 2 years. Certificate II = VCE units 1/2. Certificate III = VCE units 3/4. Students must complete Certificate II to go on with Certificate III.

Assessment

Assessment is based on topic tests, assignments, and practical demonstration of skills and is competency based. This means students judged against prescribed industry standards rather than the performance of others. This places emphasis on what the student can actually do. Students completing the full Certificate and end of year examination will gain a study score which will contribute to the ATAR SCORE.
Future Directions

This course is for those students who wish to pursue a career in the music industry. The Certificate also leads into a Diploma of Music and is accredited by the industry with career pathways for people to work in the contemporary music industry in areas such as Lighting or Sound Technician, Retail, Performing, Managing, Song writing, Music Video.

Names of some courses available after completing Level II and Level III Certificate are:

- Advanced Certificate in Music Business Management
- Advanced Diploma of Music
- Bachelor of Music Performance
- Bachelor of Music

Certificate III in Multimedia

The Certificate III in Multimedia is a National qualification for students who wish to be part of the rapidly growing Multimedia Industry. It is especially suited to those students who like to combine their interests and talents in areas of Art and Design with the use of computers.

The Certificate will provide experience with modern high-end graphic/multimedia computers running on the Macintosh platform.

Aims

The general purpose of the Certificate III in Multimedia is to provide the skills, knowledge and attitudes for training in interactive multimedia. This training will provide the skills and knowledge in a broad range of basic media related tasks and provide the foundation to enter the industry at entry level, and/or proceed to further study. Its overall purpose is to introduce training in the multimedia industry, which will give students the opportunity to gain skills that help them focus on their future career direction.

Course content

Core

- Industry context and future directions
- Introduction to Multimedia authoring
- Visual design for industry
- Introduction to Multimedia
- Computer literacy and survival skills
- Digital imaging

Electives

- Introduction to 2D animation
- Multimedia as the visual arts
- Introduction to the Internet
- Multimedia interface design
- Introduction to Multimedia scripting
- Digital audio
Course structure

The course will operate over 2 years at St. Francis Xavier College. Students completing the full Certificate and end of year examination will gain a study score which will contribute to the ATAR SCORE. The Certificate also contributes 4 units to the VCE, 1/2 and 3/4.

Assessment

Assessment is based on topic tests, assignments and practical demonstration of skills. Assessment is competency based. This means students are judged against prescribed standards rather than the performance of others. This places emphasis on what the learner can actually do. Students are given 3 attempts to satisfactorily demonstrate competency in a learning outcome.

Future Directions

Students completing this Certificate could become trainees in the Information Technology Industry. The certificate also leads on to 2 further Tertiary studies in Arts Multimedia/Visual Design & Graphic Design. Students doing Studio Art (VCE) would find that this certificate enhances their skills and may broaden their choices for a future career in the multi-media industry.

Certificate III in Sport and Recreation

Description

This Certificate III course is to be completed over 2 years. The course teaches students skills that could be used in the Recreation Industry. Students who satisfactorily complete the first year may go on to a second year to complete the Certificate III. The Certificate also contributes 4 units to the VCE, 1/2 and 3/4. On completion of the VCE Examination students will gain a study score which will contribute to the ATAR SCORE.

The course will be conducted in a simulated work environment at the College.

The units will be taken from the National Industry Training Package, and involve students setting up and operating a gymnasium/fitness centre.

Some of the topics to be covered in the first year of the course include
- Organise personal work priorities
- Provide fitness orientation and health screening
- Apply first aid
- Respond to emergency situations
- Maintain sport and recreation equipment for activities
- Instruct and monitor fitness programs

Some of the topics that will be covered in the second year of the course include
- Conduct basic warm-up cool down programs
- Plan and conduct sport and recreation session
- Undertake risk analysis of activities
- Analyse participation patterns
- Facilitate groups
- Provide public education on the use of resources

For further information regarding this course please see Mr Phil Apperley in the careers room. He can also be contacted at the College on (03) 9707 3111 or email papperley@sfx.vic.edu.au